Juniors want campus, seniors talk against

When the suggestion of having certain section of the campus devoted to seniors was brought before the student council at a recent meeting discussion both pros and cons were put forward. No definite action either way was taken, but the talk continues.

"Whether the idea will form into reality or whether it will fade into the past until only become known, "I don't think it would want it badly enough to do something about it," commented Bob Anderson, president of the student council.

To the question of the readers of this paper the inquiring reporter asked five students their opinion on this subject.

GRACIE BERRY: I don't think a dividing line could be made and that there would be two sapphire and two sapphire seniors.

PAUL ORBEN: Having a certain part of the campus strictly for seniors is unfeasible. I think the school in general is separated. I don't know how many sapphire seniors could be in a divided section. Also, too many seniors run around and it isn't the place to start.

PHILIP SEXT: A new tradition should be started in this school, especially in the seniors. Perhaps the seniors could join in the campus, but I don't know there should be more.

JOHN KOLB: I think that if there were more sapphire classes that the main point on the campus would look forward to.

Class survey shows

Date problems—same old story

- All high school students at one time or another are faced with certain dating problems. Not many of them, really. Stokely Hay, Bill Vinse and Jesse Kittle, members of Mrs. Ruth Berry's history class, in their relations class, it was found that the four main problems are: social organization, lack of funds, anxiety about the girls, and the desired person, and what time to be in.

Although in these problems compiled there are many, there are varied problems. Lack of disinterest, dislike of date, parents' dislike of date, dislike of date, difference of size, little brother or sister, distance in getting date, question of whether to get married while in college.

PROBLEMS prevalent with girls are these: how to handle a girl who is jealous, getting on a date, how to keep boys from taking a girl for granted, how to keep one interested, what time to be in from a date.

Some of the more common problems are these: how often should "standards," data, how to get in good with your parents, how to keep their company, or keep his company? What to do about parents picking dates for their sons and daughters, and to make some new person in a crowded feel at home.

Recently family relations classes had a parent-pupil panel, discussion with a chosen student from each class introducing themselves, Charlie More as the moderator. After the question was asked by the class the parents agreed.

IT WAS PROVING in this discussion that very often too-agers are in the same position, upon themselves than do parents

in our opinion

Giving service to others becomes thing of the past in today's rush

- What has happened to the person who always wished to give up some of his precious time to serve his community or his fellowman? When did it become so rushed, so fast, so busy that there is no one else to be in the past from a date.

Much the same as dating problems, one of the projects of family relations classes is a question box in which problems of any nature are placed. Since no sign is required on these papers, the problem may be as personal as is wished. The problem is in the class and a possible solution worked out by the members.

SOME of the more common problems are these:

It happens every day...you just missed it

The Grizzly

by Dick Biber

Little man on the campus

It was a beautiful autumn afternoon, the sun shining warmly on the campus. A small boy, about five years old, was walking along the sidewalk, surrounded by a group of older children. The older children were tossing sticks and branches into a pile, while the little boy watched with interest. Suddenly, one of the older children noticed the boy and called out to him, "Hey, little boy! What are you doing here?" The little boy looked up at the older child, his eyes wide with wonder. "I don't know," he said. "I just keep walking around and looking at everything." The older child chuckled and continued to play, leaving the little boy to his own thoughts. He walked slowly down the sidewalk, observing the trees and the leaves rustling in the wind. He passed by a group of students, laughing and chatting, and a group of older people, strolling and chatting with each other. The little boy marveled at the diversity of people and the different activities they engaged in. As he walked, he noticed a small park with benches and a fountain, and he decided to sit down and rest for a moment. He sat on one of the benches, watching the children playing and the birds flying overhead. The little boy felt a sense of peace and contentment, surrounded by the beauty of the campus and the warmth of the sun. "Thank you," he thought, "for showing me this beautiful place." He got up from the bench and continued to walk, taking in the sights and sounds of the campus. Suddenly, he noticed a group of people standing near a building, and he walked over to see what was happening. It was a student council meeting, and the little boy listened as the students talked and debated. He was fascinated by the energy and enthusiasm of the students, and he felt a sense of hope and excitement for the future of the campus. As he walked away, he realized that the campus was not just a place, but a community, full of life and possibility. The little boy felt grateful for this beautiful day, and he knew that he would continue to explore and enjoy the campus for many more days to come. So, the little boy walked home, feeling full of joy and wonder, knowing that the campus would always be a special place in his heart. The end.