

Acton High's happenings of '72

Aims and objectives 1972-1973

GENERAL AIM:

To use all available physical and human resources in order to establish a smoothly-running semestered school for the benefit of the students, community and staff.

1. To establish in collaboration with the principals of the feeder schools an intersession program with the feeder schools in Acton.
2. To have all departments of the major disciplines in the school meet at least twice a year with their elementary school colleagues. We hope to avoid duplication of curriculum and develop a feeling of mutual trust between both panels.
3. To continue to look critically at our course curriculum. Content needs to be examined for educational validity and relevance.

II. AIMS AND OBJECTIVES FOR ACTON HIGH SCHOOL 1972-73

The Aims and Objectives developed by the staff are:

1. To ensure that every student masters basic reading, writing and math skills.
2. To attempt to teach students how to learn and how to use spare time, and to provide them with an environment where they can learn.
3. (a) To develop in students an attitude of enquiry.
(b) To develop in students, pride and respect in themselves, in the school and in learning.

III. IMPLEMENTATION

1. To ensure that every student masters basic reading, writing and math skills.
(a) Discover as precisely as possible at exactly what level students are performing in these skills areas when they arrive at Acton High School.
(b) A program for developmental reading in year 1 is already in existence. This will have to be expanded into the senior years if this aim is to be accomplished.
(c) A program will be introduced by the Mathematics department aimed at developing students who are competent in basic computational skills.
(d) In reading, writing and mathematics all departments will be involved.
Workshops in collaboration with Mr. Peter Billingsley will be held to teach teachers how to improve students' reading in their particular subjects. We recognize that reading in the social sciences, the natural sciences, etc., is to some extent a separate skill from reading, let us say, in English.
Courses in each discipline might begin with a section intended to develop the particular reading skills needed to successfully tackle the course.
2. To teach students how to learn and how to use spare time

and to provide them with an environment where they can learn. Again, psychology has lessons to teach as to the most efficient ways of learning. We must make as much use as we can of these.

- (a) The first step we will have to take in the implementation of this aim is to research the latest findings in learning patterns and on what school environment will best promote student learning.
- (b) The Guidance Department is planning group work in learning aimed at assisting students who are deficient in learning skills.
- (c) The Adoption Plan once it is fully operating, will enable teachers to work closely with individual students.
- (d) The development of programmed units of instruction will perhaps assist us to give some structure to the work periods of those students who at present find they are not able to cope with the freedom of an unsupervised study period.

Assistance plan

by Lynne Simoni

Again this year, the Student Assistance Program was out in full force. This program is organized under the supervision of Mr. Keith Black and Mr. Harold Swallow. Mr. Black supervises the program outside the high school and Mr. Swallow is concerned with the program inside the high school.

Each semester, any student who has a spare period and wishes to help others can join this program.

The schools which can use assistants indicate the jobs that are available, at what grade level and the time of day. The student then chooses the job he or she feels would best suit them.

At the schools there are many different things the students can do.

At the Sunshine School the students help the children with crafts, and games and on Friday, they help the children learn to swim.

I asked a student who goes there what she does; she replied that she does exercises to music with the children, and helps them with the many different crafts they do. For the older ones, there

is reading, writing and arithmetic. She likes working with the children very much.

In the elementary schools, at the younger grade levels, they help with phonics, reading, number work and offer help to any individual who might need it.

At the older grade levels they help with reading, writing and arithmetic, again. The offer of individual help is available.

In the high school, the students are also busy. They help tutor students, do clerical work such as typing, and can be seen in the laboratories of our school.

A small number of students are also helping with the elderly in the community. They do odd jobs and run errands for them.

In the first semester, there were approximately 120 students involved in the Student Assistance Program.

Mr. Black thinks that this program is very beneficial because the students learn how to work with people, the schools appreciate the program, and there is a sense of satisfaction gained from helping people.

I feel all the programs are a success and will continue for many years to come.

Year's special assemblies prove interesting and entertaining

By Sharon Ellerby

To complement regular school programmes, a committee composed of staff and students arranges series of educational and entertaining assemblies. During the past semester, several highlights will long be remembered.

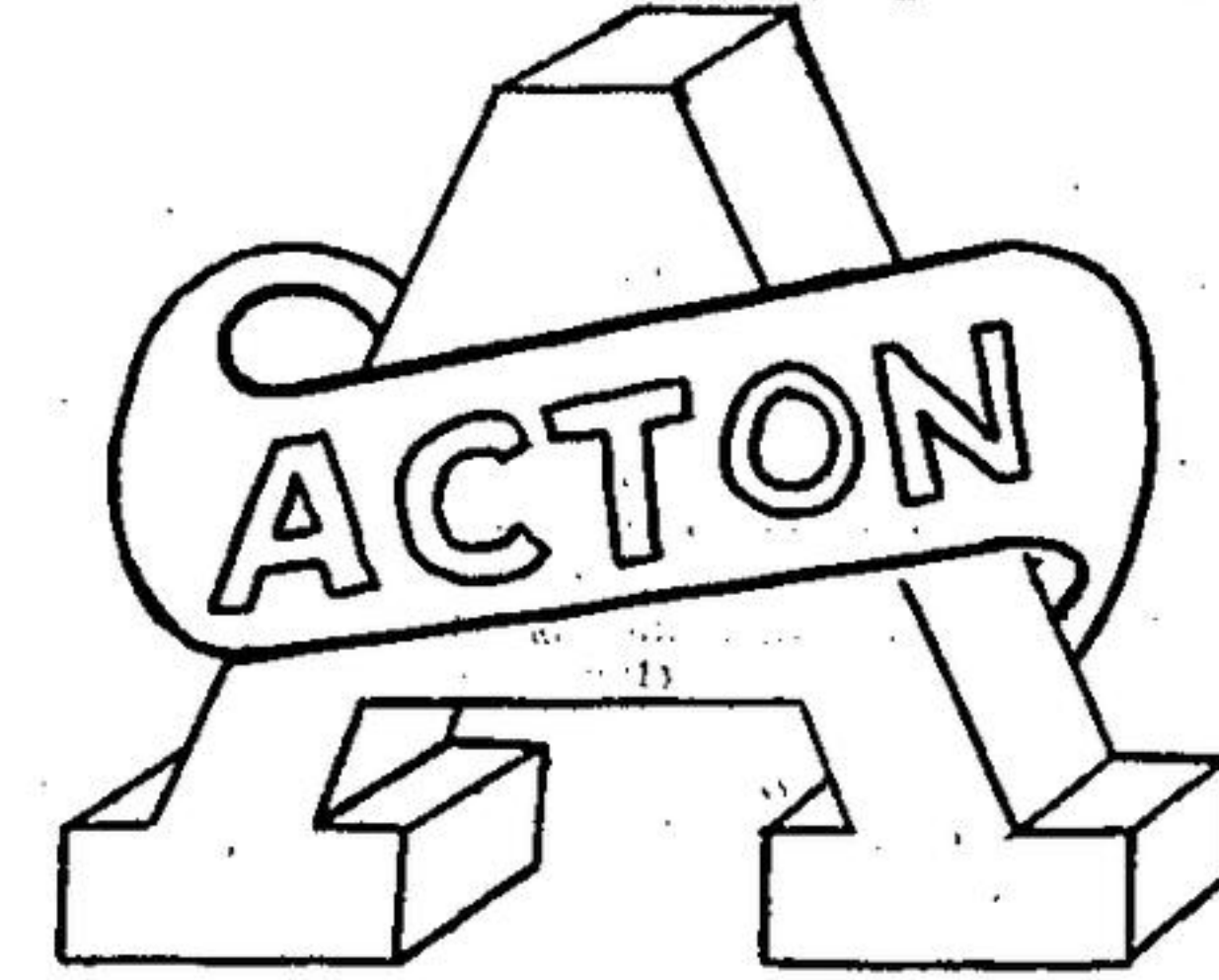
On Thursday, September 14, a fantastic group, "The Fresh Outlook Singers" from Ottawa, presented an hour of thorough enjoyment. These singers were formed in 1967 at Brookfield High School. The group members were so enthusiastic and determined, that they began travelling across Canada and parts of the States. The programme was selected from works and songs composed by Cat Stevens, Elton John, Burt Bacharach, Carol King, and from Jesus Christ Superstar. Their particular sound and style made them immediately popular with the audience.

September 25 was the date for another assembly featuring "The Power and Light Company." Sponsored by The Youth for Christ Association, these people have the opportunity to travel across Canada during ten months of the year, singing their music selections. Their primary objective is to communicate to the audience that there is a challenge and a purpose for young living, through the use of hidden religious meanings in songs.

Geography teacher, Mr. James May, and several volunteers, held a Remembrance Day assembly on November 10. The central theme was "Five Ways to Kill a Man" based on the poem by Edwin Brock. These are as follows:

1. "You can make him carry a plank of wood to the top of a hill and nail him to it."
2. "Or you can take a length of steel, shaped and chased in a traditional way and attempt to pierce the metal cage he wears."
3. "Dispensing with nobility, you may, if the wind allows, blow gas at him."
4. "In an age of aeroplanes, you may fly miles above your victim and dispose of him by pressing one small switch."
5. "Simpler, direct, and much more neat, is to see that he living somewhere in the middle of the 20th century, and leave him there."

On December 8, the Secretary-General of the Y.M.C.A. in Kitchener, Joe Connell, related his own personal experiences with people, and talked about the values of an education. He stated that students can't achieve anything without an education, and in a materialistic society, you need one in order to maintain a standard. "What you wish to do, you never do, but what you want to do, you get." Individuals can



Field trips valuable

By Luann Byers

During the past semester, twenty-eight field trips left Acton High. A total of 1,110 students participated in these trips, averaging two trips per student.

Field trips are a valuable part of school life because students learn more when they can see things for themselves, opposed to just hearing about them. Also, they provide a break from the ordinary hum-drum of everyday learning.

Trips taken this year were as follows:

Date	Theme or Topic	Location Visited	No. of Students
Sept. 15	Science Bush Travelling	Bush on Cobblehill Rd.	36
Sept. 19, 20, 22	Science Bush Travelling	Bush on Cobblehill Rd.	36
Sept. 22	Textile Festival	Hespeler	45
Sept. 29	Ploughing Match	Sebringville	59
Sept. 28	King Lear	Stratford Festival	10
Oct. 5	Production of Toronto Star	Toronto	20
Oct. 12	Eugene O'Neill	Toronto, O'Keefe Centre	18
Oct. 13	Physical Geography	Milton	29
Oct. 19	To See Sheridan Facilities	Sheridan College, Oakville	50
Oct. 24	Canadian National Mime Co	Central Library	48
Oct. 24	Function of a City	Toronto	50
Nov. 2	Water Analysis of Fairy L.	Acton	36
Nov. 6	Programming of Computer	Lord Elgin	18
Nov. 7	Water Analysis	Fairy Lake	36
Nov. 8	"The Trial" by Kafka	St. Lawrence Centre	21
Nov. 7, 9	Collect Specimens	Brown's Pond	24
Nov. 18	Agricultural Fair	Royal Winter Fair	56
Nov. 18	Art Gallery	Toronto	61
Nov. 17	Agricultural Fair	Royal Winter Fair	75
Nov. 22	Foster Advertising	Toronto	53
Nov. 24	Waterloo University (open day)	Toronto	50
Dec. 1	Train Station	Toronto	32
Dec. 13	St. Lawrence Centre	Toronto	43
Dec. 12	Science Centre	Don Mills	48
Dec. 13	Study Waste Disposal	Acton	36

Resource centre

By Sue Brooks

The total number of books our school has in the Resource Centre is approximately 6,000. In September 1972 659 books were taken out, in October 703, in November 732, and in December only 536.

Other equipment available to students and teachers are record players, headphones, filmstrip viewers, slide projectors, cassette tape recorders, a

microfilm reader, French and German language tapes, and film loop projectors.

About 200 students use the library each day. Since the Resource Centre has only been opened for one year we are still in the development stage in getting materials to support the teachers in their courses.

Students find the centre a comfortable place to work on assignments, or to read.

Many parents visit

by Deb Swackhamer

In the months of September thru December, there have been a number of parents at the school, the purpose being to keep them informed about the school system.

School has changed a great deal since they attended. For instance there are no longer any exams to cram for, and instead of the compulsory eight subjects as in most schools, there is now only four subjects, an hour each per day in each semester.

In the past, if you failed two subjects, you more than likely failed the year, but now by following the credit system a student can be taking subjects at different grade levels at the same time and accumulate the desired

number of credits necessary for graduation.

By visiting the school the parents are able to discuss with Mr. Katz and Mr. Downie their views and concerns on the system.

They are given a tour of the school, observing classes in progress etc. Questions concerning the system are answered during the tour.

To complement this program, a parents' night is held every semester. The purpose of parent's night is to give parents a chance to meet their children's teachers and to discuss their progress. This program has been a success and will be continued in the future.

Visitors see semestering

By Jane Withers

During the past semester we have had a number of interested people observing our "New Semester System." We are only the second high school in Halton County to have the opportunity of experiencing this new system.

Faculty members and students from other high schools have come from:

- SCHOOL-CITY**
 C. W. Jefferys Secondary—Toronto
 Charlottenburgh—Williamstown
 Milton High—Milton
 Erin High—Erin
 Gengarry High—Alexandra
 Henry Street High—Whitby
 Merritt High—St. Catharines
 Bishop Macdonell—Geoph
 St. Mary's Collegiate—Stayner
 Barton Secondary—Hamilton
 Twin Lakes Secondary—Orillia
 Cornwall—Cornwall
 Chatham—Chatham
 Michipicoten High School—Wawa
 Banting Memorial High School—Alliston

Other visitors included the Ontario Council for Leadership in Education Association (OCLEA). These people are Superintendents or Assistant Superintendents. They include:

- COUNTY**
 Peel County Board of Education
 Ministry of Education
 Simcoe County Board of Education
 Waterloo County Board of Education
 Department of Education
 Kent County Board of Education
 Hastings County Board of Education
 Frontenac County Board of Education
 Ontario College Board of Education
 Scarborough Board of Education
 O.I.S.E. (Ontario Institute Studies in Education)
 Halton County Board of Education.

All together we have had 63 visitors who have come to explore the merits of our semester system. We expect these visits to continue as more and more people become interested in our system.

Report system

During the school year parents of Acton High School students receive six formal reports on the progress of their sons and daughters. Three reports are sent out in each semester. The first report goes out about 30 school days after the start of each semester. Parent interviews are arranged three weeks after the first report has gone home. This gives the student a breathing spell to settle down to work on his weaker subjects before his parents come to the school to discuss his progress with his teachers.

Ten minute interviews are arranged with the teachers a parent wishes to see. Each parent who has requested interviews is sent a timetable showing teachers home room numbers and appointment times. After talking with teachers a parent should have an accurate picture of his child's specific strengths and weaknesses in his subjects.

Students take home the Second Report about 60 school days into each semester. Final Reports are mailed out after the end of the

semester. The first two reports provide a section for comments which parents are encouraged to use.

In addition to showing the marks assigned by each subject teacher, the Final Reports show credits granted for the semester, credits accumulated up to that point and the total credits the student has been granted. Printed information on the back of the report form gives details of the credits a student must get to obtain his Secondary School Graduation Diploma or the Secondary School Honour Graduation Diploma. So a student always has a written record of where he stands on the road to graduation.

The question still remains are parents and students satisfied with the nature and amount of information on the Acton High School Report Card? If you have suggestions to make regarding reporting, why don't you phone the school at 853-2920 and talk to Mr. Skerrett or Mr. Downie. They will be pleased to hear from you.

Effective reading for grade 9

Gary Masters

Effective reading is a course that is offered to all grade nine's for half a semester, approximately eight weeks. The reason the students take this course is because it is hoped to help the students get some reading training which will help them in all their subjects that require reading.

This program is designed to improve student reading skills: comprehension, summarizing reading material, and spelling. Some of the time during this course, the students work with the "Controlled Reader," a

machine that projects a printed story at varying speeds: this is to improve speed and comprehension. Also students get hints they can use to improve a particular reading skill.

As part of the reading program, some of the students are Teacher's Assistants at one of the public schools, where they help younger children to read. All students work on an individualized program to improve their particular weakness.

Next year it is hoped that there will be instruction available to students in every grade, who want to improve their reading.

Interschool sport returns

By Bruce Cookley

Last year at this school, we had a special day for people to come in and talk about different subjects. It was a regular school day, but regular classes were cancelled and these people were situated in different rooms. Students had their choice of a particular topic and went and listened and talked to the demonstrators. There were many different demonstrations, such as yoga, lectures on crime detec-

Mini-school successful

tion, E.S.P., and the Kennedy Assassination, which were very interesting. Students liked this day very much, and the attendance was excellent. Many of the students want to have another one again this year. We are trying very hard to get new topics this year such as chess demonstration, weather reporter, and acupuncture. We hope this year, that the attendance will be just as good and that students will help us as much as possible.

Student council

Sandi Patterson

- Russ Coultrup—President
 Glen Lee—Vice President
 Mike Albano—Treasurer
 Sharon Barber—Secretary

The Student Council, here at our school, works for the students, and their needs outside of their academic courses. The four people named above, are all elected by the students and therefore do their best to please them. Steve Van Fleet, left the school and his office of treasurer after being elected last year. He was replaced this year by Mike Albano who won his position by 75 per cent of the votes.

This year the council has brought us four dances, each being very successful in all aspects. The dances were: Uncle John's Dirty Secret on Sept. 8; Copper Penny on Oct. 26; Mashmakhan on Dec. 23 and Thundermug on Mashmakhan was the Christmas dance, with most girls showing up in their newly made formal. There was even a tuxedo there! Thundermug was a Sadie Hawkins dance, just for the girls.

The council has been busy paying bills, re-writing the constitution, supporting their foster child and the athletic association.

The major opinion of our hardworking leaders of the council is that they think that more people should become directly involved in student affairs with the council. They feel that this will happen when the new constitution is ready.

This constitution will get two representatives per grade to keep the students better informed with what is going on in the council.

From the years I've been here, I personally feel that each council (gets better) but this constitution now in progress should bring the students closer together.

Develop learning experiences

With the co-operation of the community parents and students of the High School attendance area, Acton High School has been able to develop a variety of direct educational experiences for its students. The varied experiences offered within the Golden Horseshoe are made an integral part of the school's curriculum.

As a supplement to one day field trips school offers learning experiences which require students to give of themselves, and of their own time in addition to the time allotted provided by the school. Because the County Board of Education, staff and students provide time, the school is able to offer a unique outers program. Other varied activities such as a grade 13 geology and

geography field trip to Sudbury and a grade 12 cultural study of Quebec City provide variety and challenge.

Perhaps one of the more exciting developments has been our planned educational trips abroad. These special world classroom experiences are organized to take place during the midwinter school break and the summer recess. In fact in March 1971 the Halton County Board of Education permitted 45 of Acton's students to use seven school days as part of a 19 day Mediterranean educational package. The success of these programs has caught the imagination of our young people and their parents and they provide a natural extension to the school classroom.

Just last year over 50 students visited London and Edinburgh in the March break. In 1973 on March 17, over 50 students and adults from the Acton area are flying to Madrid on the first part of a Madrid - Malaga, Spain trip. Adults are encouraged to join these trips so that they can observe the reaction and learning first hand. Such enriched adventures are possible because students and parents work together to plan the program and earn the required money.

Next year the outers program will be an integral part of a new exciting course about our environment. Already there are enquiries from students about travelling to Paris, Brazil and Australia. The world classroom is here to stay.