

A Look At The Schedules: The One Semester Courses

For many students, registration for the second semester involved only filling out a schedule card, thereby stepping up a notch to the next semester (e.g. English 3 to English 4), taught by the same teacher at the same period. Some people, however, found that they were forced to make or chose to make, a change in their present schedule. Often, after rearranging desired classes, the student found himself with one or more vacant periods apart from his major subjects and in addition to his study hall. At this point he was confronted with electives—mostly in the form of one-semester courses.

There are only fourteen one-semester courses at Grimsley. Out of these fourteen, six — Shakespeare, Speech, Drama, Geography, Analytics and Economics—are offered at only one period during the day. This limitation in the frequency of the class often causes a limitation in the quality of the class, for many times, a desperate student will elect to take a certain one-semester course for the sole reason that it is the only class available at his vacant period. In addition, someone who is greatly interested in Shakespeare may be deprived of learning, and may find himself in, say, Family Relations, simply because of the impossibility of changing his schedule to fit the desired class offered at the wrong time.

What appears to be needed is not only an expansion in the frequency of one-semester courses, but also an expansion in the amount and quality of these courses. Because most one-semester courses are electives and are therefore not essential to college entrance requirements, it would seem that more unique and challenging subjects could be offered. Two such courses now being taught are Government and International Relations—both one semester courses, where the students are given encouragement to work and read and learn on their own, for this is the only way any real knowledge is acquired — through self-involvement.

It is true that Trigonometry, Sociology, and Economics are interesting and important to many people, but they are not tremendously stimulating to the majority of students.

LETTERS TO THE EDITOR

This is concerning the chaos in the auditorium about schedule conflicts. I have been sitting in there for three days and still have not gotten the one class I need. If I do not get a one semester course, I cannot graduate in June. About ten other seniors are in the same predicament as I.

I think it is very poor management to handle the seniors, who are seriously worried about graduating, with such a carefree attitude. The school should, if possible, provide more one semester courses. I am really at a standstill at this point, as others are, and no one can help me. There is no one semester course I can take. They are all "filled". To graduate, I will have to go to summer school.

Does this seem fair to the seniors who have tried to keep track of their credits all through high school, and then find out, the last semester, that he cannot graduate because of someone else's poor management?

Carol Jenkins
Class of '69???

A one-semester course in elementary psychology would be as or more beneficial. A class offered in major religions of the world could not go into great detail in only one semester, but it could give the student an opportunity to look outside of himself and his own religion. An art course stressing self-expression, rather than real art ability would also be advisable.

There are many examples of original and creative subjects for classes. The establishment of these classes would most likely call for the hiring of more and better teachers, willing to teach the classes for more than one or two hours during the day. It would take involvement, both by teachers and students, and it would take the courage of administration heads to dare to promote and admit new importance and meaning to the dull and stereotyped classes of today.

Elyse Topkins

ANOTHER VIEW OF THE HONOR CODE

The students at Grimsley have shown their disinterest in the Grimsley Honor Code by not attending the two meetings held specifically to discuss the code and proposed changes. The small attendance at the two meetings reflects the general feeling that the Honor Code is ineffectual and unimportant. The code is not effectual because the majority of the students have already established their own moral codes by the time they have reached high school. The code cannot enforce its stipulations and therefore, merely appeases those people who demand a code of behavior.

The persistent castigation of the students has served no purpose but to further the growing dissatisfaction among the students. It seems that no amount of nagging or threatening will make the student body take an active roll in revising the Honor Code. This is most certainly a form of student apathy—a thing much discussed and criticized—but it should be remembered that there is a reason behind this disinterest and apathy. At this point, it appears that this reason is the students' belief that the Honor Code is ineffectual and even farcical.

Since the code is abortive, the obvious indication is to abolish it completely for all times. This move is not an attempt to destroy the moral standard of the student body, but is merely the removal of an outdated device which never served any purpose in the first place.

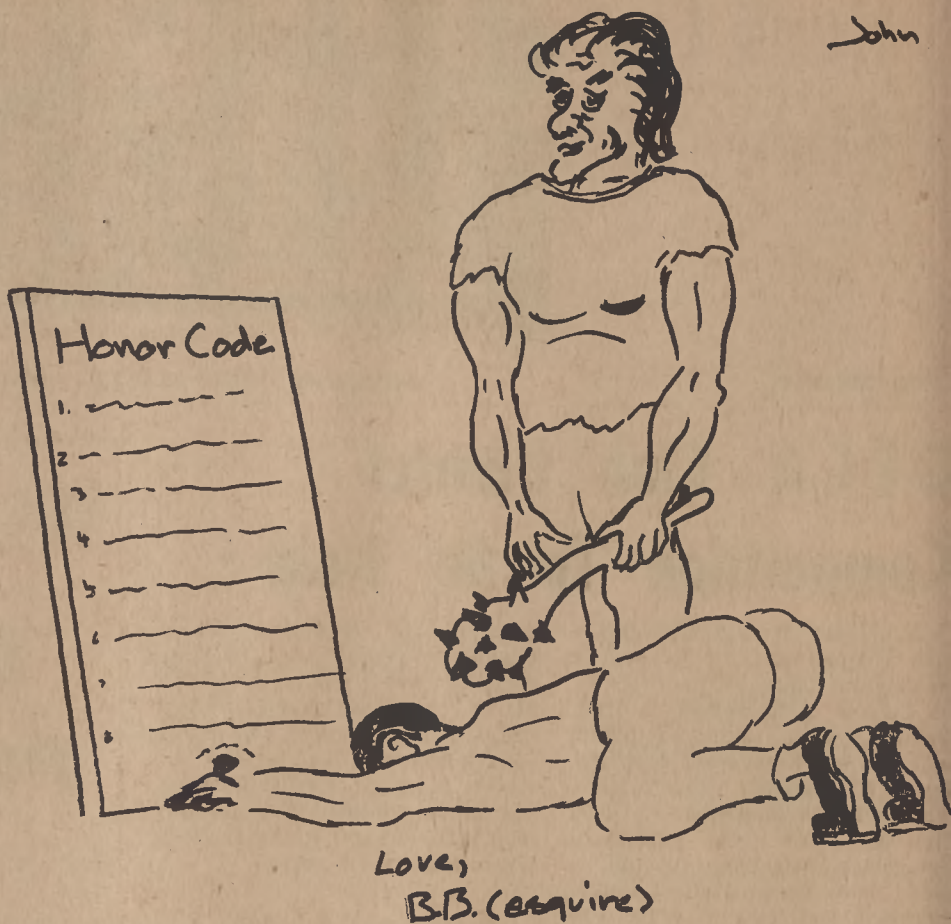
Carol Keesee

Honored Tradition: The Twirp King

Twirp is fast approaching as a tradition of GHS. We hope the tradition of electing a Twirp King will continue as it has in past years. The only change we can propose is to change the way of electing the boy to his reward.

In past years, baby pictures of the boys, chosen by girl members of student council and YRC were put up on the Main Bulletin Board in the main hall. Then glass jars were provided; each numbered to match a corresponding number on a picture. The student body was to put pennies in the jar for the boy they wanted as Twirp King.

We hope this tradition remains a



Youth Organizations Help Betterment Of The World

A school of 2000 students abounds in leadership, student involvement, and the ideas of youth. This is as vital to education as books, classes, and even teachers. We live in a world of scientific breakthrough; for the first time man has photographed the dark side of the moon. Witness medical history; a heart transplant, capable of extending life. We also live in a world of violence; man against man, and student unrest. We contemplate the many matters which face our generation and then consider our role as the inheritors of a troubled nation. But do we stop to actuate our thoughts, our ideas, or our earthshaking resolutions? We consider ourselves liberal in accepting our own responsibilities. The mind is for deliberation, but we often forget that the body is for pursuing and carefully working out our plan. We cannot stop violence in Chicago; or prevent riots at Berkeley; or end the war in Vietnam entirely by thinking. We must experience student participation and involvement, and we must begin now.

How? Greensboro Youth Council, Youth Recreation Council, and Student Council. These three organizations retain the respect of the city, the state, and the nation, so one cannot say they are unimportant. They are the backbone of this nation, and we are a part. To bring this point closer, consider: We wish to express ourselves as advocates of peace, we work with the Greensboro Youth Council on human relations; We enjoy parties and the fun of making decorations for the school, or a group of underprivileged children—YRC—We wish to work in organizing the student body to function as one organization.— Student Council — These are just three ideas confronting us along with 200 others. Perhaps we have an idea for student coalition within a school (Student Council) or involving all High Schools (GYC). We are only one letter or a single telephone call away from this goal. We need not be an elected member to call GYC and organize a commit-

tee, or suggest to Student Council via the suggestion box or any open meeting on Tuesday—7th period, to be represented and included in activities. Student Council, Youth Recreation Council, and Greensboro Youth Council work for the students and consider the students as much a part of council as the elected members. Student Council works for the students through Pep Board, School Beautiful, May Day, Prom, and committee sponsored projects. If the student who considered running for an office but did not, would apply himself, he would find he had won an election of self determination and individual respect. This is the case with over 500 students participating in both School Beautiful and Pep Board. We should find a job to be done and do it. Attend Student Council on Tuesday, 7th period; listen, observe, participate. Use the Suggestion Box and the Student Bulletin Board, and be represented.

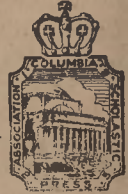
Jim Palmer
68-69 Student Council
GHS

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