

# EDITORIALS

Published monthly by the pupils of  
 Highlands High School  
 Subscription rates  
 5¢ - - - - - per copy  
 30¢ - - - - - per year

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### CARE OF SCHOOL PROPERTY

How many of us, Juniors, Seniors, or Grammar Grade students really know how much we owe to the State of North Carolina for the conveniences we enjoy during the school day? Perhaps we never stop to realize how many of these conveniences we owe to our parents, who have worked hard each year to send us to school. In this way they have spent money which could have been used at home for some needed cause.

It is for us, the pupils in this school, to see to it that we take good care of every piece of school property intrusted to our care for our use and for the furth-

er advancement of our studies. For example, if we use some book of reference and carelessly turn down pages and perhaps unintentionally mislay the book, it becomes lost or destroyed until further use is impossible. This is only one example of carelessness in the use of our school property.

Let us in the future think before we act in any way that would destroy the value of our school property.

-\*Victor Smith

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### HOW CAN WE IMPROVE OUR SCHOOL

Dr. Frank Crane said, "The supreme business of the school is to develop a sense of justice, the power of initiative, independence of character, correct social and civic habits, and the ability to cooperate toward the common good." Does our school do this? But on the other hand, why should it be expected to meet these requirements? This last question calls for a brief review of the beginning of our free public schools. In Massachusetts, the second colony founded by the English in America, as early as 1647, is to be found a law establishing schools open to all, although not entirely free. In most of the colonies education was regarded as part of the community's religious obligations. The spread of manhood suffrage in the United States brought the new idea of the necessity of universal education.

The first high school was established in Boston in 1821. By 1850 the battle for free, tax-