



Supplement to

THE WESTMOUNT  
*Examiner*

WEEKLY POST  
TOWN OF MOUNT ROYAL  
WEEKLY POST

Thursday, September 1, 1983

# Laws made to protect children

Citizens who cooperate in the crime prevention programs of the Montreal Urban Community police department usually benefit from the results.

Unfortunately, there is a small minority which does not believe in civic pride or these crime prevention programs. That is why there are laws, fines, and demerit points.

Accidents implicating children are at the head of the list and the police are firm about enforcing the laws and protecting children

to the fullest. Police have no tolerance for automobile drivers who endanger children's safety.

The police department is enforcing to the letter traffic by-laws, including those concerning buses and bus drivers.

According to Article 390, the driver of a motor vehicle must stop and not pass a stationary school bus with its flashing lights going because children are getting on or off until the flashing lights are turned off. The driver must stop at least five metres

from the bus.

A driver who does not respect this law faces a fine between \$200 and \$500 and a loss of nine demerit points.

A driver who does not respect the order or the signal of a school crossing guard as stipulated in article 313 is liable to a fine ranging from \$25-\$50 and a loss of two demerit points. This article is very severe regarding speeding in a school zone and the fine and loss of demerit points can increase sharply.

Owners and drivers of school buses will also face stiff penalties for infractions, such as allowing more passengers than permitted on school buses.

Bus drivers are required to use the proper flashers from the moment they stop and to turn them off when in motion. They must also stop and pick up or discharge children on the side of the road.

Police officers will also be making safety inspections of buses again this year. For any infractions, the driver or the owner of the school bus could be fined and acquire demerit points.

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## PARTICIPATE WITH US THIS FALL

Programs, activities and services available in the following major areas:

### PRESCHOOL

### GYMNASTICS

New this fall:  
"Superheroes" gymnastics for boys

### MARTIAL ARTS

### FITNESS

New this fall: • postnatal fitness  
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### AQUATICS

preschoolers to adult (group and private lessons)  
New this fall: Sharks and Marlins  
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### DANCE

children, teen and adult  
New this fall: • dance workout  
• Margaret Morris Movement  
• folk dance

*For full details of our other fall activities, please call one of the staff who can help you to select an activity suitable for your needs.*

Brochures now available.

Registration begins August 29.

Classes begin week of September 19 (dance September 12).



**4585 Sherbrooke St. W.**  
**931-8046**

# Give children a chance to become adults

If you have been driving for some time, you have certainly seen a careless child put his or her life into danger — suddenly darting out into the street on their bicycle, or running to get a ball in

the middle of the road.

While this could be considered carelessness among adults, it is not necessarily the case regarding children. Their physical and intellectual capacities, like their bodies, are still in the developing stages.

Here are a few pointers which might help motorists better understand and protect a youngster's life:

**Height** — small children are not always visible to motorists and because of obstacles, they cannot always see oncoming traffic.

**Vision** — children do not acquire lateral vision until after the age of eight years. The complete development of vision does not come until the end of adolescence, around 16 years of age.

**Hearing** — children often have difficulty distinguishing the source of sound.

**Impulsiveness** — children have difficulty concentrating for a long period and this leads to impulsiveness.

**Thoughtlessness** — children attach a lot of impor-

tance to things that belong to them. To lose one of these articles makes them forget the notion of danger. For example, should they drop a book on the street, they will often pick it up immediately, without thinking about any risk of danger.

**Emotions** — they express a lot of emotion when they see their parents or friends. They will often rush to meet their friends, even if it involves crossing a street.

**Spirit of synthesis** — children react slower than adults, creating risks when rapid decisions are required.

Young adults can soon forget what they were like as children and they can believe a youngster's reaction is similar to their own.

By understanding how a child acts and thinks it is easier for a driver to foresee a youngster's actions and reduce the risks to the careless or unaware boy or girl.

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*"Let the children come to me, and do not stop them, because the Kingdom of God belongs to such as these..."*

Mark 10:14

Unfortunately, our children do not have the opportunity to sit on Jesus' knee, but they can learn of his love. They can study and understand the great stories of the Bible: Noah, Ruth, David, the Prodigal Son, the Good Samaritan. The list is endless.

But they probably won't learn any of this unless you take them to a church school. When we were children a knowledge of the Bible was taken for granted, but not so today.

At the Church of St. Andrew and St. Paul we use a recognized, multi-denominational curriculum which makes learning fun and meaningful for children from ages 2 to 14. Creche facilities are also available.

Church school reopens Sunday, Sept. 25 at 11 am

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## Fear causes illness

It's normal to play hooky occasionally, but some children are so scared of school that they actually become ill. Stomach aches, chest pains and nausea are real and painful to such children.

According to family therapist Dr. Esther Marine, children develop sicknesses to avoid school because of a change in community, a change in schools, family illness, divorce, parental dependence or a new baby at home, among other reasons.

Regardless of the cause, Dr. Marine stresses that the most important thing is to get the child back to school as soon as possible.

Before forcing a sick child to attend school, however, it is important to be certain that the illness is not caused by a medical condition.

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## Rubik's Cube: an educational tool

Rubik's Cube is an educational tool which teaches us "some hard lessons in logic," according to its creator, Hungarian engineer Erno Rubik.

The cube educates people to be more modest and considerate, claims Rubik, because people find that their skills and knowledge do not automatically help them solve the problem.

"In the end," says Rubik, "they have to spend many hours searching for the solution and rebuilding their self-confidence."

Another educational advantage of the cube is its ability to awaken curiosity.

"It is a pity that the curiosity we are born with fades away with time, that it gets replaced by everyday routine. We lose what we had at the beginning: a readiness to wonder about simple facts and an uninterrupted concern with questions and answers."

# Computerized future may catch students unaware



education involves some give and take.

"If children are taught to use computers, how much emphasis will we then put on handwriting techniques? And if a student can finish long division and fraction problems on a computer in seconds, why should we spend

weeks and months teaching them?"

However, Iehl warns that school systems shouldn't jump into the computer age blindfolded.

"As parents you should ask your school boards — most of which are planning the addition of com-

puter systems — how the machines will be used. Will all the students benefit or will they be the domaine of the gifted only?"

"Ask what provisions are being made to train teachers and what is the long-term plan for computer education in schools."

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Claiming to have seen a future filled with computers, Betty Iehl, a lecturer with the Los Angeles County Schools Teacher Education and Computer Centre, wonders if today's students will be ready for it.

"They will not, unless local school systems realize that the computer is not designed just for math class and advanced students, but for all students in all classes at all levels of education," she said.

Iehl said computers are misunderstood. "And if this confusion persists, today's children will not be ready for tomorrow's high-tech work force."

She said some students who have knowledge of computers go to school and find there are no computers "or teachers who can teach them what they'll need to know."

### Teachers shy away

Many teachers shy away from computers because they don't realize they are like cars. "You don't have to know how they work to operate them," she said.

"This was supposed to be the nuclear age; instead it has suddenly turned out to be the computer age."

The computer has numerous educational and instructional purposes.

In English class, computers would be used as word processors. That's a use that not only prepares students for the business world, but reduces the amount of time it takes to revise essays and papers.

In physics and science class, the machines can be invaluable as simulators of experiments that are too dangerous or too time-consuming to do in class.

Of course, the computer instructor admits, everything in

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## Color and fabric keys to wardrobe

It's time to think about what you'll be wearing to school this year. After you try on last year's clothes and weed out the ones that don't fit, it's time for shopping.

Shopping for your school wardrobe is easy if you design a plan. The two most important factors to

consider when shopping are color and fabric.

If you wear colors that look best on you you'll come alive, looking radiant and beaming with self-confidence.

And if you combine the right color with comfortable fabrics, you'll

be able to spend less time washing and ironing and more time studying and playing.

When selecting fabrics, remember that man-made fibers like polyester and polyester blends are actually more energy-efficient than natural fibers.

Not only do they require less energy to be produced, they need less energy to be kept clean and will last 1.5 times longer.

### Read the label

How do you know if a fabric is man-made? Read the label for blends like 65 percent polyester and 35 percent cotton.

What colors will work best in your "reading, writing, and arithmetic" wardrobe? You can choose the colors you've always worn, but why not experiment to find new colors that will really make you feel good?

Borrow a scarf or some other type of fabric swatch in a color you've never worn and hold it next to your face. Or go into a store and try on outfits in colors you always thought looked terrible on you. You may be pleasantly surprised.

Keep in mind that each color communicates a certain message. For example, if you don't want your teacher to call on you, wear a beige blouse or shirt so that you'll recede into the background. But if you do want to speak up in class, wear green to appear vibrant and alive.

### Red catches eye

If you're going to a party hoping to meet someone special, wear red to catch his or her eye. And once the two of you are out on your second or third date, wear an outfit that's the color of your eyes to keep your date's attention on what you're saying rather than what you're wearing.



How do you coordinate a wardrobe of colors that will look good on you?

Select a color from each of three groups: a dark basic like navy, black, brown or taupe; a light-to-medium neutral such as white, ivory, off-white, beige or pale gray and a strong high shade like red, fuchsia, turquoise or jade.

Once you select one color from each group you can buy all of your pieces in those colors. Some sample combinations are brown, ivory and electric blue; navy, light gray and Kelly green and black, white and red.

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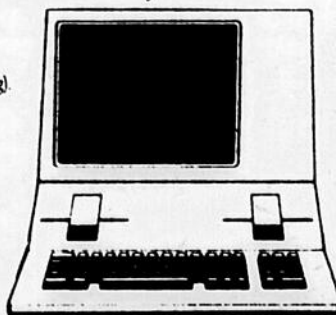
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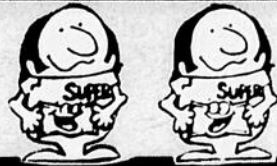


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## Hairstyles of 1950s back in style with ponytails very popular this fall

Where has the summer gone? Seems like only last week that summer vacations started, and now it's time once again to set the alarm clock, buy those school supplies and race to get dressed in time to meet the school bus.

Dressing for school is usually a hurried affair, with little time to experiment with accessories or hairstyles, yet you want to look your best. Why not take a little time now to try out some new fall looks?

With a little practice you'll have your hair-styling techniques down to a science by the time you report for class on opening day.

#### Ponytails popular

Ponytails are more popular than ever this fall, as part of the big '50s fashion revival that's bringing back capri pants, puffy short skirts and sweater sets.

Ponytails are also great for school schedules that include gym classes or team sports because they keep long hair looking neat and well groomed.

A double ponytail was the rage back in the '50s, and it makes medium-length hair look even longer.

Section your hair into two parts across the back of your head, leaving hair from the nape of your neck to the top of your ears free.

Make a short ponytail with the rest of your hair, pulling it high on your crown and fastening with a braided elastic ponytail holder that won't pull or break your hair.

Then pull the remaining hair into another lower ponytail, just under the first one. Now, brush the top ponytail over the bottom one and tie colorful hair ribbons around both, finishing off with a bow.

Really long hair looks casual, but romantic, when pulled to the side in a long ponytail. Use fun ponytail holders with polka-dot beads, pom-poms or cubes to fasten the ponytail at 2- or 3-inch intervals for a look that's really different.

A braid needn't look old-fashioned if you fasten it with cute accessories. Try ponytail holders decorated with pairs of crayons or paint tubes.

There are even new adjustable ponytail holders that don't need to be twisted. They're decorated with bright ladybugs and other animal designs.

If you like to wear your hair loose, don't forget to keep it neat and off your face during school hours. A simple barrette or headband will keep you well groomed and match your outfit, too.

Or try a fashionable compromise: Tuck each side of your hair up with fashion combs or barrettes and let the rest lie smoothly on your shoulders.

Most important, keep your hair clean and well brushed. In school, neatness counts — not just in penmanship, but in good grooming, too!

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# Books and games develop reading skills

The best way to help young children prepare to read is to read to them, according to learning experts.

Children's pre-reading and reading skills can be developed through a wide range of books.

Those skills can be further stimulated by toys and games that develop cognitive skills such as hand-eye coordination and visual tracking.

Even infants can learn basic skills from cloth books containing simple shapes and images, says Sloan.

For a child of two or three years, wordless picture books stimulate interaction between parent and child as each takes turns telling a story based on the book's illustrations.

### Additional skills

Additional cognitive skills required for reading are developed through play in various ways:

- Arts and crafts activities, such



as painting at an easel or coloring a picture, foster hand-eye coordination.

- Symbol and shape recognition required in puzzles help children understand word-symbol connections as they learn to read.

- Visual tracking and patterning abilities are learned by lacing buttons or threading beads. Building sets and floor games with miniature streets and play cars develop eye-hand coordination and require repeated recognition of patterns or similar shapes.

- Creativity and imagination, important to reading, are stimulated when children play with arts and crafts, dress-up and make-believe kits, dolls and animal and farm-yard sets. Parents who take part in the activity can participate by asking questions, role-playing and

suggesting new ways for the toys to interact.

Experts recommend that children be introduced to the first

step in reading — alphabet letter recognition — by hanging an alphabet mural in the child's room.

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# Tips for choosing new school clothes

Clothing for kids should be strong and handsome, but finding clothes that look and fit properly takes expertise. Here are suggestions for doing it right:

**COLOR** — Kids like denim, so tick with blues, red, wines and ellows for their shirts and weaters, so that anything they ull out of the drawer will utomatically look bright, fresh nd appropriate.

**FABRICS** — If denims are a boy's best friend, corduroys and twill-type fabrics are making a strong comeback — and for good reason. They're toughly made and they keep their shape.

However, beware of cords manufactured with too much sizing (the chemical process that makes the fabric appear stiff, crisp and solid). After a washing or two there's nothing left to sup-

port the fabric. Good corduroy feels smooth to the touch, and the nap doesn't look fuzzy.

**POLY OR COTTON** — Man-made fibers don't shrink or sag as 100 percent cottons tend to do. On the other hand, polyesters, even those that are "new" and "improved", have a tendency to pill and retain stains. Poly-cotton weaves are a nice compromise, though in warmer climates 100 percent cotton allows the body to breathe more freely.

**TAILORING** — Poorly executed stitching, with inferior thread and too few stitches per inch, will mean loose seams, especially at the shoulders, underarms and crotch. Look for reinforced and finished seams and pull at the pockets to make sure they are reinforced, too.

**OUTER WEAR** — Think ahead to cold weather. Most kids don't wear full-length coats nowadays; they prefer short jackets. So choose a jacket which color-coordinates with the kind of pants your boy prefers.

**ACTION WEAR** — Sweat shirts and sweat pants have moved from sandbox and sandlot to the classroom, and the color choices are infinite. They really help to liven up a dull wardrobe.

Polyester action wear materials may look shinier, but they're warm in winter. Active clothes that are a blend of polyester and cotton are not only handsome, but durable and easy to maintain. Beware of iron-on decals which begin disintegrating in the wash and make an almost new sweat shirt look like last year's.

**FLANNELS** — There are two major varieties. Those that are more expensive have been woven with pre-dyed yarn, which means the print is the same on both sides of the fabric.

On printed flannels, which are usually less expensive and thinner

to the touch, the pattern was printed after the fabric was woven. Know the difference cost-wise.

**CHOICE** — Give your kids input on the clothes you're buying for them for school. They won't wear it if they don't like it. Kids know what the other kids are wearing and should have a say in how they're dressed.

**STYLE** — The trendier the garment, the shorter the lifespan. If you believe in hand-me-downs, stay away from overly "designed" apparel that your younger children will reject in two years because it looks "dumb". Otherwise, you, the parent, will be spending more on school clothes than you should.

## Teacher load cut

In the last 30 years the number of teachers in Japan has more than doubled so that now the number of students per teacher in primary schools is only 25, in lower secondary schools, 20, and in upper secondary schools, 19.

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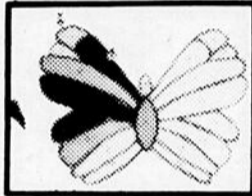
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## Basic cosmetic tips for busy teens

Back-to-school time is the perfect opportunity to improve your makeup skills.

With all the exciting and busy times ahead — football games, cheerleading practice, parties and special dates — you'll need to develop a quick-and-busy beauty routine so you will always look your best.

Well, there's no secret to looking beautiful.

Experimenting with makeup does require a bit of budget flexibility, but it needn't be expensive! The price tag is reduced if you practice with affordably priced cosmetics.

As you begin experimenting, the experts suggest the following five-step beauty checklist:

**SKIN** — To get your skin in tip-top shape and to keep it glowing all year long, remember — you are what you eat!

Eliminate any foods from your diet that cause your skin to break out — greasy food and chocolate are big culprits. Pamper dry skin by cleansing with a super-fatted soap and spritzing your face several times a day with mineral water, just like you do your plants. Oily skin needs special attention. To control oily areas and the "shinies," cleanse your face three times a day with a specially formulated cleanser and follow with an astringent.

**CHEEKS** — Now that your skin is in terrific shape, add a touch of blush high on your cheekbones to maintain a healthy glow.

To find your cheekbones, make a "V" with your first and middle finger. Touch your fingertips to the top and bottom of your ear. The area enclosed by the V is where your blush should go. Remember that blush is used to enhance your natural coloring, not to create a mask. Powder blushes are easier to work with to get the natural look and are also best for oily and combination skin types.

**EYES** — Eye contact is an important form of communication, whether you're leading a cheer at the football game or deep in conversation with a special friend. So, learning to make your eyes "talk" for you will aid in the way you express yourself. A spongetip applicator is best for blending colors when learning to contour and highlight your eyes. And a powder eyeshadow, rather than a creamy one is easiest to work with. First, fill in a contour color over the lid area. Then fill in the area under your eyebrow with a lighter color to highlight. Finally, apply a no-smear, waterproof mascara for a wide-eyed look. You can also add tiny touches of blue eyeshadow in the corners to make the white of your eyes look brighter.

**LIPS** — Your lips say a lot about you. To make sure your smile sends the right message, be certain your lips look the best.

Because your lips do not have oil-producing glands, you should always make a conscious effort to keep them protected, otherwise they will always look dry and chapped.

**HAIR** — Short and sassy is in! It makes you look neater, more pulled together, even sophisticated. And a short cut also helps hair stay healthy. Trim your hair for an easy carefree style and to remove dead ends damaged by a summer's sizzling sun.

A style that falls into place with a quick blow dry is best because it's quick and easy, especially after gym class.

Teens with dry hair should remember to pamper their locks: Excess brushing can split ends and overuse of too hot a blow dryer can also damage.

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## Preschool dental checkup important

Schoolchildren are winning the war against cavities.

There have been several reasons for the 37 percent decrease in dental disease during the last decade. Fluoride is the most important single factor, but diet and good preventive care are very important.

Just as your child needs a physical exam prior to beginning the new school year, he or she also needs a dental checkup. You may choose to visit a pedodontist, or pediatric dentist, who will have had additional training.

A pediatric dentist is trained to

put children — and their parents — at ease, taking the anxiety out of going to the dentist. Pediatric dentists are also specialists in diet, growth and development, and they are trained to spot habits that could result in expensive orthodontry if not checked early.

### Brushing important

As for diet, dentists say it's not so much what a child eats, as long as he or she thoroughly cleans the teeth at least once a day. Frequency of eating is critical.

It's far better to finish a regular meal with something sweet than to have snacks of any kind between meals. The more frequently food is ingested, the more chance there is for bacteria to form, resulting in cavities if the teeth are not cleaned.

For the child who snacks frequently, you may want to ask your pediatric dentist about sealants, a relatively new and inexpensive way to coat the deep crevasses in the teeth to protect them from cavity-causing agents.

Your pediatric dentist will

observe your child as he or she begins to lose baby teeth and to make sure that there is sufficient space for the new teeth to come in correctly. In effect, the dentist can "guide" a tooth with various methods.

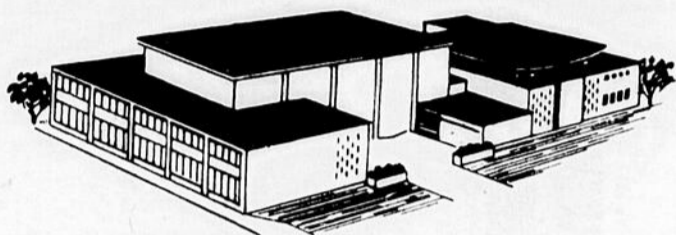
Be sure to train children early not to run with objects in their mouths and to be particularly careful when drinking from fountains. Proper athletic gear is necessary, also, to prevent tooth injuries.

### 'Replanting' teeth

Should your child be in an accident and knock out a tooth, many dentists recommend putting the tooth in a glass of milk or, if milk is not available, wrapping the tooth in a clean cloth or tissue and taking it with the child to the dentist quickly. It's often possible to 'replant' the tooth.

Our teeth must last a lifetime. They are important for good health and enjoyment of food, and for the self-esteem and confidence they give us in presenting ourselves to others and ourselves.

Don't neglect your "homework" this year as your child returns to school. Make sure he or she receives all the basic lessons: reading, writing, arithmetic — and good dental hygiene.



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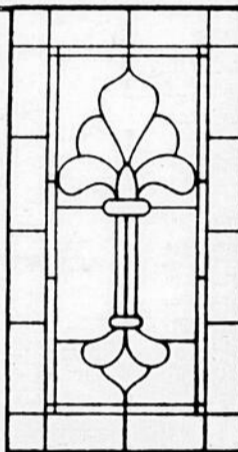
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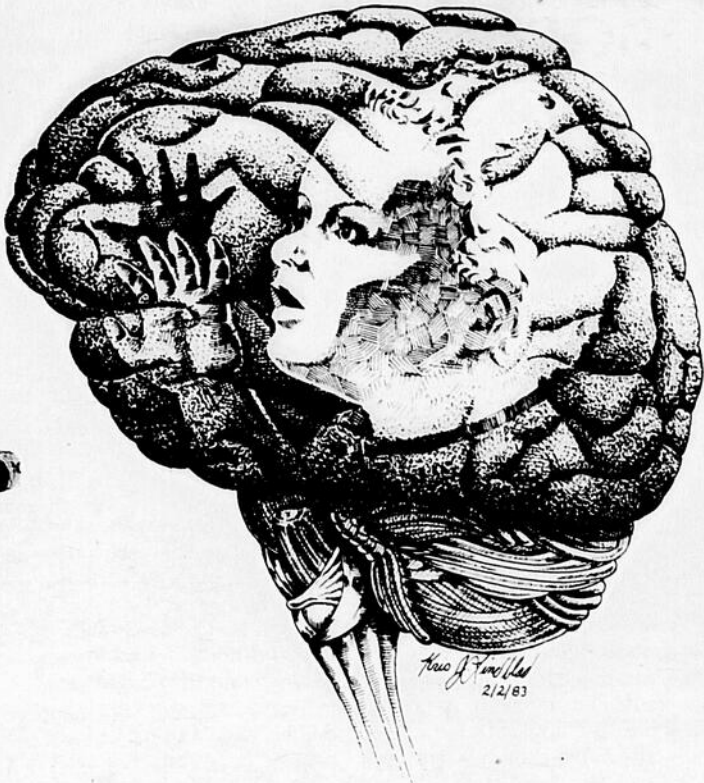


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## Advice for parents of gifted children

As a parent, how do you deal with a gifted child?

These are some tips to parents of gifted children:

— Remember that the youngster is a child first, and gifted second. Only behavior appropriate for the child's age should be expected.

— Involve the child in decision-making to allow him or her to realize decisions have consequences.

— Gifted children focus sharply and "devour" things. Parents often become too concerned with raising a multifaceted child, overlooking their specific interests.

— Gifted children set very high standards and often are never pleased with what they do, to the point that they have difficulty producing a final product. They are their own worst critics.

### Safe for failure

— Make the home atmosphere safe for failure. Children need a sense of psychological safety to express their ideas in new and spontaneous ways. A parent who ridicules his youngster's ideas usually convinces the child his thoughts couldn't possibly be worth developing.

— Help your child understand that failure can be an important experience. Encourage creative and intellectual risks, and share your own feelings on the subject with your child.

— Gifted children love to ask questions. Teach them to inquire in a socially acceptable manner and help them understand the need for courtesy to others.

— Help your child feel and value his own uniqueness. Encourage originality. Gifted children are often concerned about "adult" problems such as death, war, God, finances and so forth. Help them feel comfortable, but don't discourage them from thinking about these matters.

### Joy of discovery

— Realize there are times when your child needs your specific help, and times when he needs to be alone. Let him experience the

joy of discovering his own problem-solving methods.

— Many gifted children have great powers of concentration. They are often content to be alone for long periods of time. See that your child has a quiet place and time to work on his own.

— Gifted children need mental peers their own age.

— Gifted children need time to daydream, act silly or do nothing — just as other children do. They shouldn't be expected to work at top capacity all the time.

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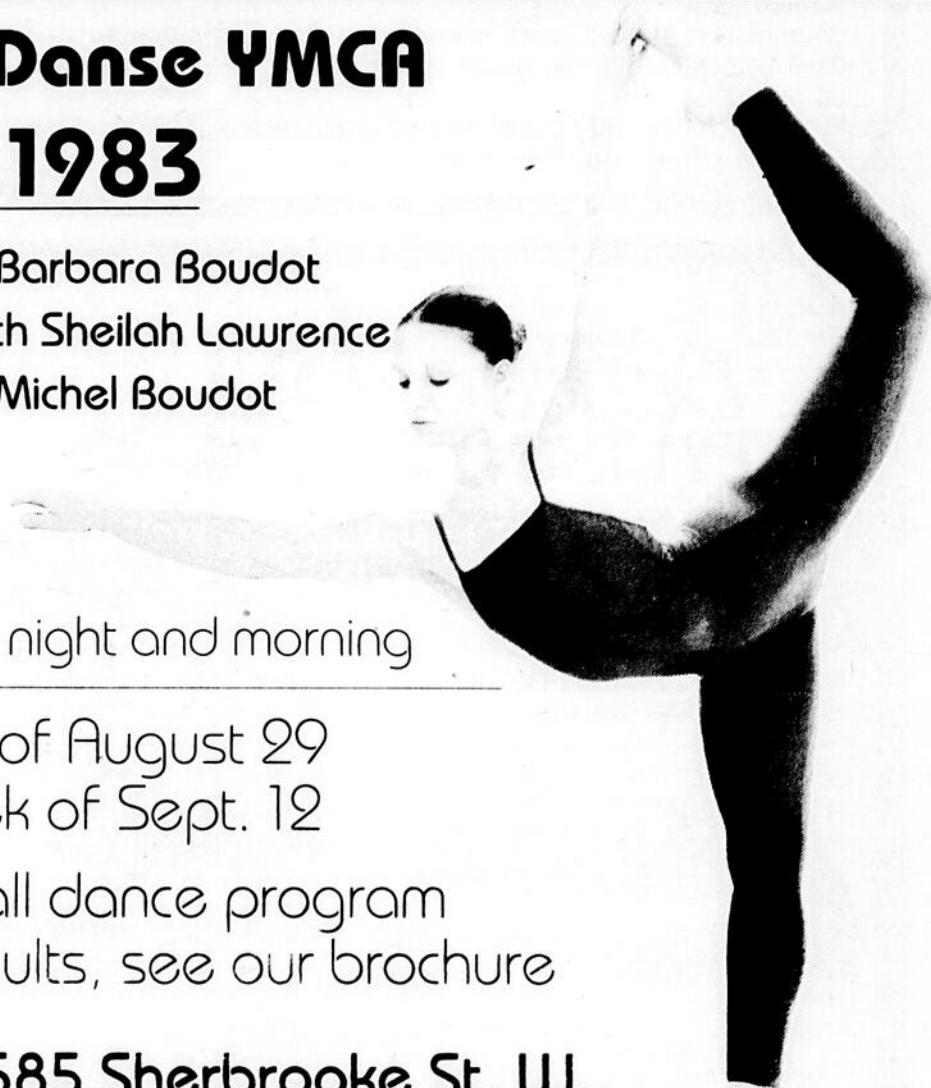
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## Growing children need good shoes

Back to school means new shoes. Kids want good-looking, stylish shoes and parents want sensible shoes.

Ill-fitting and improper shoes can cause children's tender feet to develop defects that are difficult or impossible to correct.

Formerly, the only alternative for conscientious parents was unattractive "sensible" shoes — lace-up oxfords and, for toddlers, ankle boots. This footwear has, over the years, met with a chorus of objections from sneaker-happy children.

Now, according to the experts, there's a new alternative — shoes for children that are both orthopedically sound and flattering to the feet. That's because several

manufacturers have asked their best designers and artisans to adapt their talents to the task of creating fashionable and functional children's shoes.

### Shoe tips

When shopping for your children's shoes, here are some tips from the experts:

— The shoe should be all leather. There should be no cardboard or synthetics in any part of the inner construction. This helps the foot to breathe and move freely, whether static or functioning. Since the life of wear of the shoe depends, in part, on the insole, no shortcuts can be taken in its construction and application.

— The lining should be soft, for comfort. The best materials are soft kid and nappa (or calf). It should be made in one piece without seams and cover the toes to absorb moisture and prevent friction.

— The best-quality leather, properly tanned, should be used to make sure the shoe keeps its shape and is durable. Leather

should be flexible yet resilient to the touch; soft and yet firm.

— Strong counters to give stiffness at the heel are important as the heel bone is the last bone in the foot to develop.

— Sewing thread should be strong, stitching close and even. Nylon thread may be used at stress points while other parts should be stitched with cotton or flax.

### Fit larger foot

— To assure a good fit, have both feet measured while the child is standing and buy the shoes to fit the larger foot.

The length should be one-half to 1 inch longer than the longest toe, the width one-fourth inch wider than the foot and the vamp long enough and high enough for the foot but not too rigid for the very young child to wriggle toes.

The shank, the narrowest part of the shoe in front of the heel, should fit up into the arch of the foot. The sole should conform to the shape of the foot but the inner edge should be straight.

Thanks to modern innovations in footwear, young people can coordinate their up-to-date clothing with their shoes and still allow their feet all the support needed for their growing years.

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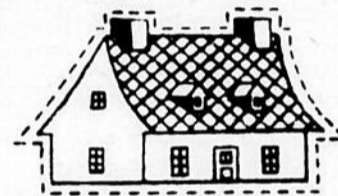
Course Title	Day	Time	Starting Date	No. of Lectures	Fee
The Genius of Verdi	Wed.	8-10	28/9	10	\$75
The MSO: A Celebration	Mon.	6-8	12/9	10	75
The Brain and Behaviour	Wed.	8-10	21/9	10	75
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Politics of Nuclear Disarmament	Thurs.	6-8	6/10	4	45

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# Shoppers' computer guide

Computers and learning go hand in hand, and many people have found that a home computer is useful for teaching children as well as handling small business, accounting and word processing.

But the variety of TV commercials, magazine ads and bargain buys for home computers has left many potential buyers bewildered.

Since computers have moved beyond the exclusive realm of specialty stores and into more popular department stores, consumers wonder where to start and what to consider when they're in the market for a computer.

Smart shoppers will consider many factors during the selection process.

## How to be used?

The most important step is to determine how computer will be used. Will its use be word processing? Will it be used for accounting? Is it a computer for the kids — or for Dad's small business? Shoppers should make a list of all the things they expect their computer to do.

Next, it's important to consider software. A buyer who doesn't want or know how to program can incur great expense buying software programs.

Some computers are starting to have integrated systems available that can take care of a whole range of computing needs at less cost.

A term to keep in mind is "user friendliness," or how much training it will take the consumer to use the computer and the software.

Some computers can be learned with easy-to-understand instruction in a matter of hours, while others require more extensive training. It's important to remember that a computer won't be helpful if it's too complicated to use efficiently.

Availability and quality of servicing is also important. Ask the salesperson about the computer's reputation for reliability and what kind of warranty it has. Does the warranty cover both parts and labor? Is the service center nearby?

## Consider limits

Especially when shopping for children, shoppers must consider the expandability of the computer. Will it grow as its user learns? What are the costs and limits of expansion? Consumers who aren't careful could end up with a computer that's too elementary after a few months of use.

Features are important, too. Ask if the computer has graphics capabilities. Does the keyboard have all the alphanumeric and control keys you want? How many programmable keys are there, if any? Can the computer be accessed by other computers or terminals?

While cost is an obvious factor, oftentimes after the suggestions above are weighed, a shopper finds that the necessary expenditure is higher than the amount he originally budgeted for the purchase. In that case, a choice must be made.

If the buyer intends for the computer to be an education or business investment he should seriously consider spending the extra dollars.



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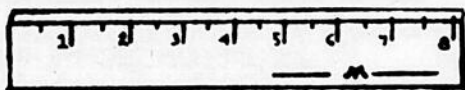
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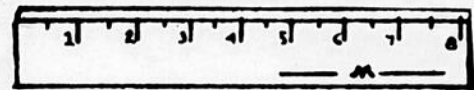
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Conventional classroom methods of most teachers hinder more than help the majority of pupils, says Dr. Benjamin Bloom of Chicago, author, lecturer and professor.

"The child who has difficulty in the first grade, for example, will experience more difficulty in the second grade," he said.

"We have built in our schools a sequential curriculum in which subjects are like building blocks," he said. "You can't do second-year algebra until you learn first-year algebra, but if children don't understand a portion of first-year algebra and the teacher proceeds with the rest of the course, by the time they get to the next steps in algebra they're having real difficulty."

"In time, algebra becomes like Greek — a foreign language. They just don't understand what the teacher is talking about.

### 'Break lock step'

"We have to break this lock step. These children are doomed, not only because they fall behind in

their schoolwork... they develop a negative self-image.

"They are learning that they can't learn. The danger is that many will give up."

In the last 40 years, Bloom has been evaluating and challenging the way children are taught, both in the United States and abroad.

He said part of the fault in this country today lies in the way tests are used in classrooms.

"Teachers use tests to grade their pupils — so many A's, B's, C's, and D's," he said, "so tests are tools to classify people.

"Instead, they should be used as a diagnostic tool, to help the teachers find out how they can help the children who are in trouble."

### Travels a lot

"Bloom has spent much of his life traveling as a consultant on teacher evaluation and curriculum. He finds that some of these nations are ahead of America in classroom methods.

"In Japan, for example, where the children score considerably higher than American children in similar tests, they know what a child is supposed to learn in grade one, so that he or she can advance to grade two," he said.

"They make sure that all the children have the prerequisites

for arithmetic or reading before they are allowed to go on to the next step.

"In Japan, as in other countries, there is a clearer standard of what children need.

"In the United States, I'm afraid, our teachers too often just take a stab at it. They don't know definitely what the children need."

### Remains optimist

Bloom said he has remained an optimist despite weaknesses in the U.S. educational system.

In the 1960s he worked to develop a more effective method of classroom instruction.

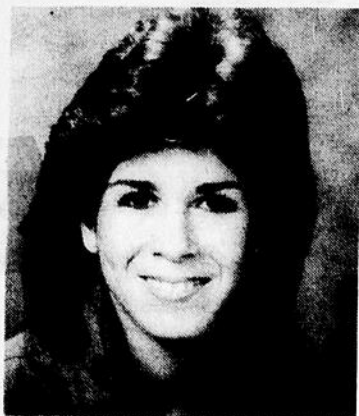
He came up with a system he refers to as "mastery learning."

"This isn't anything new," he said, smiling. "It existed over 2,000 years ago, at the time of Plato and Aristotle and later with St. Thomas Aquinas.

"They used what was called in their time a trial test. They saw what a student needed and helped correct his or her difficulty before they were given final exams, but I devoted 15 years of my life to develop mastery learning, and my name is associated with it.

"Essentially, it encourages the teachers to take stock of their students, to see what they need."

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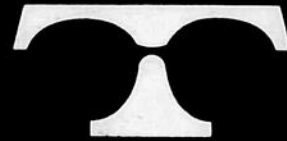
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# Animals help children learn by making lessons fun

The term "teacher's pet" has taken on a whole new meaning for today's young students.

No longer does it describe a teacher's favorite pupil, but instead refers to an assortment of finned, feathered or furry classroom pets.

Research shows that owning a pet exerts a positive influence on a youngster's development — encouraging sociability and responsibility.

For some time smart teachers decided to capitalize on these advantages, and began using pets in their classrooms as a means of making their lessons more appealing.

According to the Pet Information Bureau, animals such as rabbits, gerbils, mice, guinea pigs,

fish, turtles, reptiles and birds are the "tools" that teachers use to capture a child's attention.

Many educators feel that these animals help them create the ideal teaching situation — by making learning fun — and their lessons are, as a result, absorbed at maximum potential.

### Lessons enhanced

English lessons are enhanced as children read, write and talk about their experience with the animals. Some science instructors incorporate information about the various life functions of the animals into their classes while others adapt a pastime of taking photos of these pets to lessons in photography and the film-development process.

So successful has the teachers' pet program become that various specialized institutions for learning-disabled and handicapped children are using pets to help them reach these youngsters.

One institute for learning-disabled children has been the home of an in-class rabbit for over three years.

According to school officials, students' math skills have picked up and their general ability to deal with "everyday functions" has improved twofold since the class rabbit was first introduced.

Since the children are responsible for care and upkeep of the pet — including shopping for its food — they had to learn to count change and to determine how much food and supplies are needed.

In New York City, one elementary school has devoted an entire wing to "Nature's Niche," an environment where animals can live and children can learn.

Teachers incorporate "Niche" lessons into classroom lessons in order that children can identify what they're learning on the blackboard with the things they touch, see and smell.

Almost every type of pet imaginable — from reptiles to birds — is included in the Niche. There are different rooms for each type of animal and children learn how to maintain the environment of each pet. The animals are observed as they perform various life functions, from birth to death.

Staff members at the "Niche" claim the pets had more than just academic value. During the course of a year there were changes in the class members' behavior — they learned how to cooperate with one another, and those children who never had the

opportunity to own a pet grew quite fond of the animals.

Some, in fact, became pet owners before the year was out.



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# Acne: face it and fight it

Take this true-or-false quiz to see if you can separate the facts from the fallacies about acne.

1. If your parents had acne, you'll probably have it, too.  
2. There's no help for people

with severe acne.

3. Acne is caused by poor hygiene.

4. Taking multivitamins daily will help your skin.

5. Foods such as chocolate, nuts, pizza or french fries can cause acne or make it worse.

6. Emotional stress can aggravate acne.

7. Acne is strictly a teenage disease.

8. Acne always leaves scars.

9. Squeezing pimples can cause scarring.

10. Women with acne should not use cosmetics.

11. Sexual activity or inactivity aggravates acne.

12. Acne is contagious.

13. Blackheads look dark because of dirt in the pores.

14. Getting a suntan will make acne disappear.

15. People with dry skin don't get acne.

## Answers

1. **True** — Acne is hereditary. An adolescent having one or both parents with a history of acne is likely to have skin problems.

2. **False** — New acne treatments introduced over the last few years are extremely effective in controlling the condition — even when acne is severe. A dermatologist can prescribe the course of treatment most beneficial to each acne sufferer.

3. **False** — Washing cannot prevent or relieve acne. The root of the acne problem is linked to hormonal changes and lies deep beneath the skin's surface. However, gentle washing can help to remove the excess oil associated with acne and most people find it more pleasant to have a complexion that does not appear oily.

4. **False** — Vitamins per se do not have any known therapeutic effect on acne. The only exceptions to this are products which are vitamin A derivatives and obtained by prescription through a dermatologist.

5. **False** — Studies have shown that foods do not worsen acne. However, if an individual feels he or she can link eating a certain food with an acne flare-up, it's probably wise to avoid it.

6. **True** — Some scientific studies and the personal experiences of acne sufferers indicate stress may worsen the condition.

7. **False** — Although acne hits teens most often, it is not unusual for people in their 30s or 40s to be plagued by acne.

8. **False** — Acne causes scars only in those patients who have destruction of tissue in the dermis (the deep skin layer where oil glands and blood vessels are located). Usually, this tissue destruction is caused by infection.

9. **True** — Squeezing can cause scarring — especially if undue

pressure is exerted on a blackhead (because it just won't come out). This may traumatize the surrounding tissues and lead to subsequent infection and scarring.

10. **False** — Heavy foundation, oily cosmetics and moisturizers often clog pores and make acne worse. But, most waterbase cosmetics can be used safely and, because of their cover-up ability, may provide a psychological boost.

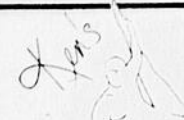
11. **False** — There is no relationship between acne and sex. This myth may have developed because sexual interest and acne emerge at about the same time — during the teen years.

12. **False** — Nothing you do will either cause you to "catch" acne or "give" it to someone else. It is not a contagious condition.

13. **False** — The dark color seen in blackheads is believed to be a concentration of normal skin pigment (melanin).

14. **False** — A suntan may make blemishes seem less noticeable, but it won't cure acne. In fact, exposure to sun aggravates acne in some people.

15. **False** — Although people with dry skin may not suffer from as severe acne, dry skin is no guarantee against flare-ups.



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# 6000 senior citizens take part in Golden Age Association activities

From the outside, the Golden Age Association GAA building, 5700 Westbury avenue, looks like any other building.

But spend half an hour inside this exciting and bustling centre and you'll realize something special takes place here. Something concerning people who are involved in their

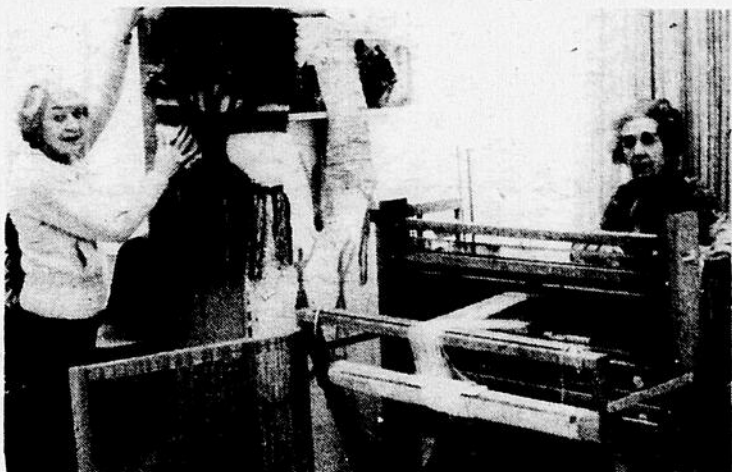
surroundings and community... regardless of their age.

Within these walls there is a respect for the knowledge that comes with years. There are no stereotypes which can describe the over 6,000 senior citizens who participate in the activities at Golden Age Association.

The members are active, alive,

resident and one of the vice-presidents of Golden Age Association. A longtime active volunteer

at GAA, she is the driving force behind the agency's latest project... its own gift shop.



**GOLDEN ART:** Eva Chait, a Westmount resident, seen here sitting behind the loom, can be found most days in the bustling creative art room at the Golden Age Association.

**Ymca**  
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involved, interesting and the organization is viewed as a trend-setter of its kind. Here, youthfulness is not determined by age, rather by attitude. Fun and friendship are as common as education and involvement.

First the Centre's philosophy: The Golden Age Association is committed to helping senior citizens develop their creative potential. The services promote basic physical and mental health while providing opportunities for shared learning and self-expression.

Hedda Hoffer is a Westmount

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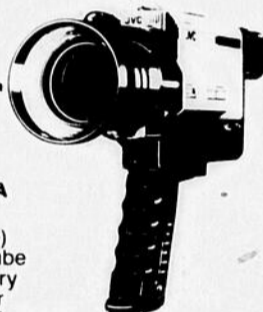
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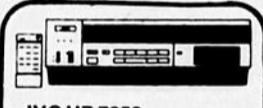
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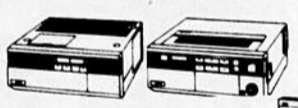
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