

A Word From The President

ALVIS RICH

Don't you want to support your school?
 Don't you want to save \$6.00 or \$7.00?
 Don't you want to win a radio?
 Don't you want to show the football, basketball, baseball
 teams that you are behind them?
 Don't you want to show that you are a WHS student and
 proud to be one?

THEN WHY DON'T YOU BUY A STUDENT ACTIVITY TICKET?

High School Sports: Good-Evil

Autumn brings falling leaves, Jack Frost, and football games; Winter brings snow, Santa Claus, and basketball games; and spring brings green trees, the Easter bunny, and baseball games.

Each of these seasons of the year has one thing in common: athletic contests. Yet each season brings with it a deluge of magazine articles on the American teenager's physical deficiency as compared with European teenagers. Now these things are not in harmony — numerous athletic events and physical deficiency on the part of high school students.

What's the answer? Only a very small percentage of the teenage population participates.

Most coaches and other supporters of the established system of high school sports defend their position by saying that they encourage every boy, but cannot force them to try out.

You could say that since the adult world has taken most of the initiative of getting a high school education by making it compulsory, how can they expect the student to have enough initiative to go out for physical development activities? Why not have a more thorough physical education organization?

However, to be more sensible, everyone knows that only a certain number of individuals can get on the teams and also there are those who don't have time for the extensive after school work. In such cases, and this covers the larger segment of the American youth, the only remedy lies in an expanded physical education program.

At this point you may say that the suggested answer is just fine, but such an idea is out of reach. Well, does it not seem logical that if all the time and energy devoted to high school sports today were directed toward solving the problems of students, then it would be in our reach?

But this supposition is ridiculous because it does not agree with the age old American value of "tradition." Thus, unfortunately, the everyday teenager must continue on in his rut of complacency, receiving vicarious thrills at spectator sports, bearing the condemnation of his elders for his physical inadequacy with a tolerant smile, and loving his life of security. And every autumn Jack Frost will bring him relief from the sun; and every winter Santa Claus will bring him his toys; and every spring the Easter bunny will bring him his candy eggs.

School Spirit — No Complaints

Nobody in W. H. S. can stand up and start that age old chapel program filler about "We need school spirit" and "Get behind the old boys." We've got school spirit from one rain soaked end of us to the other.

The W. H. S. student body proved they were behind their football team 100 per cent at the first games of the season. When it started raining about half an hour before the Graham game, most normally "spirited" students would have turned around and headed to a more comfortable habitat. But not W. H. S.'ers.

Anyone who would sit on wet seats must have something.

1957-58 Holidays

Officials of the Burlington School System released the calendar for the 1957-58 term earlier this month. It is as follows:

November 28-29—Thanksgiving holidays
 December 18—Christmas holidays begin at 2 p. m.
 January 2—Schools re-open
 April 4-7—Easter holidays
 May 25—Baccalaureate service, 8:00 p. m.
 May 29—Graduation exercises, 8:00 p. m.
 May 30—Schools officially close at noon

THE BARKER

Published monthly as the official voice of Williams High School.
 EDITOR-IN-CHIEF Calvin Linnemann
 MANAGING EDITOR Wanda Ware
 NEWS EDITOR Jim Copland
 EDITORIAL STAFF
 Feature Editors Frank Rich, Ruth Lemmons
 Society Editor Becky Carlyle
 Sports Editor Johnny Weeks
 Associate Editor Sandra Schifflay
 BUSINESS STAFF
 Circulation Manager Jack Newman
 Business Manager Alvis Rich
 Advertising Manager Tripp May
 Photographers George Best, Lin Puckett
 Typists Billie Gray Thomas, Sandra Rackley
 ASSISTANT EDITORS.....Phil Deaton, Nancy Lorimer, Ruth Lupton,
 Malcolm Kilpatrick, Mike Barham
 ADVISOR Mrs. Ella Booker

Dialogue Between Senior, Freshman

Freshman: Excuse me, sir, but could you tell me where the office is?

Senior: What's that, punk? You talking to me?

Freshman: Y-y-yes sir. The office, sir. I've got to get my schedule changed.

Senior: You are undoubtedly a freshman, aren't you kid?

Freshman: Why, y-y-yes sir.

Senior: Quit stuttering freshman! All you are supposed to say is "yes sir."

Freshman: Y-yes sir.

Senior: Freshman, did you know that you are the lowest form of animal life at this school?

Freshman: No sir.

Senior: YOU KNOW IT NOW, DO YOU NOT?

Freshman: Y-y-yes sir.

Senior: Dou you know who I am, freshman?

Freshman: No sir.

Senior: I AM A SENIOR. FRESHMEN BOW DOWN TO SENIORS, DON'T THEY?

Freshman: I just d-d-don't know, sir.

Senior: WELL, BOW DOWN, IDIOT!

Freshman: (Bows down meekly. Almost ready to cry).

Senior: Now, that's much better, freshman. Say, what's that card in your hand?

Freshman: M-m-my schedule card, sir.

Senior: Give it to me! You won't be needing this much longer. (Senior tears up little white card).

Freshman: But, but, sir—I'm lost without my card.

Senior: Get another one in the office. You did want to go to the office, didn't you?

Freshman: Y-yes sir.

Senior: Why didn't you say so sooner, freshman? It's in the basement of the gymnasium.

Freshman: Oh, thank you, sir. Thank you very much, sir. Thank you, sir.

Senior: (Laughing and thinking to himself) Freshmen! Maybe they'll learn someday.

Senior Dilemma

Once upon a midnight dreary, while he pondered weak and weary, there came a tapping at the window where a W. H. S. student sat deeply engrossed in some mysterious papers. He studied by the flickering light of a candle that slowly dripped tallow onto the old brass candlestick. The tapping sound continued as the autumn leaves brushed by and added a final note of sombreness to the dimly lit scene.

Musty old books were piled high, and occasionally the student would leaf through the yellowed pages. With the stub of a much used pencil, he hastily scribbled notes on a paper pad.

As he worked on into the night, the candle burned lower and lower. A chill settled about the room, but still the student worked frantically.

The night was black and the candle now grew very small. The wrinkled brow of the student was concentrated upon his work when a sudden darkness enveloped the room. The candle had burned away and still his fingers were writing.

The moral of the story is: Don't let time run out. Seniors, start thinking about those term papers NOW!

What Students Think About Integration

In time, I think integration can be worked out agreeably for both sides, but that is the key word—time.
 —Carolyn Smith

Dealing with integration in public schools is a very risky subject. Since everyone has a different opinion on it, no matter what you say, you will offend someone. —Bill Hall.

I strongly feel that a quotation could apply to this problem, "A place for everything and everything in its place." —Nancy King.

In my opinion, there is only one way to cope with such a problem; that is to ignore it! —Marvin Coble

When Negro students are enrolled in previously all white high schools, fireworks are bound to occur. Teenagers who have gone to school all their lives with their own race, under the comfortable, though false, impression that they are superior to the Negroes, are not going to affably change their opinions overnight.
 —Judy Wrape

It doesn't make any difference what color you are. You are in school to learn. If the guy behind you is a Negro, he is there for the same reason you are — to learn.
 —Sammy Pickard

The code by which we live states, "All men are created equal." But the whites seem to think that they are better because the Negroes were once slaves. As the English colony fought to be equal, so the Negro is doing now. —Dewey Carter

Integration in the public schools is a nationwide problem that can only be solved by time. —Lyndon Guthrie

I think that if integration is going to come, it should come through a gradual change. The children should be integrated beginning with the first grade. This would eliminate the problem of "getting used to." The children would think nothing of it.
 —John Vernon

It will be a long, long time before integration is fully accepted in the South. —George Wilson

Governor Faubus, in my opinion, made an extremely rash move when he called out National Guardsmen to prevent Negro children from entering the schools in Little Rock, Arkansas. It had already been settled that integration would take place there, and he took it into his own hands to keep this from going into effect. —Kay Ellen Iseley

Integration in the public schools is going to happen so people should accept it. —Cecil Wheeler

Violence should be avoided because this is no solution to the immediate problem of integration. The Southern people are going to have to realize

What Black And Gold Mean To Me

BY JUDY WRAPE

Black and gold just aren't like other colors as far as I'm concerned. If you mention red and blue, green and white, purple and orange, or any other color combinations to me, you will get no more than an apathetic look. But just try mentioning black and gold, and a change comes over me. I become the most interested, energetic, and loyal person you ever met. You see, black and gold aren't just colors to me. They are a symbol of my school and all the things that make it up.

Black and gold make me think of football games—the eager anticipation of the first game, standing at attention for our national anthem and the kickoff, the touchdowns, the teams in their bright uniforms, and the brilliant half-time show at homecoming.

that the Negroes are coming into the schools sooner or later.
 — Pat Patterson

I feel that the success or failure of those few Negroes in white schools now will have a great effect on integration on a larger scale.
 —Holland Phillips

Thoughts For The Day

Emerson once said, "A man is what he thinks about all day long." We see that the way we think and what we think are revealed in our lives. Therefore, we need to feed our minds with good thought. We are unable to think about everything, so why not choose the best. If we think about loveliness, honesty, truth, purity and goodness, we will paint in our minds pictures to inspire our friends and ourselves. The result will be plain living and high thinking. "As a man thinketh in his heart so is he"—Proverbs 23:7

"Be at peace for the past is but a hollow shell quietly slipped from the mighty sea of time."

Is all strife useless, unrecognized? the stub of a much-used pencil, he not succeed in touching them with your hands. But like the seafaring man on the desert of waters, you choose them as your guides, and following them, you will reach your destiny.

School Property — It's Yours

When students have to attend old, out-dated schools with scarred and defaced furniture and few, if any, modern facilities, it is easy to see why they might not be overly anxious to take care of it. But when they attend a school as modern and attractive as Walter Williams, it is not easily understood why some pupils feel they must do their best, or worst, to deface it.

The taxpayers who pay for the school and its furnishings are, for the most part, parents of the children who damage them. Therefore, the students are hurting their own families when they cause undue expense by destruction.

Not only should students take care of school facilities during the day while attending classes, but during all school-affiliated activities.

So while in class, don't write on the desks or walls. Don't litter the halls. At dances don't see how you can destroy that intriguing candle on your table. In general, just keep everything as neat and clean as your own home. It is your property.

These colors also bring to mind basketball — the fast paced action, cheers that threaten to raise the roof, the clock rapidly ticking off the seconds as the tension mounts, and the tournament with it's frenzy of excitement.

Black and gold are associated in my mind with the cheerleaders. I think of the girls with their swirling skirts and sparkling smiles, their voices raised in yells of praise and encouragement.

Of course, black and gold mean our school flags, the old traditional one and the new victory flag, that fly so proudly as symbols of our school.

All in all, black and gold means Williams High School. And W. H. S. means the very best of everything.