

THE BREEZE

Published Bi-monthly By The Students
of Stovall High School

EDITORIAL STAFF

Edna Lumpkins.....Editor-in-Chief
Mary Belle Hicks.....Asst. Editor
Dawson Burwell.....Business Mgr.
James P. Stovall, Asst. Business Mgr.
Paul Campbell.....Advertising Mgr.
Jesse Earle, Asst. Advertising Mgr.
Katherine Daniel.....Circulation Mgr.
Betty Moore, Asst. Circulation Mgr.
Gordon Spicer.....Sport Editor
Nannie Leigh Royster, Social Editor
Watkins Carrington.....Joke Editor
Beatrice Williams.....Alumni Editor

AN EDITORIAL

We, through this publication, intend to show to the patrons of our school as well as the general public what S. H. S. is endeavoring to do.

The student body as a whole has responded with all the courage and vigor that it takes to make a real worth-while paper. But alone we cannot make it a success. Therefore, we urge the co-operation of the patrons of our school, for unless we have unity between the school and community at large, this, our first attempt in such work, will fail.

Our aim is to show to our parents and the community that has made it possible for us to have this high school that we appreciate it and are anxious for them to know what we are doing.

There will be published in this paper the honor roll, social sport and general news, which we hope will show the steady growth of our school.

Read our paper and offer suggestions. It will be appreciated along with the hearty co-operation of every one in this community.

E. K. L.

A SECOND GRADE LETTER

Stovall, N. C., October 24, 1923.

Dear Aunt Julia:

I am writing you a few lines to tell you about my ducks. I have three. The two hens have brown and white feathers with a few blue ones in each wing. The drake is very much like the hens except he has a ring of green feathers around his neck. They are real pretty, but I sometimes get tired of them because they can drink so much water and I have to fix it for them.

I want you to come to see me and my ducks soon.

Lovingly,

Your neice,

Margaret Gill.

A COMPOSITION ON COTTON

It is autumn and the little boy and his sister are busy picking cotton. The snow-white cotton can be seen all over the field hanging in bolls down the stalks. The hot sun has opened them and the cotton is ready to be picked. After it is picked it is taken to the gin and made into bales. The farmer puts it on the wagon and carries it to the market. He gets the money and the cotton is made into many useful things. Cloth and thread are made of it.

Raymond Elliott, (3rd. grade.)

The Faculty of Stovall has added to its number, "Harley-Davis." She belongs to Messrs. Wildman and Hardesty.

Father (to 5th grade student): "Son, why do you always stay at the foot of your class?"

Son: "Why, Dad, what does that matter? Mr. H— teaches the same thing at both ends.

Miss Knott: "What kind of chairs are we going to have up here tonight in the cafe?"

Pupil: "I know where we can get some Coca-Cola chairs."

Miss K.: "Fine! They are the very things to serve lemonade in."

Miss Petree, (on quiz): "What is pigiron?"

Pupil's answer: "It's iron in the shape of a pig."

HOW MANY APPLES?

How many apples did Adam and Eve eat?

Some say Eve 8 and Adam 2—a total of 10 only.

Now, we figure the thing our far differently: Eve 8 and Adam 8, also—total 16.

On second thought we think the

EDUCATIONAL OBLIGATIONS OF A COUNTY

The field work being done by Mr. George Howard, Jr., of the State Department of Education is of singular interest and value. To him as State Director of School Organization falls the task, when called upon, of making an adequate survey of school conditions in a county that proposes to adopt a county-wide plan of school organization and development. This work, as explained by Mr. Howard, and illustrated by blueprints before the county superintendent's district associations, forms a highly interesting and enlightening feature of such meetings that no county superintendent should miss.

The foregoing is only preliminary to calling attention to the four great educational obligations of a county to its children, as outlined by Mr. Howard to the county superintendents at their recent meeting in Raleigh. A county owes to its boys and girls, says Mr. Howard, to provide:

1. A standard elementary education for every boy and girl in the county. This includes—

a. An eight months' school term
b. A competent teacher, teaching only one grade.

c. Adequate teaching equipment.
2. An accredited high school, available to every boy and girl in the county. This calls for—

a. A four-year course of study.
b. An eight months' school term.
c. Four whole-time teachers, one of whom may be a teacher of vocational subjects.

d. Recitation periods of at least forty-five minutes in length.

e. Fifteen units for graduation.

f. Laboratory facilities for teaching science.

g. A school library of not fewer than 300 volumes.

3. A comfortable, sanitary building for every boy and girl in the county.

IS THERE A WAY TO EQUALIZE OPPORTUNITY?

On one side of a dividing line separates two counties or perhaps determines the boundaries of some great city, lives a young North Carolinian. On these bright October mornings he wends his way to a magnificent school building in which are provided all the conveniences to comfort. Before him stands a teacher gifted, trained, and competent, with only a single grade to teach. This privilege is given him for 180 days every year.

Just on the other side of this same dividing line lives another young North Carolinian. His school does not open till middle of November and will continue for only 120 days. Perhaps no conveniences are offered and no teaching apparatus is provided. He is instructed by a young girl, who is not even a high school graduate, and who has to teach seven grades.

Shall the accident of birth place or dwelling place forever affect unequally the opportunities of these two young Americans? Each of them is and will be a citizen of the same State. Each of them is being trained for his duties as a citizen in a system of public schools which our Constitution says shall be uniform. One is as capable, as ambitious, as promising as the other. One, in all probability, will have completed high school and entered college while the other is still in the grades. Must this go on forever, or is there a remedy within the reach of the people, if they will only reach out and take it?

A. T. A.

above figures are entirely wrong.

If Eve 8 and Adam 82, certainly the total would be 90.

Scientific men, however, on the strength of the theory that the antediluvians were a race of giants, reason something like this: Eve 81 and Adam 8124—total, 8938.

Wrong again. What could be clearer than if Eve 81 and Adam 812 the total was 893?

We believe the following to be the true solution: Eve 814 Adam and Adam 8124—total, 8938.

Still another calculation is as follows: If Eve 814 Adam, Adam 81242 to oblige Eve—total 82,053.—(Unidentified.)



This paper is published solely
in the interest of

Stovall
High
School

and is edited by our pupils;
your support is solicited.

