"Girl Next Door"

Honor student

Leads school cheers

By Jim Thomas

GOODWOOD — The fact less than five holiday weeks remain before schools re-open in September, is a reminder many students do not need—or want.

However, the thought of returning to Uxbridge High this fall creates no fears or frustrations for 15 year old Annetta Postma, Conc. 3, R.R. 1, Goodwood. Quite the opposite. She's looking forward to it.

She's also enjoying the summer, keeping busy at White Rose Nursery on the 4th Concession; roller-skating in Aurora and swimming at a neighbor's pool. But her Grade 11 year at Uxbridge High promises to be exciting. She'll join the school's Concert Band; re-join the cheerleading team; improve on her gymnastics talents and hopefully maintain the same honor standing she's enjoyed through Grades 9 and 10.

Annetta is our "Girl Next Door"

A resident of Unionville before moving to Uxbridge Township, Annetta is completely happy with life in the country. Her father is a professional landscape gardener and their lovely property is proof of his skill. The family also includes two older brothers, Jack, 19 and Leo, 17.

Annetta admits she's looking forwrard to involvement in the Sr. Band at U.S.S. She describes the leader, Mr Sulev as "a wonderful person". She plays the clarinet. Top academic subjects are French, Science and Math. She completed Grade 10 with an average of 87 per cent.

Annetta is fluant in Friesen, a language spoken in northern Holland. She's been there several times.

An extremely close-knit family, Annetta speaks in glowing terms of her mother and father—and they of her.

Fifteen year old Annetta Postma will be a student in Grade 11 at Uxbridge Secondary School this fall. She hopes to play the clarinet in the senior concert band and re-join the cheerleading team. Other interests include gymnastics, roller-skating and swimming. During the holidays, she's employed at White Rose Nurseries on the 4th Concession of Uxbridge Twp.

—Jim Thomas.

Classes in computers

Some Ontario students are learning in the 21st century style, that using computers as well as textbooks can increase their store of knowledge.

These young people attend schools which have been chosen by the Ministry of Education to act as pilots for the computers-in-education project. As a result, the students themselves are being studied for their reactions to computer learning. Ministry official Neal Emery says that the students' pride in being chosen for this task increases their interest almost as much as the computers do.

How effective are the educational computer programs now available?

The answer according to the candid comments of many elementary school students - is "not very."

Oddly enough, this does't mean the students aren't learning. They are.

The nature of the project encourages students to analyse their reactions to the programs: Why did a certain item fail to meet the learning objective? What information should have been included to accomplish this task? (They look up the answers to this puter programers, who are not teachers, may not realize that the computer has rekindled an element of education in which learning is its own reward.

The need to adjust teaching methods to the new pace of learning is one of many lessons learned from the pilot schools. These lessons will be incorporated into a province-wide policy regarding computers in education which will encourage the production of classroom-tested computer programs.

Although the results of the pilot school study will play an important part in the Ministry's computer policy, other factors will also be considered. The Ministry will, for example, insist that computers be used to assist learning, not control it. This requirement is regarded as essential in developing an information-oriented society in which the computer is a tool which expands, rather than limits human potential.

The Ministry is also requiring that Canadian-made computer programs for Ontario schools be compatible with the soon-to-be produced Canadian micro-computers. These micro-computers will be manufactured accord- question themselves.) How could the material have been better presented?

Through this analysis, the students in the project are learning the course material in greater depth than many students participating in more traditional programs. They are also learning to analyse problems, to work out solutions with greater confidence, and examine how they themselves learn. Learning how to learn is, in fact, one of the most important lessons any school can teach, according to many educators.

The teaching methods employed in computer-assisted education, often, however, require adjustment to satisfy the intellectual and psychological needs of the students.

One young man, for example, objected to a mathematics program that offered a musical reward for successful completion of a complicated problem. "Never mind the music," the student commented, "let's get on with the mathematics."

Although rewarding success is still a valid teaching process, the specific technique used in this program needed adjustment. The coming to educational specifications drawn up by the Ministry of Education. The Ministry has, in effect, told the Canadian micro-computer industry: "This is what we want the educational computer to do; you figure out how to do it." A prototype of the micro-computer from the limited partnership company CEMcorp, will be unveiled in late summer, with a few models appearing in classrooms this fall.

Computer programs for Ontario schools will be developed by the private sector. This year, however, the Ministry is contributing "seed money" to get the process started. Some computer programs chosen for development beginning this summer will be identified as "exemplar material" - a term used to describe the very best examples of educational materials.

The Ontario computers in education program are widely-recognized as being among the foremost in the world. This worldwide recognition, as well as the Ministry's support for the production of educational materials, is expected to give our export trade a healthy shot in the arm. Several Third World countries have already shown an interest in this field, but so far their contacts have been "just nibbles", a Ministry official commented.

The many developments in the educational computer industry also have important implications for the future:

Research has indicated that, with approved computer programs, small children can learn the basics in seven months rather than the 25 months usually estimated for the process. They can, therefore, have more time for other learnings.

Remote schools or any group of schools with individual requirements (linguistic, for example) can be provided with educational programs based partly on computers, partly on correspondence courses, and partly on materials delivered by Telidon (a Canadian-developed variation of the computer), and partly on television. Such long-distance teaching is now being explored by the Ministry for some subjects in schools in the north shore area of Lake Superior. In this way, small schools may be able to offer courses which they could not otherwise have handled.

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Editor's Mail

Gov't. aids the enemy

Dear Sir:

The federal government can find money to lend at three per cent interest, repayable over thirty years to Third World dictatorships yet, when it comes to helping the Canadian farmer, the small businessman or the home-owner crushed by high interest rates, all it does is shrug.

At a time when our federal deficit will soar another $19 billion this year, it seems incredible that our foreign aid budget will leap over 17 per cent to $1.724 billion. It is especially surprising that we give so much aid to enemies of the West---countries like Grenada, Nicaragua and Tanzania---that have nationalized Canadian companies and support terrorist movements elsewhere.

Another form of foreign aid are the cut-rate loans offered by the Export Development Corporation to foreign countries to buy our products. Earlier this year, the EDC extended credits of $637.5 million to Soviet Russia to build a strategic natural gas project. The loan at 10 per cent interest, will cost the Canadian taxpayer close to $200 million, as the government will have to borrow the money at 16 per cent or higher.

It's bad enough that the Canadian taxpayer must pay foreigners to buy our goods. It's even worse that so much of that money is going to nations, hostile to our interests; nations like Russia and Red China, which will receive $100 million in Canadian aid and $2 billion in low-interest credits over the next few years.

The book "Foreign Aid and Western Security" gives some fascinating details about Canadian government policy of aiding dictatorships and Marxist regimes with sweetheart loans that Canadian taxpayers can't obtain. This booklet, by researcher James Hull, is available for one dollar from Citizens For Foreign Aid Reform, Box 332, Rexdale, Ontario (M9W-5L3).

Sincerely,
Kenneth Long,
R.R. 3, Fenwick, Ont.

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