

EDITORIALS CON't

"Oh No, Not Again"

Most students have almost identical feelings towards report cards, which is "Awful." My opinion is basically the same. It is terrible to have to punish students six times a year instead of just once. Why can't we get them at the year's end, or even not at all? Do report cards accomplish anything but making some poor students stand for weeks? Don't they just bring bad feeling between the teacher and the pupil? Do they, in any way, teach a student to want to learn? Report card haters should stand together to get rid of these terrible sheets of paper.

Sharon Floyd

(Editor's note: The following is an answer to Sharon Floyd's article.)

The High Jumper

A high jumper must practice hard and long hours and concentrate in order to get into condition for competition. Every day he will try to jump higher and improve his technique. If he knows the height of the cross-bar when he makes his practice jumps, he will be able to measure how well he is doing; he will be able to tell if his hard work is paying off. He will be able to improve his technique, so that when the final contest comes, he will do his best.

His coaches will praise him and encourage him to greater heights when he makes good practice jumps. When he makes a bad jump, they will point out what he did wrong, and try to help him correct the shortcoming which may be in his conditioning, his technique, or his concentration. His coaches, knowing that he can do better, will often try to make him practice and concentrate harder.

Just suppose, now, that during all this practicing, no one was measuring the height of the cross-bar. The high jumper wouldn't know how he was doing, nor would his coaches. Thus, the high jumper wouldn't be able to improve himself, nor could his coaches help him do so. Then, in the final practice, suppose they measure the height, and find that the high jumper was doing poorly. At this time, it would be too late for him to improve before the final contest, and he would lose out. The high jumper would obviously be disappointed, and say,

"Oh, if I had only measured the height of the cross-bar more often. Then, I could have worked harder and corrected my mistakes. Then, I would have won!"

The student is in the same position as the high jumper was. His "paractice" is homework; his "practice jumps" are quizzes and tests. His "coaches" are his teachers and parents; his "measuring the height of the cross-bar" is grades on report cards; his "final contest" is life. If the student only gets graded once a year (in his final "practice jump"), and he doesn't do well, he, and his parents, and his teachers will be disappointed. The student, like the "high jumper", will say, too late, "Oh, If I had only gotten report card grades more often! Then, my parents and teachers could have helped me. Then, I could have worked harder. Then I could have been someone. Now, it's too late!"

Written by "one who has been a student for 20 years, and who is still jumping- with the cross-bar measured."

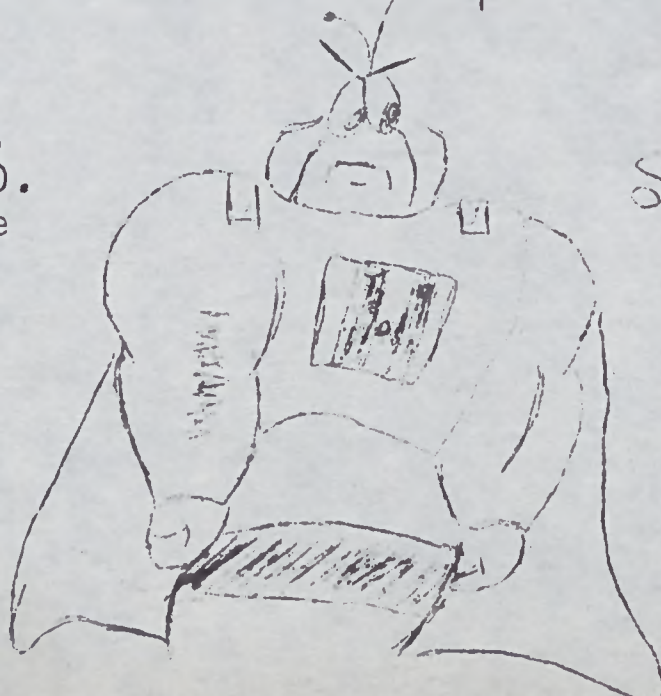
ATTENTION all students!!!!

Do you have any complaints about matters pertaining to school? Anything that you want to change or get started? If you do, use the D.N.Hix. Happening to voice your opinions. We want letters to the Editor! All letters must be put into the mailbox that is in ROOM 3 (Mrs.Parks). Names will be withheld upon request.

VOICE YOUR OPINION!

You can take

- Miss. HARRIS' - Ideals
- Miss. BARNES' - Jumping
- Mr. DANIELS' - Chest
- Coach COPPS' - Muscle
- Cindy PARROT'S - wings
- Mrs. JONES' - EYES. And you will get



Super HORNET