

HIGH LIFE

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Founded by the Class of '21

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Each year the opening of school brings among other things a new group of students and new teachers. To all of these HIGH LIFE wishes to extend a welcome, and offer encouragement for their work in this new environment.

To the Freshmen we say, that the paddles exhibited by worthy members of the upper classes do not offer all the trials and tribulations at which they hint. Neither will the same upper classmen, once their acquaintance is made, prove to be the wild horde they at times seem. True, you will be looked down upon on occasion by the potentates, on occasions seemingly be ignored, yet withal we know you are here, and we will not disregard your merits. And again there is the consolation that in due time you will yourselves be upper classmen.

To the new teachers we would say that we are not as incorrigible as we often appear, neither are we as lacking in ability. Ours are the weaknesses—or be they the virtues—of youth, yet as our veteran instructors have learned, we are neither wholly unworthy, nor unappreciative of your efforts in our behalf.

On second thought uplifters will possibly find solace in masterful criticism of the width and quality of the modernized "Road to Roam."

Like prodigals we have returned to our alma mater. It matters not how distasteful the change we console ourselves by saying that we "choosé" to return.

There will be a measure more of freedom and responsibility on the students in the new plan of student schedule making.

We return to the task of learning how little we know. Perhaps beginning the grind again would be much easier if we continued to know what little we had learned.

A New Tendency

A new system has been introduced in G. H. S. whereby a student may make his own schedule; that is, he may choose the subjects he desires to take, pick the teachers which he wants, and have his lessons at the hour which he likes if they are available at that hour.

Besides relieving the principal, the dean, and the teachers of much unnecessary work and worry, this plan is highly beneficial to the student. It leaves the pupil to use his own initiative and judgment in arranging his daily work; it gives him a share in the management of the school in so far as his schedule is concerned, and it does much to eliminate one of the most delicate and difficult problems of school life, that of a student having a teacher who is temperamentally or otherwise unsuited to him. Naturally in a faculty of forty or more there are certain teachers which a student would rather have than others; now he may get them.

This plan is only a part of a great movement which is sweeping our schools and colleges of today. This is known as the "Youth Movement." It tends to secure more liberty of thought and action for the individual student. More and more educators are coming to realize that the iron-hand ruled school of our fathers and grandfathers did not fulfil the purposes of education. Today the teacher is not a king who rules cruelly from his throne, but a guide who directs and helps a student in his attitudes of life as well as his book studies. The teacher of the present day suggests and persuades rather than drives and dominates as of other days.

The inauguration of this plan of making schedules is the first clear-cut sign of the new movement having reached our school with the consent and approval of the authorities. We hope that this will be only a beginning toward allowing the students to have more liberties in their school. With this the students will feel that the school is really their own. They will want to share in the responsibilities of its management and help in shaping its destinies. They will do it gladly, sincerely, and agreeably.

Well, it is consoling for us to know that experts now have the matter of a new high school location in hand.

It is well to be back in the old stall. To be thrust into a palace after these years of waiting might harmfully start an epidemic of "agastasia."

For a sound preventative "We" is favored, and used here for that reason. Not the editorial "we," but the Lindbergh.

The one is ethical, and therefore frequently used by journeymen; the other is unassuming and is rarely used in a spirit of frankness, candor, and honesty.

THE '27 REFLECTOR

The story of the class of '27, most of whom are now freshmen to be at various colleges, is permanently recorded in the Reflector of 1927. This latest G. H. S. yearbook, edited by Beverly Moore under the faculty direction of Miss Laura Tillett, appeared in honor of the mid-term and June graduating classes of the past year. Copies were distributed during the last week of school.

The volume was dedicated to Mr. "Bobby" Wunsch, one time teacher at G. H. S. and always a beloved friend. The senior class pictures were effectively arranged and were supported by an attractive art background beautiful because of its simplicity and trimness.

EDUCATING THE EDITOR

EDUCATING THE EDITOR (The real education comes from a knowledge of life in all of its phases. It is from his meager acquaintance with life, gained through experience, observation, and conversation that the editor will draw his material for this column. He is being educated—a task that will never be completed.)

A SONG OF THE FRESHIE I ain't never seen the big sights, Ain't never seen the towns, Ain't never seen the bright lights. Nor heard the wicked sounds.

I ain't never been to school before, Ain't never read no books, Ain't never heard the teachers roar Nor seen them dirty looks.

I've learned my simple lessons And I've done by little task. I've always got the blessin' From the great God that I ask.

And so I've come to school today With many adulations, And I'll always be a fool, they say, 'Till I git my education.

BACK TO SOME BACKBONE

"Back to school again," I greeted my friend, John McGrundy, as we returned to school.

"Yes," he replied, "always back to something."

"Well," I observed drily, "what do you think of the modern backward movement?"

"Oh, yes, backwardness and dumbness are synonymous. They are quite prevalent I should say."

"You don't 'get me.' I mean the backward intellectual and artistic movements. There is a 'Back to Nature,' 'Back to Art,' 'Back to Methusalem,' and back to 'anything you want' movement on every hand."

"These are quite worth while, I think," replied John. "It's a good movement if it tends to get back to the reality of life."

"That's just what they're driving for; to get away from this superficial, artificial, unnatural mode of existence. I'm for a new movement, though, which I am thinking of launching in this school, which tends to make individuals," I asserted, warming up to my idea.

"Whadda yu want to be individual for? It ain't the style no longer."

"That's just the reason I want to start it, John. I want you to help me make it the style. We want people to have some backbone. Yes, backbone's the word. 'Back to some backbone,' will be our battle cry. John, I think it is your duty to join us and help put this thing across."

"Duty—ah, another meaningless word!"

"You see," I continued, "when students know that its the 'thing' to do, they'll start it."

"But look here, Mr. Smart Fellow, how do you know this thing is done. I don't believe people will do it. It just isn't done."

"Who cares whether it is done or not? Can't we do it and then it'll be done."

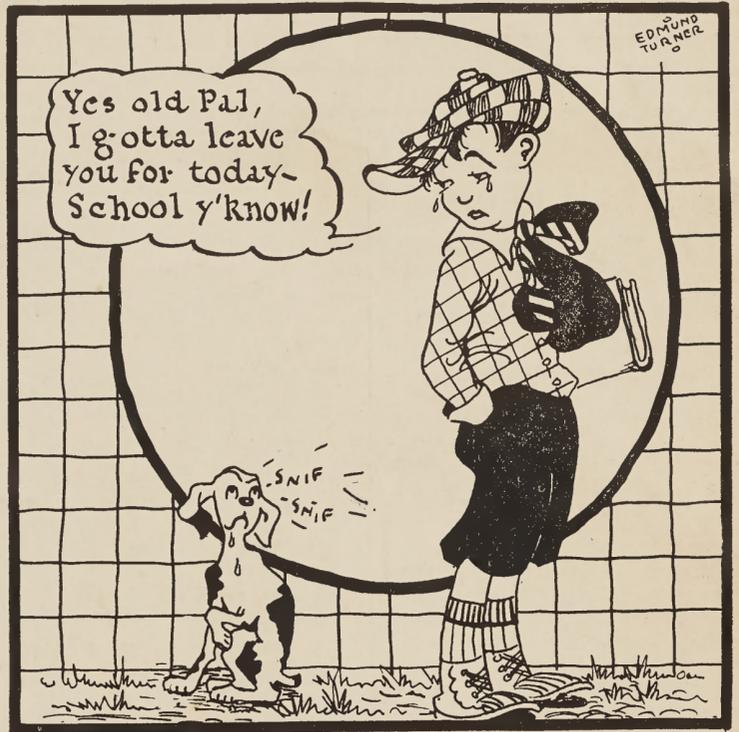
"Yes, and get yourself into a peck of trouble with the authorities."

"You're so blamed practical. Why not be martyrs to a great cause for once?"

"Not for me. When I know it isn't done and the authorities won't approve, well, I'm through."

"All right, then," I responded, almost growing angry, "Mr. Rate-thee-well, go your dark, unknown, conventional standardized, authority-approved way. I'm an individualist. I want some freedom of thought; not just a lot of hot air about liberty to fill up speeches with. I'm going to put these nice little chapel talk-advocated principles into effect. Backbone will be our watchword. 'Back to some backbone' will be our battle cry. We're going to make thinking popular even if it isn't done."

"AN OLD, OLD STORY"



A Plea for Loyalty

To the Students:

I am enthusiastic about this year. It seems to me that we are starting out under unusually fortunate circumstances in that this is a very fine group of experienced teachers who are ready to work with and for you. They have worked and planned during the summer to be more able to guide you.

Of course we don't have everything we want and need as far as a physical plant is concerned, but there's a certain joy in doing a thing well in the face of difficulties. Let's all plan to have that joy when this year is ended.

I am enthusiastic for HIGH LIFE, scholarship, the handbook, debating, athletics, Homespun, etc., etc., everything that is of your plans and dreams.

My plea is for loyalty and conscientious work on the part of everyone. Loyalty to your school, your teacher, each other, and most of all to the high ideals you have set for yourselves—and conscientious work on every single task that you set your hand to. Better not start a task at all if you can't put your best into it.

I am for you in every noble undertaking and with you in your difficulties. Just keep in mind that each of us has a part to play and that all of us are working together for a better and happier school.

C. W. PHILLIPS.

A Message From the Dean

The new school year has started, the registration has been practically completed, and the classes arranged. Now all of us, teachers and pupils alike are ready to "pitch in."

It is a real pleasure to know that the high school students were able and ready to tackle the first big problem of the year, the new method of registration, in the spirit which they manifested. It was rather "hectic" of course, but that was to be expected. The thing that counted was the fact that each of you was willing to do his part to make the new plan successful.

During this year I am going to count on each of you to show the same spirit in all of your high school work, and, as a result, I know that this year will be by far the most successful that our school has ever known.

Thank you all!

FANNIE STAR MITCHELL.

There will probably be a scarcity of Open Opinions because the plank walk is no more. Oh, ho! Think of the possible stunted geniuses among the freshmen.

"THE OLD CLOCK ON THE STAIR"

Old Faithful, the tormentor of human nerves, has been assigned to permanent oblivion by some benefactor who had the highest interest of the high school at heart. For a number of years the whole morale of the student body has been visibly affected by the persistent irregularity of this influential malefactor. It was only during the last year, however, that the party became unbearable; and steps were taken to end the nuisance. During the summer the frank-faced clock in the main hall was removed. The time experts announced it "a hopeless case."

A new system emphasizing at any cost, has been inaugurated. Fire alarm instruments have been attached to the south wall of the main building. The volume of noise will be sufficient to awaken mummies; he equipment is reasonably expected to aid he teachers in keeping their students alert for this reason. Prominent math instructors have been reported as pulling their hair with joy over this progressive step.

For safety the bell has been caged in steel meshing. "Flappers seeking shocks and new thrills by playing with the wires might endanger their marceles," it was explained. There was the ever-present possibility of the "kids" of the barns might use the bells as baby rattles.

"Mr. Charlie's" Congratulations

When Columbia doesn't know how to do a big task, why, they submit it to our "Mr. Charlie" for solution. He was up there this summer and showed them his ability in all matters relating to school work. All this is to say that he received a letter from one of his teachers, (really, you know, he has teachers as well as we do) Professor Briggs, telling him how smart he was in class work!

We welcome the newcomers, both freshmen and teachers, co-members of our fold; we want them to enjoy the new concrete promenade with us.

A resume of the work of G. H. S. for the past school year appeared in the Greensboro Daily News on May 29, 1927. The news article recited all the glorious achievements of the school for the previous year in the various fields of activity. Besides this there were individual pictures of the senior class officers, the junior chief marshal, and the president of student government.