



GEORGETOWN TEACHER DELEGATE — Georgetown District High School teacher Tom Ramalursingh, at right, was one of nearly 400 delegates to the annual assembly of the Ontario Secondary School Teachers' Federation in Hamilton from March 19th to 22. With him are Edward Walker of Oakville, and Maurice Laycock of Waterdown.

CHATTING . . . with M.H.B.

● IN SPITE OF THE fact that our children are almost through the public and high school phases of their education, I still find myself following the latest changes in these fields with the greatest interest. And at times, agitation. Not to mention, trepidation.

● I PRESUME TO TILT at the windmills, not as an expert, by any means, but as a parent. I admit right off the bat to knowing very little about teaching skills, my experience being limited to a rather disastrous foray into the field of Sunday School teaching. I have not read the complete Hall-Dennis report, but I do read everything in sight about the new educational trends in two daily papers, and sundry magazines. And I have raised three children. Pretty typical of Mrs. Average who is vitally interested in what kind of an upcoming generation we are molding with our decisions in this most vital area of their young lives.

That "we" is an editorial one I'm afraid, because I have the sensation that all these tremendous changes are taking place without our having anything at all to say about it. It appears to be a case where a few experts have decided that our whole concept of how best to educate our children should be changed to their way of thinking.

● TROUBLE IS THAT I don't agree with their way of thinking. The core of the most sweeping educational changes is contained in their idea that children will learn more and better by being allowed to progress at their own speed, without any pressures from teachers, or I would assume, parents.

● I ADMIT THAT A goodly part of my misgivings come from judging others by myself, and my family. None of us are any lazier than normal. In fact, as far as school work goes, we were considered good students. And speaking for myself, I rather enjoyed studying. But if I had been left to study without the goal of passing or failing a set course within a set time, with marks to show my achievement, I'm sure I'd have spent a lot more time playing tennis, reading novels, and generally amusing, rather than educating myself. And our children, as far as I could observe followed the same pattern.

● THAT IS WHERE my premise, and that of the experts, differs. And perhaps that is where the real rub is. The experts are not run-of-the-mill people. They perhaps don't suspect, as I do, that most human beings are a bit lazy, and will take the path of least resistance if allowed.

I don't think it is our 'system' which keeps children from reading, encyclopedias in their spare time, because they have had their learning urges stifled and initiative undeveloped. I think the rare child will do this anyway, no matter what the system. But it is only the rare one, and it will still be the rare one who will do it under the new system too, I'm very much afraid. Because most of us are tired with the same brush. Mother Nature is more the culprit than our educational system.

● THINKING BACK to when we started public school, there was a wonderful thrill in first learning how to read, and add, and subtract. That was the most fun of anything we'd ever done. That feeling is what our educators are striving to capture for students all the way through school I imagine. But then, what they seem to have forgotten, is that after

that first thrill, for most of us, it inevitably became work to learn how to spell, and read "hard" words, and to solve difficult mathematical problems. We became older, the novelty wore off, and we became interested in more things outside of schoolwork. That's when most of us needed a prod of some kind to help us develop the self-discipline to grapple with learning problems, which, when conquered, formed the basis of our life's career.

Learning can be fun, but much of it goes hand in hand with memorization. I'm the first to admit that memorizing is boring hard work. But so are lots of things we have to do in this old life, and that is something that youngsters might as well learn how to cope with and adjust to, early. In fact, a big part of the reason for wanting our children to have the very best education they can master, is so they will go into the workaday world equipped to handle jobs which are least afflicted with the curse of boredom.

● WE CAN'T DO anything to alter the fact that the period when this education must be absorbed is also the period when the minds and characters of children are immature, and we need wise guidance in every direction. The new education trend, I fear, with its minimal guidelines, places far too much responsibility on the student too soon. The result will probably be that conscientious parents are going to have to shoulder a heavier load in that department, and there is bound to be a great deal of floundering, to the ultimate detriment of the child.

● NOT THAT THE present system, is perfect by any means. There's room for improvement however, without shaking the very foundations of the whole system. And for what it's worth, I think the changes have been made wrong way about. To me, it seems more sensible to start with the new approach to teaching, in the teachers' colleges' instead of in the schools. A stimulating teacher, presenting the course of study in a stimulating way, is a pearl without price. If the new discussion-type approach will do this, I'm all for it.

But it seems to me by introducing this new technique in schools where the teachers haven't been trained to apply it is asking for big trouble for teacher and student alike. Incidentally, that was the trouble I ran into during my short tenure as a Sunday School teacher. Harnessing those active nine and ten year old minds into getting a 'dialogue' going on a subject essentially difficult was beyond me in my untrained state. I gave up. And I'm afraid a great many of our teachers, faced with a somewhat similar situation on a much larger scale, might well feel just as frustrated.

● I'VE DWELT AT length on the aspects of the revolution in education that have set me agitating and trepidating. What I haven't mentioned are the changes I agree with — greater choice of more relevant courses, use of field trips, travel, radio, TV, and the theatre, to breathe life into the printed words of the textbooks I like the assigning of projects to stretch mind and initiative. I also like the idea of using term work and tests to offset the absolute finality of exams. Hip-hip hooray for them all! They are changes long overdue.

● BUT I STILL FEEL mighty uneasy over those changes based on the theory that all children will be eager beaver

Educational Channel 17 Soon for Cable Viewers

Ordination Ceremony Planned by Witnesses

More new ministers will be added to the ranks of Jehovah's Witnesses this weekend. The ordination services will take place at the semi-annual circuit assembly in Burlington. Witnesses from Georgetown will be delegates to the convention.

Melville Taylor, local presiding minister, says that Jehovah's Witnesses have not experienced the difficulties facing nominal Christian churches. He was referring to the observations of "The Canadian Magazine" of July 20, 1968.

In its feature article "Why Clergymen are Quitting" the magazine stated: "The hot topic among clerics is who is leaving the church this month. For the exodus from the parish, a steady trickle for 20 years, is threatening to become a torrent."

Not so with Jehovah's Witnesses, according to Mr. Taylor. He revealed figures that indicate they ordained some 1600 ministers each week in 1968; almost 83,000 in total.

"These have been taught and trained by a thorough program of practical instruction in the Bible. That's why we are so well-known for our knowledge of the Bible's teachings."

"It is fitting that when members of 15 congregations assemble for three days that these newly-taught persons be given opportunity to publicly declare their intentions to engage in the ministry," Mr. Taylor said.

The ordination ceremony will be part of the Saturday afternoon sessions of the assembly.

Another interesting entertainment development is on the horizon for Georgetown television viewers.

The long-awaited increase in power by Channel 17 in Buffalo was implemented March 8. The station is essentially one of informational - educational programming, broadcasting on Ultra High frequencies.

This means that a normal television set usually would need a special antenna and an external converter in order to bring in the station's signal, although some newer TV's are already equipped with the additional tuner.

Georgetown Cable TV, Ltd., however, have announced that after a short period of reception testing they will supply Channel 17 on the normally unused Channel 10, thus making this varied and interesting program content available to all their subscribers, regardless of the age and limitations of their receivers.

Since WNED - TV Channel 17 carries many features not normally seen on television, this announcement is of particular interest to those who become bored with average television content. Typical programming that would be available includes:

SIGNS
"A Complete Service"
LOVETT SIGNS LTD.
28 Industrial St. — Guelph
822-9558

Lakeview Discount Centre
126 Main N. — Acton
● Paint
● Wallpaper
● Pre-Finished Panels
● Flooring
● Carpets
353-1190
Open Sat. to 5:30 p.m.
FREE DELIVERY

L.M. BROWN, O.D.
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47 MAIN ST. NORTH, SUITE 1 (just north of Silver's)
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DRAPER DOBIE & CO. Ltd.
MEMBERS: THE TORONTO STOCK EXCHANGE
STOCK AND BOND BROKERS
Your Nearest Branch Office
Phone — Brampton or Milton and Toronto
459-3222 477-3737
No Toll Charge From Georgetown and Vicinity
SUCCESSFUL INVESTORS & TRADERS KNOW
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HALTON COUNTY BOARD OF EDUCATION
INVITES APPLICATIONS FROM
PEOPLE PRESENTLY ENGAGED IN BUSINESS, COMMERCE AND INDUSTRY
INTERESTED IN TEACHING MATHEMATICS, SCIENCE OR GEOGRAPHY IN SECONDARY SCHOOLS
Applicants must have the following qualifications:
1. an acceptable university degree, and
2. at least five full years' employment or experience other than as a student before or after a three-year degree beyond Grade 13 or equivalent, or
3. at least four full years' employment or experience other than as a student before or after a four-year degree beyond Grade 13 or equivalent, or
4. at least three full years' employment or experience other than as a student before or after a Master's degree.
WRITTEN APPLICATIONS SHOULD BE SENT IMMEDIATELY TO:
O. A. GILMORE,
Superintendent of Instruction,
Halton County Board of Education,
164 South Service Road,
OAKVILLE, Ontario.
F. ARMITAGE
Chairman
J. W. SINGLETON
Director of Education

as playhouse and theatre productions, folk-music and classical music concerts, discourses on art and the humanities, special events and human-interest stories from around the world. So popular has the station become that most TV program reviews locally available now carry complete program schedules for Channel 17. Educational material is also used, from all school and university levels, as well as instruction in music, medicine, sciences and literature on a social plane. THE GEORGETOWN HERALD THURSDAY, APRIL 10, 1969 PAGE 8

If you want to buy a British 434 diesel tractor



no need to order through your farm organization

The Royal Commission released a statement showing the price of a 434D tractor in Canada as \$791 higher than in the UK. After deducting ocean freight, this difference amounts to \$650. You don't need to order through a farm organization to make this "saving" or discount.

First see your IH dealer

He'll be glad to deal with you on exactly the same terms and conditions as your farm organization:

1. Make a cash deposit with your order.
2. Pay the full balance in cash on delivery.
3. No used equipment accepted in trade.
4. The tractor may be slightly used or demonstrated.
5. Waive any rights to warranty or after-delivery service.

See any participating IH dealer. There is this advantage—he'll be available for years to come to supply first rate parts and service.

This offer expires May 31, 1969



If you need a larger tractor

Don't be misled by recent statements that tractor prices in general are higher in Canada than in the country of manufacture. This is not true of International tractors.

A recent Royal Commission report indicates — Canadian retail price for the 706 tractor as \$105 less than U.S. price Canadian retail price for the 806 tractor as \$126 less than U.S. price International tractors manufactured in the U.S. have comparable retail prices on both sides of the border.

The 624 tractor manufactured in West Germany has a lower retail price in Canada than in Germany. We feel we should set the record straight. The relationship between our customers, our dealers, and ourselves is very important to us. For the best in service and value see your IH dealer—a man in your community on whom you can depend.



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