

STOUFFVILLE DISTRICT HIGH SCHOOL NEWS



This gold, shirt-waist dress, modelled here by 17-year-old Hillary Weldon, a grade 11 student, drew appreciative response from the audience at the High School Open Night. All outfits were products of the girls' own handiwork. —Staff

GLEN MAJOR
Mrs. Albert Lee, Islington spent a couple days last week with Mr. J. A. Hingston. Mr. and Mrs. Ralph Faulkner visited on Sunday with Mr. and Mrs. Bev. Taylor and family, Oshawa. Mr. and Mrs. Fred Fiss and Cindy visited Friday with Mr. and Mrs. Jim Jones.

Mr. Glen Whan and Keith Delyea spent the weekend at their home in Arden. Mr. and Mrs. Allan Holman and son of Brooklin spent Friday evening with Mr. and Mrs. Edgar Johnson and Linda. Mr. and Mrs. Alec Hingston and family spent the weekend with Mr. J. A. Hingston. Miss Hazel Jones was at her home on Sunday.

Telephone Techniques

Judy Van Koughnet, S.C.

Recently the Special Commercial class at S.D.H.S. as well as grade 11 were visited by Mrs. French, a representative from the Bell Telephone Company. Here, in condensed form, is some of the material she presented.

When you are speaking on the telephone, do you wonder if you are saying just the right thing? Do you find yourself disturbing others because you have not remembered to jot down a number in a convenient place, or you have neglected to dial in the proper manner? If you think any of these questions at any time take note of the following:

When dialling a number, always use the index finger, bring it around the dial until it touches the silver rest, and let the dial return by itself.

Make sure the number you are about to dial is correct. Nothing is more annoying than to receive a call from an "Oops, I'm sorry, I must have the wrong number" person. Be sure to write the most frequently used numbers in a convenient place. If you are not certain of a number, use a directory, that's what it's published for! Don't trust your memory.

When answering a business phone, employ a phrase such as, "Smith & Sons, Miss Jones, so the caller will know what company he is contacting and to whom he is speaking.

Try to develop a system by which you will always know where your employer is and when he can be expected to return.

If you must leave the phone any length of time excuse yourself and give the reason for your absence.

Throughout the conversation, use a pleasant tone of voice, even if you're upset or depressed. This will always win you friends and influence superiors. Remember, you are the voice of your company.

When the call has been completed sign off with a cheery "Good-bye" and always wait until your caller has hung up before returning your phone to the cradle.

It is wise for you or your boss to make the calls that you or he need to make. Never depend upon another person to make your calls for you, when you can make them yourself.

If you are asked to make a call, make certain that you have all the information straight in your mind. When you receive a call, make sure that you have copied all the required information on a pad that should be kept beside the phone at all times.

When you receive a call, never let the phone ring more than two times. Drop any work you are doing, or excuse yourself from conferring with others and answer the call at once. When you are phoning, allow the phone to ring several times before hanging up.

Interviewing Mr. Smith

Beth Paistey, 10B

Mr. Smith attended a school in Toronto until Grade 13. From there he went directly to the University of Toronto where he spent four years. However, he hadn't yet decided what he wanted to be. Before making up his mind, he was determined to see something of life. He travelled across the country to Western Canada and then down the States, working as he went.

Feeling that he would like more education, Mr. Smith went to London, England, where he studied for a year. Returning to Canada, he took up the teaching profession. When asked why,

Editorial . . .

Racial Equality

What is it that makes the white people begin to move out of a community when negroes move in? What, is it that holds back the negro and makes him an outcast, even though he is no longer in slavery? And when a school is desegregated, what makes white parents take their children out? Could it be blind prejudice? Or is it just that negroes are black and we are white. After all, you or I might have been born with black skin. Black and white were meant to harmonize like the keys of a piano. Or look at this newspaper. The white part makes up the substance of the paper, but what good would it be without the black letters you are reading?

White people often feel the negroes are a lazy, unintelligent race. And perhaps they are — some of them. But, it is factual that "in every crowd there is good and bad. What if we, the "upper-class" white society, were judged solely by men such as President Kennedy's assassin? Would people accept us?

Many people say "I believe wholeheartedly in integration." Yet, it is the same ones who avoid living in mixed neighbourhoods or instinctively grasp their children's hand a little tighter when walking through a negro section.

Let us imagine the negro race had become the dominating racial group. You are a young white boy, aspiring to be a scientist. Mother is a cleaning woman. Father is unemployed. Education in this "filthy white slum" area is poor or non-existent, and money does not grow on trees. You wonder how it would feel to be respected, as an individual, and not to have little children cry and point out "the white man." But life is a dead-end. You will come and go without leaving a mark. But who will care?

Of course, this is not the case. The white people are the dominating ones. So give it thought, for someday things may not be so convenient and we, the white people may be begging for a decent chance to survive. Then, and only then will we realize what the negro race suffers and the need for racial equality.

Something to Think About

By Alfred Campbell

Everybody talks about study, but who does anything about it?

"Wisdom is the principal thing," a wise man once said, therefore, get wisdom; and with all thy getting, get understanding."

These are a few suggestions on how to study — or, to use a better term, how to learn.

(1) **LEARN FOR A LIFETIME**
You may study for an exam tomorrow (and do pretty well at it, too), then forget what you studied forever afterward. That jolly little man who pulls the drawers in and out in your mind takes his tip from you, and whatever you say — a day, a week, a month, a year, a lifetime — goes.

(2) **TRY TO SEE YOUR SUBJECT AS A WHOLE**; not just as parts that are somehow or somewhat related. You'll see better and faster where you're going. Not only that, you'll see where you are now, and that's important. And you'll be less apt to be like the man who couldn't see the woods for the trees.

(3) **LOOK FOR RELATIONSHIPS**, not only within the subject itself, but with other subjects. They are there, you know, and if you want it that way, each course can be a voyage of discovery for you.

(4) **KEEP A SEPARATE NOTE BOOK FOR EACH SUBJECT**. It lends dignity to the course, helps keep your notes integrated properly, and gives a big healthy boost to your own morale.

(5) **KEEP A DICTIONARY ALONGSIDE YOU, AND USE IT!** You can't have a language without words, and you can't know the language without knowing the words. And to know the words you must have a dictionary!

(6) **LEARN THE VOCABULARY**. Every subject has its own vocabulary. Therefore, if you would go places learn that specialized vocabulary as soon as you can, and learn it well. It will stand you in good stead when you need it.

he said he felt it to be an honest occupation and selected English because to him it was the most interesting subject to teach. Enlarging on this, he went on to say that language and literature are not necessarily the most important things in the world but they bring us close to the important things such as the mystery which we call human character. Why are we here? Why are we what we are? Why do we all have separate existences? Mysteries aren't things that can be solved but what can and ought to come to a greater and greater realization of the presence of the unknown.

Mr. Smith began his teaching career at Gravenhurst where he spent four years before coming to Stouffville. This is his third and last year at Stouffville. He has enjoyed teaching here but feels he would like to go back to University of Toronto and work on his Master of Arts. For Mr. Smith this will involve a teaching fellowship. He will give three hours of lectures a week attend other lectures and mark innumerable essays.

The teaching of English in Mr. Smith's opinion allows for more flexibility in planning your course. Set rules are fine but tend to make the subject monotonous. Mr. Smith likes to present his subject in his own way. Learning should not become prosaic. Reading is hard work. Talking is hard work. Thinking is hard work. But as Mr. Smith says, any hard work is rewarding.

Mr. Smith will be greatly missed and his absence felt by all but we wish him good luck in the future.

(7) **READ IDEAS, NOT WORDS**. Those hentracks on the page don't mean a thing. It is the ideas they convey that move worlds. Look through the words and lay hold of the ideas behind them.

(8) **READ BY PHRASES, NOT BY LINES**. Don't be caught by the marks a printer makes on a page; it's that idea, however complex or compound, that is ready to leap from the author's mind to yours, that is really going to count in your education.

(9) **TRY TO CAPTURE THE MAJOR THOUGHT**. If the author is a good writer, he will make sure that there is one sentence at least within each paragraph that will convey his most important idea. After you have found that idea, UNDERLINE IT (if the book belongs to you, of course), so you will have no trouble finding it again. Mark it intelligently.

(10) **ASK THE AUTHOR QUESTIONS**. These are not to throw doubt on the author's assertions, but to understand clearly what he is driving at. Ask the questions for your own information, such as WHY, WHEN, WHERE, HOW, WHO, WHAT, and so on.

(11) **MAKE A BRIEF SUMMARY OF THE DAY'S LESSON**. The "boiling down" will have a unifying and cohering effect that will help to fix it in your mind.

(12) **REPHRASE THE MATERIAL** in your own words, in either oral or written speech. You may do this a paragraph at a time, or in larger subdivisions.

(13) **PUT THE BOOK DOWN AND GO OVER THE WHOLE LESSON IN YOUR MIND**. Here the "vacancies" will show up most clearly, and you will realize what specific areas need the most strengthening.

(14) **OUTLINE EACH DAY'S MATERIAL**. This will help you see the material as a whole, and give you a grasp of the relative importance of all its parts.

(15) **GET A STUDY BUDDY**. The weakness of one would be counteracted by the strength of the other, and both would survive. The boy who bats up English will always be glad for a helping hand from a science shark — and vice versa!

(16) Finally, I would say, BE INTERESTED NOT ONLY IN THE SUBJECT, OR IN THAT PARTICULAR AREA OF THE SUBJECT, THAT COMES EASY, BUT IN EVERYTHING.

Just as our bodies are "fearfully and wonderfully made," as the Scripture says, so with the universe and all other things. Nothing should fall outside the orbit of fascinated investigation of the fellow or girl who really wants to learn. Somewhere up ahead all lines meet. It is our privilege to follow them, to observe their relationships, and to see them at last converge. Meantime, we can bless the glorious God who has so endowed us that we can exult in the endeavor.

— Moody Monthly — END.
How true this last statement is! As a last and final word remember that it is never too late to pick up the lost strings and bind the tie with God once again. He will lead and guide us through everything in our life including our studies if only we will ask it of Him. He will freely give. Nothing is too great or too small for God.

"For every one that asketh receiveth; and he that seeketh findeth; and to him that knocketh it shall be opened."

(St. Luke 11:10)
"The things which are impossible with men, are possible with God."

(St. Luke 18:27)
I sincerely hope the suggestions of Alfred Campbell will be of some benefit to those who have read this article.

Examination Time Is Here

Linda Dafeo, 9B

Every time that you tune in your radio, do you hear the familiar line "Are you suffering from E.T.P.?" (exam time panic) Does it worry you? Let's face it, kids, exams are once again upon us and no amount of wailing, moaning or beseeching is going to change the situation. There is only one thing that you can do about them, and I guess you have heard enough about that already.

To many people exams have many different meanings. To the adventurous they are exciting, and you must admit that the adventure of sitting for an hour and a half watching others scribble down answers that you don't know is quite exciting; exams are new worlds to conquer for the ambitious (unknown worlds to most of us); and they invite the intelligent person to express what he really feels without the embarrassment of appearing "show-offy."

To me, exams are another of life's trials with which you must put up, and while you are at it, you may as well do a good job.

The actual writing of the exam is not nearly so interesting as the atmosphere surrounding it. The tenseness and frigidness enclosing the corridors and closed classroom doors excites me. Just watching the reactions of people is delightful. The strong silent ones, who know what the score is; the nervous, pacing, handclapping individuals who know that he should have spent the time with his books instead of his girl; and the forced high-pitched giggles and hilarity which is the worst of all.

Whatever part of the following days that you like (or dislike) the most bear in mind that life has its ups and downs and exams are just another of those "downs."

Cornell University offered a certificate in journalism in the year 1875-79 before the days of journalism schools.

Rudeness is a weak man's indication of strength.

Fashion Models



The fashion show entries in the Open Night program at the Stouffville District High School on Tuesday night, attracted much interest and attention. Sixteen-year-old Frances Farr, a grade 12 student, models a smart black wool suit. —Staff

PUBLIC SKATING at STOUFFVILLE ARENA

Every Saturday, 8.30 p.m.
Admission 50c

Wednesdays 1-5 p.m.
Parents and Children — Admission 20c

HEATED ARENA HOCKEY

Friday, March 20
Community League Playoffs
FINALS
9:30 p.m.—Greenwood-Mt. Zion vs. Ringwood.
8:00 p.m.—Girls' Hockey Game.

OPEN HOUSE

YORK COUNTY HOSPITAL ADDITION

The Board of Directors of York County Hospital

extend a cordial invitation to attend

The Open House and Inspection of the

New East Wing Addition

WED. MARCH 25

from 3.30 to 5.30 p.m. and 7 p.m. to 9 p.m.

Because of the limited parking space you are invited to make use of a special bus service to and from the Plaza parking lot.

Davis Drive and Yonge St., Newmarket.

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ON LATE MODEL CARS SPECIAL THIS WEEK 1962 PONTIAC

Laurentian, 2 door, radio. "In new car condition" **\$1,890.**

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Beaumont 2 door hardtop, automatic, radio, full wheel discs, a beautiful little car. "Just Like New"

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1961 T.R.3
Convertible, beautiful Alaska white finish.

1960 CHEVROLET
Bel-Air, 2 door, 6 cylinder, standard trans., radio, one owner. "Exceptionally clean car."

1958 OLDSMOBILE
Super 88, 2 door, hardtop, power steering and brakes, radio. A very clean car.

1957 BUICK
2 door hardtop, automatic, power steering, power brakes, radio. "Good sound transportation."

1957 KARMANN GHIA
Sparkling red and black finish.

1957 CHEVROLET
4 door hardtop, standard trans., radio.

1962 FORD
Galaxie "500" 2 door hardtop, V-8, automatic, one owner, loaded with extras.

1961 SUNBEAM
Alpine convertible, radio, floor shift, 4 speed transmission. "Beautiful red finish."

1960 PONTIAC
Station wagon, 4 door, V-8, automatic, radio, clean as new.

1960 STUDEBAKER
Lark, 2 door, overdrive, a real gas saver.

1959 PONTIAC
Station wagon, 6 cylinder, automatic, radio.

1959 OLDSMOBILE
4 door sedan, power brakes, power steering, radio, wheel discs, very good condition.

1958 PONTIAC
Laurentian, 4 door sedan, V-8, automatic. "A very clean car."

1960 FORD FAIRLANE
4 door sedan, V-8 standard transmission, in real good condition. "You can't beat this price."

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