

An Alternate Choice; Traditional English

The basic idea of education is information. The basic idea of American public education is a general understanding of the various realms of knowledge. The idea of an elective education is concordant with my ideals toward a more satisfactory education. If instructive schooling is to be emulatable, then the individual should determine his or her own objective. Asked to consider Miss Caroline Johnson's proposal for a new elective designated "Traditional English", I affirmed, as long as there is a) a substantial proof that the course is desired, and that that proclivity can be manifested by a considerable amount of the student body, or their parents, in the four high schools; and b) a consensus of, say ten high school English teachers who have considerable background, draft a constitution of the heretofore mentioned course through conjecture and transigence, such that there is an amalgamation of the proper and fitting components of this "Traditional English" curriculum.

I hope that parents, students (including disinterested seniors, or should I say uninterested seniors), and teachers will rejoin and consider the English education of the student. It is most palpable that many students have no idea what English is -

"the language of intellectuals, I says". We must encourage the people of this land, and this school in particular, that the words and phrases that they speak have a greater intrinsic value than that of incoherent colloquial-glots. Why must we put up with discouragement of education by many? We must consider the ways to put ourselves back on a feasible

course. This regression is unfortunate, but it is mostly unfair to this generation. But again, the problem is threefold; parent! student! teacher! All must refute and be recompensed to where A can converse with B - that says that the intellect can talk with the guy who pursues a blue collar job.

Grimsley Registration: 'Grim' Impressions

"Grimsley" can be considered aptly named when the matter of the school's means of pre-instructional class registration is at hand. "Grim" is exactly the impression left with many arriving sophomores after their first encounter with the disorganized affair.

The typical Grimsley student must stand in line on registration day for often an hour or more hoping and wishing for one certain class, which inevitably will fill up, either with or without that student. He must repeat the process several times, being refused often, and fitted in seldom. In addition, this "ritual" occurs only twice a year, in the blistering heat of the late summer, and during the middle of the freezing winter.

When hundreds of students, all hoping to put together their "puzzle" perfectly, are put placed together under such conditions, there is bound to be discontent - and there is.

After attending Grimsley for several years, few students hear praising remarks considering this method of class registration. It seems that if, indeed, the faculty and alumni and anyone else concerned with the school's welfare want a more positive response from a greater number of students toward Grimsley, such minute issues such as class registration should be fashioned to meet the needs of the students, already working under newly found pressure. And certainly, there are enough other discouraging factors which students associate with school to really turn their minds off about education.

The best policy would be to unscramble the masses of confused Grimsley students on registration day by having each student's proposed schedule balanced by computer during the summer, so that it could be awaiting its owner when the

school year begins. Grimsley is one of the few remaining schools which has not switched to this computerized method.

While this measure might not be a decisive one in determining whether students at Grimsley would jump for joy at the thought of school, or simply retain their general low opinions of the institution, it could perhaps lighten one more of the students' many burdens, which may have helped cause such feelings.

Perhaps if students here at GHS thought that the administration cared enough to take an active role in alleviating the pains of registration, they might hold a little higher regard for the school and its administration.

All in all, the beginning of school at Grimsley, and the beginning of second semester might be a little bit easier for students to bear, and thus shed a bit of that first "grim" impression bestowed upon them at their alma mater.

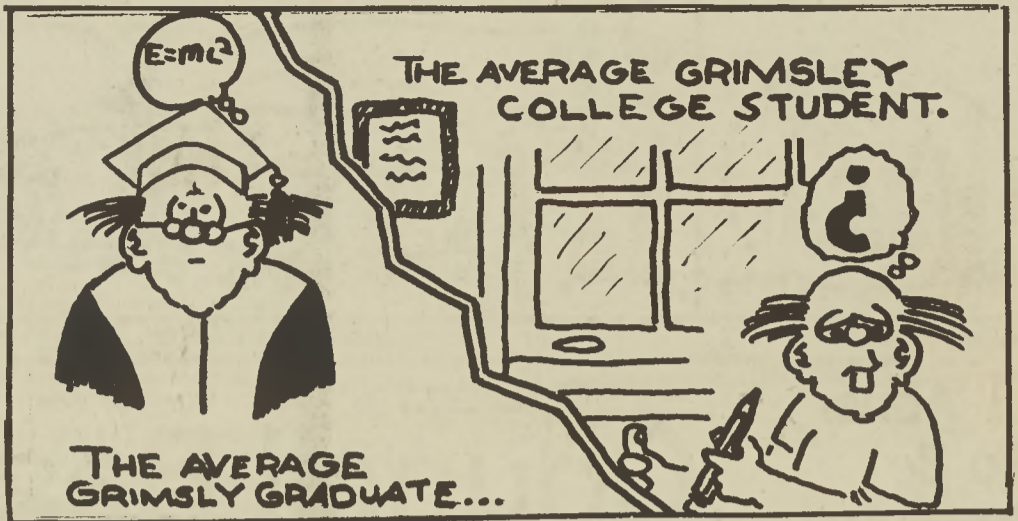
SSBAG Works For Students

The Student-School Board Action Group (SSBAG) has been established by the School Board to provide an outlet for student concerns.

The School Board has raised the SSBAG to an official advisory capacity like that of the Parents' Council. The Board hopes to alleviate student difficulties by providing students with a means for finding solutions.

Interested students are invited to request to attend SSBAG meetings through one of the four permanent members or Mr. Gwynn, John Hepler, Gene Saunders, Beverly Waddell and Carol Eddy are the permanent representatives.

The SSBAG attempts to resolve concerns through conflicts with the Board and Administration sometimes develop. The group



Letters to the Editor

To the Editor:

While I would like to commend Mr. Bulla on his attempt to review a book such as J. Bronowski's *The Ascent of Man*, I feel that I must make a statement. In discussion the review and the book itself, several friends and I feel that Mr. Bulla missed the point of the book. The point of Bronowski's book is **not** that man grows culturally as he evolves, but that he grows culturally as he grows **intellectually**. There is a difference between evolution and the intellectual maturation of man.

It is, of course, true that man's culture is augmented as evolution progresses; yet as man evolves, his intellect increases, and it is from this intellectual growth that man's culture stems. This is the point that Bronowski was trying to set forth; that from evolution comes intellectual growth, and from intellect come culture. And it is from this culture that a civilization is born and nurtured.

To further clarify my point, I would like to present a non-reifiable model of the mind, developed by Dr. H. Michael Lewis. In Dr. Lewis' model, the mind is divided into five separate, yet connected, levels. These levels are: 1) inspection, which deals with direct sensory observation; 2) perception, the cognition of what is sensed; 3) imagination, the mental synthesis of new ideas from element previously experienced; 4) intellection, the relating of the imagination to the perception; and 5) the undifferentiated continuum, or, stream of consciousness.

For our purposes here, we shall only need the first four.

Each of these four levels may

be related to either the entire history of man, or to separate periods of that history, or even to various facets of that history.

The first level, inspection, is the basis of all intellection. It serves as the stimulus, while the remaining levels acts as the response. Through inspection, man sees, hears, feels, smells, and tastes the world in which he lives.

Following the first, the second level, perception, is what man senses the stimuli to be. Perception is the abstraction of reality in man's mind. Perception, combined with inspection, are the primary levels of the mind, but are relatively unimportant to the growth of man through intellection.

The third level, imagination, is the beginning of the major factors involved in man's cultural growth through thought. Through imagination, man takes what he has perceived about the works around him, and from it comes up with new ideas. Seeing an eagle soaring above him, man may imagine himself in flight. Observing a log floating on water, he may imagine himself, too, traveling by water.

It is in the fourth level, that of intellection, that everything found in the first three levels come together. By intellection, man is able to relate how the bird flies to his desire to fly; how the log floats to his desire to travel on water. He is able to connect what he knows about flight and buoyancy to these desires, and thereby accomplish what he wishes to do. It is this level that the achievements agriculture, architecture, language and other forms of communication, and other aspects of civilization in

general, have developed.

Therefore, by observing that as man evolves he in turn natures intellectually it may be seen that through his intellection he creates and improves upon civilization. That is the point that my friends and I would like to accentuate. That is the point that Bronowski set forth in his book *The Ascent of Man*.

Russ White

Editor's Note: - Mr. White, I acquiesce. I must admit to not correlating Dr. Bronowski's affirmation, that man's evolution is biological, intellectual, and then cultural; this is axiomatic. -DWB

To the Editor:

Most of us as students have known about the new attendance policy since the very first day of school. I assume that the teachers knew about the policy before we did, and therefore, the administrators before the teachers. I have not yet heard the same thing twice from anyone explaining the attendance policy.

I feel that for any policy to be effective, students, teachers, and administrators should understand and be able to explain it enough to be understood and repeated effectively by a six-year-old. As of now, I don't think that the policy is very effective, simply because no one seems to understand it completely. Somebody needs to "get it together" and find out exactly what this new attendance policy is, stands for, and just how we, as students, are effected by it.

Connie Florance

[cont. on page 3]

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