

# Goldsboro Hi News

Published eight times a year by the Journalism Students  
Goldsboro, N. C., High School

VOLUME VIII



NUMBER 4

### EDITORIAL STAFF

*Editor-in-Chief*.....Norwood Middleton, '35  
*Managing Editor*.....Thomas Pearson, '35  
*Editorial Board*—  
Marie Ellis, '34; Annie E. Coward, '35; Whitmel Gurley, '35; Maurice Edwards, '35; Anna Best, '35  
*Feature Writers*.....Members of Journalism Class  
*Reporters*.....Norwood Middleton, '35; Ozello Woodward, '37; Henry Kennedy, '37  
*Sports Writers*.....Maurice Edwards, '35  
*Make-up Editor*.....Miss Ida Gordner  
*Faculty Adviser*.....

### BUSINESS STAFF

*Business Manager*.....James Wharton, '35  
*Circulation Manager*.....Powell Bland, '36  
*Assistant Circulation Manager*.....John Britt, '36  
*Advertising Managers*.....Hal Armentrout, '35; Nellie Williams, '35  
*Assistant Advertising Manager*.....Sally B. Privette, '35  
Arline Robertson, '35; Louise Spruill, '36; Colleen McClenny, '37; Margaret Denmark, '35; Ozello Woodward, '37; G. T. Holloman, '36; Powell Bland, '36; Ruth Slocumb, '37; Marjorie Harrell, '36; Virginia Ginn, '37; Hazel Shaver, '37; Mary Baddour, '37  
*Typists*.....Second Year Typing Class Under Direction of Miss Neely  
*Faculty Adviser*.....Mr. Burt P. Johnson



Subscription, 50 Cents a Year. Advertising rates: 35 cents per column inch for a single-issue ad; special rates on ad contracts.

Entered as second class matter October 26, 1931, at the Postoffice at Goldsboro, North Carolina, under the act of March 3, 1879

## Do You Help or Hinder The Work of the Federation?

This United States is a democracy. The youth of this land have had held high before them all through their school life democratic ideas. We learn, only to better adjust ourselves to this complex thing called society. It is our ultimate aim as good citizens to place our government in the hands of the many.

At present G. H. S. does not have student participation. It is the desire of many able thinkers to establish such within the school, if it is possible and can be managed properly.

The Club Federation is no meaningless organization with a big name, but rather it can be the embodiment of all the democracy for which we strive as a school. It is a step toward student participation. It is entirely a student project. Whether a worth while one or not, depends upon you alone. The fact remains that it can be made a success, but only through your cooperation. It is the largest single organization in high school, and consequently the most difficult to manage.

The presiding officer has a great responsibility, for to keep order on a floor open to five hundred students or more is a real task. Meetings must be carried on according to correct parliamentary procedure, yet there are those ready to spring like a cat at the slightest hesitation on the part of the president. This is entirely the wrong attitude, for instead of advancing the purpose of the Federation they are causing confusion. Some strenuously object to the monopoly of the floor by a few students, yet refuse to rise to their feet. The fault in many such cases lies with the critics. They oversee the fact that the chair is only too willing to recognize new speakers. We want and need more participants.

The club program is a vital part of the school. The club should make real accomplishments. Will you make it a hindrance to our efforts for student participation, or will you help hasten the day when we can really have student participation of our own?

## Consider Before You Vote

When voting for the Most Representative Boy and Girl in G. H. S., students should consider the honor of the title they are bestowing and weigh the qualities of the candidates.

Certain qualities are necessary for this honor, and careful consideration should be given to them. All of these qualities come under one big head, the best-all-around boy and girl. For the "Most Representative" we want a person who is an average student, a student who takes part in all extra-curricular activities and who can mix well with the whole crowd. We want one who pushes on—goes ahead, a student who stands out above the crowd and one who is known as the one who does things for his school.

Students, before you vote to bestow this honor on any student consider what it means.

## Remember Your Pledge

"I pledge myself to uphold the high purposes of this society to which I have been elected striving in every way by word or deed to make its ideals the ideals of my school."

National Honor Society members where have you heard these words before? Are they to you the trite phrases of an insignificant pledge or the flaming torch which even as your emblem lights the way for real and ideal citizenship in your school?

A pledge if we were to consult Webster is defined—a deposit made as a security for a loan. The loan? The right of membership in a national honorary society, the privilege of wearing its emblem, of leading that others may follow, of recognition. The security? The pledge which you deposited as the sole return for the honor bestowed upon you.

The eyes of the school are upon you! You are the ones whom students should be able to follow if any set the example. You are the ones who are particularly noticed if you run on the grass or shout in the halls. Whether you accept it or not, you have a responsibility. Is your conscience hurting you? Remember your pledge!

## BOOK REVIEW

"EDUCATION AND HAPPINESS" by James L. Mursell. Article taken from the *Atlantic* magazine, January, 1935.

This absorbing article, written by a man who is a father himself, is an excellent defense of the progressive schools. The author has clear and definite ideas as to the wisdom of freedom and change within the school. The article is a direct reply to one written by Prof. Carl J. Friedrich in the October *Atlantic*.

Mr. Mursell believes that as long as his child is happy in school it is in a good school, since work which is done as it should be done goes hand in hand with happiness. The magic which unites these two is purpose. If someone desires urgently to obtain some end he will have an eager appetite for the stern intellectual facts he must digest. The greater the variety of learning, the better education, thinks the author, for it has been proved that the spelling taught for 10 minutes a day sticks with a child as much as does the 45 minute lesson. The will to learn is really the essential factor for a good education. Variety offers more chances to appeal to the imagination.

Prof. Friedrich in the October *Atlantic* pointed out the lack of correct discipline in the progressive school. Mr. Mursell contends that discipline depends upon purpose. Uncongenial tasks become correct discipline only when it is realized that they are necessary to the achievement of a purpose. The tasks themselves mean nothing. Some contend that the Progressive idea will not work. Yet, a great junior high school recently experimented in the matter. The teachers, without giving warning, suddenly walked out of the building. The classes continued just as if the teachers were present.

This article is a reliable reference for those who advocate the progressive school and desire to further their knowledge of the subject, also interesting for that "extra half hour."

### My Ideal Boy

My ideal boy would have:  
Maurice Edward's hair  
O. J. Howell's nose  
James Heyward's mouth  
Allen Andrew's ears  
Tommy Pearson's personality  
William Dees' good looks  
Kenneth Cook's eyes  
Powell Bland's complexion  
Norwood Middleton's disposition  
William Vinson's teeth  
Frank Garris' height  
Rupert Pate's physique

### My Ideal Girl

My ideal girl would have:  
Betsy Heyward's hair,  
Ruth Slocumb's eyes.  
Ozello Woodward's nose,  
Ann Dees' mouth,  
Irene Mitcham's teeth,  
Hal Armentrout's complexion,  
Faye Isaacs' clothes,  
Perrye Smith's figure,  
Lee Anne Taylor's poise,  
Frances Massey's legs,  
Dot Crawford's feet,  
Ruby Edgerton's hands,  
Annie E. Coward's brains,  
Arline Robertson's personality,  
Margaret Denmark's sweetness,  
Mary Jane Smith's sincerity,  
Sallye B. Privette's athletic ability.

### CLASS SELLS 131 PENCILS

Despite their antagonism toward munition dealers Journalism students of G. H. S. have sold 131 bullet pencils in school colors so far.

Seymour Brown leads, having sold 63; Elizabeth Norman is next with 26. Hazel Shaver, Cecil Willis, and Cora Burns have sold 10 each.

An Ingram wrist watch will be given to the student selling the most pencils.

The profit from the sale of these pencils goes to the Hi News treasury.

## OPEN FORUM

To whom it may concern:

As the student body at this time is filling the halls with discussion pro and con concerning the Federation, the President of said organization feels it in order that he should express his views on the subject.

The Federation of Clubs with its auxiliary—the Council—is capable of accomplishing much towards forwarding our program of clubs in G. H. S. This is its expressed purpose. It could also serve as an excellent source of training for future citizenship. Under competent guidance and direction it could achieve the ultimate desire of every student in G. H. S.—Student Participation!

But there has crept into our very valuable organization a feeling of, shall we say, cynicism, which has almost completely dominated our discussions in the Assembly. This attitude of the leaders of the discussion causes the other members to become disinterested, and is slowly changing the Federation from a desirable and interesting feature of our school to a boring waster of time. Are you, the student members of the Federation, willing to sit back with your mouths closed and allow our Federation to be destroyed by a few?

Then there is another reason why the Federation has achieved little during this year. There are a few students at every meeting who are pleased to call themselves "parliamentary procedure sharks" and who are ever-ready to entangle the presiding officer in one of their parliamentary procedure "snares" and cause an otherwise interesting meeting to be drawn out with their "wrangling." It is the duty of every member of the Federation to be acquainted with the rules of parliamentary procedure and to "rise to a point of order" if they are aware of a serious mistake in formal procedure. However, unless the error is serious, or the probable outcome dangerous to the welfare of the Federation, the person who arises and quotes from his parliamentary procedure book and engages other floor members in a heated discussion is a nuisance.

Please, let us pull together in a spirit of co-operation with the welfare of the Federation constantly before us and make the Federation of Clubs, the largest, most democratic body of students in G. H. S., mean something!

Sincerely,  
Thos. W. Pearson, President,  
Federation of Clubs.

### STEWUDENT FOR'EM

All I know is what I read by the 'nouncements. Been hearin' some grippen lately about the noise in the halls,—about too many interruptions in the classrooms by students, and about the general confusion in the lunch line. Been hearin' a lot about the noise in the locker rooms too.

Course now I don't know but it seems to me that if they really want some results from these complaints they would do somethin' about it instead of settin' aroun' and waitin' for somebody else to correct 'em. Why don't they plaster the walls with accoustical plaster to keep the noise down, and if they don't want so many classroom interruptions why don't they install telephones in every room? I think that the best solution to the lunch room problem is to install the restaurant system or serve the meals in the classrooms. I reckon a lot of people would be tickled pink if this administration would install electrically operated slidin' doors on the lockers too.

However the best suggestion I've heard yet, is to put an all-wave radio in every room, build an observatory on the roof with a 201 inch reflector; then condemn the building and move out.

Yours for a better school,  
"Sambo."

## ASSEMBLY NOTES

Jan. 24.—The History of Writing was presented by Miss Cone's World History Class. Illustrating with posters, they showed the development of writing from man's earliest attempts, pictures. Hieroglyphics, picture writing on paper, was followed by cuneiform, wedge shape characters, by which a thought was expressed with fewer symbols. After the Phoenician alphabet was originated, from which our own is derived, quills were invented. Steel pens gradually replaced the quills, and the day will come, it was prophesied, when only fountain pens will be used.

Jan. 29.—A talk by Principal Burt P. Johnson featured the program. Mr. Johnson warned the students that no matter how much was put into a building, it would crumble unless it had a good foundation. He showed that 54 per cent of the people 65 years old are dependent on someone else for a living, principally because they did not plan early in life. He defined success, stating that we must accomplish what we set out to do and that our efforts must command the respect and admiration of society. He urged that we take advantage of the opportunity which is now open and do our best to make our lives achieve the greatest heights.

## TERCENTENARY NOTES

In connection with the plans for the 300th anniversary of the American high schools, *Scholastic* also announces its eleventh annual competition for the national Scholastic Awards for creative art and literature. For copies of the handbook describing the Scholastic Awards write *Scholastic*, 155 E. 44th St., New York.

In celebrating the founding of the Boston Latin School, forerunner of the modern American high school, the Celebration Committee is conducting a national contest for writing histories of local high schools. National, state, and school awards amounting to several thousand dollars are being posted by the Royal Typewriter Company. Any students interested in competing may consult Miss Gordner.

The first week in April has been proclaimed Tercentenary Tree Week. Schools throughout the country are asked to plant trees at this time.

The number of boys and girls of high school age are 9,526,275; while the number enrolled in high school in 1932 were 5,140,021.

## To My Valentine

I  
Every time I see your face  
Why do you run some other place?  
Can't you stay a little while?  
Or, can't you force a little smile?

II  
Believe it or not, it's absurd  
For you not to say one single word.  
But I'll forgive you for the past months  
If you'll begin to take action at once.

III  
Talk to me like other folks do  
And you'll find out more than you ever knew.  
Of what I like, and for whom I care.  
And you'll soon know you have your share.

IV  
So, if I like you, and you like me,  
Everything is perfect. Don't you see?  
Therefore, let's resolve to keep it so;  
You, never wanting another girl  
Or I, another beau.  
Author's name withheld by request.