

The Gryphon will inform its readers of matters of school, community, and world interest and concern. All departments, activities, personalities, and organizations will be given full coverage in proportion to their interest and relative importance to the entire school.

The Gryphon will be student expression. However while exercising freedom of the press, The Gryphon will also assume the responsibilities of an ethical newspaper.

Letters from students, faculty, and other citizens are welcomed and may be sent to The Gryphon, room 110. However, the editor reserves the right to withhold libelous or profane material from publication.

Respect Needed Both Ways . . . For Substitutes And Students

Not everyone likes substitute teachers.

According to the 1977-78 Administrative Handbook for the Rocky Mount City Schools, Section II, "All substitute teachers shall be approved in accordance with regulations of the county or city board of education."

In Section I. Definition, "The term 'teacher' as used herein includes all teachers—academic, exceptional, and vocational—and all principals who regularly teach one or more classes. The local Superintendent shall determine the need to employ a substitute for non-teaching professional personnel."

Mr. Dudley Whitley, who interviews applicants for substitute teachers stated that the applicants must fill out a teaching application, then references are checked. If the references check out, the applicant comes in for an interview. However, in order to even fill out an application, Mr. Whitley stated, the applicant must have two years of college.

After all this, if the applicant checks out they are put on the substitute teachers list. At the end of

every school year, the principal evaluates the substitutes, just as he does the full-time teachers. If the substitutes don't do their jobs they aren't placed on the list for the next year.

To go through all this and to meet the standards the school system has set, the person must be competent and reliable. Plus, the substitute has to endure chaos that 30 students can inflict, teach a subject that they may not know anything about, and put up with utter mayhem all day long. Substitute teachers should be given the same respect that is given to any full-time teacher.

At the same time, the substitute should respect the students and listen to them, instead of acting like a demagogue. Rather than coming in the classroom with an initially antagonistic attitude toward the students and expecting the students to do something wrong, they should come in with an open outlook and try to get along.

In order for a substitute to command respect, they have to earn it and the same applies for the students who want to be respected.

Student Achievement Favorable

Although Scholastic Aptitude Test Scores are at all time lows in the south, the scores here are significantly better than the state and region and only slightly lower than the national average. Perhaps this explains a recent survey on student achievement.

Fourteen of the 29 teachers who responded to the survey noted that their students performed to 75 per cent of their potential. Another 13 said their students learned 50 per cent of what they are capable.

This favorable rating parallels the SAT scores at Senior High. The average score of 881, 424 verbal and 457 math, compare to the state average of 836, 401 verbal and 434 math and the southern average of 869, 417 verbal and 452 math. The national average of 912, which breaks down to 435 verbal and 477 math, remains slightly higher than our individual score but much higher than the state's average.

Yet the survey pointed out that students need to dwell on improving study skills and on motivating themselves to do their work. Sixteen and fifteen teachers respectively checked these debilities. The teachers aren't willing to rest on their laurels: the students shouldn't be.

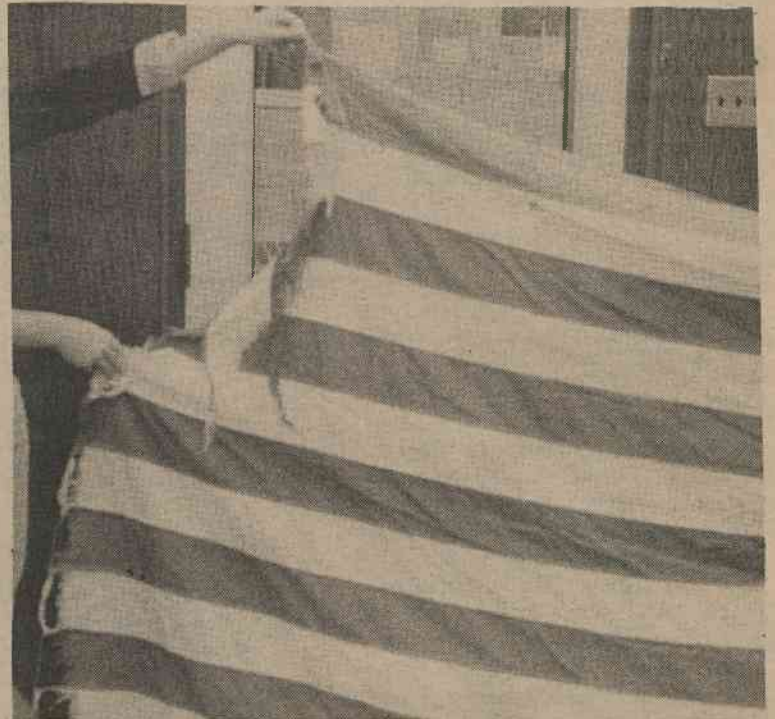
One interesting correlation that students should notice is that 19 teachers said their students did homework 75 per cent of the time and 16 teachers

felt their students paid attention 75 per cent of the time. The majority of the teachers who checked one of those two categories marked the other.

Perhaps paying attention in class is the one major key to achieving and learning. A few talented students may be able to teach themselves by reading the book, but, if all students could, teachers could go home. Paying attention and participating familiarizes the mind with the subject under discussion. Homework is done much easier when the subject is already at least partially understood. Trying to learn an idea by doing the homework cold, without understanding, is futile and frustrating. And after giving up once, the vicious cycle begins of not understanding and thus not building on that understanding.

Paying attention also makes studying for tests much easier. Cramming is unnecessary; a little review is sufficient to set the brain in motion. When the subject is understood, it will be remembered. Talking to the girl or guy in the next aisle distracts from this understanding.

This truism may seem obvious, but nonetheless the survey pointed out a definite correlation between paying attention and successfully completing homework. With a little thought, the conclusion that better overall performance relies on participating and paying attention in class follows.



FLAGS NEEDED: The flags at Senior High have received too much wear and tear to remain in front of the school. (Photo by Hutchisson.)

Editor's Echo By KEITH KING

Well, it's been a year since Jimmy Carter, a broad-smiled peanut farmer from Plains, Georgia, was elected President of the United States.

Mr. Carter worked long and hard for two years (officially) to get to the White House. But what has Mr. Carter done since he and his "good ol' boys" came to Washington.

He has helped America break its concrete ties with Watergate. He's expressed a willingness to clean up the bureaucracy in Washington. He helped the cardigan sweater on its way to a fashionable comeback.

He showed us that a political outsider can be effective in government.

Hold it! Back up! I can't believe I said that.

President Carter's effectiveness so far as concrete results is questionable.

There are two possible reasons for this ineffectiveness. One being the fact that President Carter is an outsider. (Remember everybody was saying Jimmy who?) It takes time to get the feel of how the Washington bureaucracy (which he wants to clean up)

works. Once President Carter gets some experience maybe his effectiveness will increase.

The other reason stems from his campaign. Remember when everybody took note of Mr. Carter's "fuzziness" on the issues. It seems no one knew what Jimmy stood for (Jimmy what?) in his administrative policy. Mr. Carter came into office wanting to do a lot. He's trying to, but his trying to do it all at once. Here a nuclear arms agreement, there more jobs, here a tax cut, there an energy bill. It's hard to get behind him and support him. He doesn't seem dedicated enough in either field, so it's hard to rally emotional support.

Once Mr. Carter establishes himself as an "insider" and concentrate his efforts, I wouldn't be surprised if he becomes 99 per cent effective. He has great charm and popular appeal.

He's going to need concrete results and this appeal to stave off a strong attack from a revitalized Republican Party in 1980.

Three more years. Get your act together, Jimmy.

Czar Regards Exams

All right students!! Because of popular appeal and indignation, the Czar of Schoolimentary Procedure has consented to answer questions regarding exams, or any other questions that have sprung into discerning minds.

The Czar proclaims himself to be a holder of all esoteric knowledge concerning school rules and agreements. The floor is now open for questions.

Q. Mr. Czar, what is the procedure for scheduling nine weeks exams.

A. Exams are scheduled, by a general agreement between faculty and students, so that no more than two should be taken by a single student on the same day.

Q. Why is it then that some students have had up to --- exams on the same day?

A. Since the agreement is a cordial one, there is no iron clad school law that guarantees a student no more than two nine weeks exams on the same day. Semester exams are a different story.

Q. What should a student do if he is to have four nine-weeks tests on the same day?

A. That depends.

Q. Depends on what?

A. On how much he knows. If he knows little or

nothing like some students at Sr. High, he should fix a thermos full of coffee and prepare for a long night. If he is sure of his subject, he is a lucky creature.

Q. Does Journalism fall into the English Department or into the Elective Department.

A. The answer to that depends on which wise owl a student talks to. My recommendation is that the Journalism student be prepared for a test on any of the three days.

Q. Are there actually students on the newspaper?

A. Well on my last survey, I did ascertain that the newspaper staff has one student.

Q. Who is it?

A. To prevent this person's life being placed in jeopardy, I decline to answer that question.

Q. Is it true that the newspaper staff doesn't like to go to school?

A. No, the simple fact is that they don't have time for school; they have to put the paper out.

That concludes the Czar's interview for now. He is going into seclusion for a while to avoid assassination attempts. Thank you for your patience.

THE GRYPHON

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