

Goldsboro Hi News

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Goldsboro, N. C., High School

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It's a Student Drive For a Supplement

The student movement in G. H. S. for a supplement to the state-supported school term of eight months is the outgrowth of a long period of smoldering indignation on the part of the students.

The students of this school have watched in silence the steady lowering of the standards and are now in peaceful rebellion for an adequate education—a need which every child in the nation is entitled to receive and which many in other states have. Unfortunately, however, this is not the situation in G. H. S. and other North Carolina schools.

To those who are ignorant of the deplorable conditions of our school, a few of our reasons will convince you of the need of a supplement: An eight months' school is far too short to accomplish all the work to be done; since G. H. S. has been dropped from the list of A schools, its students will be compelled to take college entrance examinations; in winter the building is not sufficiently heated to keep the pupils comfortable; the school library is far below the requirements of a good library; the school has lost its athletics; the teachers' salaries are pitifully small; school-rooms are overcrowded; and, as a result of the school losing its A ranking, no student of G. H. S. may be elected to the National Honor Society.

In view of these facts the people of Goldsboro District should heed the earnest pleas of the youth of this section and vote for a supplement to remedy these conditions—a move that will be appreciated from the depths of our hearts and at the same time will be of small cost to the people of the Goldsboro District.

OPPOSITION UNSOUND

Naturally, though, all persons do not take this attitude. Many argue that we should not have a supplement unless all other schools have one. They seem to forget that all communities are at liberty to vote for a supplement if they so desire. A supplement for our school would not hurt anyone else; it would only help us. Nothing can advance on a solid front; leaders are necessary. It is therefore absurd for us to sit back waiting for the others. Opponents of our plan are stirred in wrath when we want to advance ahead of poorer communities, yet sit in silence as they watch the other states leave North Carolina far in the rear.

We are not going against Charles B. Aycock's idea of uniform education. We are trying to raise it to the highest point possible as he often dreamed of. Aycock believed in uniform—not restricted—education.

Citizens of North Carolina are not told that they may be so healthy and no healthier, or that they may keep their houses so clean and no cleaner; yet they are told that their children may have so much educational opportunity and no more. Instead of setting up minimum standards below which no community may fall, our present system sets up maximum standards above which no community may rise.

Still other people say we should accept the schools as they are, taking the attitude that the Legislature knew what it was doing in this matter. The sad truth is that the Legislature made a terrible blunder. After spending most of the money on roads and other less important causes, it had only a small amount left for schools, the greatest asset of a democracy. It is a disgrace to the Old North State to have one of the best systems of highways in the country when its schools are near the bottom of the national list.

We urge every G. H. S. student to present the supplement plan in detail to his parents, and we trust that the good people of this district will lend a hand to their children on the troubled educational waters by fully supporting and voting for a supplement for the schools of Goldsboro District.

Congratulations, Debaters! Hats Off to You!

You have given us two winning decisions and kept our record high, just as we expected you to. G. H. S. is proud of you, for you have brought an honor to your school.

We hope your success will continue at Chapel Hill and let G. H. S. again be the possessor of the Aycock Cup. The students are supporting you wholeheartedly. This is the first time since 1930 that both teams have won. It is also the first time in this school generation that this has happened and we grow more enthusiastic as April 11 and 12 approach.

This time we will await the returns still more anxiously than ever before. Good luck to you!

TOMORROW'S SCHOOLS

The kind of education that was sufficient for yesterday is not the kind that will be needed by the children who have to face the issues of life tomorrow, declared Mr. G. B. Phillips, superintendent of the Greensboro City Schools, in an article published in the October *North Carolina Education*.

Dr. Willis A. Sutton, superintendent of the Atlanta schools, has said on a number of occasions that the schools that are merely up-to-date are twenty years behind, for the child we are teaching today will have to live tomorrow. One of the most difficult things we older people have to do is to keep from living our children's lives for them. In spite of public protestations to the contrary, most of us think pretty well of ourselves, and we are very much inclined to the opinion that if our children do as well as we have done that will make for a fairly successful life. But we forget that the world today is vastly different from what it was when our parents were training us. The function of the school is to project, if possible, its thought about child training into the long tomorrow and prepare these children for the kind of a world they will face in the future.

(Editor's note: Summary of this article was taken from *North Carolina Education*, October, 1934.)

SIXTY SECONDS—A TREASURE HOUSE

Time is our most valuable possession. For the next six weeks, time should mean more to students of G. H. S. than any material wealth. We must budget our days and make each minute count—"something accomplished; something done."

Just what is ahead of us? First of all there is a school term to be finished. We have six more weeks in the term, while some schools in the state are having ten. So in thirty days we must do the work of fifty days.

Second, there are courses to be completed. Have you finished your history book? Will you be able to discuss the last chapter in biology? Or will you, along with the geometry class, have to come to summer school in order to get a full college requirement unit for your earnest endeavor these two terms?

Third, there are plans to be made. Especially will the senior class be burdened in preparing commencement exercises due to lack of time.

Fourth, there are examinations to be taken and graded. How long do you think our teachers can spend in review? Two weeks? One week? Two days? No! Probably one short hour.

Then can we waste a single second? It's ahead of us. We'll have to rough it. Perhaps we better not read that light novel tonight. Guess we ought to make up some work. All right. Six short weeks to waste or to use. We have our chance.

A good chance it is, too. Let's show G. H. S. that we, its students, know how to cooperate, how to work, and, best of all, how to use our time.

OVERHEARD

I was talking to Dot this morning, and she said that Colleen told her that she wasn't there, but she saw Virginia, and she knew somebody that was there, and that that person overheard Tommy telling someone that—**We need a supplement.**

Not that I have anything against Dora, but she thinks that Duke Ellington is the brother to the Prince of Wales.

Driving a car is like one's age; after you get above sixty-five you are close to death.—Bizz's Buzzes.

THE CRISIS



WHAT'S WHAT

Do you know—

That each 16½ feet of new concrete highway in 1931 cost North Carolina \$35.36?

That each school child costs the State of North Carolina only \$35.10 for one year?

That the nation spent \$71.20 on the average for each child in school for one year?

That the 33-cent tax reduction secured on county tax rates for this year throughout the state was entirely on the school rate?

That the tax rate for other purposes than schools remained the same?

That the average promotion for the state is 68 per cent which means that 32 of every 100 children fail each year largely because of improper facilities?—*The North Carolina Education*.

We have overtaxed our children, our school teachers, our civilization; the time has come—marked by obvious signs of economic recovery—to tax ourselves.—*The News and Observer*.

If the "old school" produced the kind of folks that got the world in its present mess, the products of that "old school" have little argument against any educational change that can be made.—*North Carolina Education*.

No people can long thrive without effort, and no citizen of North Carolina, white or colored, is entitled to sympathy who is asked to contribute, in proportion to his ability, to the cause of public education.

A. D. MACLEAN,
Assistant Solicitor General
of the United States.

Two thousand school teachers have left the school rooms of North Carolina within the last two years. They have not wantonly deserted—they have been lashed out of their professions by the state's scourging whip of false economy. And there will be others to follow unless the point of leakage is adequately taken care of.—*Charlotte Observer*.

ASSEMBLY NOTES

THE FACULTY ENTERTAINS

March 12—The musical directors of the faculty, Miss Mary Brockwell and Lewis Bullock, entertained with a few numbers.

Accompanied by Miss Lillian Stroud, Miss Brockwell gave two selections, "Ah, Sweet Mystery of Life," by Victor Herbert and "The Cane Brake," by Samuel Gardner.

Mr. Bullock sang "Life," "Without a Song," and "The American Lullaby." He was accompanied by Mrs. J. C. Pate.

ELECTRICITY IS ONLY TAPPED

March 19—Electricity, its history and usage, was explained in the annual physics program.

"Before man was I. Before the Dinosaur was I. Before the earth and the sun and stars, I was. Man has now only touched upon my mysteries. What secrets will I next reveal to him?" predicted the Spirit of Electricity, Billy Raney.

Tommy Pearson demonstrated how like charges of electricity repel and unlike attract. Eugene Norris explained how a condenser is made. A two-cell battery which would burn a flash light bulb was made by Harry Hundley.

James Barden told of the accidental discovery that wires carrying current have magnetism. Elbridge Rose made an electro-magnet with the use of an iron core and coils of wire. Robert Harrington explained the make-up of a generator and its use. Clarence Beery showed the use of a transformer in changing voltage. He constructed a simple transformer and used it to run an electric train.

PRISONS NEED IMPROVEMENT

March 26—Mr. Eugene L. Roberts condemned the prison officials and our philosophy of the treatment of prisoners for the terrible prison conditions existing today.

He used O'Henry's story of "The Retrieved Reformation," in which a safe cracker, in time of emergency, opened a safe and won his freedom.

Mr. Roberts referred to the conditions in the Mecklenburg prison camps, which brought about the amputation of the feet of two Negroes.

He urged that as the students began to have a voice in the government they should enact laws and provide prisons which will help rather than hurt prisoners.