

enough interest in our teams. Wake up; our team is not asleep; its members are doing their part and you should do yours.

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THE BORROWING HABIT

The "borrowing habit" has been noticed mostly among the Seniors who should be setting a good example for the lower classes. So let us give "a word to the wise".

If a student comes to school to learn, he should bring with him the articles necessary for his learning. The first symptoms of the borrowing habit are the borrowing of a pencil or some paper. Next the student ventures to borrow a pen and then probably a book, but he soon finds he can not borrow his school-mate's mind on an examination. Neither will he be able to borrow a house or business position in later years. A student should use "Be Prepared" as his slogan, for the borrowing habit will put him at a total loss in the time of a necessity. Let's take Shakespeare's advice:

"Neither a borrower nor a lender be,
For loan oft loses both itself and friends,
And borrowing dulls the edge of husbandry."

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STUDENT MORALE IN THE ALBEMARLE HIGH SCHOOL

There is a whole catalogue of virtues and moral elements which the school must seek to establish and strengthen in its pupils. Perhaps the most of them are secured through instruction, recitation, study of lessons, personal examples of the teacher, chapel exercises, playground activities, and many other ways. Discipline is popularly regarded as keeping order, or eliminating outward disorder and compelling obedience to the rules and regulations of the school and of the teacher in particular. This is not a very high conception of the term discipline, but it may rightly be regarded as the first step towards the goal which every teacher must keep in mind. Students have little chance to learn and no training can be made very effective in a class room where lawlessness and chaos reign. Confusion, disorder, and disobedience are not conducive to a good school. They interfere with the successful accomplishment of every lesson, whatever its aim; but more than that, they are factors which constitute the very antithesis of the moral ideas, ideals, and habits which the school should constantly strive to build up in its pupils.

I am glad to say that, in my opinion, the morale in the Albemarle High School has reached the point where there is room for considerable favorable comment. Personally, I am delighted with the attitude that the average student of our school assumes in matters of discipline, formation of desirable habits, moral ideals, etc.