

RALEIGH STUDENT

Published every week by Journalism Class, Raleigh High School

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 Junior High.....Page Carson
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AMERICA!

A most interesting as well as historical play was shown at the Almo Theatre Monday, Tuesday, Wednesday, Thursday and Friday.

In this play can be seen the ride of Paul Revere, Morgan's Riflemen and, in fact, almost everything in the history of our forefathers.

This picture was directed by the world-famous director, D. W. Griffith. It is indeed interesting to old as well as young people. It brings back to our memory the bravery of our forefathers. Over one million dollars was spent for the production of this picture, and it seems to have been a great success. It is titled "America."

DIFFERENCE BETWEEN JUNIOR HIGH SCHOOL AND THE SENIOR HIGH

The buildings of both the Junior High School and the Senior High School are poorly equipped for successful work, but both schools are looking forward to new buildings in the near future where everything will be carried on in more perfect order. At the Junior High there are larger grounds where the children may walk around and exercise themselves in the limits of the school, while on the other hand at the Senior High there is a small back yard and the street. The pupils, therefore, are quite unfortunate. At Junior High there is a gymnasium where the girls are trained under Miss Dorothy Nash, but at the Senior High the girls and boys have to go to the Y. M. C. A. for classes. These pupils are taught by Miss Lamb and Mr. Wood.

The courses of study of the schools are different. At Junior High only seventh- and eighth-grade pupils are taught. There are no Domestic Science and Industrial Arts classes. On the other hand, ninth, tenth, and eleventh-grade pupils are taught at Senior High. Here, too, are Domestic Science classes. There are only four subjects taught at Junior High, while there are five at Senior High, omitting gymnasium and Glee Club classes.

The periods are one hour in length at Junior High. Thirty minutes of each period are used for lesson discussion, and the remaining thirty are used for study. They are only five hour-periods. On the contrary, the length of the periods at Senior High is forty-five minutes, which is used for lesson discussion.

The attitude of pupils in their loyalty toward the different activities is almost the same. The attitude of the pupils toward their lessons, however, is quite different, for the Senior High students are more serious. They realize that this is probably their last opportunity to learn. While the Junior High students prepare their lessons, they are rather care-free and do not feel as "grown up" as Senior High students.

ELOISE BANNING.

Death of Miss Lea's Father

The students of the Senior High School regret very much to hear of the death of Miss Ruby K. Lea's father.

Miss Lea was formerly head of the Commercial Department of the Raleigh High School.

The Commercial Class extend their heartfelt sympathy to Miss Lea in her bereavement.

LIBRARY FACILITIES AND REGULATIONS

The libraries of Raleigh, both the Olivia Raney and the State, have certain facilities and regulations by which they are run.

The Olivia Raney Library is the public library. It contains all kinds of books from reference books to novels. The books are classified and then catalogued according to authors. This is a great aid to the book readers of Raleigh. Another help is the card index. In this one can look up the book he wants and see by whom it was written, and so be able to find the book with ease.

The books that may be taken out of the Olivia Raney Library are divided into two classes: the seven-day books and the two-weeks books. If they are kept out over this time a fine of two cents a day must be paid until they are returned.

The State Library is for reference entirely. Any one who wants to may use the books, but government employees only are allowed to take books out.

Quiet, above all things, must be observed in both libraries.

Both libraries prove a great help to the students of Raleigh High School. Each day after school pupils can be seen in the reading rooms, looking up references for their school work.

MARY E. DUNAWAY.

A SUGGESTED BOOK LIST FOR SOPHOMORE READING

Reading for any one should be of different types, as one kind becomes monotonous. The books that one reads should include fiction both humorous and serious, biography, science, drama, and poetry.

Fiction should include (serious):
 "David Copperfield" by Dickens.
 "Tale of Two Cities" by Dickens.
 "Uncle Tom's Cabin" by Harriet B. Stowe.

(Humorous):
 "Speaking of Operations" by Irvin S. Cobb.

"Tom Sawyer" by Mark Twain.
 "Tom Sawyer and Huckleberry Finn" by Mark Twain.

Of the biographical group the following are interesting:
 "The Americanization of Edward Bok" by Edward Bok.
 "Twenty Years of Hull House" by Addams.

Some interesting scientific books are:
 "Field and Study" by Burroughs.
 "Book of Insects" by Tabre.

Drama for Sophomore reading should include:
 "Twelfth Night" by Shakespeare.
 "Taming of the Shrew" by Shakespeare.

The poems of Robert Louis Stevenson and James Whitcomb Riley are very interesting.

The reading should not be too deep, but should be of a type to cultivate a taste for really worth-while books, instead of the "dashing hero and his young sweetheart" kind.

ALBERT STANBURY.

CLASS TEAM WORK

Let's make this year's Sophomore Class the best Raleigh High ever had! How? By team work. Let's all get together and do our best.

If a few of us try to improve the class, it does little good; we need to work together, to co-operate, or we'll never get anything accomplished.

One illustration of this is keeping schoolrooms clean. If a few of us pick up paper in a room and the class that comes next strews the floor again, we have not accomplished our purpose. But if all the Sophomore classes unite and try to dit together, why, we'll show the other classes what we can do.

A group can accomplish ten times as much as an individual can. It takes groups to make cities where one person or a few could not; so the same thing applies to the classes. There is more force to a group and more opinions.

We must try hard! If we put ourselves fully to the task of making our class best it becomes a pleasure. Have true class spirit and uphold your class in everything.

We must get together, talk it over, and do all we can to help. If we cultivate thoughtfulness, neatness, and class spirit, we will be helping the class as a whole.

How about it? Every one think it over a while and see how you feel about it. One thing is certain: we've got to have the proper class team work to make our class stand out ahead of the others. So get to work, classmates, and see what we can do!

ELSIE LOUISE WILLIAMSON.

LEWIS LITERARY SOCIETY

The Lewis Literary Society was organized about ten years ago. Its purpose is to secure better knowledge of literary matters and to bring about better feeling of friendship among all the boys in school. It has been more or less successful. The membership varied from time to time.

The society meets every other Thursday, which is set apart as society day. At each meeting there is a program carried out. This program varies, ranging from debates and extemporaneous speeches to more difficult subjects.

Several years ago a series of inter-society debates was held in chapel. Similar contests will probably be held this coming year. The society furnishes members for the triangular debating team.

This society is probably of more benefit than any other organization in school. It furnishes excellent training for college and business life.

This society is open to all boys in school. Sophomores are especially invited to take advantage of the opportunities which this organization offers them.

The Sophomores of today will be the Seniors of tomorrow, and for this reason they should take part in anything which will help them out in the following years. JAMES MORGAN.

THE HONOR SOCIETY

The first scholarship honor society for secondary schools was formed in 1900 by Dr. William B. Owen, of the Chicago Normal College.

This new society has done for the high schools what Phi Beta Kappa is doing and has done for the colleges. In 1917, at the suggestion of the superintendent of schools of Los Angeles, California, the best ten per cent of pupils who ranked highest in all of their studies was chosen to become members. It was also suggested that each honor society unite and keep in close correspondence with the others. The idea spread rapidly, and honor societies started all over the country.

The Honor Society is at present a national organization. The headquarters are at Washington, and a committee is in charge. Local schools of credit may be allowed to petition for a charter of membership if the investigation of conditions at that school warrants it. The charter is then granted by the committee, provided it is favorably impressed. After the local institution receives permission, it is recognized as a division of the National Honor Society.

The National Honor Society has its

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own set of rules for governing minor divisions, but each local chapter has its own constitution. In fact, a chapter is not recognized until its constitution has been approved.

An interesting feature in this society is that pins may be worn by those elected to membership. These pins are alike all over the United States and are recognized by other members of the Honor Society and also other honor organizations.

Those who receive the pins must comply with certain rules. A candidate must have attended that particular school the year before his senior year, and must have had no more than one failure against him in his high school career. Then his grades must place him in the upper quarter of the class. Then, in order to be elected to membership, he must be selected as one of the candidates composing the fifteen per cent of the twenty-five per cent. The faculty of the school select this fifteen per cent. The candidates are judged according to scholarship, worth to the school, conduct in and around school, and general attitude. The final fifteen per cent are recognized members of the National Honor Society and may wear the pins.

Rural Amenities

"What be you thinkin' of, Janet?"
 "Nothin' much."
 "Why won't ye thinkin' of me?"
 "I were."

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