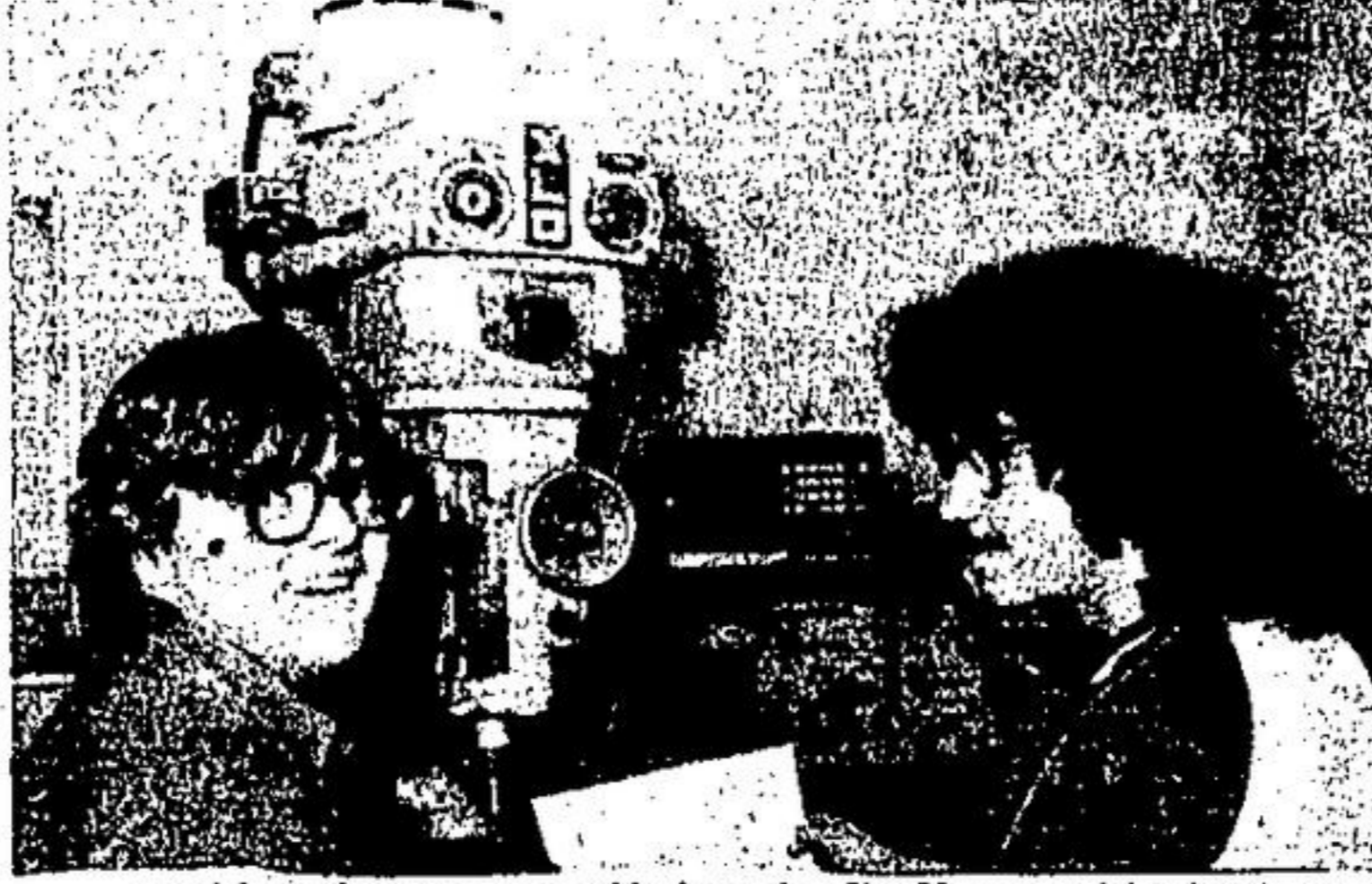




In the computer-electronics program, Dave Mackinnon displays a program he wrote about electricity related problems. (Photos by Harald Bransch)



Precision and ease are assured in the project Ken Morrow and Jamie Micallef are attempting with the aid of digitally controlled equipment. Equipment such as a digital readout is updated to keep pace with industry equipment. (Photos by Harald Bransch)

Education in an adult world

Continued from page A6 curriculum. Currently, four subject areas - business, technical, social science and family studies - are participating with approximately forty community, business, industry and social agencies.

Almost all of the students involved in this kind of learning gain a new and often surprising sense of what it means to be an adult - an experience they rarely acquire in the classroom. The results have also shown that students who participated in valued education more, showed a greater desire and capacity to accept responsibility and became more aware of the choices open to them upon leaving secondary school.

Cooperative education also provides students with the opportunity to acquire good work habits, interpersonal communication skills and, in most cases, it increases self-respect, self-reliance and self-confidence.

Coop also serves as a training program for prospective employees of small businesses.

Technical programs offer a future

The technical programme at Georgetown District High School continues to attract a high number of motivated students. The present enrollment shows the majority of the student body is involved in some aspect of technical studies, with

many students pursuing an in-depth programme in specific areas.

The goal in the early years of training at G.D.H.S. is to expose students to a variety of different shops to enable them to make a wise choice of courses in the

senior years. This is accomplished by offering, in grade nine, a technical package consisting of six subjects including drafting and blueprint reading, machine shop, automotive, electricity, welding and wood.

In the senior years an in-depth study can be pursued by students opting for single and double credits of their choice and by enrolling in the co-operative work experience programme.

The co-operative work experience programme is another aspect of technical education that has been enthusiastically embraced by students at G.D.H.S. This programme allows senior students to be placed with local industries and to earn credit towards their graduation diploma.

Students participating in the programme work half days at their respective placement and then return to school for the remainder of the day to complete the academic requirements for their diploma. There are nine senior students enrolled this year in the following areas: machine shop, mechanical drafting, electronics, welding and auto-mechanics.

Although students are not paid a salary for their working hours they do earn two high school credits and, at the same time, gain valuable practical experience and insight into the many technical career opportunities which are now available in the community.

Next year, the programme will be expanded to accommodate approximately twenty technical

EDUCATION WEEK More stories Friday

students with additional placements in building construction, architectural drafting and electricity. Students and teachers alike are most appreciative of the enthusiasm and support that this programme has generated with our local industries.

Courses at the high school are continually changing to meet the needs of industry. A new aspect to the teaching of machine shop is a direct result of the introduction of a digital measuring system to the shop. A digital read-out unit has been installed on the vertical milling machine. This read-out system enables students to machine components to close tolerances by setting the

depth of cut or travel on the digital read-out unit. Accuracy of .001 of an inch can be obtained and the unit can be programmed to read in metric or imperial units. The end result is that students gain an appreciation of actual industrial applications using up-to-date equipment.

Exciting changes are also taking place with regards to the teaching of electricity and electronics at G.D.H.S. With the introduction of computers has come the need to incorporate digital electronics into the technical programme. Senior classes are now working with integrated circuits, any of which contain hundreds and even thousands

of transistors on a single chip, no larger than the size of a postage stamp.

Modern test equipment is also being used to monitor the input and output of these circuits. Computers are being used in the grades 9 and 10 programmes as an educational tool to drill students in some of the basic aspects of the electronics programme. Many of these computer programmes have been developed by our own high school students in collaboration with their instructors. The high school technical programmes are developed to stimulate interest and teach basic skills which can be used as a basis for reawakening careers in the future.

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Parents at school?

By ANI FEDERIAN
Herald Staff Writer

The education system has come a long way from the one-room rural school Georgetown's Carol McCartney went to.

The Grade 3 teacher's helper spends one morning a week at Howard Wrigglesworth Public School, and sometimes more if there's an extra-curricular activity requiring parental help.

Taught in a one-room school, where eight grades were covered by two teachers, Mrs. McCartney said the system her children are in is much different from what she experienced as a child in Hornby.

One teacher used to teach the first four grades and another Grades 5, 6, 7, and 8, Mrs. McCartney said. However, by the time she went to high school, most of the one-room rural schools were closed, she said.

"Unless you go to the school, you don't know how things are run. Parents who work just see report cards to know how their child is functioning," Mrs. McCartney said. "You see problems other parents don't."

As a parent volunteer with Grade 3 teacher Susan Barrow, Mrs. McCartney finds her work varies every week. Two weeks ago she helped children practise a play;

another week, she helped children with their multiplication tables and their reading.

"Every week it's different. It's not repetitious and it's very interesting," Mrs. McCartney said. "I go because I'm interested in my child's education."

ALTERNATIVES

She has always volunteered in classrooms where her children are pupils, she said. Mrs. McCartney has a son in Grade 3 and a daughter in Grade 4. She said she alternates which child's class she's going to do her volunteer work in, depending on which child needs the added parental interest more in a year.

A parent volunteer for five years now, she finds she spends about four hours a week at Wrigglesworth.

"My kids enjoy my being there," Mrs. McCartney said. "You'd think the kids would be embarrassed with my coming in, but that's not the case. They're very comfortable about it."

She said she couldn't remember her parents ever going into the school room when she was a child.

"The school isn't set off by itself any more. It's part of the family and part of community life, which is a good thing," Mrs. McCartney noted.



There's not very much she can't do. Toy Lombro of Georgetown gets a lift every Tuesday afternoon with the ActiVan to come to Harrison Public School to help out Grade 1 teacher Norma Reid. Mrs. Reid calls the parent volunteers a vital part of her teaching program, giving results that really show. Lisa Lunn, (left), 6, Adrienne Miller, 6, along with their classmates get a helping hand each week with their reading and writing from Mrs. Lombro. (Herald photo)

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