

THE PLACE OF THE SCHOOL IN THE DEVELOPMENT OF CITIZENSHIP

Mary Margaret Bates

The school is a means of preserving the ideals and teachings of society for the coming generations. These are also taught at home, in the church, in the business world, and in the government; but the school was created for that special purpose. The normal child begins school at the age of six and continues in that institution for eleven years or until he is sixteen or seventeen. Therefore, during those years the school plays an important part in developing citizenship by teaching the principles of social living.

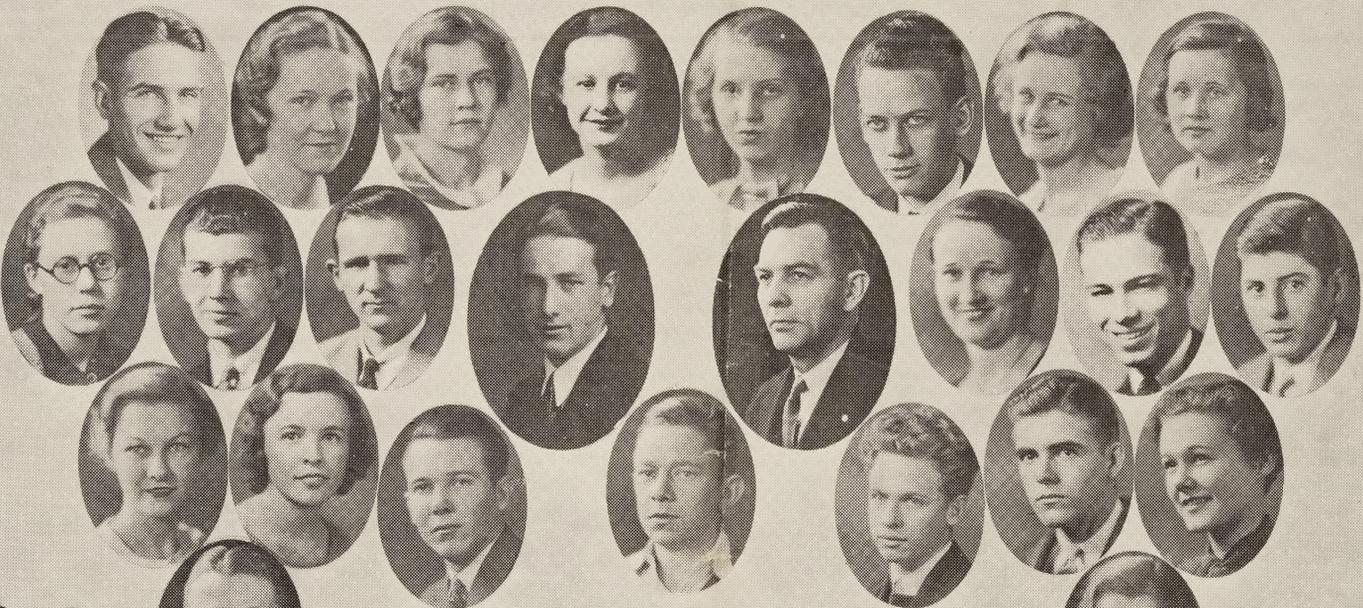
Training in the "three R's" is essential, for they unlock the doors to all culture and learning, but they can also unlock the doors to vice and crime. Therefore, the supreme purpose of the school is to train the pupils for industrious, co-operative, and intelligent citizenship.

During the first years in school the child is taught to read and write, to spell correctly, and to work a little with figures, combined with elementary drawing and singing. All this time he is learning, also, how to live with others, to obey rules, and to acquire proper health attitudes. The lessons, of course, become harder and more complicated as time goes on. The history and development of man and the places and conditions in which the various people of the world live are taught later. During this time the school must instill within the child ideals of civic righteousness and cultivate habits of social service, for these alone insure the continuance and progress of our democracy.

In grammar school the child realizes, to a certain extent, that there are others in the world beside himself, but when he reaches high school, he is suddenly thrust into such a throng and variety of students that there he discovers that unless he studies and shows himself capable, he will accomplish nothing. Then he realizes a little what the outside world will be like. He discovers the characteristics that make a successful man. He sees in the students the qualities which make school-citizenship-dependability, perseverance, service, leadership, and character. The clubs and organizations give him ambition to do something; Torchlight—standing for character, leadership, service, and scholarship—he either feels the thrill of seeing a friend make it, or if he is an outstanding student, or lucky enough, he feels the greater thrill of being tapped, or chosen, to membership in that organization; Quill and Scroll, that organization for students interested in writing, if he is so inclined, he will be ambitious and make that club his aim. Also, dramatics and glee club, home economics and debating clubs have attractions for those interested in these lines of work. The subjects taught in high school all have some part in the making of citizenship. History, economics, government, sociology, home economics, manual training, English, the languages, the sciences, and mathematics—all have some part in developing citizens. During the years of his school life the child is taught self-control in his hours spent in living with others.

The American school is a miniature democracy just as the schools of Sparta were the barracks, and those of Rome, the forum. The schools put into practice the principles of industry, virtue, self-control, justice, equality, and fraternity. The child who has learned to control himself and obey the rules cheerfully has learned the first lesson in citizenship. He has a part in public affairs in the chapel programs serving on committees, and getting the lessons assigned from day to day. In high school, especially, he comes face to face with a miniature government—headed by a president and his council. He meets everywhere rules laid down for his own welfare and finds traffic guards and other enforcers of the law, because some students have missed the early training or have failed to abide by the rules. Some means of government is necessary in the school in order to carry on the activities. Greensboro High School has the student form of government; therefore, it is more like a miniature democracy.

In the schools of today in this and other states one can get a liberal education. Milton defines a liberal education as "that which fits a man to perform justly, skillfully, and magnanimously, all the offices both private and public of peace and war." A man must not seek knowledge for his own satisfaction, nor simply to earn a living, but the purpose should be citizenship whether through holding an office or otherwise. The way in which he fulfills his duty should be marked by justice, skill, and greatness of mind. Therefore, the school has an important part in the development of citizenship by the knowledge it gives and by the contact with people in classes and in the outside activities which the student receives. The school is a training ground for future citizens and should fit the student to go into the



32 SENIORS 33 GREENSBORO HIGH SCHOOL

Photo by Flynt

Upper group, reading from left to right, back row: David Langston Kearns, 2125 Wright avenue; Helen Frances Cooke, 2117 Wright avenue; Rebecca Coble, Tabernacle road; Evelyn Hadden, 824 Rankin street; Miriam Robinson, 705 McGee street; Robert Cole, 229 Blandwood avenue; Anna Samet, 1407 Madison avenue; Juanita Pickard, 1920 Lee Street; second row: Dorothy Little, 1008 Wharton street; Glenn Dickerson, 225 Smith street; Hubert Rochelle, 6 Brooks court; Charles Elder (class president), 407 Aberdeen terrace; C. W. Phillips (principal of school); Lucille Couch, Wright avenue; Hardy Stetson Root, 314 Isabelle street; I. L. Ferree, 338 Church street; third row: Louise Greene, 740 Pearson street; Eleanor Whitsell, Grove street; Jesse Morris Wainick, 402 North Cedar street; Charles David Benbow, 1015 Spring Garden street; Walter Lane Barksdale, 1115 Hill street; James Edgar Bishop, 1806 West Market street; Dorothy Russell Hodgkin, 120 South Mendenhall street; Fourth row: Oscar Franklin York, Jr., 220 Tate street; Carolyn Hines, Tabernacle road.

Lower group, first row, left to right: Dorothy Walker, 817 Walker avenue; Wallace B. Truitt, 1907 Madison avenue; Olivia Bancroft, 1814 Battleground avenue; Vance McClintock, 1627 Battleground avenue; Robert Cole, 229 Blandwood avenue; Hilliard Clein, 306 E. Bessemer avenue; Helen Crutchfield, 2002 West Market street; James Harold Reece, 635 South Cedar street; George Bancroft, 1814 Battleground avenue; second row: Helen Short, route one; Robert Blackwell Jordan, 636 North Elm street; Percy Bostick, 613 Park avenue; Maude Hamil, 1106 Magnolia street; Julianne Klutz, 1001 Country Club road; Charles Baxter, route one; Irene McCurry, 217 Tate street; Edward T. Cone, 1030 Summit avenue; third row: Sherman Hines, 1021 Summit avenue; Frances Lile McGinnis, 419 S. Edgeworth street; Johnson J. Hayes, 1511 Allandale road; A. W. Greason, Jr., 411 Wiley street; Holt Neese, 903 West Lee street; M. C. Stewart, 322 Asheboro street; Louise Straughn, 1903 Florida street; Dennis Snead, 704 Tuscaloosa street; Margaret Roach, 304 O'Connor street; fourth row: Eleanor Watson, Ellington street; Mary Margaret Bates, 804 Brown street; Ruth Davis, 435 Tate street; Elizabeth McAdoo, Church street; Winfred Marsh, 914 West Lee street; George Underwood, 905 Caldwell street; Myra Roach, 304 O'Connor street; Dallas Ozmert, High Point road; fifth row: Edna Faulkner, 1712 Madison avenue; William Truitt, 1907 Madison avenue; Hilda Wenfrey, 1002 Dillard street; Thomas Cox, 304 East Bragg street; Arthur Cooke, 412 North Elm street; Laurence Wilson, 406 North Mendenhall street; Howell Overton, 307 Meadowbrook terrace; Edith Essex, 912 Omaha street; Juanita Cox, 1903 Freeman Mill rd.



CLASS HISTORY

The word "history" calls to mind a narrative form of events of a particular people or thing. Thus, in strict accordance with the word, a history of our class should contain an account of the outstanding events and happenings that have befallen us since we entered high school. So, let us look back over these last few years and reflect how various things have affected us.

Way, way back in the days when the girls wore stiff, starched dresses, and the boys, instead of the girls, wore stockings—way back when a group of bashful half-grown kids sank self-consciously into those creaking seats at the old high school—way back when that same old Central high swung open its doors for the last time to a class of mid-term freshmen—way, way back when, with tottering knees and thumping hearts, we ventured from the room under the guidance of some kind and pitying upper-classman—then, began the nucleus of the mid-term class of '33. For that first year we were practically obscured.

It was with no great sorrow that we gave up the title "foolish freshmen" for that of "silly sophomores." Indeed, no. In fact, we rather welcomed our new position. We were one step nearer the upper-classes and ready to bestow upon our successors those same paddings and hair pullings that had been so generously given us by our predecessors. We came out of that year none the worse. We considered it a veritable success.

Our junior year seems to have been a nightmare. First, came the day to measure for our rings, and then all else seems to have been forgotten in planning the junior-senior party. Our thoughts were of nothing else for a few months. Our plans were of the most elaborate, and we were to be the most successful hosts and hostesses. But during all those anxious moments of planning we did not forget that ours was the next turn—ours the next to be guests—ours the next triumph. And, then came that day of long waiting when the class before us was marshaled out and those vacant places were now OURS.

The time came, as it naturally would after the natural passing of our other school years, when we, rather thrilled and bewildered, realized that those front seats in chapel were for us—the seniors. And we found ourselves feeling equally as queer being looked up to as stately seniors. Little did we realize that with that long yearned-for title and distinction came the many and various trials and tribulations that belong only to seniors. We brought, for the first time in the history of the school, the "skip day," when seniors, in a most undignified manner, disrupted chapel, gave those envious students the raspberries, stalked wildly out, and spent the whole day free from books and jammed halls. With our new title came the familiar phrases "When's the junior-senior?—Measured for your cap and gown?—Who's writing the commencement essay?—Had your picture made?—Who's going to preach the baccalaureate sermon?" These are phrases with which the walls of G. H. S. will ever resound.

We have reached the top—the pinnacle. We, this mid-term class of '33, are now ready to pass on down the aisle and turn the knob of the next door. And it is with deepest love and satisfaction that we look back over our high school days—days that shall be reflected in our lives as the happiest we have ever spent. Hereafter, with sweet regret we shall term ourselves as the members of the class of '33.

LILE MCGINNIS, Class Historian.

DID YOU KNOW THAT—

Ohio has furnished more presidents than any other state in the Union?

Mary Pickford's name was the first screen star's name to appear in an electric sign?

Grover Cleveland ran for re-election to the presidency and was defeated, but four years later was re-elected?

There is a monument erected in keeping in memory to a pencil?

New York is spoken of as the "Magic City"?

Theodore Roosevelt, former president of the United States was also president of the New York police department?

William Nye would have been a great poet if it had not been for his poor spelling?

LIFE AS LIVED

Activities, activities, well what is it all about? Students are being taught public speaking through debating clubs, acting through dramatic clubs, writing through Homespun and High Life staff meetings as well as through Quill and Scroll, and home making in the home economics club. Even physical training is being emphasized through the hiking club and swimming class and various other sports.

Torchlight Society develops better citizenship in its members.

Other activities or special opportunities given the students are typing, first aid or home nursing and hygiene, music, woodwork, and art.

J. H. Johnson Announces Date of Tryouts For Play

All students interested in dramatics will have a chance to try out for parts in a play, "Jack and Co.," which will be directed by J. H. Johnson. This smart, up-to-the-minute comedy offers ten good character parts with chances of variety of talent.

The tryouts will be staged immediately after exams and the performance will take place around March 1.

world ready for service in his town, state, or nation.

(Ed. Note.—This essay won the Citizen Citizenship Cup).

CONE PLAYS IN CHAPEL

Breathless stillness pervaded the student body assembled in chapel when Edward Cone rendered one of his own compositions on the piano. The program sponsored by Torchlight was presided over by Helen King, while Charles Sharpe, president, conducted the devotional.

Talmadge Smith defined honesty, the theme of the program; Phyllis Hagedorn spoke on intellectual honesty, while Billy Wombie discussed honesty on the athletic field.

An open forum discussion followed.

SENIOR CLASS GIVES COSTUMES AND CHEST

The mid-term graduating class of '33 leaves, as a gift to the school, costumes which have been used in various plays throughout the years and a beautiful property chest in which to place stage articles and clothing.

Don't you thing Arthur Cooke has a suspicious smile when Louise Greene passes?

Four Former Debaters Have Ability Recognized

It is evident that the debaters who attended Senior high school last semester received thorough training from James Farthing, faculty adviser of the debating club. Notice has been received that a number of our former debaters have had their forensic ability recognized at their different colleges.

Dick Cann, of the class of '32, made the debating team at Davidson. Edgar Meibohm, Richard Robinson, of '32, made the forensic team of Guilford College. William Braswell was accept-

Seniors Change Rooms

It is like leaving an old friend and making a new one, but strange as it seems it is true. The seniors are leaving their headquarters. Room 106, 201, 203, will seat the members of the June graduating class, while in rooms 102, 303, and 313 will sit the members of semester seven; Misses Craig and Pike, and J. H. Johnson will be the home-room teachers for semester seven. Misses Blackmon, Walker, and Harrell will hold semester eight session rooms.

ed for membership by the club at State College and has just recently returned from a debating tour in the West.