

.. HIGH TALES ..

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EDITORIAL

GHS Above Average in Graduation Results

Virginia Walker
 "More students drop out of GHS than out of any other school." "Fewer students in GHS receive senior matriculation than in other provincial high schools." "The teaching staff at GHS is made up of teachers who can't teach." "I'm glad I don't go to GHS. The teachers always picked on me and weren't fair!" Surprising as it may seem these statements are made about our "wretched" high school. Are YOU one of these badly misinformed people?

In a recent English period Mr. Lambert indicated the following: The Provincial average of drop outs in Secondary Schools last year was 31.1 per cent. The Georgetown drop out average was only 14.1 per cent. The provincial average of students receiving Senior matriculation last year was 12.6 per cent, while the Georgetown average was 13 per cent. Compare these figures with the first two statements above and you will see how false they are.

The staff at GHS is made up of fully qualified teachers. All the teachers have received either their BA or BSc. any have specialist degrees and some have degrees in teaching. Thus the staff is qualified and the large percentage of students receiving Junior and Senior Matriculation indicates that the teachers manage to pound knowledge into many.

To say that a teacher is unfair and picks on you is as far-fetched as saying your parents hate you and beat you every day. Are the teachers as unfair to you as you make them out to be? I think not. You should become a teacher yourself and try to teach a bunch of cut-ups and untamed rascals who have no desire to learn and only continue going to school to hold the seat down. Do you expect a teacher to let them live a life of leisure at the back of a class, while others are actually working? This type of "back seat driver" usually fails to exercise the best manners and this is too much for any teacher to withstand. Could you stand all the heckling our teachers are forced to endure all day long from a bunch of so-called students who don't give a hoot about you or education?

Statements against GHS are really laughable and irrelevant. Consider the population of Georgetown and then compare the size of the high school with this number and you will see that GHS meets the demand. The cramped condition will however be remedied by the new additions now under way. During the past two months the patience of the GHS teacher has been taxed even still further because of the classroom conditions. Several classes had to be let off school because of no room and it was necessary for classes to remain in one room all day, an inevitable result with all the construction going on.

So before you go making any more hasty remarks, I suggest you think over what I have already indicated. To the person who knows what a good high school we have, your statement would make you appear ignorant of a few simple facts. Support your school and you will help it in its fight to conquer its basic problems. THINK and learn more about the situation before you criticize.

WATERLOO COLLEGE

by Carola Conie
 (the first in a series of interviews with students attending our various universities)

The high cost of attending a university today keeps many students from pursuing their education further than senior matriculation in high school.

In the United States there are several universities where students work for three months and attend lectures during the next three months. This process continues throughout the year. The engineering course at Waterloo College is organized in the same way. Over 120 Canadian firms cooperate with the college in finding jobs associated with engineering for the students. After five years a student graduates with the degree P. Eng. (Professional Engineer) and at the same time he has a working experience of two years. At the University of Toronto the engineering course is four years. The tuition fees at Waterloo are \$250 per quarter and the entrance requirement is senior matriculation with an average of at least 60 per cent. Only last February Waterloo College had its Associated Faculties Jerome's College were united with the University of Waterloo.

It is hoped that this new arrangement is the only way to solve the problem of the high cost of university education.

So You Think You'll Quit School?

Tom Forgrave
 I wonder how many young people have decided to quit school after the current school year is finished? Perhaps you're one of the many who are lured by the idea of having a bit of money to spend and no homework to do every night to keep you from joining those who call themselves your friends at the pool halls. Well, take it from me, Slay in School. In a recent editorial the Editor of High Tales pointed out the alarming fact that only about three out of every 110 people entering grade nine graduate from University. This means that out of this year's Grade Nine only five or six will graduate from the University of their choice. What will the rest of them be doing? That is a good question and many would like to know the answer. It's well worth your consideration.

Last year there were six hundred graduates out of about eighty people who started in Grade Nine in 1953. However only three of them are at University (Bill Colson, Douglas Wrigglesworth, McMaster; Bill Farmer, Waterloo); 2 are at Teachers' College (Judy McEwen, Marilyn Souther, Toronto) and one (yours truly) is back at GHS trying to improve his marks. Where are the other eighty or ninety people? Some were working at Malton; some are working in town, and some in the city, but most of these people are making as much money as they will ever be able to make because they do not have enough EDUCATION to advance. Granted, there have to be some labourers but do they have to be you? You have the opportunity to stay at school and to get a higher Education at University. Why not take advantage of it?

"In this modern world we get every thing in packages; from houses to boats to puddings." This is often the way with our whole life — we just go and get a package of cake, mix it to bake it, instead of mixing it ourselves and so often also we just look to see what someone else has done instead of making decisions for ourselves. Don't be afraid to be different from the gang — they'll respect you for your decision to stay at school. In any case, think the situation over very carefully before you decide to drop out. I'm sure that you'll make the right decision.

Defeat Lynde, Fergus CWOSSA Hockey Crown

by Tom Forgrave

GEORGETOWN 6 — LYNDEN 2

Bob Bingham started the tournament off on the right foot for the local team as he scored the first goal after only 47 seconds of the first period. However, it was not long before Lynden tied it up on a goal by Graham, assisted by Brooks. Andy Murray put Georgetown ahead again, with a goal assisted by Richardson and Ward. Kitchen tied it up again but Forbes put Georgetown ahead to stay to finish the first period. There were only two penalties in this period, both to GHS, one to Riddall (cross-check) and the other to Bingham (boarding).

The only goal in the second period went to Murray of GHS, his second of the afternoon. There were five penalties in this period, two to Georgetown and three to Lynden.

Bingham and Riddall added singles for Georgetown with assists by Lewis and Bingham. The only penalties of the period went to Thompson (holding) and Brooks (slashing) of Lynden. So the game ended in favour of Georgetown.

The stars of the game were all local players — Bingham, Murray and Pearce. Playing as a last minute substitute for the regular goalie Hillock, sub-goalie Pearce did an excellent job of minding the GHS cage.

FERGUS 6 — PRESTON 4

The surprising part of this game was the second period when Fergus came from behind a 2-0 deficit to lead at the end of the frame 4-2. Preston had been leading on two goals, by Conway but then those Brown boys from Fergus started to click. Brown hit the 3 mark twice, G. Brown and Roberts once each.

In the third period G. Brown and Clark found the mark again for Fergus, as did Conway and Dillow for Preston. The game ended Fergus 6 - Preston 4.

GEORGETOWN 4 — FERGUS 2

Georgetown regained the CWOSSA championship for the second year in a row by defeating Fergus, in by far the most exciting game of the afternoon. There was no scoring in the first period but there were two penalties, one to Georgetown and one to Fergus.

GHS HAS LITTLE SISTER IN KOREA

by June Lyon
 As most of you know ISCF with the help of our student council, has adopted a little Korean orphan through the Foster Parent plan. Her name is Baik Nyun Lee.

Baik Nyun is a complete orphan, made so by the tragedy of the Korean war. She never knew her father as he was kidnapped by the Communists and killed before she was born. With the advance of the Red Army the mother and her younger brother (the child's uncle) fled for safety and the child was born on the island where they sought shelter. Unfortunately the place suffered heavy bombardment and during one of the attacks the mother was killed.

The young uncle took the baby on his back and pressed south searching vainly for relatives. In 1954 the uncle became very ill of influenza and was hospitalized in the Kusan hospital. How the baby survived all this time is both a miracle and a mystery. Finally through the kindness of the man who gave the uncle a job in his shop the child was admitted to the orphanage which now shelters her.

She has a friendly disposition and is very cheerful in spite of her unhappy background. She is quite intelligent, is now in the second grade and wants to become a doctor so that she can help poor people.

We pay \$15.00 a month for her upkeep; we may send her letters, and right now we are conducting a clothes drive so that we may send her a parcel. I might add that anyone who would like to contribute any outgrown sweaters, shirts, etc. in GOOD condition, please contact Carole Lane or myself. Baik Nyun wears the average size for an eight year old. We would appreciate it if you would NOT bring shoes, underwear or toys. Don't forget kids, she's our little sister now.

C SPECIAL REPORT

Dawn Fiebig

I would like to add a big thanks to those few who worked so very hard to make the dance such a wonderful success. It seems that one fourth form girl was still working in school clothes, when the dancers began to arrive.

It seems that many of the lower school classes are having at least one day off each week because of the construction work going on at the school. Because of this you usually hear moans and groans from upper school. But we in C Special shouldn't complain. After all, we finish our school before the others.

CHATTER IN THE HALLS

Nip 'n Tuck

Tom, do we have anything to learn for today?

Some students are afraid that the bricklayers might fall when they lean on their work. As Mr. Prouse says: They are not the only ones who lean on their work.

What was that word you were looking up in the dictionary, Roy? Quit hogging the peanuts, June! "Huckleberry Hound" seems to be the latest interest of members of "Hutch's Academy of Fine Arts". Don't forget old Huck, tonight, fellows.

Rob, dear, we knew Toronto would win.

SCIENCE CLUB REPORT

Rosemary Young

The president and vice-president were changed a week ago. Now we have in their places: president Brenda Dawson and vice-president Alan Cross.

On January 17th the Science Club went to the Provincial Paper Mill where they viewed paper processes.

We now belong to the Science Club of America and we received our membership cards last week. Any new members are still welcome.

iod went to Riddall of GHS. Again the penalties were evenly divided, two to GHS and two to FDHS. GHS counted three times on goals by Riddall, Ward and Bingham and FDHS struck back only twice with goals by Brown and Ronald. Fergus received three penalties to Georgetown's one.

The stars of the game were Pearce, Riddall and Bingham. Footnotes: The top scorer of the tournament was Bob Bingham with three goals and two assists — of the 24 goals scored in the three games Georgetown got ten, Fergus eight, Preston four, and Lynden two — Referees were Mel Beaumont (OHA) and Ross Cunningham.

Officiating as timekeeper and scorer was "Tut" Harrison. Thanks a lot, fellows, you did a great job. The champions receive the trophy donated by E. Kirk Purinton of

BROWNER

"Gee you are a Browner!" or just plain "Browner!" How often have you heard these expressions at the school. In the student's vocabulary, it is used mainly in expressing one's opinion of a fellow student who has achieved a good mark in an exam, test or essay.

The following are the results of discussions with students themselves.

Marilyn Barth: Is it really very fair? The classmate who has been rated that highly by a teacher is very proud of his mark and has worked hard to deserve it. And then when a friend turns around and says "Browner" in his face it dulls his satisfaction, even though the person who says it may be slightly envious of the other's mark. After all, what are we at school for? — to have a good time doing nothing? Surely that isn't the only way to be really popular with the current crowd. So, is it such a crime to want to study and get good marks? Think about it.

Lesley Brown, 9E: My opinion of being called a "browner" is that it is just a nickname. Maybe it is also a bit of jealousy because "Browners" are a bit smarter and do well in school.

Audrey Brown: Are you called a Browner? If so, this is my opinion. If the person who called you this is your friend it is likely just a joke. If you get high marks in a subject they could just be jealous because their mark was much lower than yours.

Brenda Dawson, 10B: To be called a browner, according to one person in our class meant you participated in school activities, more perhaps than your friends.

I disagree because you are elected to the Student Council by your class because they feel you are the one for it. Dawn Fiebig: "I asked some of the others in our room to give me their opinion. Here are the results: "I think the word should be banned. Sometimes those who are called Browners, get into trouble trying to keep from being called this name." "I don't like it." "I think it shows jealousy on the part of the user." "Yes, I think it should be banned because it shows ignorance and rudeness." "To the outsider, it makes the school sound cheap." "Those who use it think they are being smart, but if they really know how terrible it sounds, they would soon stop." I agree with the above. As far as I can see, it has some underlying meaning that no one seems to want to disclose. I suggest that we just forget the existence of this word and go on without it.

Lois Niven, 11A: The origin of this word is a mystery to me. In the 2nd world war the Allies called the Germans "browners" because of the heavy wool brown coats they wore. This, however, has no connection with the present day "Browner." The definition of today's Browner is a bright student who always has his homework done, answers questions quickly and accurately in class asks questions of the teachers — answering and never fooling, talking, chewing gum or laughing in the wrong places in class. In other words he is a perfect student.

According to many overheard and personal surveys, approximately fifty percent of the students in each class are tagged browners at least once a week. Therefore, if this is the case we should be bursting with pride about our school if fifty per cent of the pupils are perfect students.

Personally I do not believe half of the students are thoroughly perfect so somewhere along the line pupils are being knighted Browner when they do not deserve it.

Every school in Ontario has their Browners. Their titles may be different but the perfect student is recognized in some form or other.

or no matter which school he attends.

The "Browner" class is very exclusive and membership is difficult to attain. The passwords are brains and "hard work" and without these you can never become a full fledged, honest-to-goodness, all Canadian Browner!

GRADE XII REPORT

Marilyn Barth

Easter has come and gone and it seems that the final examinations are upon us. It makes you wonder who will be in the same class next year with us and what they plan to do after they graduate.

We find that a great majority of the girls plan to pound knowledge into defenceless little heads (by teaching.) Into this category fall

Pat Barry, Helen Brooks, Jill Kentner, Carole Lane, June Lyon, and Marg Eason. Liz Sloan is planning to realize the difficulties of our Chemistry and Physics teacher by becoming one herself. The nursing profession has attracted second highest number from our class. Judy Bonathan, Marge McFarlane and Verna Pickett have this strongly in mind. Barbara Kinrade also plans to end up in the medical field. Carolyn Biehn the "90's" gal of our class, has no definite plans for the future as yet. So much for the girls.

Fewer boys than girls have made up their minds as to their futures but there are a few we do know. Ron McLean favours after college, a life as a biologist. Engineering appeals to Walter Poulstrup and Dave Greenway, as does tool des-

igning to Vic Watts. In future years, it will prove interesting to look back over this report and compare it with the lives of all these students. Why cram in June! Start your studying now; you'll be glad you did!

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