

# THE POINTER

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HIGH POINT HIGH SCHOOL



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We hear that the senior play will be hotsy-totsy—in other words—“Oh Kay.”

The triangular debates were much enjoyed Friday morning, we believe, and the ideas that debates are, after all, worth something, have probably increased greatly among our student body. Many who have never before thought that they could possibly sit for over an hour and listen to four high school speakers argue an international question, were probably surprised Friday to find that they could and enjoy it. This may have been true because the speakers who debated here went after their work in such an interesting manner. At any rate, we are glad that the triangular debates were this year held before the student body, and we hope that this plan will be followed in the future.

## A VISITORS' SECTION

Practically every time we have chapel there is some disturbance about the students on the first floor getting in the right row on account of the visitors. We are certainly glad to have guests, especially when we have a good program to present to them—but there seems to be no necessity for the confusion that occurs almost every Friday morning and at times even more often.

At the beginning of the year each home room is assigned a definite place in the auditorium and here they are expected to sit whenever they are at chapel. Yet morning after morning it is a common sight to see the leaders pause to decide where they shall lead “their brethren,” for their rows, or at least a part of the row is filled by visitors. These visiting ones are all unconscious of the fact that they are the cause of such a disturbance, or, if they realize the “wrong,” that they have done, they are at a loss as to where to go or what to do. Now, the only plan we see as a remedy for this, is that a small section be reserved for all visitors, and that they be directed there as soon as they arrive. There are several seats unoccupied in the auditorium, and these could be used to advantage. If it were not possible to have all the seats for the guests together, they could be marked just the same, and would furnish regular places for those who do not come in the student body group.

This plan, or even another, would save both students and visitors much embarrassment, and would save the appearance of our entrance into the auditorium from being the “chaos” it sometimes is.

## THE SENIOR GIFT

At the senior class meeting Wednesday last the question of the senior gift came up, as it invariably does with each senior class each year. Whether the “dignified ones” shall leave a statue of Venus at the Bath or a talking machine or some like useful article as a token of their love for Alma Mater is always a matter of much concern and some discussion. This year is proving no exception.

Mr. Johnston presented a new plan to the class Wednesday. He suggested that the money which would be put in a material gift be placed as a starter for a student fund. This fund, according to the principal, would be used for expenses of extra-curricular activities such as debating, dramatics and the paper. It would be administered only with the approval of the principal, and in this way would not be spent carelessly.

There was some approval of this plan among the class members, and there was also some disapproval. Some voiced the opinion that such a fund would not be a fit senior gift in that there would not be anything to show for it. These did not seem to feel that the profit that would come to the school and the students would repay amply any fund spent in this way.

Practically everything that comes up in the clubs and the other organizations calls for money, yet who is there to meet the call? Certainly it is not provided for in the school budget, and the dues of the clubs, etc., are not able to bear such demands. Neither is it fair to expect the individuals concerned to meet the expenses. Whatever they are doing they are doing in the interest of the school, and for the student body. As Mr. Johnston said Wednesday, the president of the student council is expected to attend meetings with other student council representatives, yet it costs something every time he goes out of town. Who is going to pay for it? Do you expect the students to be taxed for such a thing?

When the hand books are printed they are distributed free of charge to the student body. Yet we can't expect the printers to do their work for nothing. Every debate means that the expenses must be met somehow. It is customary for the schools to entertain the visiting debaters and the local team, yet in the past here, the only entertainment which has been afforded has been paid for by the members of the Oratio club. Last year the Greensboro representatives came over here and went home without our giving them so much as a stick of candy. Such small entertainments are not mere foolish ideas. They

have a real purpose and that is to create a friendlier feeling between the contestants and to make the relations of the schools more cordial.

Debating is not the only thing which calls for money and has its call unanswered here. The dramatic clubs and presentations have expenses to meet. So do the other clubs and parts of the high schools.

If you don't think that these things are important in the school and are really worth while, then think how you would feel if you knew that H.P.H.S. was the only school of its size around here that is not represented where the students meet? How do you expect our school folks to mix with others who are interested in the same things that they are and to gain new ideas so that they may be more efficient in their service for us? Contact with other schools is necessary, and all of these things cost money. The only solution to the question is a fund devoted to this purpose. But who is to start that fund?

The senior gift is the most logical answer.

## THE LAST OF THE MOHICANS

Some of you like to read stories of the Norse Vikings, and their great tales of adventures on the sea, others of you prefer, the stories of chivalry, and Arthur's knights, but a large majority of you, I know, are most interested, and most enthralled in tales of the brave, and stalwart frontiersmen, and the real Americans, the Indians. These two tribes who made our country's first history, are always a spur to our imagination.

There are no books to be found anywhere in print which are better illustrations, both of the bravery of the frontiersmen, and the power of the Indian, than Cooper's immortal “Leather-Stocking Tales.” The stories one usually reads that have anything of Indian life in them, reveal only the cruel, blood-thirsty, and fierce side of the Indian's nature. These books which Cooper wrote so well tell in an amazingly entertaining way of the real courage, and humanity under the savage war-paint of the American Indian.

In the “Last of the Mohicans,” the third of the series, you will find yourself wrapped up in the following adventures of the last of the brave Mohican tribe, young Uncas, “La Longue Carabine,” son of the chieftain, “Chingagook,” the Serpent. The story deals with the adventures of some English people, two girls, sisters, and some young officers. All wound around the tale, is ever before the eye of the reader the thread woven into the story—the life of the typical young Indian chieftain, the pride of his tribe, as Uncas is. He saves the lives of his English companions, in many miraculous ways—when there is danger he is ever before to guide, and to stand the brunt of the conflict. He is their shield in times when their untrained senses fail them. There you find unsurpassed stories of the real Indian woodlore—the ways in which they trail their enemies, the keen faculties, trained to the last degree. The white man relies in time of necessity on his manufactured rifle, and firearms, but even these fail sometimes. The Indian's reliance is not on such paltry weapons; he does not stand the chance of its failing when he needs them. His own body is trained so as to be of the greatest service to him.

Those of you who do like Indian stories will find nowhere better food for your fancies, than in these “Leather-Stocking” tales, dealing with the brave Mohicans, and their frontier comrade, Leatherstocking.

## PRESS ASSOCIATION TO MEET THIS MONTH

The staff has received notice of the first national convention of the National Press Convention which will meet in Minneapolis, Minn. April 11-13. This convention will include in the program discussions, both group and round-table, that will be of help to school editors and advisers, and the delegates will hear addresses by prominent speakers on journalistic topics of interest. These speakers have not been announced as yet, but their names will be made public at a later date.

A circular describing in full all the details of the convention was the source of the information which was received here. It is not likely that any members of the local staff will attend the convention.

It is costly wisdom that is bought by experience.—Roger Ascham.

The flag contest is still progressing.

## “THE CAPTAIN” SHOWS TO LARGE AUDIENCES THURSDAY AND FRIDAY

(Continued from Page 1)

however, falls in love with the bearded Captain, and after obtaining his promise to marry her, sets both the white men free. The captain tries, unsuccessfully, to free himself of Katonka, and he and Erasmus return to their colony. For his supposed bravery, he is promised, by the Elder Brewster, the hand in marriage of any Plymouth maiden. He chooses Priscilla, much to her sorrow, as well as John's.

They are about to be married when Katonka steps up to present her “breach of promise” suit, so, at the Elder's decision, Priscilla is turned over to her lover John, and, all ends well with an excellent finale. All the play to some extent modernized to make it more enjoyable.

The three leading parts were well carried. Dorothy Franklin was certainly as fair as any maiden Plymouth ever boasted, and her high soprano voice showed to excellent advantage in the solo, duet, and choral numbers. Her “Spinning Song,” which opened the second act, was easily one of the most successful pieces of the entire show. The faithful John Alden was played well by C. L. Gray, who is considered to have one of the best tenor voices in the city. The part of Miles Standish, “who is wonderfully like Caesar,” was one of the very best performances of the evening. Lucas Abels, who sang this part, left nothing to be desired in the way of dramatic or musical quality, giving probably the most finished performance of all. Carrying a role only slightly below the importance of the first three, was Woodrow Brooks who as Erasmus provoked laughter time and time again. This young amateur is well known for his ability to carry comedy parts, and he was near his best Friday night.

Playing opposite him was Eleanor Stephens as Mercy, Priscilla's best friend. Dot Rankin played “to a perfection,” Katonka, the beautiful Indian princess. Though there was no vocal solo to this part, the Indian dance which was executed by Miss Rankin with unrivaled grace probably received the biggest hand of any part of the operetta. One encore was given and undoubtedly the audience would have liked more. The other main character, the doleful Elder Brewster, was portrayed by Frank Tucker, whose voice carried the numbers well.

The Indian chief was played by Paul Appel, who rendered an enjoyable solo. The other characters were: Pecksuot, an Indian messenger, David Parsons; Lads of the Colony, Richard, Robert Davis, Stephens, Fred Ingram, Gilbert, Gilbert Clinard; a sextette of Plymouth Daises: Charity, Mildred Stewart; Patience, Sarah Denny; Mary, Mary Drew Dalton; Martha Margaret Dorsett; Hester, Frances Coltrane; Ruth, Ernestine Kennedy. Sixty members of the glee club comprised the choruses. Twelve of these represented the sailors and soldiers, nine were Puritan men; twenty, Puritan maidens; eight, Indian braves, and the remaining eleven, Indian maidens.

The score was played by a selected orchestra. Two special musical numbers were given during Act II. These were: a flute duet, “Indian Love Call,” by Ruth Spicer Clark and Susan Sharpe, and a trio, “By the Water of Minnetonka,” sung by Chase, Idol, Billy Siceloff and Charles Tomlinson. These two numbers were well rendered and received much applause.

## High Points

Helen Reich, student at N. C. C. W., was a visitor to the school on Thursday.

Mrs. Sowers, Miss Smith and Miss Morgan were absent at various times this week. Mrs. Herbert Johnson, Mrs. Bryan, and Mrs. Ben Moore, respectively, substituted for them.

Dick Douglas, who spoke last Thursday in chapel was a spectator at the debate between High Point and Greensboro at the Carolina theatre last Friday.

The school stationery is still on sale at the Little Store. Students are urged to cooperate by buying it.

## EFFECTIVE PARAGRAPHS ATTEMPTED BY JUNIORS

Special work in description and narration has been done recently by one of Miss Bulwinkle's classes of junior English. Each day for the past two weeks the members of this class have written paragraphs in which they attempted to picture accurately and vividly impressions of sight and sound.

The following are examples of the quality of work done by these juniors:

### The Train at Night

The shrill shriek of the train whistle suddenly broke the stillness of the night. Around a curve sped the long train, with the blinding head light blazing down the track. As it passed, one could catch a fleeting glimpse of the many passengers in the diner or in the coaches. The throbbing of the engine and the whizzing noise of the train almost drowned all other noises. The whistle blew again as the train rounded another curve, and the smoke filled the air. For a few minutes longer the lights could be seen. Then, as suddenly as it came, it seemed swallowed up in the blackness of the night.

—MARY DOANE RANKIN, '30

### Excitement

The stillness of the afternoon was suddenly broken by the screech of the ambulance. At first the course of the emergency car could not be determined. All of a sudden it shot around the corner, headed in my direction. The loud shrieking of the siren caused people to park their cars. Many gathered on the corner to watch it pass. As the big car whizzed by, people near it were almost deafened. Down the street it went, shooting in and out between cars like a snake in the weeds. The loud screech grew fainter and fainter as the car neared its destination. The ambulance causes much excitement when answering an emergency call.

—RAEFORD FAIRCLOTH, '30

### HOW I MADE FOUR F'S

Main reason why I made four F's was that I was inattentive in class, sleeping while the teacher made the assignment for the next day's work. When the teacher begins with the day's work, I find myself gazing about all over the room and when the teacher calls upon me I was not prepared.

Absents and tardies is the most important matter I deal with. When you are absent, that throws you back two days behind. Then you have to go back and learn all these things for yourself and that is not like having the teacher to explain things that you don't understand.

Study period is a period I hardly use, first I began to think of the people that are in the halls, then I get to be excused for five minutes; probably gone ten or fifteen minutes, meeting up with a friend and start talking and not thinking about the fellowman that is waiting back in the class room to be excused.

A fellow that is in this condition can't possibly have the school spirit and the right attitude toward his school.

Editor's Note: The above article was written by a student of the class of '29 in an attempt to explain the conditions that lead to his making four F's for the first semester. We suggest that his article be included as one of the causes.