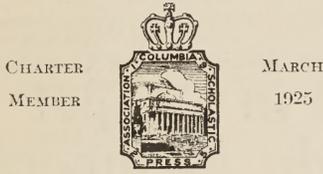


HIGH LIFE

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THE GREENSBORO HIGH SCHOOL
Greensboro, N. C.

Founded by the Class of '21



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COPIED CLIPPINGS

"A person may sit through a period a day for nine months in one classroom, add absolutely nothing to the benefits of the course, and yet derive some small measure of learning from the discussions carried on by the others."—*The Orange and White*, Orlando, Florida.

"Honesty is greatness itself. Still people diverge from the path of honor in their quest of renown; they sacrifice real greatness for the counterfeit fame. Greatness through deceit is of short duration and is vulnerable by the slightest breeze."—*Polaris Weekly*, Minneapolis, Minnesota.

TID-BITS

Mr. Bromfield says that we are living too fast to see America's position in the world. We believe that in a more personal sense. Many of us are living too fast to see our own position in life. We have such a misconception of our place and importance.

One gentleman suggests that the new dramatic club be named the "Wheel-B(1)air" Club. We pass on the suggestion for its merit.

We have heard many excellent suggestions for the Student Council. We only hope that the council will act on some of them. There is plenty of material to work with and unlimited possibilities of attainment. We need action, wise action!

Don't you think they need more time for these teachers' meetings? We feel that it would be very elevating to their minds if our entire faculty would spend at least two school days at the meetings pondering over deep subjects.

In looking over papers from other schools we were impressed by the negligence of the editorial pages. Most of them look as though they were slung together a few minutes before the paper went to press. While we know that this page is perhaps the least read of any others of the paper, nevertheless we feel the real test of a good newspaper is the editorial page.

Education

Dr. Will Durant lists education as one of the ten things which man has never lost sight of, even in the darkest days of civilization. Since first becoming an institution, education has remained with us through the ages; its contents, its level, and its ideals change as the shifting views of men change.

Out of the voluminous writings on this subject we might pick thousands of definitions. But to express it in our own words we believe that education is learning. From the time the infant enters into this world until he grows old and passes on, he is constantly learning. New things, new ideas, new expressions, new ideals constantly greet him on his pathway. He continually learns—thus he never becomes educated. Not only does he learn from his own experience, but he may also become acquainted with the heritage of knowledge which those who preceded him left. Man's life grows fuller, deeper, broader and higher as the generations pass on; each contributes something to the sum total of knowledge.

Today we have in our possession unprecedented knowledge and unprecedented power. Gigantic forces of nature respond to our touch. In the light of present day discoveries we may predict with certainty that in a few generations science will have made the world virtually a Utopia or turned it into a living hell. If we can be educated, if we can learn to control these unlimited forces, then we may expect the first; if not, the second is inevitable.

Education is the greatest hope of mankind today. On it depends the future; on it our happiness, even our very life, depends. If we are even to exist any longer we must learn; we must attempt to be educated.

Torch Light Society

To be elected to membership in the Torch Light Society is one of the highest honors which can come to a high school student. To be taken in an organization that has as its principles, scholarship, leadership, character, and service, is to attain an honor coveted by every high school student who takes his school life seriously and believes in these ideals. It is an honor which only a small per cent of our student body can receive.

To achieve scholarship is the result of hard work and sincere efforts. To achieve leadership is to exercise the latent qualities of leaders which lie dormant in every human being. To have an unquestionable, unblemished character and to serve one's school in any phase of activity is to put forth honest endeavor and never-failing labor. To do these things is to become a true Torch Lighter.

We congratulate the new members of the Torch Light Society on being recognized for what they have done during their school life. We hope that they will continue to do splendid work and make their influence for good felt throughout the school.

Mr. Stanley Johnson has one explanation of all phenomena. It's according to Hooke's law. What Hooke's law is we haven't found out.

Keeping Pace

National Thrift Week no longer calls for verbose editorials on the necessity of saving; while such expressions as "prepare for a rainy day" and "the wolf at the door" have been relegated to the scrap heap along with sermonized appeals to youth to follow in the footsteps of Franklin. All these things have been dinned into the ears of school students from the platform and emblazoned on the pages of school papers until the very word, "thrift," has assumed an unnatural and disgusting aspect. From a banner of virtue it has, by its repeated use, taken on an insipid and monotonous appearance in the eyes of youth.

It would therefore seem necessary to make a change in our method of approach when we attempt to inculcate in others this spirit of saving. From these outworn tactics we turn to a broader basis which has grown up with our systematic scientific and business development. From the narrow appeal of self-preservation and individual protection from poverty, we would present a new theory, which would place thrift on a basis of economic co-operation. Summed up in the fewest possible words, this means keeping pace with the present-day economic and financial conditions.

Such treatment of the subject of "thrift" is merely an experiment, yet we have an idea that it may fall on more fertile ground than a repetition of the traditional propaganda would.

Dramatic Club

We are very pleased to learn of the democratic attitude of the Greensboro High Dramatic Club this year. The members of this organization are striving to attain the supremacy in their respective phase of the work that the Carolina Playmakers have already attained in theirs. The G. H. S. club was organized in the same manner; that is, any student desirous of doing so, may join; try-outs for the plays are to be like those of the Playmakers; that is, no memory work is required, and anyone may try out for any part.

It is a step in progress to hold this popular attitude toward a phase of work that can become most important to the reputation of a school. We congratulate the dramatic coaches on their fine start, and we trust they will meet with all success in their undertaking.

To the Students of G. H. S.:

The student body of the Greensboro High School is to be congratulated for the splendid spirit of loyalty, which has been shown to the football team. This spirit has been fully demonstrated by the attendance and enthusiasm at every game. Even the rain, cold, and the failures of the team have not dampened their ardor. The work of the cheer-leaders and cheerios has done much to keep up the courage and spirit of the team.

Student body—we thank you—we are proud that you have faith in us and we are going to do our level best to prove ourselves worthy of that faith.

THURON BROWN,

Captain of the Football Team.

Faculty tied on the New York trip 19-19. Sounds like a football score.

Wildcats and the Wolfpack will fight it out tomorrow. It is quite a beastly contest, to say the least.

WHICH?



EDUCATING THE EDITOR

A teacher was talking to a group of students about melodrama. In giving instances of melodramatic action which tend toward the comic rather than the sympathetic effect she said, "Now, 'Ten Nights in a Bar-Room' makes us laugh, not weep."

One student added, "It seems to me that ten nights in a bar-room would make one drunk."

In a certain class a few days ago the subject of explosives and gunpowder was under discussion. One young man was telling of a new type of gunpowder which cleans a gun when it is fired. He then added as a mark of approval, "I shoot it all the time."

A fellow-student in a humorous mood came back with "The only thing you ever shoot is bull."

While this statement may not be true in regard to this particular student, we believe it is true of many of those in our midst. We have heard chapel talks, conversations, supposedly instructive talks, recitations, reports, and many other forms of vocal and written and written expression which can all be classed under this head of hot air. We have heard many arguments advanced, many principles debated, many motions opposed, many hypocritical views expressed, and many students overruled—all with the one commodity—"bull." Many false leaders advocating false principles that we cannot blame the modern world for losing faith in life more or less. We believe in less hot air and more sincere, earnest action!

"A thing of beauty is a joy forever," spoke the great Keats. These are the words which have often come to our mind as we enjoyed the beautiful flowers arranged on so many of the teachers' desks. We have fully appreciated the air of beauty which flowers lend to a room. We seem to enjoy our classes more then there is the fragrance of flowers intermingled with the gems of knowledge.

There is a double incentive which prompts the students to bring "dear teacher" some flowers. We heard this whispered by one of ye pedagogues when she had received a beautiful bouquet of flowers, "Thomas is on the road to an A this month."

Now that the frost is killing the flowers we can enjoy Bryant's superb lines, "The melancholy days have come, the saddest of the year," with a double meaning.

Some days ago we were discussing a certain class with a group of fellows. One of them made the remark that this particular class had never done any-

thing outstanding. Another one of the group said, "What have we done that is so wonderful?"

Therein lies a great truth. We are often so overcome by the nearness of our own achievements that we feel that no one else has done anything like we have. We would profit greatly if we would often think "What have we done?"

AS WE SEE IT

Dear Editor:

The new method of assigning pupils is very good in my opinion. Under the new method, the student, since he is able to choose, usually selects a teacher whom he likes and who seems to understand him. This tends to help the student do better and more consistent work. It also removes the possibility of getting in the class of some teachers with whom he does not get along so well.

This method also gives the student the idea that he has more representatives in the school government. It gives him more in dependence, creating greater confidence in himself and removes still farther the dumb, driven feeling. This is also more convenient for some who have to leave the campus for lunch at a certain time.

JAMES STEWART.

Dear Editor:

Perhaps you have noticed that it is a very difficult thing for the students to cross the branch behind the school. The only means of crossing are two large stones. When it rains the water rises above the rocks, thus changing the route of the students and making it much more inconvenient for them. Often the stones are misplaced; this also makes it hard for the students.

If you will have the school carpenter to attend to this I am sure that it will be appreciated by all of the students who have to cross the branch at this spot.

AN APOLOGY

When the last issue of HIGH LIFE went to press several pupils making honor roll were left from the list. This was due to the fact that the list was secured late. The following names were omitted: Betty Walker Turner, Margaret Sockwell, Katherine Lambe, Joy Thraikill, Harold Steed, Annie Laurie Basen, Helen Crutchfield, and Ella May Barbour.

"Have you heard of my latest discovery?"

"No, what is it?"

"I've found how to tell the number of pieces of macaroni on a plate."

"How?"

"Why, you add up the ends and divide by two."—*Exchange*.