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EPISTLES OF HIRAM
Vacksinashun

Dear Ma,
They wuz th' funniest sight over here th' other day. I seen a 'hole lotta confushun an' went t' see what 'twas. They wuz a little table a settin' out in th' hall, in th' front an' a chair, an' a suitcase, an' a man. I seen a whole bunch of folks a standin' in a grata long line what stretched all over th' hall, clear t' th' steps. They wuz won line 'agoin' out this way an' won out that 'away an' they wuz all jist 'a laffin. N'en some of 'em had they sleeves roll'd up, way up. Mebbe I tho't they's gonna wash they elbows, but if'n they wuz it wuz 'ist won 'cause that's all th' sleeves that wuz rolled up. N'en they wa'n't no tub an' water an' octeon soap. An' I asked Jim an' he sayd 'at they's jist gittin' vacksonated, an' so I sayed I'd see what it look'd like an' I rolls up my sleeve an' gits in line behin' some feller what tells me its th' other sleeve so I rolle it up. An' when I gits up t' th' man, I finds he's a doctor—an' he takes a needle an' puts it in somepin an' n'en scratches me with it—an' it tickles an' I jist laffs. N'en soon's I gits away I sees a feller rubbin his arm with his hank'chief an' so I rubs mine with m' coat sleeve. I don't see no cents in a doin' it but I gess these folks no what they's 'adoin—but it shure is queer. Aain't I glad they don't have none er these here fool contraphins down on th' farm. Vacksonatin'y yours.

—Hiram.

MR. WADE BROWN DIRECTOR
SINGING IN CHAPEL
PROGRAM

The chapel committee was indeed fortunate in securing Mr. Wade Brown of N. C. C. W. for the chapel exercise Tuesday, Feb. 9. Mr. Brown is an old friend of the school and is always welcomed here. The entire chapel period was taken up in singing familiar songs. One would hardly realize what a great deal music can do to us, unless they happened to hear the great swells of harmony which Mr. Brown seems especially gifted in bringing out.

The period passed altogether too quickly, but it brought many smiles and much laughter to the surface. Mr. Brown is an exceptionally interesting leader, and will always receive a hearty welcome at G. H. S.

Miss Killingsworth's Sophomore English classes have been working on a project for about three weeks, part of the result of which is to appear in "High" Life. This project was a triangular debate, on the subject, Resolved, That student self-government should be adopted in G. H. S.

The English classes worked hard, and the result was very creditable. Room 208 was the champion, as both the affirmative and negative teams in that room won out...The debates of the champions will appear in this paper from time to time and we hope the whole school will enjoy them as much as the Sophomores did.

THE NEGATIVE SPEECH

Bobby Wilkins

Honorable judges and friends, we are today discussing one of the most pertinent questions that confronts High Schools in the United States, namely the question of Student Self-Government. No progressive High School is free from the discussion of this topic. Therefore the fact that it has been discussed and debated in nearly every High School and accepted in so very few, proves that it is unwise. But it seems that our opponents are not convinced as to this fact, so it remains for us, the negative, to prove that a system of Student Self-Government should not be adopted in Greensboro High School. The order in which my colleagues and I will prove this to you is as follows, Hon. Judges:

The conditions in G. H. S. are unfavorable to the adoption of Student Self-government. It is unwise to allow students of High School age self-government. The present system is not an autocracy. Student Self-government will not work in G. H. S. I shall take the first point, namely, that conditions in G. H. S. are unfavorable to the adoption of Student Self-government.

Pupils of High School age have reached the point when their characters and habits are practically formed. A pupil who for seven years has been governed by one form of government has, of course, become used to it. He has regarded the teacher as one whose duty it is to keep order and to teach. If the form of government was suddenly and radically changed, as it would be if Student Self-government was put in force, altho this government was changed, the pupils mind would, unconsciously, continue to act as it had previously. He would continue to govern himself or allow the teacher to govern him as he had before.

Not only have his habits been formed, but his character also. My opponent might say that Student Self-government would put every one on his honor. A person, who has been honest for seven years of school will continue to be, but one who has had no honor, who will cheat, steal or do anything dishonorable, will not suddenly become a person of high character just because his form of government has been changed. Sad to say, we have some of this class of people in our school. Would these change their ways just because the government was changed? Certainly not! My opponents may say that Student Self-government would so promote a sense of honor among the students that when they saw one of the above pupils doing anything that would lower the standard of the school they would report it. As I have proved, the habits of High School pupils are already formed. Therefore those pupils who have had it drilled in them, in all their school life, that the best way to make himself an enemy of his whole room, perhaps the whole school, is to tell on someone, will not start tattling just because the government is changed.

Student self-government also contains referendum, and above, honorable judges, is the plan that we, the affirmative, offer, based on the principles of democracy and common sense.

It is a form of government that our great president Abraham Lincoln termed as: A government of the people, because it is made of us, by the people, because it is made by us, for the people, because it is made for the betterment of G. H. S.

It is needed in G. H. S., honorable judges, because of the fact that not long ago the teachers could not come to a conclusion or even offer a suggestion in regard to solving a school problem. So what did they do? They called a council of the students. This council solved the problem, and in a satisfactory way. Now, if we have to call on students for governing, why not adopt student government?

Not long ago in an interview with the principal of said school these were his remarks; "I personally, do not see how schools are going to run much longer under the present plan of government." Of course he was referring to his own school. Then, if G. H. S. cannot run any longer under the present plan, I ask you, in the name of good judgement, to adopt student self-government before the crisis comes.

Besides its great need it will make the students of G. H. S. better college students, citizens, and business men. Now, in closing, I want to leave these words with you. Student self-government is needed in G. H. S. It is fair, just, and democratic. It will make better men and women out of the students, and last but not least, it will change G. H. S. from an autocracy to a democracy, a government of the pupils, by the pupils, and for the betterment of G. H. S.

Also the teachers with one or two exceptions are against it. This fact alone would keep it from working. The teachers would always be watching for a fault and it would fall flat. Therefore Hon. judges I hope I have proved to you that conditions in G. H. S. are unfavorable to the adoption of Student Self-government.

THE AFFIRMATIVE SPEECH

Norman Block

Honorable Judges, Teachers, and Fellow Classmates. I uphold the affirmative side of this question which has already been stated. Resolved: that a system of student self-government should be adopted in G. H. S. I will, honorable judges, prove that it is needed in G. H. S.

First, let us make a brief summary of student self-government. There is a council of students numbering eight. Three are chosen from the senior class, by the students. Three are chosen from the junior class by the students, and two are chosen from the sophomore class by the students. These students represent their class just as our congressmen represent us in Washington. From this council one, a senior, is chosen as president. The vice-president is chosen from the junior representatives. This council takes charge with the president presiding. The others act as a jury and the president as judge. The guilty boy or girl is brought before the council. His plea is heard. The jury then withdraws, makes its decision, in which every councilman must vote for or against the issue at hand, or it is dismissed for further evidence to be gathered. We can see from this that it is a fair and democratic government.

Student self-government is based on an amendable constitution, amended by a two-thirds' vote of the council. To establish student self-government the council must be elected, as I have said, and then draw up a constitution.

The principal is allowed to attend this meeting. The constitution is then read before the entire student body. They have a week to discuss it among themselves. They then reassemble and, if necessary, amend the constitution.

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