



THE STUDENTS who traveled with Mrs. Williamson (left front) are (left to right) Albert Hedgepeth, Janet Fish, Beth Edwards, Florence Jeffries, Betsy Strandberg, Nan Brantley, Frankie Burnworth, Gregory Ohree, Betty Jo Shirley, Andy Dorr, Ann Williford, Margaret Sheridan, and Kim Smith-Absent were Margo Wiley, Gay Wilgus.

Students Dazzled At Trip Sights

Bon Voyage!!!! June 25, 1971, fifteen students escorted by Mrs. Ann Williamson, departed from J. F. Kennedy Airport on perhaps one of the most memorable trips of their lives; a trip to Europe.

Traveling with Mrs. Williamson on this trip were Albert Hedgepeth, Janet Fish, Beth Edwards, Florence Jeffries, Nan Brantley, Betsy Strandberg, Frankie Burnworth, Gregory Ohree, Ann Williford Margo Wiley, Gay Wilgus, Andy Dorr, Betty Jo Shirley, Kim Smith and Margaret Sheridan.

The group arrived in London, June 26, and the following day took an all-day sightseeing tour of London. Among the many breath-taking sights they encountered were Westminster Abbey, the Tower of London, and the Crown Jewels. June 28, the group attended "Vivat Vivat Regina" by Robert Bolt which everyone thoroughly enjoyed.

The next day, a ferry carried the group from Dover to Calais, France. From here, a bus carried them to Paris. The following day, the group took an all-day tour of Paris. They saw cathedrals, the famous Eiffel Tower, and Musee de Jeu de Paume which houses impressionist art (This art was

especially appreciated by those French students who had studied French impressionism with Miss Dorothy Craighill).

July 1 (Thursday), a morning visit to Versailles was planned. Many students had their portraits made at Montmartre. That night, everyone was taken to the Moulin Rouge (a nightclub). What an experience!

Friday and Saturday proved to be eventful days. Everyone went from Paris to Geneva where they visited the castle of Chillon where Byron wrote "The Prisoner of Chillon". As if this was not enough, a ride on Lake Geneva was in store that night.

Mt. Blanc, a chain of mountains at Chamonix, provided a rather scary experience for the group. But, it was agreed by all that this was a most rewarding venture with all of the beauty.

Vichy Summer School was next on the agenda. Here, the students stayed for four weeks (July 5-July 29) with students from fifteen other countries. They studied the French language and civilization. The students stayed in dormitories

while at Vichy and rented bicycles for transportation. Going to the school at Vichy was a rewarding experience because they all received diplomes (diplomas) for their achievements. The students received credit for their work in high school too.

After leaving Vichy, July 30, everyone went to Geneva, ate and left for Italy by train. They arrived in Bologna, Italy, the next day and moved on to Florence for sightseeing. Rome was the destination for the night. The students had an opportunity, while in Italy, that most people would be envious of--to see the brilliant works of Michelangelo!! Other than the Sistine Chapel (which houses Michelangelo's great works), they visited St. Peter's Cathedral, the Vatican Museum, and were dazzled at the cameo factory.

Tired, weary, a little more cultured, and proud of themselves, the group left for the J. F. Kennedy Airport, August 3. Smiling faces, tears of joy, and cries of "Welcome Home!" greeted them at the airport the next day.

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Women's Lib Movement Hits High School Level

Is the women's liberation movement reaching into high schools across the country?

According to a report in Seventeen, a rising number of young feminists are campaigning against overt discrimination (the shop course they are not allowed to take, for example) and are also challenging more inequalities (such as the notion that girls are not as good as boys are in science or math). While the activists are not in the majority, high school "women" have accomplished the following:

* A 14-year-old girl forced one of New York City's special science and math high schools to accept girls as well as boys.

* Four young women won in a federal court the right to attend the previously all-male University of Virginia.

* Girls in New Jersey and New York won the right to play on their schools' all-male tennis team.

* The high school feminist--who, like those in the women's movement as a whole, tends to be white and middle class--has one main complaint: society treats boys and girls differently from the day they are born. The man is expected to become provider and leader; the woman is expected to become dependent and follower.

In vocational high schools, women are usually excluded from the training which would enable them to fill many skilled jobs (Aircraft or automobile mechanic, tool and dye maker and such), and are "tracked" into courses in poorer-paying "suitable" trades. But so far, no action has been taken in the vocational schools.

Even in the academic schools where young feminists are active, they find it hard to build a mass movement. Much opposition seems to be based on erroneous impressions (bra-burning, anti-femininity), although some girls object to the fact that women's liberation seems to insist too strongly on careers for all women. But as Andrea Silverman, 16, of Oak Port (Ill.) High School, says: "For centuries society has been forcing certain ideas on us. Now we want women to have a choice."

New Mini-Courses Near Completion

Most of the RMSH English teachers, under the direction of Mrs. Kathryn Collins, coordinator of curriculum, participated in a Summer Workshop in Writing Mini-Courses.

The first step in revising the present curriculum was for all the teachers and Mrs. Collins to meet and evaluate the mission statement, continuing objectives, guidelines, and course outlines for the new curriculum.

Much work has been done on the Mini-Courses so far with about fifty courses having been completed. But there is still much work to be done on them during the school year. In a few weeks, each teacher in the English Department will receive a bound notebook with each completed mini-course. This will give a teacher an opportunity to revise her individual course of study during the school year.

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