

EDITORIALS.

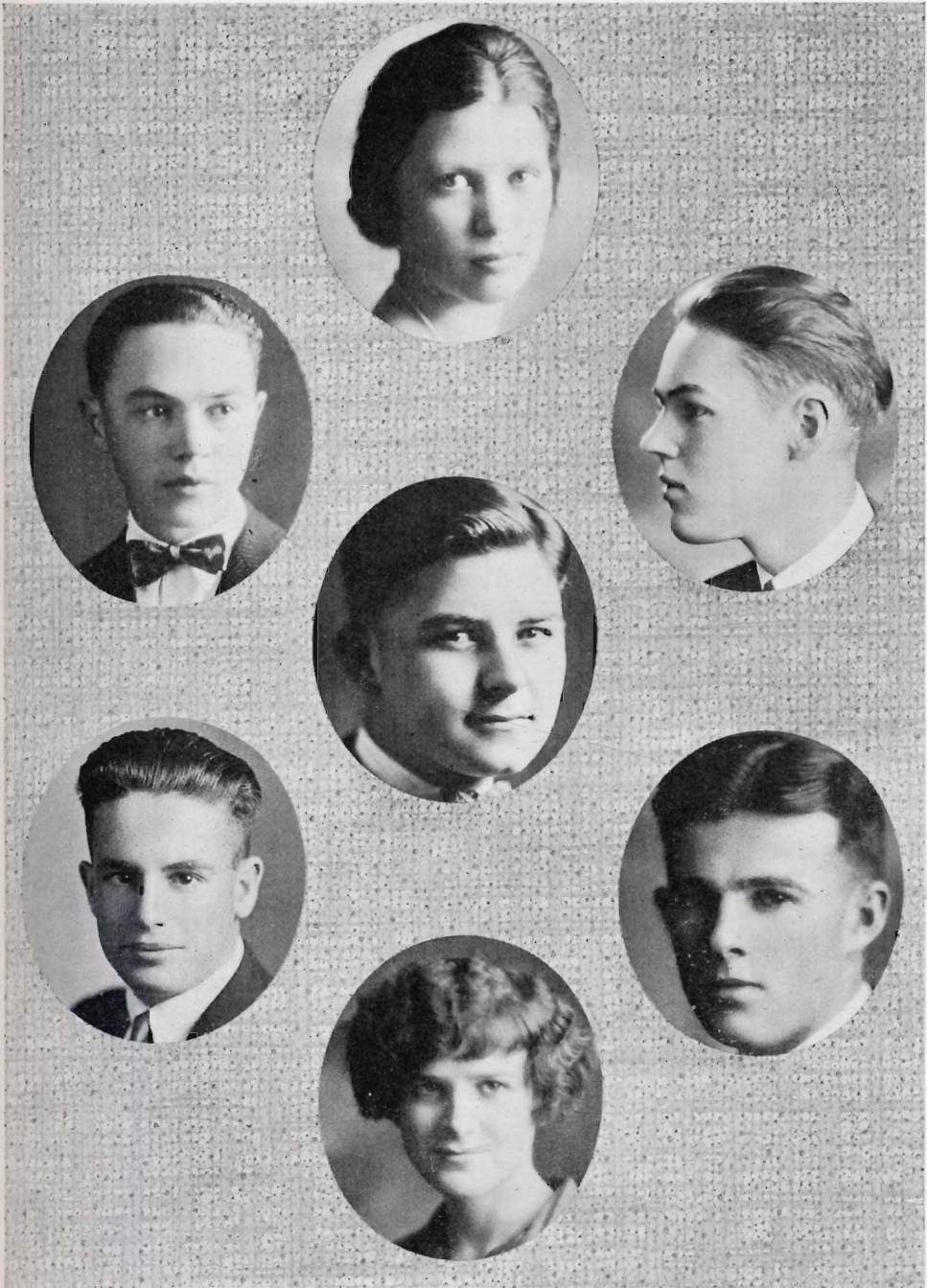




DALE HUNTER
January Manager
PAUL SIMS

THE STAFF
VIRGINIA VOORHEIS
Assistant Editor
HELEN CAVE
Editor-in-Chief

GEORGE UHL
June Manager
MISS RUTH ESTHER MCGREW
Advisor



ELLIS GROFF
CECIL DOWRICK

THE STAFF
BETH ANN HAYES
GROVE DYE
DOROTHY BRANDENBURGER

BILL BODEN
RALPH RICHARDSON

Scholarship Standards

There has been a habit among many of the students, for several years that has been detrimental to the scholarship standards of the school. It is the job habit. The chief drawback to good scholarship is the job after school in the afternoon. We are not speaking of the job taken by the boy who really needs to earn the money, but of the job sought by the boy who is looking only for spending money. Nor is it our design to condemn work, for it has been proved that work at times is beneficial to the student; but when it gets to the place that outside work is considered more important than school, then it is time to stop and consider. School duties, with few exceptions, should be the paramount interest of every boy and girl until the high school course has been completed.

One of the basic reasons for low scholarship in this school is just this desire for work after school. It isn't long until the student realizes his earning capacity and the pleasure of having a little more spending money. What is the result? He gets work in the afternoon, has his program arranged so that he will get through school at one-thirty or two o'clock, and is not seen for the rest of the day. His interest becomes centered in his job and soon school becomes in his estimation a secondary consideration. He does not put forth the effort to make good grades and, as a consequence, his marks are poor. With several hundred such students the result is a low scholarship rating. About the only remedy for this would be more stringent rules for allowing students work after school.

—Ralph Richardson.

Organizations

This year the organizations have become more diversified, grown larger, and have done more than ever before for the school. They have shown true school spirit. Two of them raised money for the library fund, several of them have put on plays, the debating societies furnished Sacramento's debaters, and most of the medals and cups we claim were taken by some organization for the school.

"Know thyself," we are told. When a student becomes interested in something he pushes ahead and becomes a leader in it. Soon he will find himself a leader in the school because he has the ability to direct others and knows what he is doing. So organizations make leaders by offering to every student an opportunity of finding himself in the doing of some special thing that interests him.

To a student who is interested in the work of some organization, school ceases to be a place of mere routine. He goes eagerly and with pleasure because to him it has become a place where he can work out all his ideas. So, organizations help the school; for interest makes for scholarship.

The preparation for life is made in school. The organizations cover to some extent every line of work. Activity in some organizations will lead a student to discovering what he should prepare for. In this way he gets the right start for life.

Hence we see the organizations help the student in school and afterwards in life, for which school is merely the preparation.

—Helen Cave.

The Financial Situation

The method of raising money in this school should be the same year after year. When the 1924 class entered the school, the student body raised money for activities by charging exorbitant prices for the athletic contests, programs, and plays that were offered. The following year saw another method used, last term the underwriting plan was in vogue, and this term a direct assessment.

One high school that has a successful financial program, has come to the attention of the writer. This system works perhaps more simply than any other. At the beginning of the year every student, on registering pays, fifty cents to make him a member of the student body and to give him the right to vote. To be sure no student can be forced to pay such a fee, but sympathy certainly should be extended the student who cannot pay fifty cents a semester for student activities. This is one of many plans that might be introduced.

The chief difficulty is the seeming inability to stick to one plan until it has been perfected. By all means let us keep one method of raising money until it has been perfected and then we will not have to ask, "I wonder whether we can have this game or contest."

—Ralph Richardson.

A Word of Thanks

The Review Staff wishes to extend its thanks to Miss Ashby and the faculty of the English department, to Miss Jones and the drama class, to the Art teachers, to Mr. Pibble and his contest typing class—to all who have so kindly given their services in helping to make this book a success.

SEEN AROUND SCHOOL

