



• "THIS IS NEXT WEEK'S LESSON," explains Carol Caldwell, right, to Jeanie Holt, student at the Joseph M. Hill school for exceptional children. Carol has been giving Jeanie weekly lessons since she expressed the desire to learn to type.

Carol Caldwell answers call to community service

• A CALL to service was answered by Carol Caldwell, FSHS junior, when Jeanie Holt, a twelve-year-old student at the Joseph M. Hill school for exceptional children, expressed a desire to learn to type.

Until recently Jeanie has been confined strictly to a wheel chair, but now she is able to walk with only the assistance of hand crutches. Having conquered this physical difficulty, she decided that she wanted to begin preparing for a possible career in the business world. "Of course," Carol said, "her prime ambition is to be able to walk eventually without crutches."

EACH THURSDAY Carol goes to the school for a lesson. During the week Jeanie practices her assigned exercises and has them ready for the weekly checking. Her course of study follows much the same routine that is used in the high school course with line drills and timed writings occurring at regular intervals.

Carol feels that this work is also a major step toward her own goal, being associated with the business field. She is an active member of the Future Business Leaders of America and was just recently elected president of the club for the coming year.

Regional director says

Allied Youth is not a club but personality developer

• "AY is an activity—not a club."

This was the main point stressed by E. H. Brannom, Southwestern regional secretary of Allied Youth, who visited the FSHS post last week. As secretary, Mr. Brannom's main duties are visiting schools and promoting programs of service in schools.

Explaining his statement, Mr. Brannom said, "AY is more than just a club, and it strives to do more than clubs can do. Actually many people think AY just promotes an anti-alcoholism program. Anti-alcoholism, however, is only a small part, because AY's main object is to serve as a personality developer."

AY CAN GIVE a student a place in school activities and provide the recognition and sense of belonging that many students

want and need.

MR. BRANNOM stressed that AY is not a ready-made thing—that a student just can't walk into it and say, "I want AY to do all these things for me now." It is, rather, a tool to reach an end and that a person will get out of AY what he puts into it.

Telling how he became interested in AY, Mr. Brannom explained, "I used to be in a rehabilitation job where I would work with 45-year-old alcoholics and try to help them. Some of the traits found in these people were the exact ones found in a drinking 15-year-old. Therefore, I figured it would be better to start back at the beginning to build a good citizen and person for the 30 years in between than to rehabilitate someone for the remaining 30 years."

Whitsitt 'tells all' about DO program

• WITH MORE than just slight perplexity masking his face, a junior scanned his elective card for next year. Almost all of the subjects he recognized—English, algebra, American history—but what is DO?

DO—diversified occupations. "DO is a school program by which students go to school half a day and work half a day," Jack Whitsitt, instructor, explained.

THE PROGRAM of DO which, according to Mr. Whitsitt, is expanding greatly even to junior colleges, teaches job application, speech, writing, spelling, advertising, some mathematics, textile identification and product demonstration.

"About the most important of these is job application with which I begin my year's program," Mr. Whitsitt said. "After this course, I expect my students to conform to all the rules of good manners when applying for a job." In regard to jobs, Mr. Whitsitt said 45 of his 46

students hold jobs, with the total amount of wages earned for the nine months estimated at approximately \$32,000. Total hours worked so far this year total about 47,000.

ALTHOUGH the course of study in DO is basically taught from textbook material, Mr. Whitsitt explained that the course offers many other opportunities for students preparing to enter the business world. For instance, he said, there are guest speakers who are specialists in their field who speak to the classes. Recently a state department official helped in the textile identification course with a talk on fabrics.

Invaluable laboratory practice is also afforded," Mr. Whitsitt said, "in product demonstration."

A student "salesman" tries to "sell" the product he has obtained from his own firm to a "customer."

But all work and no play makes it a dull course for students. This is the main reason, according to Mr. Whitsitt, for the establishment of the Future Tradesmen of Arkansas club in FSHS. This club, a branch of the state organization which is affiliated with the Distributive Education Clubs of America, served as the social outlet for DO students.

"Whether DO or FTA, it takes a high class student with a good appearance, personality and interest to meet the people. Students must be mature enough to be of benefit to the employers," Mr. Whitsitt concluded.

Teacher of the week Maestro Massey merits mention as melody miss

by Bettye Fleming

• SPRINGTIME is music time, and Miss Edna Earle Massey, music instructor, has the halls of FSHS ringing with music.

"Many students feel that Miss Massey has done much toward making music a part of our daily schedule. She believes that music is something that everyone should learn to like and enjoy," said June Turner, sophomore, and typical music-loving student.

THE ANNUAL SPRING concert scheduled for May 17 is only



Miss Edna Earle Massey one of the tremendous jobs which Miss Massey and her students undertake during the year, but they all agree it's worth it.

Music for FSHS is Miss Massey's motto, so for that reason, we select you, Miss Massey, "teacher of the week."

Officers are named in English classes

• MISS NORA BROWN'S English classes have elected officers for the last six-weeks period. They are as follows:

First period: Pat Todd, president; Paul Johnson, vice-president; Marsha Thomas, secretary.

Second period: Ronnie Morris, J. D. Sagely and Ruth Mary Yount.

THIRD PERIOD: Becky Bassett, Peggy Patrick and Gloria Junkin.

Fourth period: Marshall Hill, Bob Porter and Dick Haynes.

Fifth period: Ronnie Brumley, David Knox and Mary Tom Cowan.

Sixth period: Richard Carroll, Al Williamson and Linda Cherry.

Boys tally figures: belles aren't smarter than beaux

by Jim Newton

• DO NOT be misled by assertions that girls are smarter than boys. In the last issue of the Grizzly a female reporter attempted to prove that girls are smarter than boys by quoting certain figures concerning seniors on the four-year honor roll, that is, students with a 3.00 average or above. This misrepresentation of facts should be corrected. Using that same set of statistics, my sophomore math, and an Underwood adding machine to double check my figures, I find that boys, not the girls, come out the smarter.

OF THE TOP FOUR students, two are boys. Furthermore, more boys made 3.96, one of the top averages, than did the girls. In the previous article the girls are pictured smarter by comparison of the cumulative grade points. Among students on the honor roll, using averages above 3.00, the boys refute this statement by leading with an average of 3.41. The girls trail with only 3.40.

If a boy can find time to keep a hot rod in shape or go out for athletics and still keep a higher scholastic record than the girls, it shows who is the smarter.

FURTHERMORE, the reporter asserted that girls are more

interested in the intellectual pursuits of education, particularly mathematics. I say that may be true. I also say that boys are very deeply interested in figures.

The reporter claims that boys marry girls. I would agree, but whom else would you suggest?

All this not only indicates that boys are smarter than girls it goes to show what can be proved by the selective use of figures.

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