

The Lincoln Echo

The Lincoln Echo is published every six weeks by the students of Lincoln High School in Chapel Hill, N. C.

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Objectives of the Lincoln Echo:
 1. To supplement reading materials.
 2. To encourage free expression.
 3. To interpret the life of the school to the community.
 4. To promote greater school spirit.

-EDITORIAL-

Seniors' Progress

At the beginning of the school year the seniors charted their course just as aviators do when they begin a long journey. They made plans for doing things that they wished to do during the school year. They thought of ways of carrying out their plans. They checked their tools to see how well equipped they were for reading and listening well and for speaking and writing in a clear and interesting way. They wished these tools to be in good condition so that they could use them on their journey. They also hoped to collect additional tools as they needed them along the way.

During the year they have had many interesting adventures with their classmates. They have come in contact with all types of students and teachers. Their teachers have helped and scolded the trouble too. They have also gained a great amount of knowledge by participating in their regular classes and activities.

A Look At The Class Of 1953 Ten Years Hence

The following question was posed to some members of the graduation class by the members of Mrs. Robinson's tenth grade English class: "Seniors, how will you stand in 1963?" Answers to this query follows:

Benjamin Jones: "I expect to be the most famous brick mason in the state by 1963."

Florence Suitt: "In 1963 I will stand as one of the best beauticians in town."

Nelson Riggsbee: "I, Nelson Riggsbee, expect to be teaching or directing a band ten years from now. I will have a home, a wife and one or two children."

Bernice Johnson: "My greatest ambition is to go to New Jersey and take business to become a secretary in some large office."

Ola Mae Farrington: "My desire is to attend college in Hampton, Virginia in order to become a registered nurse. By '63, I hope to be a registered nurse, married and have a nice brick veneer home in California with my husband."

Ross Farrington: "In 1963, I, Ross Farrington, shall have finished my studies in mathematics and settled down to a teaching career somewhere in the state."

James Pendergraft: "I, James Pendergraft, expect to be preaching or directing a band ten years from now. I will have (Please turn to Page Three)

SALUTATORY

BY ROSS FARRINGTON

"Day After Day, Youth Wends Its Way"

"Day after day youth wends its way—pausing awhile yet not to stay"

Friends of the class of 1953, we welcome you to our commencement.

It is to you, our parents and friends, to whom we dedicate this service. The message that comes first from our hearts to yours is a great hope for the future of our institution. This service means more to us than a mere beautiful ceremony. It is an assimilation of your endeavor, your community service, your sacrifice, your vision, and your determination for us. Each year graduation presents to the patrons of our school a partly fulfilled pledge of the youth of this community. Again this day we are filled with a spirit of re-dedication to the ideas and principles of your helpfulness and devotion. You are our treasure chest. In you our hopes; in you are our loftiest desires.

You have given abundantly to the youth of this community. Any institution is made stronger, not only by membership but also by the service, by the interest, and by the undying patriotism of its alumni and its patrons. It cannot exist unless it is through the spirit of service, co-operation and loyalty, the spirit of appreciation, of constructive criticism, of dedication to give increasing devotion to our major objective, education. For that great bulwark of democracy is ministered to fundamentally by a devoted loyalty, a passionate patriotism, and a fine zeal to co-operate. It is through your efforts that we are able to experience that realization for this through you that we may develop ourselves not only mentally but recreatively, and spiritually. Without you our school would fail; for it sees only with your vision, it hears only through you; it is fed with the zeal of your effort.

The prosaic elements in school life are overshadowed by the numerous activities and recreation which you have made possible for us to enjoy.

Life, after all, is not the most pleasant thing at all times, but those portions which are hard to endure are alleviated by your foresight and wisdom in your provision for our development.

In your hearts we have found an abode, in your thoughts we have found a salace, in your devotion we have found relaxation, and in your presence we have

HISTORY OF THE CLASS OF 1953

BY ROSS FARRINGTON

The history of the class of '53' is short and uneventful. The boys and girls, for the most part, have been conservative in their thinking, passive in action, and satisfied with the status quo.

At the beginning of our high school years, which was in '48', we began with an enrollment of fifty-two, under the leadership of Mr. Robert O. Kornegay. A few of these ninth graders had come from the eighth grades of rural schools and were not adapted to the school system, some caught on, and other dropped out. We were left with an enrollment of forty-nine.

At the beginning of our (Please turn to Page Three)

found and always will find a satisfaction.

Through the dauntless courage of you and your fathers and grandfathers, our local school system has been constructed. Slowly, yet efficiently, it has grown from a single wooden school house to our present educational system.

Friends, I pay tribute today to our school, soon to be our Alma Mater. I shall not praise it in terms of her structure architecturally, not in terms of her increasing personnel, but rather as a monument to the personal helpfulness it has given each of us and which we are sure it will continue to do in time to come.

Our school has emerged from one of rigid curriculum to one which has an extensive program of clubs, plays, school publications, athletic, and student council. This growth has been due partly to the spontaneous pupil interest in a protest against formalism of a rigid curriculum, and as a refuge from the routine of classroom work. The vigor and vitality of "this school within a school" has attracted the attention of teachers and administrators to such a degree that the program has been encouraged, its function justified, and responsibility assumed by the school for its direction along sound educational lives.

The basic aim of our school is character building, the bringing out of the best qualities that lie within the student. It endeavors to prepare them to succeed in passing the real test—the test of life itself. In accomplishing its aim it is bringing about the harmonious growth and development of the student in every respect. It has produced and is producing capable leaders, not only scholastically but in every way it is actuated by high ideas of public service. Our school has aimed to temper and sharpen the fine tool of our minds and our whole personalities. A school may be many things, but it is nothing if it be not one above all things—a stadium for intellectual exercise.

Let it not be thought, however, that High School is a place for constant enjoyment and pleasure. No one has yet invented a way to irradiate from education the necessity for hard work, and no one ever will.

It may be, and it is in our school, happy, interesting, stimulating, creative work. But only the student can make it worth the wealth and effort that go with it. In this school the students have learned the joy of stretching every mental muscle. For learning is an active process and in the words of John Dewey's often quoted words "We learn to do by doing." This combination of facilities is easily explained by the fact that we are not interested in boundaries between fields; our concern is with the growing crop. The duty of the school becomes that of setting up a situation conducive to productive growth.

The next time you pass our school pause a moment to reflect that where the students gain the knowledge, self respect and recognition of his inalienable rights, the school has been his greatest ally. We can rightly refer to our school as "Common" because it belongs to us all; it is ourselves working together. But it is a great institution it is relatively new. It is democracy's greatest gift to civilization. Throughout the world, among upward struggling peoples, wherever parents share in the

SENIOR CLASS SONG

(Tune: Sweet Genevieve)

WORDS BY INEZ ALSTON AND ROSS FARRINGTON

Dear Lincoln High, we sing to you
 A song of praise and faith anew.
 And as we go along the way
 We'll remember you from day to day.

The time has come for us to go.
 We'll miss you now, we're certain it's so.
 But as we go along the way,
 We'll remember you from day to day.

Our Senior year has brought to us,
 A joyous past and so we must
 Go on ahead and do our best
 And bring to all a great success.

AWARDS ANNOUNCED

The following awards of honor will be presented as a part of the Senior Class Day Program on May 29.

Senior Scholarship	Wenzo Thompson
Junior Scholarship	Ernestine Powell
Sophomore Scholarship	Faye Atwater
Freshman Scholarship	Malissa Farrington
Valedictorian	Wenzo Thompson
Salutatorian	Ross Farrington
Citizenship	Roberta Morrow
Activities	Arnold Harris

St. Joseph Church Awards for loyalty to church and community Inez Alston, Betty Dooley, Ernestine King

The Rock Hill Baptist Church Award for Loyalty, Citizenship and Scholarship Ernestine Powell
 Local Unit—N. C. Teachers' Association Janette Alston (Grade 8-A, Av. 96.77)

Parent-Teachers' Association Awards for Attendance, Scholarship, Citizenship, and Loyalty Ernestine King and Robert Winston

Drivers Awards Wenzo Thompson, Charles Jackson, and Douglas Caldwell

School Prize to the Student who has Contributed most to the whole School Program Charles Jackson

Office Awards Ross Farrington, Bernice Johnson, and Ernestine King

HOME ECONOMICS AWARDS

Most All-round Home Economics Girl Bertha Headen

Most Faithful and Efficient Lunchroom Worker Rufus Minor

Best Home Project Sara Mae Foushee

SPECIAL AWARDS

English Award by Mrs. M. D. Turner for Highest Achievement in English for the year Wenzo Thompson

English Award by Mrs. L. C. Hicks for the most competent student in Freshman English for the year Carolyn Brewer

French Award by Mrs. M. D. Turner for Highest Achievement in French for the year, Ola Mae Farrington

Chemistry Ruthie Stroud, Gracie Nevilles, Jean Wright, and Ernestine Powell

Biology Faye Atwater

Chorus Awards — Ola Mae Farrington, Bernice Johnson, Charlie Mae Booth, Nelson Riggsbee, James Pendergraft, Ernestine Cole.

Band Awards — Nelson Riggsbee, Bettie Dooley, James Pendergraft, Thomas Booth, Warren Jones, Allen Mason, Barbara Burnette, Lilbert Hargraves, Shirley Reavis, Gloria Vickers.

Farm Mechanics Roosevelt Colson

Home Improvement Robert Faucette

Public Speaking Alfred Parrish

Most Efficient Library Assistant Ernestine King

Athletic Awards Inez Alston, Johnnie Goins

Faculty Award to Student who has shown Greatest Improvement in Personality Nelson Riggsbee

Award for Most Promising College Student Betty Dooley

Typing Awards — Ernestine Powell, Margaret Nevilles, Ruthie Stroud, and Robert Winston.

MERITORIOUS AWARDS

Awards given for worthwhile achievements, meritorious service, agreeable attitude, and respectful manner toward others and contributions towards the general welfare of the school: Charles Jackson, Ernestine Powell, Ernestine King, Roberta Morrow, James Guthrie, Alicia Jones, Bertha Headen, Arnold Harris, Gracie Nevilles, Robert Winston, Allen Mason, Vivian Farrington, Annie Jones, Betty Dooley, Ola Farrington, Jean Wright, Ernestine Cole, Carolyn Hogan, Janette Alston, Philip Smith, Roland Harris, Mary Mason, William Farrington, Betty Jones, James Hogan, Ross Farrington, Bobby Norwood, and Rosa Sanders.

aspirations of their children, the American common school is being copied. We cherish our school. May we improve it by being true to its ideals.

The destiny of our city is largely in the hands of the people who shall mould the policy during the next decade. Our school is preparing us for a continued development; it is awakening in us a consideration of great fundamental and eter-

nal truths. It is teaching us to rise above the tyranny of ready-made thinking and strike out for ourselves into the unknown, penetrable only by persons whose determination and ability to overcome the conflicting forces and interests in life are strengthened by the excellent and productive period spent in a school like ours, where "Day after day youth wends its way pausing awhile, yet not to stay.