



**DECOR-EGGING**—Easter egg decorating can be a lot of fun for the whole family using both hard cooked or blown eggs. To make an owl, color the egg with a black or brown felt pen. Glue on a beak made of a triangle of construction paper. Use two small stones for the feet. To make an Easter egg pig, dye an egg pink and glue miniature marshmallows for the legs and snout. Make a curly tail from a pipe cleaner and draw the eyes with a felt pen. Make a mouse by gluing large pink ovals of construction paper for the ears. Add a pipe cleaner tail, draw on whiskers and eyes with a felt pen. Make a bird by dyeing the egg blue, gluing on a beak made of construction paper and wings and tail made up of tissue paper. Draw the eyes with a felt pen. (Photo by the Canadian Egg Marketing Agency)

**Get cracking**

**Make Easter eggs**

"Coloring and decorating eggs for Easter has long been a tradition in many countries all over the world," says Monica Beaumont, a food and nutrition specialist with the Ontario Ministry of Agriculture and Food's rural organizations and services branch.

Below are many decoration suggestions that both children and adults will enjoy. Before you start to decorate, you must prepare the eggs either by hard cooking or removing the shell contents.

To hard cook eggs, place eggs in a saucepan, add salt and enough cold water to cover eggs. Cover and bring rapidly just to a boil. Reduce heat and let eggs stand in hot water for 15 to 20 minutes. Cool immediately under cold running water to prevent dark rings around yolk.

If you wish to save the decorated eggs, blown eggs are the best. First wash and dry the eggs. Using a clean darning needle, pierce both ends of the egg; slightly enlarge the hole at one end. Push needle into egg to break the yolk. Hold the egg over a bowl and blow into the small hole. Rinse shell out well with water and allow to air dry.

Use the raw egg within one to two days or freeze it. To freeze, add salt, sugar or syrup depending on the future use. Place in a freezer container leaving a small space.

To color the eggs, try using a felt pen, food coloring, fabric dye, enamel or poster paint. If you intend to eat the hard cooked eggs, make sure you use a non-toxic

vegetable dye because the egg shell is porous.

A fun and easy decorating idea is decoupage eggs. These are made by gluing small pictures, dried flowers or stickers on plain or colored eggs. When dry, coat with spray varnish, decoupage coating or white glue which will dry clear. Do not use brush on varnish because this may discolor the pictures.

Children will love making animal eggs. Using scrap pieces of colored paper, fabric and some imagination, they can make a whole collection of animals. For example, rabbits can be made by adding paper ears and a cotton ball tail to the egg.

Don't forget to make a personalized egg which you can use for the egg hunt and then use as place cards for the dinner table.

To make personalized eggs, write the name of the person on the egg with a crayon or wax pencil. Dip the egg in the dye; all but the name will be colored. For the egg hunt, hide the personalized eggs around the house and have each person find his or her own egg. The reward? A basket of Easter treats.

Decorated eggs also make beautiful centrepieces for the table. To make a centrepiece, pile the eggs on a base of green straw. Also, decorated eggs can be used as garnishing around the Easter ham.

After Easter is over, use leftover hard cooked eggs in salads and casseroles, make devilled eggs or use them as garnishes for casseroles and vegetables.

**Art, music on curriculum tech, family studies out**

by Alex Matheson  
 Contrary to the early expectations of education officials, art and music class enrolments have not been adversely affected by the switch to more compulsory subjects for students entering high school next fall.

But enrolments in technical and family studies are drastically down.

With the adoption of the Ontario School's Intermediate and Senior (OSIS) report, Halton's director of education Wally Beever, said officials initially feared electives such as art and music would suffer.

But a survey of Grade 8 students entering Grade 9 next fall shows enrolment in art is up by 19 per cent and music climbed 11 per cent over the previous year.

On the other side of the coin, enrolment in family studies is down 45.5 per cent while technical studies are down 32 per cent from the previous year.

Although it is too early to determine the eventual ramifications of this shift, Beever fears it could lead to the loss of family and technical studies, if students don't return and pick up these courses after Grade 9.

He doesn't know whether the pattern will hold over subsequent years, but there may be resistance on the part of Grade 10s to "go back and take a course with Grade 9s." However, this reluctance may not prove to be a factor, and if it is, may not hold past Grade 10.

Also falling off in popularity for Grade 9s in 1984 are the non-compulsory subjects of business with a 13 per cent drop and history at 12.6 per cent.

A huge 31.5 per cent increase has been noted in French, now a compulsory subject under the OSIS report. Physical education

also now compulsory, shows a 23.6 per cent increase in popularity with this year's crop of Grade 9s in Halton schools.

Enrolment in geography appears to be up four per cent, while enrolments in English, mathematics and science, all compulsory before OSIS, are essentially unchanged.

If the trend proves durable, it could lead to empty shops, said Beever. Class sizes in technical classes are already small and the resources to run shops so high that a loss in students could make the costs prohibitive.

The result, said Beever, would be a "narrowing of the focus of secondary schools." In a sense, it would be returning them to the elitist academic education of the past. The result would be the loss of the type of students which the educational system retained, with the introduction of technical

classes. Some people, he said, need these courses to get credits.

These students who take the technical courses are the mainstay of the community colleges. A shift away from technical studies at the high schools could mean that community colleges begin soliciting Grade 13 graduates rejected by universities, he said. Those who had taken technical courses will be getting no post-secondary education, if they even finish high school, and they are the people for which the community colleges were set.

Although he is concerned about the loss of enrolment in business, technical and home studies, Beever is buoyed by the increased enrolment for art and music, both optional and for the French and physical education, now compulsory.

**Information for dump site**

The Ontario Waste Management Corporation (OWMC) will hold the first of a series of information days in the four localities where candidate sites have been identified for liquid industrial waste.

OWMC information staff and technical consultants will be available for two days at each location to answer questions from groups and individuals on the site selection process and on the type of facilities for treatment and disposal of industrial wastes which the Corporation will build and operate.

The information day dates and locations are as follows:

April 11 and 12—Halton Hills Place & Banquet Hall (Milton).

April 16 and 17—City of Mississauga 1 Chambers.

April 18 and 19—Cairn-Croft (Best Western) (Niagara Falls).

Those interested are invited to drop in anytime between 11 a.m. and 9 p.m.

On March 15, OWMC announced a list of eight possible or candidate sites for the treatment and disposal of liquid industrial waste. The eight sites will undergo further examination over the next several months before a preferred site or sites are selected.

OWMC is a provincial crown agency responsible for developing a liquid industrial waste management system for Ontario.

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