

# Education system changing to suit students needs

Over the past 25 years society's morals and so-called do's and don'ts have seen an almost complete reversal. Technology over that same period of time has advanced almost four times over and thus our schooling system has also had to undergo a dramatic change, to correspond with the advancements made.

The days of teaching the "Three R's" are with us no more, and according to the three principals present at the Halton Women's Institutes meeting which delved into "Education, The Last 25 Years" those days of the "Three R's" will never be with us again.

Mike Furlong, principal of Georgetown and District High School, Peter Oprica, principal

of Glen Williams Public School and Ken Trowbridge, principal of Fairview Public School, made up the panel, representing, as Mr. Oprica pointed out, close to 90 years of accumulated experience.

Mr. Furlong explained that in the late 1930's a typical high school student was studying for a commercial education or studying preparations for university. Many a student got a job without much education and made his or her own advancements through his particular line of working progress.

"There weren't many distractions in those days. There were fewer cars available, there was little smoking, drinking, and of

course, drugs were unheard of. What I am saying is that there was an entirely different atmosphere," explained Mr. Furlong.

The high schools in and around the 1930's would have around 300 students each year. To point out some change, this year at Georgetown's high school, some 1,900 students are registered.

Mr. Furlong continued to discuss the changes in the high school systems. Following the war many major changes were made in the education system. Students were streamlined into branches; commercial, technical, and arts were the major branches. Each branch held the main core of mathematics, history,

grammar etc.

By-in-large the commercial and technical students were heading for graduation after completing Grade Twelve and those students in the arts programme were heading for university.

"One of the major changes in our school's system is the conversion to the credit system whereupon the branches have been dropped. The credit system replaced the old pass-fail system, where a student had to pass everything in order to be promoted to the next grade.

"Now students take the subjects they feel they require for whatever particular goal they are striving for. We are trying to supply the student with a program of available courses which reach their needs, to the best of our ability," continued Mr. Furlong.

He continued to point out the social changes over the period of time. "It wasn't too long ago when a student with long hair would be sent home. A principal is no longer a dictator of dress, style, or anything personal. Now the schools are called permissive," concluded Mr. Furlong.

Ken Trowbridge, principal of Fairview Public School for the past six years recalled those days of 25 years past, emphasizing the one-room school system.

"In the one room school, children of all grades and ages were situated together. Older children would help the younger ones. It was each

student helping one another yet basically working on their own."

He told of subjects taught and the difference between town and rural schools. Math, science, social studies, grammar, history were some of the basic subjects however, in some town schools, home economics and industrial arts existed. But, the main subjects were expected to be learned by students in either rural or urban schools.

In a study once made, Mr. Trowbridge explained that the results showed 40 percent of the students of any Grade 8 class in the late 1930's failed at least once during their previous grades.

"In rural areas it was not an exception for a public school student to retire, quit school, because there were many jobs available, especially for boys. When we talk about the good old days we are basically talking about the teacher-pupil relationship," said Mr. Trowbridge.

Peter Oprica, who after eight years as principal of Park Public School transferred to Glen Williams Public School this year, emphasized the differences yet, similarities, in the school system when comparing it to 25 years back.

"We worked and played with the students as we do today. However, then, there was a smaller group of children. We had good and bad children and problem children and problem parents, just as we do today. Some children still have learning problems and some

children still get into trouble at recess, just as before."

Mr. Oprica stated that schools are preparing children to learn to succeed and how to adapt to whatever the situations may be when they go out on their own. "There are jobs today which didn't exist five years ago and there are jobs which are not with us

today which will be five years from now. We try to make the programs fit the individual student as much as possible."

"We teach more than just the 'Three R's'. We teach respect, responsibility, rejoicing, just to name a few. When I say rejoicing, I mean that the children should be happy when they go to school,"

continued Mr. Oprica.

"Education has always had its problems, it always did and it always will. The main reason is that children are difficult to raise, but then again, they always have been and always will be," concluded Mr. Oprica.

The afternoon provided a brief look into the past, present

and future settings of the education system. The three principals collectively reassured their audience that, as in the past, the education system is always aimed towards the benefit of the student and, as it is now and will be in the future education is and will be aimed towards the benefit of its learners."



**PRINCIPALS STATING THE PRINCIPLES.** Three local principals discussed with the Halton Women's Institutes "Education, The Last 25 Years", during a meeting of the Institute held Wednesday afternoon at Maple Leaf Mills Research Centre. From left to right are; Mrs. Jamieson, president of the Institute; Ken Trowbridge, principal of Fairview Public School; Peter Oprica, principal of Glen Williams Public School; and Mike Furlong, principal of Georgetown District High School.

## Completes 5-year appraisers course



The highest designation presented by the Appraisal Institute of Canada has been given to a Halton Hills businessman, Hugh Hunter of Hunter Real Estate.

Completing an intensive, five-year course combining practical experience with regular instructions, Mr. Hunter is now qualified to place the letters, AACI, after his name. The letters designate him as an Accredited Appraiser with the Appraisal Institute of Canada.

The limited number of qualified appraisers plus the high demand for valuations make the job a busy, six-and seven-day-week proposition, commented Mr. Hunter, who is a resident of Terra Cotta.

An appraisal by a member of the appraisal institute is a necessity for many government property acquisitions. As well, appraisers are required for property valuations, speculation and capital gains tax requirements, succession duties and expropriations.

Mr. Hunter was twice officially recognized for his completion of the difficult course. His diploma was originally presented at the Brampton Real Estate Board's annual awards dinner and then later at the meeting of the Credit Valley Appraisal Chapter. The original presentation saw Steve Saxe "a member of the opposition" from Saxe Real Estate, and a fellow AACI, make the presentation to Mr. Hunter.

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## ROAD & TRACK

MAY 1975

"The winner, and not by a hare (sorry, couldn't resist). This car does it all: it's small, light, roomy and fast, with nimble and responsive steering, ride and handling. A modern and sophisticated car with a handsome Guigiaro-designed hatchback body. The Rabbit offers one of the most space-saving mechanical layouts we've seen yet: front-wheel drive, transverse engine and a unique, independent rear suspension featuring an integral anti-roll bar and using so little space it's remarkable. The Rabbit has a solid feel and an ultramodern look to it.

Best of all it is almost sinfully enjoyable to drive."

## Esquire

THE MAGAZINE FOR MEN AUGUST 1975

"VW's new Rabbit is significant because it is a complete departure for Volkswagen, and also because it is the specific type of car that Detroit will be building in the 1980's.

The statistics speak for themselves: accommodation for four, a seventy-horsepower engine, fuel consumption of thirty-eight mpg (U.S.) and a weight of under two thousand pounds.

What they came up with was a car that doesn't have an ounce of fat, one which provides excellent operating economy, as well as performance and value. Personally, I think that VW's Rabbit is one very good idea ahead of its time."

APRIL 1975

## Popular Mechanics

"The most important new import for 1975 is the VW Rabbit.

The 1800-pound Rabbit is a mechanical masterpiece. It gets up to 60 mph in about 12 seconds - giving it the edge on some V8 subcompacts. Its hatchback design provides 24.7 cubic feet of luggage capacity with the rear seat folded.

VW got the greatest possible amount of usable interior space into the smallest possible outer shell - and an exterior with some style."

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