



PRIMARY FIRST-AID CERTIFICATES were awarded to 13 members of the 1st Acton Boy Scout Troop last Thursday night by St. John Ambulance District Manager George Hargrave and his wife



Marie. In making the presentations Mrs. Hargrave said she was pleased with the results of the recent examinations and was sure the boys would find their lessons in first aid invaluable to them in scout



work and in all other activities. Above are Mrs. Hargrave, Steve Papillon, Ken Withers, Brian Strongtkarm, James Davidson, John Rowe, David Mills, David Holmes, Ken Jordan, Hector Daigle and



Mr. Hargrave. Absent: Gary McKenzie, Adrian & Gerard Van Opstel and Greg Daigle. (Staff Photo)

Free Press YOUTH PAGE

fresh tracks
by Barbara McIntosh

Every once in a while (well, really, it's practically every day but Tuesday when he's too busy writing the front page) Editor Coles bursts into tenor renditions of songs from his youth. Naturally I find the concerts extremely interesting since most of the songs seem to have been pushed so far down on the charts that I've never heard of them before.

An old Favorite starts off:
When it's cherry blossom time in Orange, New Jersey
We'll make a peach of a pear,
You know we cantelope
So honey dew be mine.

Then there's:
If you're ever in a jam here I am,
If you're ever out to dine and lose your teeth
borrow mine,
It's a friendship!
When other friendships have been forgot
Ours will still be hot.

With a little interrogation of other members of the staff, a few more gems came to light such as "Three Little Fishes in the Iddy Biddy Poo", "Soli gadola, michika dola, bibity bobity boo", and something about "Johnny will come home to his mother's apple pie someday." In the process I was warned in no uncertain terms, that I wasn't to ridicule their songs from my rock generation point of view.

Could I do a thing like that to songs like these? Besides that's not what I had in mind.

The real point is that too many parents blindly criticize today's sounds without remembering that some pretty way out lines came over microphones in their day, too. Certainly the worst songs today aren't any worse than the worst used to be.

I guess every generation has its own collection of schmaltzy or nonsensical tunes that catch on for a while and are replaced. Every era also has its share of great compositions and these are the ones that last.

Things really don't change that much.

Musicians will always write about love and heartbreak, loneliness and friendship, joy and despair, and it seems, peace and war.

The parents of today's teenagers will remember a song about when "the lights come on again all over the world" to end the blackouts. Another tune from World War 2 told how "The bombs were falling all around, but the nightgale sang in Berkeley Square."

Today Donovan sings about "Susan on the west coast waiting and Randy in Vietnam fighting". And there's one by Joan Baez that ends:

Show me the country where bombs had to fall,
Show me the ruins of the buildings so tall,
And I'll show you a young man with so many reasons why
There but for fortune go you and I.

Things really don't change that much.

Papa protested too

The following story appeared in the Milton Champion May 28, 1919.

... Food for thought. Wednesday afternoon about 20 public school boys went out on strike for the new time. Some of them went back this morning, and the teacher sent them home for a note to explain their absence. They did not return to school. The truant officer will round them up as soon as he gets a report from the teacher, but he

says that he cannot take action until he receives the same. These youthful strikers are evidently copying the boys at Humberstone Collegiate, Toronto, but they should be spanked and sent back to school. The parents are to blame for this state of affairs... they should stand behind the teacher and make children obey the school rules. If this kind of thing is allowed to continue Canada will soon be run by Bolsheviks the same as Russia.

Vice-principal Joe Bray is originally from Lion's Head in the Bruce Peninsula. He took his Bachelor of Science and Agriculture at the University of Guelph and went on to McGill for his Master of Science. He has been teaching biology and chemistry for the past seven years.

Pedagogues are people



Mr. Bray could give a few ideas to students looking for unusual summer jobs. While studying at university, he took off three summers in a row on biological research programs in the Arctic.

He spent his 1959 holiday in charge of fish research on Baffin Island. The following summer he and a friend were responsible for getting a research vessel seaworthy and later making the first voyage in it along the Arctic coast to the Mackenzie delta.

Mr. Bray considers his experiences far from hardships. "If I had been doing hard labor it would have been deadly," he comments, "but a job in science is most exciting. Whatever we found was new."

The most significant find was a rare type of tube worm called the pogonophora. It had been discovered only 20 years earlier and a few specimens had been taken to research centres inside Russia. Mr. Bray, and his associates were, in fact, the first to find the worms in large numbers in relatively shallow waters. Specimens were sent south to experts.

Much of his work involved the study of fish. Among other things, the team discovered sea herring in abundance in the Western Arctic. Scientists had formerly believed it impossible for them to reproduce in such cold water.

Speaking from his experience and knowledge of the north, Mr. Bray sees no real future in fishing there with the problems of ice and fog. He feels future development lies in mineral wealth and when it becomes economically feasible to move in that direction, we will.

Mr. Bray claims the biggest problem in the high school is a simple lack of communication between students, teachers and parents.

"I think the big thing is trying to keep teachers and parents in step with the best way to handle education. Because the students are studying more advanced things than they did, the parents tend to give up. They should realize that the factual, worldly knowledge is only a small part of education. Parents have a considerable amount to offer in terms of experience and they shouldn't hesitate to announce a

resounding NO when the occasion calls for it."

"I'm in favor of giving the student responsibility and choice, but I don't believe in allowing them to choose irresponsibility. For example, on the question of voluntary attendance, irresponsibility is one choice we can't allow them to make."

He feels students tend to co-operate more readily now than when he started teaching. The staff have to initiate the change of attitude and it has to be very subtle. "Even now, you still get some teachers who aren't satisfied to ask a student to do something and have him do it. They have to have that pound of flesh, too."

"Sometimes this attitude is justified. Often the parents have allowed the student to argue with them at home and this makes it difficult at school."

"I would say there is generally too much permissiveness in the home. The parent loses touch with the youngster at a very early age when he starts roaming all over the neighborhood. Suddenly the parent realizes he's lost touch and he doesn't know what the child's attitudes are. At that point the school is put in a very awkward position."

"If the school takes action, it quite often happens that the parent rises to the defence of the child. Often he feels it's his last opportunity to show Johnny that he really cares, and he is not necessarily acting in the child's best interest."

"The upshot of the whole thing is a conflict between the school on one hand instituting certain rules to be practical, and the parent trying to satisfy his own ego. We end up spoiling the child."

"The delinquent student is faced with the practical solution. He must do what is asked if he wishes to continue in school. Hopefully a compromise can be reached. I don't believe in expulsion but it's the only tool the school has."

Outside of school Mr. Bray is keen on outdoor sports, especially mountain climbing, canoeing and camping and he is



A book review By Terry Curtis

The Prophet makes you think

The philosophy of a man is his way of explaining life. Each individual must experience life and set his own philosophy, for without a philosophy, life has no meaning.

"His power came from some great reservoir of spiritual life, else it could not have been so universal and so potent, but the majesty and beauty of the language with which he clothed it were all his own."

These words were used to describe the philosophy of Khalil Gibran, author of THE PROPHET. In order to give you some idea of what the book has to offer, I have picked out what I feel are his best thoughts on the philosophy of love.

"When love beckons to you, follow him,
Though his ways are hard and steep.
And when his wings enfold you yield to him,
And when his sword hidden among his plumes may wound you,
And when he speaks to you believe in him,
Though his voice may shatter your dreams as the north wind lays waste the garden."

For even as love crowns you so shall he crucify you.
Even as he is for your growth so is he for your pruning.
Even as he ascends to your heights and caresses your tenderest branches that quiver in the sun,
So shall he descend to your roots and shake them in their clinging to the earth.

All these things shall love do unto you that you may know the secrets of your heart, and in that knowledge become a fragment of Life's heart.

But if in your fear you would seek only love's peace and love's pleasure,
Then it is better for you that you cover your nakedness and pass out of love's threshing floor,
Into the seasonless world where you shall laugh, but not all of your laughter, and weep, but not all of your tears.

Love gives naught but itself and takes naught but from itself.
Love possesses not nor would it be possessed;
For love is sufficient unto love.

When you love you should not say, "God is in my heart"; but rather, "I'm in the heart of God."
And think not you can direct the course of love, for love, it is itself that directs your course.

Love has no other desire but to fulfil itself.

But if you love and must needs have desire, let these be your desires:

To meet and be like a winding brook that sings its melody to the night.

To know the pain of too much tenderness.

To be wounded by your own understanding of love;

And to bleed willingly and joyfully.

To wake at dawn with a winged heart and give thanks for another day of loving;

To rest at the noon hour and meditate love's ecstasy;

To return home at eventide with gratitude;

And then to sleep with a prayer for the beloved in your heart and a song of praise upon your lips."

This is one man's philosophy of love. You may identify with what he believes in or you may not, for philosophies are individual, not general.

Gibran has much more to say in his book "The Prophet", and even if you don't agree with him, he stimulates your imagination and starts you off in search of what you do believe in.

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