



HIGH SCHOOL PRINCIPAL'S MESSAGE

The public school as an instrument of an organized democratic society has often been called a melting pot. But the figure is misleading if it means that we are all shaped by a common mold. I prefer to think of the public school as a symphony, in which the sound of each instrument is distinct and valuable for its own sake and yet blends into the total harmony. Our schools were founded on this conception. Students of nature tell us that no two leaves are exactly alike, and yet all trees of the same species have leaves with certain common characteristics which clearly distinguish and identify them from the leaves of a different kind of tree. So it is with human beings. We do not expect to find any two individuals exactly alike and do not expect to mold them by the same pattern, yet there are certain fundamental lessons which we must all learn and very definite standards which we must all strive to reach if we are to have that fuller life we so much desire.

Education means the building of manhood and womanhood; the development of an intense desire for leadership and service; the evolving of a spirit of toleration and sympathy; the nurturing of a never-ending enthusiasm for the good and the beautiful; the steady growth of the individual into a closer and truer relationship with the Supreme Educator—the Master of us all.

R. A. LIPSCOMB



ELEMENTARY SCHOOL PRINCIPAL'S MESSAGE

It has been said that one of the greatest attributes of the human mind is the ability to forget. We are fortunate in that we are not forced to remember the feelings of disappointments and unpleasant experiences.

Other characteristics of the mind include the ability to concentrate, to reason, and to remember. Unfortunately, these latter properties require development. The mind is constantly at work during our periods of consciousness; but unless one determines its course, very little is gained by its activity.

One of the greatest assets for which a person can hope is to have a mind that is under his control to the extent that outside interferences can be "shut out" when he desires to hold it to an assignment. There are few who will attempt to explain how one learns, how one studies, or how knowledge is stored; but we do know that the process of acquiring knowledge is gradual and that it is dependent on the will of the individual.

The student who refuses to rob himself of his opportunities and who insists on holding his mind to its task is sure to succeed.

C. R. DALE