

Kaleidoscope

By CATHY WILSON

"And in the naked light I saw ten thousand people, maybe more: People talking without speaking, people hearing without listening, People writing songs that voices never share, no one dares disturb the sounds of silence."

Sounds of Silence, Paul Simon.

"We have to show everyone that religion is relevant to today; the problem is communication: We have to talk to people in a language they understand," said Gordon Adnams, 17, a grade 13 student at Bayview Secondary.

He continued, "Church is so dead for young people whose world is alive, that they don't go to church. You know, you walk into a church and everything stops except for quiet meditation. Young people find this unnatural."

"People must realize that God is not found in quiet alone. He is also in noise. They should accept the fact that what we are doing works. Some of them come up to us and say, 'You're too loud.' And our answer is 'You're too old.'"

In an attempt to communicate with young people, Gord and his brother Derek, 20, have formed a group named the Willowtones, and play "Christian music in pop styles." Their songs have such modern arrangements that you could possibly mistake them for a number of other groups. However, if you listen closely to the words, you will realize the difference: this is music with a message, the message of Christian idealism.

This type of music, geared to young people, is part of a revolution which is taking place in the approach to religion for young people, in the Salvation Army. This revolution began nearly three years ago in England with the Joy-strings (whom some of you may remember) and it is still going on.

The Willowtones, part of the revolution, started "more or less as a novelty in the Army," said Gord, "like a junior choir with a little beat to it."

"We used any instruments we could find," said Derek. "Gord had an old acoustic guitar, and I borrowed cymbals from school."

"Then everyone else dropped out and we played by ourselves for about six months," said Gord.

This situation wasn't quite as bad as it sounds. I, myself have never met two people who were more competent or capable to do what they do. Both Gord and Derek started playing instruments when they reached the age of six and a half years old. Derek played the piano, and Gord the violin. Then when they were about eight they switched to brass instruments and in two more years were playing with the Salvation Army Band. At the moment Derek plays the drums and Gord the guitar.

As Derek said, "Some people were born with a silver spoon in their mouths, but we were born with instruments."

A year ago, Pat McNeilly, a girl, joined the group and Mr. Adnams did the initial financing of new instruments. The Willowtones were really on their way.

Last April 24 and 25, the Willowtones were asked to play at a youth conference in Corning, N.Y. Shortly afterwards Pat left the group, "but we had already had the exposure in the States," remarked Gord, "and we were asked to come back to tour Western New York State for the summer."

Under the name "The Crossroads," Gord and Derek played in the coffee houses, parks, dance halls, plazas, department stores, housing projects and radio stations, attracting young people wherever they went.

"We'd just pull up anywhere, get out our equipment and start to play and give little talks. We wanted to show people that religion is not just for little old ladies or children who go to Sunday school," said Gord. "The church should not be an elite society where people sit in their pew ('their Comfortable Pew' interjected Derek) concerned with each other's gorgeous hats."

Derek added, "Christianity is a way of life, 24 hours a day, seven days a week."

"The response was tremendous," commented Gord. "In Rochester we had a total of one thousand people for each of three nights. The police had to be called in at one point, because the crowds were disturbing traffic."

The Crossroads had a regular program each time they played. The fellows would play and sing for almost an hour and then do what they jokingly call their "commercials."

They read Scripture interpretations from a book called "God Is For Real, Man," by Carl F. Burke. And then one of them gives a talk: "Anything that comes into our heads — like the other night Derek talked about his white rats."

"You see one person takes care of a white rat, feeds it, cleans the cage every day, and gradually it comes to rely on that person for everything. It's then 'conditioned' to one person. Then I work this around to the relationship between God and an individual. Gord does the same thing using the example of a gang and the gang leader."

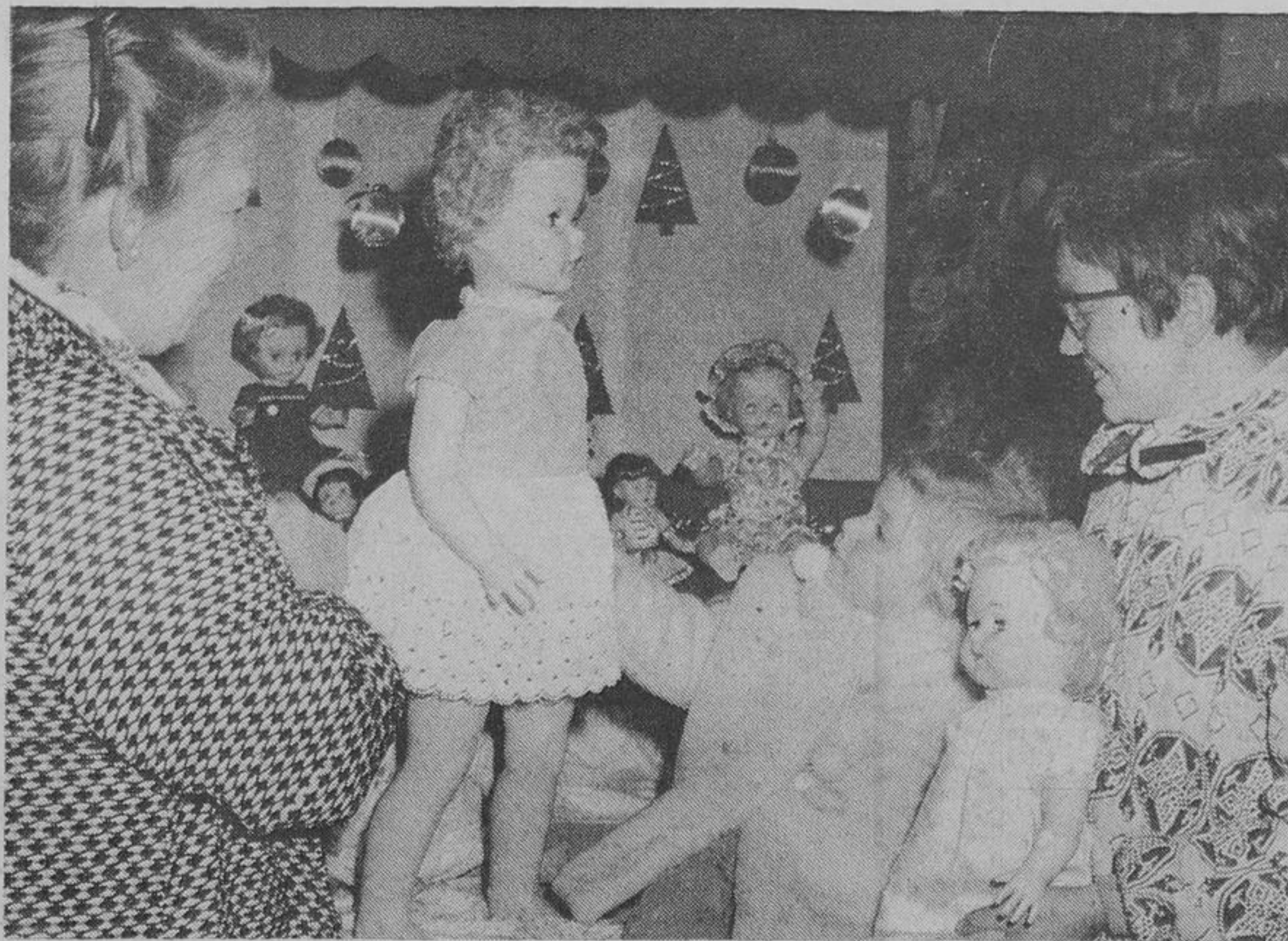
"We usually try to create a certain atmosphere and make the audience feel a part of our program. What we are doing is very successful if it's gauged to the audience and handled the right way," Gord said.

So much for right now. What about plans for the next few years? Well, Derek who is in second year at York, in psychology, will get his degree in social work. He then hopes to become a Salvation Army Officer and a missionary to Chili.

Gordon will attend University of Toronto next year in the Bachelor of Music course. He hopes eventually to be a high school music teacher.

Meantime the Adnams brothers will continue to compose, arrange and play songs which, they hope, will carry the message of Christ to young people.

(Cathy Wilson is a secondary school student residing in Richmond Hill)



(Photo by Stuart's Studio)

"Christmas Shop" Has Many Customers

"The Christmas Shop", sponsored by the Women of St. Mary's Anglican Church, November 11, proved to be one of the most successful bazaars to date. Mrs. J. E. Switzer was convener of this successful event, assisted by committee members Mrs. D. Dyson, Mrs. R. D. Little, Mrs. L. Wales, Mrs. R. Devlin, Mrs. J. Orser, Mrs. W. Purvis and Mrs. N. Mann, as well as all members of the ACW.

The many booths featured sewing, knitting, candles, dolls, this 'n that, sweets, country store items, plants and Christmas decorations. All were well patronized as was the tea room convened by Iva White and Helen Birrell.

Above (left to right) Mrs. M. Crowe and granddaughter Lynn Hausler with her mother, Mrs. Charlotte Hausler, were among the many customers at the doll booth.

Classroom Teacher Can Help

Perceptual Defects Are Often Misunderstood

By MARGARET McLEAN

A group of over a hundred interested parents, teachers and school board members formed an attentive audience at a meeting held November 14 by the local chapter of the Canadian Association for Children with Learning Disabilities at Richmond Hill United Church.

Just over a year ago this association organized part-time remedial classes for their children. The classes are held in the church and the children are helped to overcome their individual difficulties under the guidance of three teachers.

Prior to admission to the classes, all the children were diagnosed at the Sutherland Educational Clinic in Toronto and its director, Dr. Sutherland Roche, was the principal speaker of the evening.

Dr. Roche first warned that the term "perceptually handicapped" was much mis-used and just as often misunderstood. Many have a vague idea it is some sort of eyesight problem or motor problem and that all such children are really bright and with the proper classroom and teacher would become brilliant students.

This is not true, she stated categorically. Just as in the usual run of youngsters, perceptually handicapped children may be average, bright or dull. It is important, she stressed, to differentiate between a limited child, that is a slow learner or retarded child, a normal child with a specific learning disability and a normal child.

A developing infant is born with some motor skills and sense organs and begins by organizing their functions. Once these are operating properly, he begins to organize what is received through his senses, develops visual perception, audio-verbal perception and kinesthetic, tactile and motor perceptual development. Perceptual development follows and leads to concept formation, the first step of rational reasoning.

Difficulty may happen at any stage — in organizing gross motor skills, fine motor skills, visual co-ordination, the co-ordination of hand and eye such as is required for using scissors or typing shoe laces, auditory-verbal organization where he cannot discriminate between similar sounds. Sometimes he hears but can't organize the patterns of sound in order to develop language skills, sometimes he can develop the skills for listening but not for communicating himself.

Also, children with specific disabilities, particularly if they are potentially bright, become upset and feel inadequate. "They understand through some channels, and not through others, don't know why they are not able to produce the performance they would like to produce and emotional problems set in."

On the other hand, Dr. Roche noted that some children with primary emotional problems don't learn at school, not because of a learning disability, but because their emotional trouble prevents them from learning, quite a different thing.

At school, the primary channels to learning are visual and auditory-verbal skills. A child who seems normal in every other way, may then get into trouble with the complicated

adequate and get some kind of pleasure out of life. "This person will do well enough in the adult world although he won't be a scholar," she said.

Some of the children with the type of difficulties described, Dr. Roche stated may have suffered some type of brain damage, in some cases so minimal that even an expert neurological examination could not pinpoint it. Some don't appear damaged, but appear to have a dysfunction of the central nervous system such as a developmental lag in which some areas of the brain don't develop as quickly as others. "Many cases of developmental lag catch up and correct themselves around the time of puberty," she noted. Sometimes such a developmental lag is a family pattern.

Mrs. Hazel Miklaus outlined the role the Sutherland Clinic plays in the lives of such children. First it pinpoints the areas of major difficulty the child has. Then it may suggest materials or methods for the classroom teacher to use with a specific child — which incidentally may often be used to advantage with other children.

By the time a child gets to the clinic, Mrs. Miklaus noted, "he often needs to be removed from competition with other children." As well, the child needs to be able to relate well to another adult, and must be taught in an area free of distractions.

The child is helped to learn letters and associate visual symbols by tracing the letters on sand or with sandpaper letters, is helped to notice the letters which produce the sound, to repeat it, etc. Often a cookie sheet with fine sand is used and any errors must be corrected immediately. This use of the kinesthetic method, where the child touches the letter or word is often the only successful method for teaching a child who has difficulty remembering letter forms as he may actually see them reversed or inverted.

Similarly, cursive writing as opposed to printing, is usually preferred as both sound and movement are continuous and it avoids the difficulty of distinguishing between b and d or p and q.

One of the first questions asked the speakers was what percentage of children have this type of difficulty. Dr. Roche estimated that 66 percent of children are normal. At the extreme ends would be children who are extra bright or severely handicapped and these, she noted, are now well provided for. The ones who fall between these groups need help. Such help doesn't need to be stereotyped, however, and many can be handled in the regular classroom with some aids.

This prompted the question from a young teacher as to how to deal with such a child in the regular classroom when his behaviour may be detrimental to the other children but when strict discipline may hurt the child further.

With many of these children, physical contact often works," advised Mrs. Miklaus. "Put your hand on his head or his shoulder. This sometimes works better than verbalization. Keep his desk near yours, not in terms of punishment but so you can touch him." She also emphasized, "Such touching means comfort and reassurance, not punishment."

A parent enquired what to do with a child who could not or would not learn multiplication tables in spite of hours of coaching "when this is just pure memorization".

Dr. Roche warned however, that few parents could work successfully with their own children and were quite apt to cause an emotional difficulty when they did so.

She also stressed that a child who had difficulty with multiplication tables could quite possibly have difficulty with audio-verbal sequence. "He can't memorize the table because he can't recall the sequence." Such a child needs to manipulate concrete materials rather than work with symbols, she advised.

At the conclusion of the lengthy question period members of the audience were invited to inspect the three classrooms and their variety of equipment used in the local classes and then enjoyed refreshments as well as further animated discussion.

Obituary

Geoffrey Kingston Passes On Suddenly

A resident of Richmond Hill since 1949, Geoffrey Kingston, died suddenly at his home, 84 Centre Street West, November 13. Mr. Kingston had been employed for 36 years with Simpson-Sears and at the time of his retirement four years ago was the operating superintendent of that firm.

He was born and grew up in England, coming to Canada in 1926 and until moving to Richmond Hill had lived in Toronto.

A valued member of St. Mary's Anglican Church, Mr. Kingston served as sidesman. He was also a member of the Board of Trustees of York Central Hospital.

Surviving are his wife, Dorothy, and son John, of Richmond Hill, and one sister and one brother in England.

The funeral service was held at St. Mary's Anglican Church November 15, with Rev. James O'Neil officiating. Cremation followed. Pallbearers were Charles Dunn, Maurice Anderson, David Flavell, Peter Griggs, Jasper Worth and Jim Jackson.

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|------------------------------|----------------|
| Light Industrial Oil | 40,000 gallons |
| Furnace Oil | 10,000 gallons |
| Kentucky Elkhorn Stoker Coal | 320 tons |

Information regarding locations, storage capacities etc., available from the undersigned.

The lowest or any tender not necessarily accepted. The Board reserves the right to accept any tender completely, or for any section.

Kenneth U. Turton, Business Administrator
Richmond Hill Public School Board
56 Yonge Street North
Richmond Hill, Ontario.

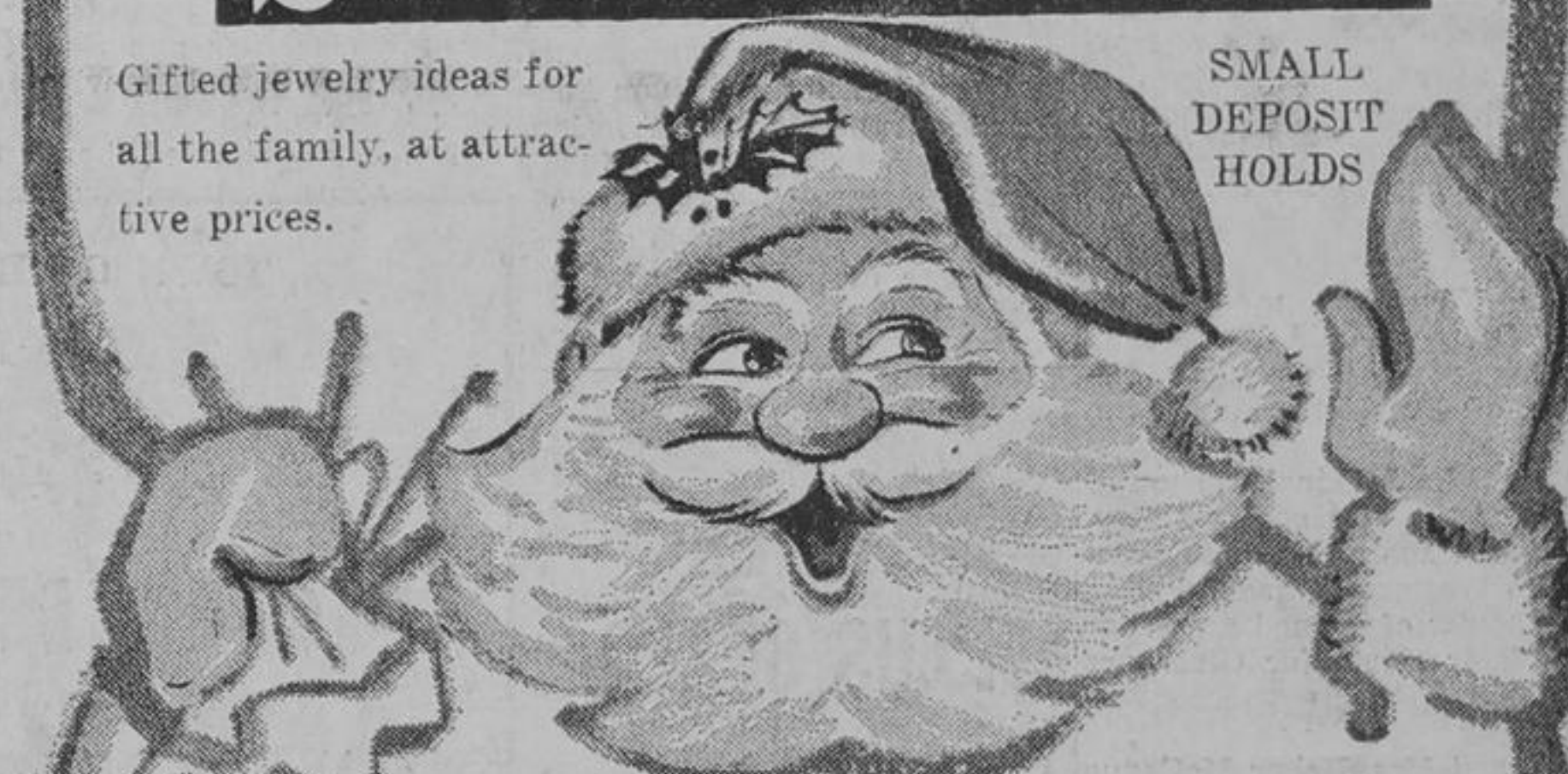
BORK JEWELLERS

49 YONGE ST. SOUTH — RICHMOND HILL

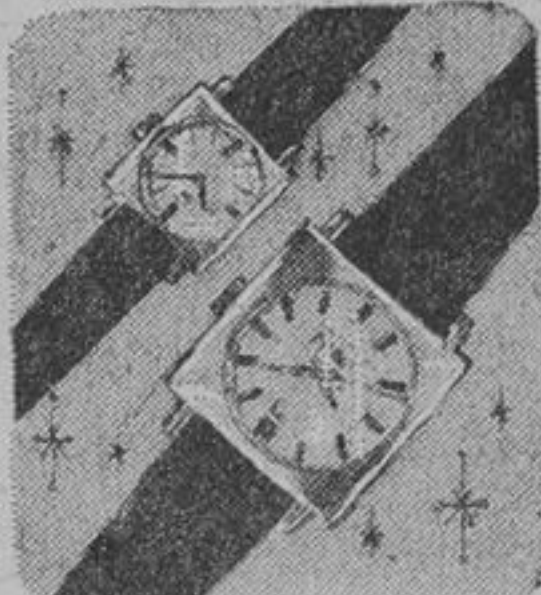
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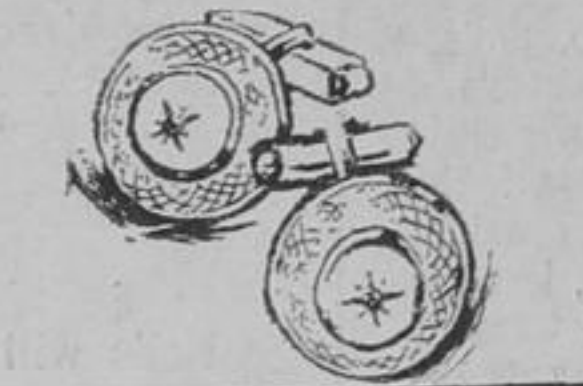
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