

THE POINTER

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HIGH POINT HIGH SCHOOL



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We suggest that some of these boys who are so industrious be put to work cutting the grass out front. We're sure they'll thank us for giving them this suggestion, for how extra time does drag around a school—that is if you can ever find anyone who has extra time!

THE FLAG IN OUR SCHOOL

The recent flag contest, which by the way is not by any means a thing of the past, has called to our minds the intensive study which we used to put on our national emblem. It was right after the World War that we studied the flag so much from the standpoint of history, meaning, and use of the stars and stripes. This is usually the case after something stirs the national feeling of the people. They are willing and anxious to make up for their lost opportunities. So the students were drilled in the "etiquette" of the flag, and the oath of allegiance, and pledge.

Time has, however, made us inclined to be rather careless about our flag, just as we were before the war called its glory and wonder to our attention. It was probably in cognizance of this fact that the flag contest was started, and if it turns our thoughts to this subject and teaches some of us a few of the things that we should know about the Red, White and Blue, then it has accomplished something entirely worth while. The contest also makes us wonder if it wouldn't be a good chance for us to start learning some more about our national emblem.

Home room programs offer unlimited opportunities for this work. Interesting exercises could also be prepared for the chapel period, and all in all, the students as well as the teachers would have chance to get a better idea of how to reverence our flag.

It is not that we are guilty of an offense that is uncommon today; it is just that we have let this matter be shoved from our attention. But now that we are thinking about it, why not "put it over" and "put it over big"? We owe it to our country to know something more about the colors that fly above us as a guarantee of our "life, liberty, and the pursuit of happiness."

HIGH POINT NEVER QUILTS

Last week Mr. Charles Hazehurst who first put the ideal of High Point high in words and placed it before the students, was here. His visit, the first in six years, occasions a little thought on the subject of the school motto: High Point Never Quits.

The story of how these words came to be those engraven on our memories and, incidentally, to make High Point high school's history, was told in last week's THE POINTER. It is an inspiring story for all that, and we have conscious pride in it, for we know that it is more than four empty words.

The story goes that when Mr. Hazehurst was describing the track meet to the student body, after he, and the team had returned from Chapel Hill, he astonished his listeners by the use of the adjective "beautiful." The scene was a muddy, slipper track course, the rain was drizzling down, and the High Point runners were weary almost to the point of exhaustion. All of this, however, did not keep the boys who was running for our school from yelling back at the jeering crowd that High Point was never through. If such a picture as this seems a little heavy for the word "beautiful" it is not hard for us to understand Mr. Hazehurst's enthusiastic use of it. In fact, it seems that there is a very definite use for it.

The motto can be used well after we leave high school, for the man who never quits is the man who is going to get ahead. Anyone who is willing to give up a job at the first hard knock is never going to "put it over" successfully. The biggest boulders come at the end of the road rather than at the beginning. If we can't turn the little rocks over then, how do we expect to get by the ones that are matched for every bit of our ability and determination?

All of this leads us to one thing: He who never quits is the one who will end at the goal on which he originally set his eyes. If this is true of every student of High Point high school, then certainly our school will win—because "High Points Never Quits."

High Points

There have been a number of guests here lately. On Tuesday Mrs. Guthrie's mother had lunch here. She has been a guest at her daughter's home during the past week. On Monday Mrs. David MacJester and little daughter took lunch in the cafeteria, and Mr. and Mrs. Abels were also visitors the earlier part of the week.

Charles Coble, former student of H. P. H. S., was a visitor here on Thursday.

Miss Mary Young, dean of girls at High Point College, accompanied several co-eds for a visit to the school Thursday afternoon. They were observers on classes.

Hartford Smith, a member of the freshman class, sang several ballads for the enjoyment of Miss Louise Shipman's second period English class last week. The students in this class are studying the ballad at present, and they were delighted to hear someone singing the old numbers.

Miss Elizabeth Shipman helped Mrs. Jackson with the work in the general office last week.

The dual debaters spent Thursday afternoon in Greensboro at the library of N. C. C. W., looking up references for their work. The debate will be held May 3.

The sophomore English classes under the direction of Miss Helen Derrick have been having intensive

training in letter writing. They have studied both the formal and informal type of correspondence and have had a good deal of composition writing in connection with their regular study.

Raymond Ritchie, president of the senior class, spent the week end with friends at the University of North Carolina. He was an on-looker at the high school track meet Friday afternoon.

Club Notes

Senior Girl Reserves

The program on art, which was given last Thursday morning before the senior Girl Reserves proved to be very interesting and instructive. Famous paintings were passed around the room, and the members of the club wrote down from memory the names and painters of the pictures. This constituted the entire program.

Senior Hi-Y

At the meeting of the Hi-Y April 18, it was decided to order Hi-Y pins for the new members. Alfred Moffitt, Harry Williamson, and Bob Hubbard were appointed as a committee to write a note of thanks to the Girl Reserves for the party.

"Joseph the Dreamer" was the subject of the program. Herman Stevens had charge of the devotional. Henry Strickler and Bill McAnally made short talks on the subject. They showed that Joseph was the first great dreamer history

records and that most all great inventors such as Marconi, the Wright brothers, and Robert Fulton, have been dreamers. Following the talks, there was discussion on the great dreamers of history and their dreams.

NATURE STUDY BOOKS ARE NOW IN LIBRARY

As the later months of spring are nearing, all nature lovers usually begin to think about their gardens and their flowers. Others begin to see new birds that are so far unusual in the vicinity, or to notice how some old tree has come out with new buds.

Thinking that such a state of affairs would be inevitable among the students and teachers, Miss Foster has compiled a list of books that deal with flowers, trees, and birds. This list is as follows:

- Blanchan, Wild Flowers.
 - Holmes, Common Forest Trees of North Carolina.
 - Lounsbury, Southern Wild Flowers and Trees.
 - Mathews—Field Book of American Trees and Shrubs.
 - Miller, First Book of Birds.
 - Pearson, Birds of North Carolina.
 - Reed, Bird Guide.
 - Reed, Flower Guide.
- All of these books will be found on the science reserved shelf for the use of the students who may find them helpful in some nature study either pertaining to school work, or some private enterprise. The librarian though the biology students will find them especially interesting.

INFORMATION ABOUT COLLEGES

Mr. Owens has prepared the following chart showing facts about a number of colleges, for the benefit of the seniors and their parents. He has carefully studied the catalogues of all schools in which he thought the High Point students might be interested, and this chart is the result of his work. At the last parent-teacher meeting the chart was explained and several copies were given out. In order, however, that all the seniors might see just what the different colleges offer them, the chart is being published here:

COLLEGE	Degree	Eng-lish	His-tory	Plane Geom.	Solid Geom.	Alge-bra	Sci-ence	Latin	Foreign Lang.	Units Req.	Honors	Cost about
Agnes Scott.....	A.B.	3*				2		2	2 or 3	15		\$700
Asheville Normal.....	B.E.	3*	2	1			2 or 1		2	15		200
Brenau.....	A.B.	3*				2		3	2	15	P.B.K.	700
Catawba**.....	B.S.	3*	1	1		2	1	3 or 3	3	15		
Converse.....	A.B.	3*		1		2		4	2	15		800
Davidson.....	B.S.	3*		1		2	2	2	2	15		
Duke University*.....	A.B.	3*	1	1		2		4†		15	P.B.K.	500
East Carolina Teachers College.....	B.S.											
Elon**.....	A.B.											400
Flora Macdonald.....	B.M.											375
George Peabody**.....	A.B.	3*		1		2		4†		15		400
Georgia Tech.....	B.M.	3*	2	1		1		2 or 2	2	15		
Goucher.....	B.S.	3*								15		750
Greensboro College for Women.....	B.S.	3*	1	1	½	2		2	2	15	K.P.K.	600
Guilford**.....	A.B.	3*	1			2				15		850
High Point**.....	A.B.	3*	1	1		2		4 or 3	2	15		350
Hollins.....	A.B.	3*	1			2		2	2	15		400
John B. Stetson**.....	A.B.	3*	1	1		2		3 or 3	3	15		800
Meredith.....	A.B.	3*				1½		3	3	15		450
N. C. C. W.....	B.S.							4 or 2		15		300
N. C. State**.....	B.S.	3*	2	1		2		2	2	15		
N. C. University**.....	A.B.	3*	2	1		2		2	2	15		400
Queens.....	B.S.	3*	1			½		1	2	15		
Randolph Macon.....	A.B.	3*	1	1		2		4 or 2	2	15	P.B.K.	500
Salem.....	B.S.	3*	1	1		2		2	2	15		500
Shorter.....	A.B.	3*	1	1		2		3 or 3	2	15		700
Smith.....	B.M.											300
Vanderbilt U.**.....	A.B.	3*	1			2		2	2	15	P.B.K.	600
Vassar.....	A.B.	3*	1	1		2		2	2	15		
Virginia M. I.....	B.S.	3*	2	1		1½				15	P.B.K.	1500
Wake Forest.....	B.S.	3*	2	1		2		4†		15	P.K.P.	900
Washington and Lee.....	A.B.	3*	1	1		2		2 or 2	2	15	P.B.K.	400
Winthrop.....	A.B.	3*	1	1		2		2	2	15	P.B.K.	600
	B.S.											350

NOTE: *At least three units; student must have had four years in high school.
†Four units in language required; either four of Latin or two of each of two modern languages.
**Co-educational institutions.

Select College with these things in mind:

1. An institution offering the courses that pupil desires to pursue.
 2. A college that is properly recognized by regular accrediting agencies.
 3. A college that has organization of national affiliations, especially of an honorary and scholarship nature.
 4. An institution in which contacts worthwhile both for present and future happiness and also for later social and business connections.
- Remember that a college with a reputation in a special field helps, although individual effort counts for most always.