

Heading back to school brings a myriad of new experiences

Education: Continuing process of learning, coping and growing

It's no surprise to anyone that children, teenagers and young adults react in diverse ways to like situations. However, for most, even just the phrase, "back to school," still carries with it a common composite of emotional tension: A churning blend of excitement yet apprehension, a curious mixture of both longing and dread for the routine that, initially, they know will be new and different.

We have all experienced this feeling. That changes have, and always will, occur over the blur of summer is a matter of course, but what kinds of changes will they be? Will certain friends from the previous year still be friends this year? Will clothing favorites still be in style? Will new class material be fully understood?

Students, young and old, whether overtly or subconsciously, all encounter these same questions every year. It's all part of education, all a part of the process of learning and of growth.

Change is unsettling, even if the change is one that is looked forward to. But, for some new or returning students, especially those in the earlier years of education, these yet-to-be-experienced changes can be more than simply unsettling — they can be downright frightening — the "unknowns" of the coming school year seeming to loom as large as a phantom in front of them.

Fear is a natural reaction to the unknown, but knowing more about the nature of an unknown, or, more simply, getting used to facing the unknown, can

do wonders for young students' desires for interaction with the world.

Who hasn't seen the child who, timid and frightened of a diving board or a bicycle at first, can hardly be pulled away once they've gotten the hang of it?

Parents, more than anyone, can help tremendously in preparing their children for these inevitable periods of anxiety.

Helping them now will go a long way toward helping them face new challenges throughout their entire lives.

To begin with, if a child can be assured that his or her feeling of anxiety is nothing to be ashamed of, that it is, in fact, something that is understandable and natural, then the young student might come to be more at ease.

This is not to say that children should

be pampered or coddled because they feel anxious about going to school; this will only prolong their dependence upon someone else to reassure them that everything will be "all right."

But if they are treated with firm compassion, as individuals who are capable of standing on their own, but who are nonetheless just as prone as anyone else to the uneasiness associated with venturing into new experiences, then they'll be better able to gain a more confident perspective of themselves.

What it all comes down to is helping young people to get to know themselves, to get to know their fears and their strengths in relation to their potential behavior, in both good and bad ways, confident and unconfident ways.

Unfortunately, what can easily be forgotten in the intense rush to educate our young people, is the fact that on top of geography, mathematics, spelling and biology, etc., is the huge, untapped topic of themselves: Whom and what they are; what they think about everything around, before and in front of them; what they think about themselves in relation to "it all."

Young students should be encouraged to "listen" to themselves, to learn to take stock from an early age of what they think, or what their reaction is to any given situation.

One of the best ways for young students to begin to understand themselves is through their own creativity.

Before the onslaught of the school year arrives, anxious students might be encouraged to write down (no matter how crudely) their fears and desires with regard to the coming year, to keep a journal or diary of how they're feeling.

Often such an exercise can act as an "exorcism" for the anxiety, much the same way any problem can be helped along by an outward form of rumination. If writing about their situation doesn't hold any appeal, perhaps drawing, painting or working with clay might be a more interesting approach.

This process of creative self-investigation can take whatever form of "play" the child or teenager likes to participate in.

Seeing and experiencing their own creations can only bolster their self-confidence about whom they are and how they might fit in with any kind of group or situation.

Going "back to school" will always evoke a slight chill in returning students but, with a little assurance and direction, the "unknown" might become a space to be creatively filled, instead of a threatening shadow.

Energized with confidence, a new experience will provide an opportunity to charge ahead into life, instead of shrinking away from it.

SPECIAL NOW THAT THE KIDS ARE BACK IN SCHOOL

With summer over and the kids back in school, now is the perfect opportunity to take advantage of those extra hours and do something just for you!

The list of possibilities is endless. Spend the afternoon in the serenity of a local museum or, for something completely different, get your heart pumping in an aerobics class.

Investigate doing volunteer work, get tickets to your favorite ballet or the theatre, or go back to school yourself!

It's also time to reclaim the refrigerator. Cut down on the fattening goodies stored for the children all summer long, and fill it with healthy, low calorie foods you like, such as fresh fruit and vegetables, salads and, for a bit of remorseless indulgence, a Shamitoff frozen fruit novelty!

Made of fresh fruit and 100 percent natural ingredients, they are delicious, nutritious and very low in calories.



THE HALTON ROMAN CATHOLIC SCHOOL BOARD

LE CONSEIL DES ECOLES CATHOLIQUES DE HALTON

ADVANCE REGISTRATION

1987-88 SCHOOL YEAR

FOR NEW STUDENTS NOT PREVIOUSLY REGISTERED

ST. IGNATIUS OF LOYOLA ROMAN CATHOLIC SECONDARY SCHOOL
1550 Nottinghill Gate, Oakville

OAKVILLE - GRADES 9 TO 13
MILTON - GRADES 11 TO 13

BISHOP PAUL REDING SECONDARY SCHOOL
Highway 25, Speyside

MILTON, GEORGETOWN AND ACTON
GRADES 9 AND 10

MONDAY, AUGUST 31ST TO FRIDAY, SEPT. 4TH, 1987
9:00 A.M. TO 3:00 P.M.

FOR INFORMATION, TELEPHONE

MR. PETER VISSER PRINCIPAL
St. Ignatius of Loyola
827-7235

MR. ARTHUR KELLY PRINCIPAL
Bishop Paul Reding
876-2205

CLASSES BEGIN WEDNESDAY, SEPTEMBER 9TH, 1987

BUS ROUTES ARE POSTED AT THE MAIN ENTRANCE OF EACH ELEMENTARY SCHOOL

Wm. Hawken, O.C.
Chairman of the Board

C.G. Byrnes,
Director of Education

INSCRIPTION ANTICIPÉE

ANNÉE SCOLAIRE 1987-88

POUR TOUT ELEVE ADMISSIBLE MAIS PAS ENCORE INSCRIT

ECOLE SECONDAIRE ST. IGNATIUS OF LOYOLA
1550 Nottinghill Gate Oakville

OAKVILLE -
De 9e a 13e ANNEE
MILTON -

De 11e a 13e ANNEE
ECOLE SECONDAIRE BISHOP PAUL REDING
Highway 25, Speyside

MILTON, GEORGETOWN ET ACTON

9e ET 10e ANNEES DE, LUNDI LE 31 AOUT A VENDREDI LE 4 SEPTEMBRE 1987

DE 9H00 A.M. A 3H00 P.M.

POUR INFORMATION, TELEPHONER

MR. PETER VISSER PRINCIPAL
St. Ignatius of Loyola
827-7235

MR. ARTHUR KELLY PRINCIPAL
Bishop Paul Reding
876-2205

LA RENTREE DES CLASSES POUR TOUTS LES ELEVES AURA LIEU LE MERCREDI 9 SEPTEMBRE 1987

LES ROUTES D'AUTOBUS SONT AFFICHÉES A L'ENTRÉE PRINCIPALE DE CHAQUE ECOLE

A. Paradis Wm. Hawken, O.C.
President, President du
C.E.L.F. Conseil

C.G. Byrnes,
Directeur de L'Education

Neighborhood playground safety

Every two minutes, somewhere in the U.S., a child receives an injury on a playground and receives emergency hospital treatment, according to data compiled by the U.S. Consumer Product Safety Commission.

Serious injuries occur at a rate of 200,000 annually, and the most common involve youngsters sustaining head injuries resulting from falls onto unsafe surfaces, says James P. Donovan, president of Breakfall, Inc., Milwaukee, Wisconsin, a manufacturer of a protective playground surface.

What can parents do to help ensure their child's safety? When at playgrounds, look for:

- Any visible cracks, bending, warping, rusting or breakage of any components;
- Worn swing hangers and chains;
- Exposed ends of tubing that should be covered by plugs or caps;
- Hard surfaces, especially under swings, slides, etc.;

• Lack of lubrication on moving parts. "Most importantly, areas around swings, slides and climbing equipment should be covered with a shock-absorbent surface to cushion a child's fall," says Donovan.

Many playground injuries could actually be prevented if the right type of playground surface were used.

"We should relate playground safety to the progress made in children's automobile restraints," he says. "The enforcement of the use of child restraints which meet specific government guidelines has greatly reduced the severity of children's injuries in automobile accidents. Why shouldn't parents demand the same protection for their children in their own neighborhood playgrounds?"

For more extensive information on playground safety, write to the U.S. Consumer Product Safety Commission (Washington, D.C. 20207) for a free copy of volume 1 of its "Handbook for Public Playground Safety."

LEARN TO DRIVE THIS FALL

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