

Follow These Rules . . . And Live!

Every parent and every responsible adult has become sickening aware of the alarming increase in the number and kinds of crime committed against children and teen-agers. Here are ten rules to help our readers protect their children against the terrible tragedy today:

1. Never hitchhike; never accept rides from persons whom you do not know.
2. Never take money, candy, or gifts of any kind from any stranger.
3. Never go with strangers who ask you for directions to some place.
4. Never go inside another person's home without first telling your parents.
5. Never agree to work for strangers without approval of your parents.
6. Never play alone in alleys, in woods, on the beach, or in deserted buildings.
7. Never wait around public toilets, in schools, theaters, or buildings. Always leave immediately.
8. Never let strangers touch you. Tell your parents immediately.
9. Use the "buddy" system, take along a pal or playmate when you go to the playground, the beach, the movies or on a hike.
10. Don't tarry on the way when you start out of school, home, or some other place, move along swiftly. If you have to be late telephone ahead.

Are You An Asset Or A Liability?

I note from day to day many of the same people are always in the right place at the right time, equipped for work. They are in class on time, have assignments neat and in ink, never boisterous and always doing their part to uphold our standards.

Then there are those who we see cutting classes, smoking, being insubordinate to teachers, late for classes, forever wanting excuses to do this and that and many other things too numerous to name that are deviations from being good representative bodies. What is the total sum of our assets? What is the total sum of our liabilities? We know that when our liabilities exceed our assets we suffer a loss. Do we want to suffer a loss? What are YOU doing while here? What are YOU? An ASSET or a LIABILITY?

The New Old Mary Potter

When the students of Mary Potter returned to school in September, they were very surprised to see a new building, they were also very surprised to see a change in the old school. Someone said it was a "new" "old" Mary Potter. This is what they meant.

As one first approaches the campus he will notice many physical changes on Mary Potter campus. The building on the corner, is now occupied by the Agricultural and Industrial Arts classes. As he moves further he sees a few changes in the Home Economic Department. The Commercial department is now moved to a spacious, well-equipped room in the basement of the administration building which also has a supply room large enough to be used as an additional work room. As he enters the administration building his eyes are focused on the following: new doors; each room and hall painted in a bright green and pink instead of the dull colors; brown and white stairways; and an auditorium changed in several aspects including painting. As his eyes wander out the windows he sees the gym painted in two-tone green having also a renovated floor in the gym.

You think back over the things you've seen and you'll say softly to yourself, Not a "new" school, but a "new," "old" "school."

By remodeling the old school, the teachers and students of Mary Potter feel very proud of the changes that have taken place which should give all an incentive to keep it that way.

MABEL HICKS

THE MARY POTTER GAZETTE

Published semi-annually by the students of Mary Potter High School.

Joy Jeffers	Editor
Mable Hicks	Associate Editor
Ethel Jeffers	Feature Editor
James Morgan	Sports Editor
Ruth Warren	Business Manager
Irma Hairston, Polly Roberts	Circulation Managers
Maggie Thomas, Mary McCormick	Copy Editors
Robert Davis	Poetry Editor
Barbara McCoy, Julia Williams	Club News Editors
Joan Tyler, James Morgan	Class News Editors
Staff Assistants	
Annie Paschall, Elnora Belle, Decosta Lindsey, and Alice Duncan.	
Staff Typists	
Lucy Cheatham, Yvonne Hester, Marie Harris, Marian Tyler, Frances Royster, Cornelia Webb, Annie Hobgood.	
Faculty Assistants	
Miss L. Mae Jones, Mrs. L. F. Thomas, Mrs. B. B. Redding, Miss H. E. Thomas, Mrs. R. E. Howell, Mr. R. A. Lewis, and Mrs. M. J. Holley.	

Are You Really Studying?

OR GOING THROUGH THE MOTIONS

Philosophy Of School Aims At Life Adjustment

The Philosophy of Education at Mary Potter High School embodies an effort in guiding students to set up an environment in which they will acquire such information concerning the world of nature and men that they may adequately adjust themselves in society. It further embodies an effort in guiding students toward setting forth those factors and traits which will develop desirable family relationships and which enable our students to make a worthy contribution to their local community and to the progress of civilization.

It is our aim to encourage good citizenship, initiative, the proper use of leisure time, and the value derived from Christian living.

Unless fundamental social ideals are taught and young people encouraged — or required, if necessary — to adhere to them, group achievement as well as individual accomplishment will suffer.

We recognize the fact that with increasing maturity there are changes occurring in the student's attitudes in regard to boy and girl relationships. They must be taught to accept responsibility for their own actions and they must also learn to accept responsibility for the welfare and action of others.

With these ideas in mind, and after a series of deliberations, the committee appointed by the Mary Potter High School Parent-Teacher Association to make a study of the problems of untimely sexual relations among students submitted for the establishment for policies many recommendations.

Duke Professor Conducts 'Shop

Dr. Olan Petty, professor, Department of Education, Duke University, conducted the first in a series of workshop sessions for professional growth for elementary and high school teachers.

Dr. Petty's area of discussion was arithmetic. To set the stage for group discussions he taught a six grade class at Mary Potter School and a second grade class at Orange Street School. In each case a workshop session followed, at which time new techniques of teaching arithmetic were presented showing the use of teaching aids and materials.

Mrs. Ruth Lawrence Woodson, State Supervisor of Elementary Schools and Dr. S. E. Duncan, State Supervisor of High Schools, put across their topic of Human Relationships most interestingly by directing role playing activities of problems pertaining to the school and the home, followed by discussion and evaluation of each role depicted.

"Music is correlated and interrelated with the entire school curriculum." That is exactly what was shown when Miss Ruth Jewel, State area Music Supervisor, State Department of Public Instruction, gave classroom (See Duke Professor, page 6)

Are you really studying meaningfully or are you day dreaming; holding a pencil in your hands, staring into opened books, reading without meaning or understanding, or just "going through the motion," that you might say to yourself, "yes," I'm studying.

Many of us have numerous ways of studying. Some of us can see that apparently we have studied when we view our gradings at the end of each reporting period. Then there are the other mass who constantly say, "oh yes, we have studied"; and after viewing their grades at the end of each reporting period, they get that disgusted look which makes them reluctant to let others view their grades.

Just holding pencils in hands, glancing into opened books, reading meaningless, and day dreaming will always retard learning.

Why not develop good study habits:

1. Arrange a specific time schedule (and by all means use your supervised study periods).
2. Read, reread, outline, cor-

relate, evaluate; try to understand what has been read.

3. Write something on paper just 'solo reading' is not enough, writing encourages learning.
4. Arrange subject areas in different sections of your notebook or keep a separate notebook for each subject (without the suggestion of your teacher).
5. Be resourceful—let the library aid you in studying—use references, read current materials — keep up to date.
6. Avoid distractions such as the television, radio, and conversation. These help very little during concentration.
7. Don't give up too easy, stick with the area for a while and try to obtain understanding, as when there is understanding there is learning.

These are only a few tips to aid you in developing good study habits. Just how do YOU study? Evaluate YOUR study procedure.

Most Students Generally Agree That New Grading System Is Basically Fair

is our grading system fair?

Beginning this year, we have new and very different report cards. Accompanying these report cards is a new system of grading. This new system of grading is backing the big question that all the high school students are asking, "Is Our Grading System Fair?"

These are some factors that determine the grading of our students by the new system:

A grade of "A" means the pupil:

Works independently and consistently on assigned work, and seeks to do more.

Participates voluntarily and intelligently.

Constantly raises concisely worded, intelligent questions concerning the issue under discussion.

A grade of "B" means the pupil:

Has work done on time with no special urging.

Responds readily when called on.

Usually relates knowledge to new situations and problems.

A grade of "C" means the pupils: (minimum requirement for college entrance.)

Does required assignment of acceptable quality.

Masters essentials fairly well.

Is attentive in class.

Responds to correction and personal suggestions.

A grade of "D" means the pupil:

Is careless in preparation.

Needs constant help and improvement.

Is often inattentive.

Seldom has assignments ready.

A grade of "F" means the pupil:

Fails to accomplish the required minimum essentials necessary for success in the course.

Assignment generally incomplete and tardy.

Either cannot or will not hold his attention to this work.

Prepares work poor in form and appearances.

Is our grading system fair? Yes, or no. Less than twenty-five percent of the high school students say "no." More than seventy-five percent say "yes."

First, we should carefully observe the opinion of the opposing percentage who answered "no." They feel that our system of grading discourages the students who are slow in learning more so than those who have the ability to learn fast. They also point out the fact that the students who have been able to maintain a grade of A, B, or C by our former system of grading are now hardly able to maintain a grade of D or F.

We should next view the other percentages of opinion. They feel that our grading system is very much fair. In a way it offers many advantages and encourages the students to strive for their best. An advantage of this new grading system may be one that will not be recognized as being of value until one prepares for a college entrance examination.

As it is now, colleges are demanding more of the high school graduate year after year. By striving to maintain the highest grades that our grading system offers, one can be assured that there would be little need to worry about passing a college entrance examination.

The very same thing on an examination of this type would be mostly the things one should have learned in early school. Therefore, we can see how the strict grading system (See Grading System, page 6)