



Two Sheridan Mechanical Engineering students gear up for the 1983 Shell Fuelathon, May 26. Left to right they are Gary Zuest, Milton and Stu Wiedersprecher, Port Dover.

Pair design fuel saver

Don't say gas guzzler

Equipped with 16 ounces of gasoline and an equal amount of water, two Sheridan College students will attempt to prove the fuel-efficiency of their vehicle in the 1983 Shell Fuelathon—Special Class competition May 26.

The Mechanical Engineering Technology students at the Brampton Campus, Gary Zuest (Milton) and Stu Wiedersprecher (Port Dover), have been designing and constructing the vehicle since the fall. They will be competing with 23 entries over an 8.87 km. course for \$3,500 in awards.

Shell Canada's Fuelathon has been held annually at the Shell Oakville Research Centre since 1976 and has been open to college and university entries since 1980. Sheridan's entry came in third that year.

Mr. Zuest says that for the 1983 entry he and Mr. Wiedersprecher have concentrated on the redesign of the vehicle's motor, rather than its frame.

The seven by three-foot aluminum vehicle weighs 95 pounds, contains a two-horse power Briggs and Stratton motor, is mounted on three 27" ten-speed bicycle tires and is encased in fire-resistant cotton.

Under Shell Canada Fuelathon regulations, vehicles must have three or four road wheels which, in normal running condition, must all be in continuous contact with the road.

The vehicles will be inspected for general structural integrity and stability, including frame, steering and braking mechanisms, fuel and ignition system.

Each team member will be required to demonstrate knowledge in the operation of the fire extinguishers carried by the vehicle and available at the track site.

The final aspect of qualification is a three-lap demonstration of the general integrity of the vehicle in competition.

Shell lubricants and fuel will be used. The minimum allowed average speed is 24 km/h, the maximum 48 km/h.

Preparation for the Fuelathon is completed in the Production Projects course in Mechanical Engineering Technology. Other students in the course have elected to work on vehicles for the Mini-Baja competition in Maryland May 5-6, and a car that was designed and constructed at the request of producers of CTV's Live It Up program.

'Gifted' child may find work hard to handle

By ALEX MATHESON

Some parents and even teachers have the wrong concept about enrichment education for the gifted. They see it as a reward for good school performance and a desired achievement to be identified, says a Halton board of education consultant.

"Gifted" education is for those who are not sufficiently challenged by the regular program, and although it is seen as desirable by some, it is another branch of special education, said Edna McMillan, consultant for gifted education.

When children are having difficulty coping with a program and it is believed they are not operating at a high enough level, they are given remedial work.

From these and other programs of special education, children can be moved to higher levels.

Dr. McMillan said that in the case of gifted education, many perceive being identified as a plus and hence egos are involved.

As a result, once a child is identified for enrichment education, it is more difficult than in other programs to move the child to the regular program.

One parent of a gifted child said "it would be a bombshell to be told that her child no longer qualified to be called gifted".

A parent sees their child as an extension of themselves and to have the child identified for enrichment education is "a reinforcement of a parent's feeling that their child is intelligent."

"It is nice to have the confirmation," said the parent.

Another parent, whose child was put in a school for bright children, was pleased at the apparent promotion.

The child, used to achieving near the top of his class, started to falter. Over a period of time, the child's performance deteriorated significantly.

The parent was pleased, although admittedly less so when it was decided to return her child to the regular program.

Without the rigorous competition of the bright school, the child started achieving again.

"It was good for him to have the experience in the bright school and see that he was not the only intelligent child, but it was good also to put him back in a regular program where he performed better", said the parent.

Because of the degree of ego involvement surrounding gifted education, a return to a regular program is usually done when the child changes schools, said Dr. McMillan.

If a child is not performing well in grade five of the enrichment program, he may be allowed to remain through grade six and then be shifted with the move to senior elementary school, she added.

"To go to a gifted program means you have more than an average child," she said, "It is a big plus to go."

Then if it doesn't work out, the board, with teacher and parent, try to look at what is best.

Although fundamentally the decision to move to more suitable programs at either end of the intelligence scale should be the same, it isn't in practice with the gifted, she said.

Also with the gifted program, the idea is to keep the child in it and not work him out of it, as may be the case with remedial, she added.

However, she said that gifted designation is based on tests and not school performance, whether good or bad.

Some parents are resentful when they find that a child who has not been doing well is placed in the enrichment program and their child, doing better in school, is not, she added.

The decision to designate a gifted child is based primarily on I.Q. test, Dr. McMillan said, but where a child is deemed to be underachieving even on the test, he or she may be put in enrichment.

Under the new ministry guidelines, this subjectivity will not be permitted, she said.

Since identification for enrichment is not a reward, the public has to be better educated on the difference between the gifted and the bright high achiever, the consultant added.

She said many educators don't see "gifted" as being a problem when in fact it may be.

Enriched education should not be more fun than the regular program for the child and there is a move to get all teachers to adopt methods used for the gifted to some degree, Dr. McMillan added.

Since "gifted" is under the special education umbrella, currently class sizes are mandated not to exceed 25, but there is talk of raising it, she said.

Dr. McMillan doesn't believe that enrichment programs should be more appealing because of class size.

Parents concerned their child may be gifted can ask for a hearing and possibly extra testing by the identification placement and review committee.

Applications have been based on both good and poor achievement by the child, she said.

Seniors services lack co-ordination

Halton Region's consultant's report on the provision of services to the elderly has indicated there is no formal co-ordinated approach to servicing this particular group of people.

There is a general lack of information about the services available, as well as a territorial discrepancy in that Burlington and Oakville are quite well served by both health and social service agencies, but areas of North Halton appear to be poorly served.

David B. Coulson from the consultant Peat, Marwick and Partners, told the health and social services committee last week there are some gaps, deficiencies and duplications in the services currently provided in the region.

"There is a poor data base with very little hard information about what is available," said Mr. Coulson. "It's a problem not unique to this area."

He said the second major problem is there is no central co-ordinating agency within the region to pull the services and service providers together.

The study was commissioned by the region in two phases, with the first a data-collecting operation and the second defining specific recommendations for the region to follow.

The first phase of the study is nearing completion. The consultant has presented the fact-finding report, which will be expanded with the input from senior citizens derived from public meetings throughout the region over the next month.

Halton Region is the first regional municipality to conduct such a study into the needs and the provision of services to the senior population.

The report has identified a number of further problems, including inadequacies at Halton Centennial Manor, which has experienced a drop in occupancy over the past several years from 93 per cent to 76 per cent.

"Perceptions exist that the Manor does not serve the entire region; however, the present occupancy indicates that 153 (45 per cent) of the residents come from Burlington and Oakville, (16 per cent) are from Milton and 71 (23 per cent) from Halton Hills," the report states. "The remaining 39 residents come from other undesignated areas."

Problems at the Manor identified in the report include old, outdated and inefficient physical facilities in Pettit House, a lack of strong nursing leadership, a high staff turnover in nursing and a lack of staff and management development programs.

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G.A. Krantz, Mayor

The Corporation of The Town of Milton

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