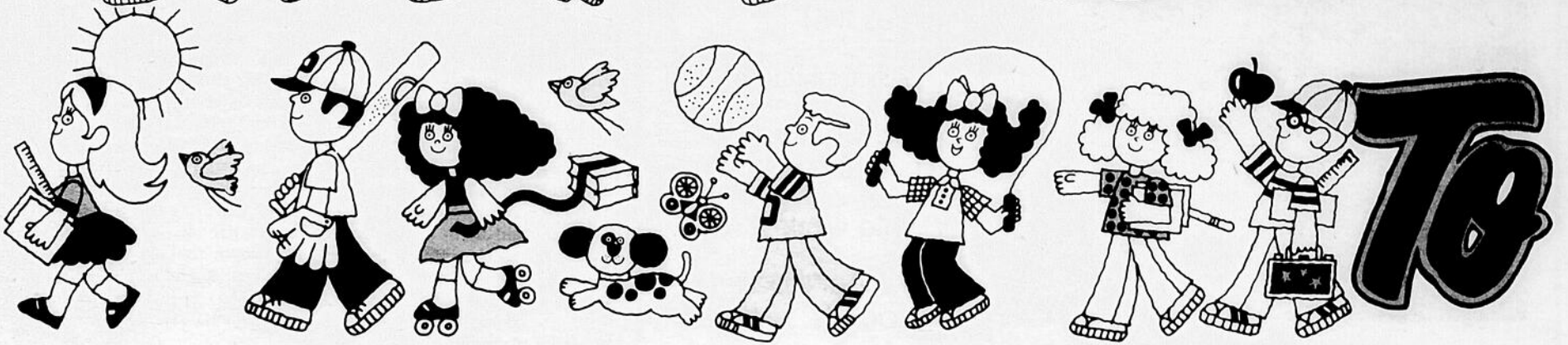
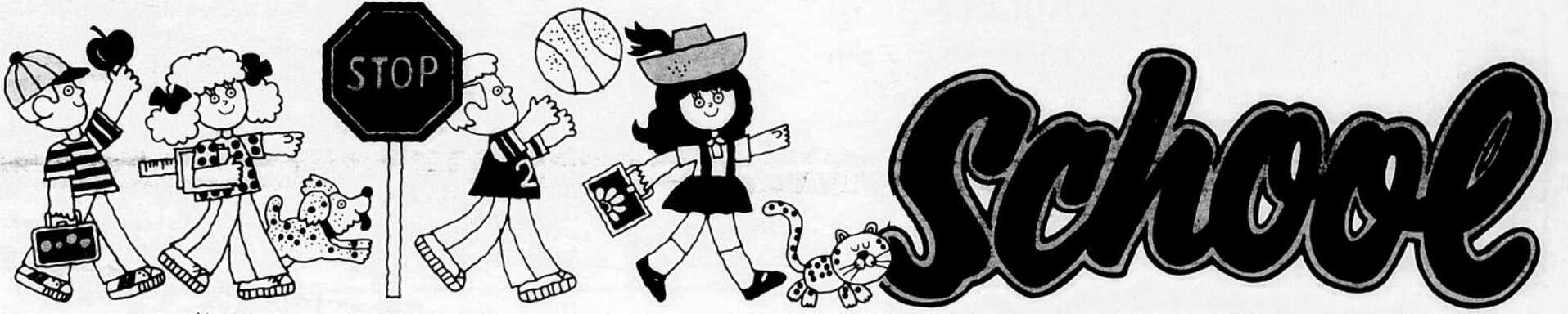


# Back



# To



# School



supplement to  
THE WESTMOUNT  
*Examiner*  
and  
**WEEKLY POST**  
TOWN OF MOUNT ROYAL  
**WEEKLY POST**



August 30, 1984

# Kindergarten more complex, demands more of children

Two decades ago kindergarten was a romp — a half-day of finger painting, puzzles and puppets

with time-out for a milk break and a nap on the floor. But these days, kindergartners

are learning rudimentary reading, basic math and penmanship. In many cases, they are expected to

have learned the alphabet before they even enter the classroom door.

The old emphasis on developing motor co-ordination, speech and language now has been replaced with academics — learning the three R's.

"The pressure is on for kindergartners," says a child development specialist, whose hope is that kindergarten readiness testing can be provided to all prospective kindergartners.

Thousands of five-year-olds march off to kindergarten each year but some, she says, aren't ready. She adds that many parents need help assessing whether their child is prepared.

Those who aren't ready aren't necessarily children with learning disabilities, but normal kids. "All children develop by their own timetables," she says. "You don't make a kid walk at seven months, and, just the same, you shouldn't accelerate a child into kindergarten if he isn't ready. Kindergarten is a child's first formal experience with learning. It is critical that the experience be a good one because it sets the tone for years to come."

five-year-olds about to enter kindergarten. Without substantial growth in these areas, children may experience difficulty learning reading and writing and math. The specialist, who has two young children, explains that learning is like a ladder — one step leads to another. Skills like putting together jigsaw puzzles help children learn to differentiate between shapes. Knowing this leads to being able to differentiate between the letters of the alphabet and numbers.

In the same way, a child who can draw a picture of himself with all the parts intact and in the right place has learned how the body is put together. "You have to know how your body is connected before you can learn how other systems are connected," she explains. "That includes the alphabet and numbers."

There is no simple method for determining that a child is ready for kindergarten. But the specialist lists the following developmental skills as important for a child if he is to function happily in the kindergarten classroom.

#### Speech and language

- Asks meaning of words.
- Describes pictures and experiences.
- Uses appropriate verb tense and grammar.
- Recognizes simple jokes, riddles, absurdities (Do cats fly?).

#### Gross motor co-ordination

- Walks down stairs using alternate feet.
- Hops on one foot.
- Jumps along a 6-foot line with both feet.
- Walks scissor steps across a line.
- Begins to skip, alternating feet.

#### Fine motor co-ordination

- Can use scissors to cut a straight line.
- Copies a circle, square and cross.
- Draws a person with body and four limbs.
- Traces within lines.

#### Social and emotional

- Can handle snaps, buckles, buttons, zippers and begins to tie a shoelace bow independently.
- Independent toileting.
- Dresses and undresses independently.
- Able to function in structured group with rules (attentive and sits quietly).
- Shows concern and sympathy for others.
- Initiates sharing and taking turns.

† Respiratory diseases, as a class, cause more loss of time from work and school than any other health hazard.  
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# Tips and tools to develop child's writing skills

If Fred and Wilma Flintstone went shopping for back-to-school supplies for Pebbles, they probably would load up their shopping cart with stone writing tablets

and those first tools of writing — flints.

Today, buying homework provisions poses less "weighty" problems. However, with technology

developing more sophisticated writing utensils each year, it may be difficult to decide what utensil to buy for what writing purpose. Following is a shopping list of new

utensils and some old favorites:

—**Erasable ball-point.** Early erasable pens tended to skip and smear. Now, the inks have been adjusted and points have been changed for more reliable performance. A real boon to students, these pens can eliminate the tiresome chore of copying and recopying homework.

When children know they will face tedious recopying tasks, they often will limit what they write, according to researchers at Scripto, a manufacturer of writing utensils. The erasable pen, which eliminates mistakes as easily as an eraser on a pencil, goes a long way toward solving this problem.

—**Ceramic ball-roller pens.** An enhancement of traditional ball-point pens, these pens provide for more generous ink flow and consistent skip-free writing than most of the earlier plastic roller pens available.

The roller pens most likely are popular because they have the flow and look of a porous point while retaining the ability to make carbons like a ball-point, according to Scripto researchers.

—**Markers.** They are bold, expressive and distinctive with a broad range of colors. They come in handy for special assignments. The disadvantage is that they take up a lot of space in writing.

—**Pencils.** Everyone is familiar with the yellow wooden pencil. It's economical and sharpens to a nice point; however, it continually needs to be sharpened, so it keeps getting shorter and shorter.

Mechanical pencils never need sharpening and so don't become short and difficult to write with. Some models twist to extend the pencil lead. Others, called clutch-action mechanical pencils, extend the lead when clicked like a pen.

Aside from providing efficient

and easy-to-write-with pens and pencils, how can you encourage your child to write?

## Enhancing skills

During the first school years, writing skills may be enhanced by seemingly unrelated activities. Toys with small parts help to provide growth of eye-to-hand coordination. Painting is beneficial for control of the sweeping motions to shape letters. Needle-and-thread or weaving activities build dexterity and a sense of competence. Activities like these increase the young learner's attention span and willingness to cope with frustration, an attitude as necessary as any learning tool.

Long before children write independently, they are gifted storytellers. Having them write some of their fancy tales, perhaps even as they speak, is one of the best ways to develop flow of oral expression that later can be translated into smooth writing.

Just as learning to read is not simply sounding out words, learning to write involves more than drawing letters. Children must learn to shape their ideas through words and sentences. Talking an idea through can help them organize their thoughts before they tackle that awesomely blank piece of paper.

Children also should be encouraged to write for a variety of non-school purposes. A box of notepaper and a new pen inspire letters to Grandma. A private diary invites the free flow of ink.

Recipes, a log near the bird feeder, a journal of the family trip, an address book, a wish list — all these things give purpose to a child's personal writing and provide a feeling of ease with pen and paper.

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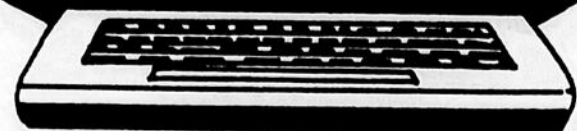
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# A fear of math doesn't add up

Do your palms sweat when you face a row of figures and a calculator isn't handy?

Does balancing a bank statement give you a headache?

And when your youngster brings you a fourth-grade math problem, does your mind go blank?

If the answer is yes to any of the above, you may be suffering from "mathphobia" — a fear of mathematics.

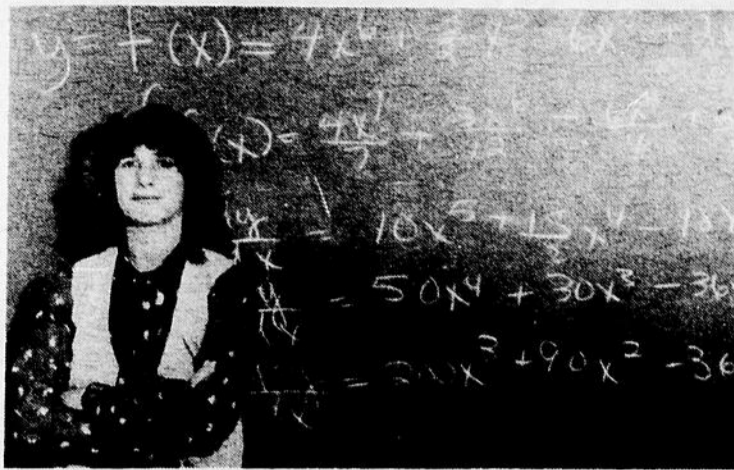
You're far from alone, however, said one math teacher, who is doing her bit to wipe out a widespread dread of math.

"It's estimated that 87 percent of all people have some form of this phobia," she said. "The range is from a mild dislike of math to actually hating it.

"Mathphobia often becomes a double syndrome. On the one hand, it may be math avoidance — people will do everything to avoid it in their lives. On the other side is math abhorrence, in which they actually are repulsed by math.

#### Later avoid it

"Most people get turned off to math at an early age, and from



**FORBIDDING FRUIT:** Perplexing and frustrating for some, math often is avoided. Teachers trying to help students overcome a fear of math can find it a difficult task.

then on avoid it with a vengeance," said the teacher.

"It's such a traumatic experience to some that they have a total recall of when the turnoff occurred in their lives, even if it was 40 years ago," she said.

"I remember one older woman said she can still recall the dress her teacher wore and what she said when she chastised her in front of the class for not knowing the answer to an arithmetic

problem.

"The teacher called her stupid and that did it. From then on, she felt she couldn't cope with mathematics."

A teacher of adult math classes says: "On the first night of class, I try to get the students to tell their feelings about math, why they dislike it," she said. "I've heard 20 different reasons. Most of them concern the teacher they had. Usually, if students don't like their teachers, they don't like the subjects.

"A lot of elementary teachers have mathphobia themselves, and this feeling carries over to their students.

"Also, math builds on itself. So when a student misses classes for a few days, he or she may miss one whole concept, making it difficult

to catch up. Math is like building blocks.

"There are many other reasons. But I try to address these dislikes so they develop a neutral feeling about math."

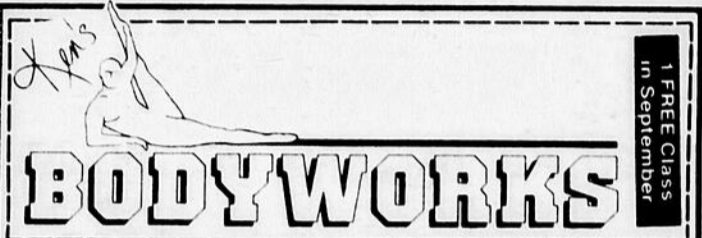
So how does she preach a positive approach to math?

"After clearing their minds of objections (to math), I try to lay down some simple rules in learning math," she said. "For example, math, unlike English or history,

must be read very slowly. Every word means something.

"I try to make each step clear to everyone in class. I break down basic concepts as we go along.

"Each time we do a problem, I ask every student if he or she understands how we did it. Too often in a math class, the teacher will go on to the next section without finding out if all the students understand what was done."



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# Choosing shoes a parent's challenge

If you're convinced that it was easier for your mother to buy back-to-school shoes for you than it is for you to buy them for your children, you're probably right.

"Today's mom has to watch for even more than comfort," says a manufacturer's spokesman. "An element of high style in children's shoes really took hold about five

years ago and now kids are clamoring for slick, sophisticated styles every bit as much as adults."

According to an importer of Italian children's shoes, youngsters are maturing faster and this trend now is reflected in their fashions. "The market really responded to the high-fashion concept. Kids began to develop their own tastes and parents were excited to see their children dressed in miniature versions of adult styles."

She points to a variety of Italian footwear trends this season that will be just as important for children as they are for adults.

One of the more important will be the Russian peasant "deep freeze" look.

Fashionable children can choose from a variety of practical semi-high boots lined with real or fake fur or pile and made of soft kid-skin and suede in greys, black and browns. The peasant-influenced footwear complements layered fashions in cottons and wools that appear in earthy shades or bright splashes of color.

The Japanese style will remain important for all age-groups. For boys and girls, this means slip-ons in soft leathers or patents. Colors often are muted — brown, black, grey, olive and mustard — with a bold, eye-catching zap of red, yellow or blue. These styles are best teamed up with boxy, over-size fashions.

High-tech also will be in full swing for kids this fall, appearing strongly in sneakers, an all-time

favorite for youngsters. Strong, bright colors will show alone or be blocked together. Toes will be less round and designs will be bold and asymmetrical.

However, to be sure that fashion isn't all that your child's shoe offers, look for all-leather textures for school and dress shoes and seamless linings made of soft kid or calf leather. Check for strong support points based on the age of the child. Internal and external support of the plantar arch keep babies' feet in firm control, but for toddlers' and young children's styles, watch for a reinforced toe and heel and for non-slip inner soles to help prevent falls.

Padding around the ankles makes higher shoes comfortable. When your child is trying on a shoe, make sure there is one-half inch between the toe of the shoe and your child's toe and that there is ample room to wiggle.



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## It pays to listen to children when it comes to outfitting them

As you try to coax your child into that "perfect" new outfit, the sound of school bells is drowned out by cries of, "I don't want to wear that. I don't like it!"

For some parents outfitting their kids for school can be a harrowing experience. But it doesn't have to be. Understanding a child's needs can save parents time, money and aggravation.

According to early childhood

educators, age is a key factor for parents to consider when selecting a back-to-school wardrobe for their children.

Comfort is most important to preschoolers and children in the first few years of elementary school. They are very active. A typical day may involve skipping, running, jumping, playing tag or hide-and-go-seek, painting and coloring, as well as reading, writing and arithmetic. They don't want restrictive clothing to interfere with their fun.

A leading manufacturer of children's wear agrees that

"clothing should be comfortable as well as attractive." She suggests that mothers look for design features such as elasticized waists and adjustable shoulder ties or straps to allow a child freedom of movement.

Bright colors and bold appliqués in familiar shapes are perennial favorites with youngsters. And don't overlook button- or snap-front closures to make it easier for a child to dress him or herself.

As children get older, peer pressure influences what they

continued on page 11

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**Back to basics:**

# Movement sparks heated debate

A popular battle cry has fueled the education reform movement — "Back to basics!"

But nobody can agree on what "basics" means, or how they should be taught.

"We ought to be able to reach some consensus on what every student from kindergarten through college should learn," laments one educator. "We're getting closer to that goal but we're still not there."

Every recent study on the problems of schools has come up with new, and sometimes contradictory, definitions of basic academic skills and what students need to learn in the 1980s.

"We must define what we mean by basics," says another teacher.

The debate, especially between conservative and liberal education groups, has been spirited.

Conservative groups call for emphasis on reading, writing and math. They also want stronger discipline, an emphasis on drill-and-practice teaching methods and an end to such concepts as the "open classroom" and team teaching.

**Well-balanced**

Liberal groups call for a well-balanced education incorporating the three R's, science, history and the arts.

Why not simply roll back the clock to the curriculum of a generation ago?

Quite simply because those are not the academic standards students need to survive today," says another educator. "A child cannot be literate today using the standards of 50 years ago."

By those standards, recent studies show, students are as literate today as their parents and grandparents were.

But one survey shows that performance in higher-order thinking skills — tasks defined as those necessary to compete in the labor force or college — are falling.

A report two years ago estimated that each year some two million high school graduates are not prepared for higher education and will fail in the job market.

This has sparked concern that often has resulted in a quick political fix where local school boards establish minimum competence levels and batteries of tests in the hope of restoring public confidence. According to one commission, back to basics often has resulted in schools teaching how to pass tests, rather than academic skills.

**Use tests**

But schools continue to use standardized tests as a major determinant of academic achievement — many now require students to pass basic skills tests to get a diploma.

"The problem is that the so-called 'academic floor' established by the school board or the government has become a ceiling, instead," says one teacher.

"We are testing grade 10 students on grade six materials

and calling that competency," he says.

The movement also has led to an overconcentration on testing, says a professor of education. "Skills not testable by multiple-choice exam are largely ignored," he adds.

What has evolved from such concerns are new, more expansive, definitions of the basics.

One of the most ambitious efforts to define what students need to know was completed by a national association of schools, colleges and universities.

**Identifies six**

The report identifies six basic academic subjects and the board's rationale for recommending them:

— English, including reading and literature, writing, speaking and listening and the principles of language. "Competence in language serves a variety of pur-

poses: accomplishing the business of daily life, communicating attitudes and ideas, expanding thought and informing the imagination," the report says.

— The arts, including visual arts, theatre, music and dance. These provide a means of expression beyond ordinary speaking and writing to "extend the human experience."

— Mathematics, including computing, statistics, algebra, geometry and trigonometry. "Mathematics is an indispensable language of science and technology, as well as business and finance," the report says.

— Science, including biology, chemistry and physics. Science "provides a sense of order in the universe and is one of civilization's major intellectual achievements," the report says.

— Social studies, including world history, geography, cultures and history. "We believe

in a distinct kind of society and all people need to understand how such modern societies function and how they have developed," it says.

Foreign language. Knowledge of a foreign language serves three

important functions. It permits informal communication, fosters greater awareness of different cultures and facilitates the exchange of ideas and information, the report notes.



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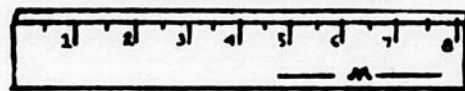
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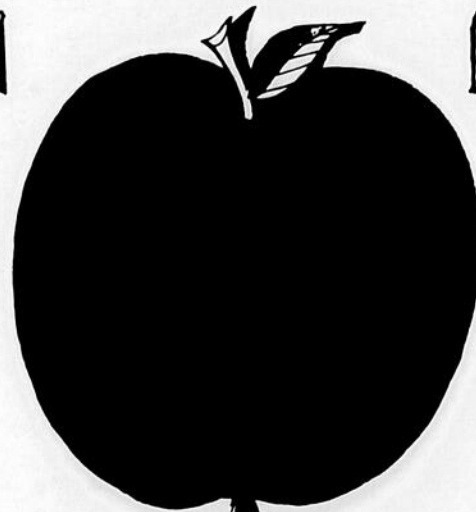
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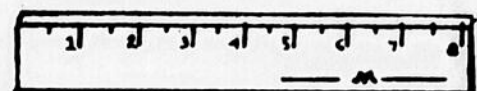
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## Children using marijuana a national threat

It no longer matters whether you live in the city, suburbs or a rural area. Use of marijuana has reached the point where nearly every child between the ages of 12 and 14 will be faced with the decision of whether to try it. Many in grades 4 and 5 are reported to be daily users.

Health officials say that the marijuana problem "justifies national concern." Why? Medical evidence over the last 15 years concludes that smoking marijuana is damaging to the lungs.

Preadolescents, who still are developing, particularly are vulnerable to hazardous effects.

Other findings conclude that marijuana:

- Impairs memory, resulting in slowness of learning.
- Impairs the function of lungs similar to cigaret smoking, but marijuana smoke is even more irritating to the respiratory system.
- Has possible adverse effects on the heart.
- Impairs immune response to disease.

- Interferes with ovulation and prenatal development.

- Decreases sperm count and sperm motility.

- Produces personality patterns such as energy loss, diminished school performance and disruptions of parental and social relationships.

The combination of smoking cigaret and smoking marijuana is doubly harmful. Yet among people 12 to 17 years old, almost as many now smoke marijuana as smoke cigarets.

## Regular reading means high scores on standardized tests

Every student has known the fear of taking exams, and most have learned to combat that fear through preparation - studying the material they expect to see on the test.

But when it comes to admissions tests and graduate study standardized tests, such as the Graduate Records Examination, students may not know what to expect. They can't read over notes or play back tapes of lectures to review information likely to be on the exam.

But according to the founder of preparatory courses for college admissions and graduate tests, that doesn't mean that students can't prepare for those exams.

Everyday reading is probably the best possible preparation, he said. "Students should delve into a variety of areas in their reading," he said, "including science, the humanities and fiction."

The exams usually are divided into sections testing a variety of verbal and math skills.

Since the test sections are timed, pacing is important through an exam.

"Bring a watch and don't spend too much time on one question," he said. "If a question is difficult, place a mark next to it and come back to it if you have time."

In reading comprehension sections, students are advised to first read only the first sentence of each paragraph and the last sentence of an entire passage. This helps to provide a quick overview of the subject matter and a sense of structure, he explained. Also, "be familiar with the types of reading comprehension questions," he said. Questions usually refer to the main idea, details in the passage, information the author has implied, the tone of the passage, the author's logic, the use of a word in the passage and the application of the author's idea to other situations.

Another helpful tip is to

underline key words and ideas while reading each paragraph for the first time. This will make it easier and quicker to refer to important parts of the passage.

"Don't make wild guesses," the expert cautioned. In verbal sections, he says: "Read all the choices to find the best answer, but in math sections, select the answer you've obtained through your own calculations. Don't waste time looking at the other choices."

And don't just memorize the meaning of words when preparing for vocabulary sections of the exams. You'll remember new words longer if you write them down and use them in a sentence, he suggests.


Common root words and prefixes also can serve as clues to a word's meaning. "If you know *greg* means 'group' or 'flock,' you can easily understand that a gregarious person is sociable or fun-loving," explained the expert.

He also suggested collecting synonyms to build vocabulary. "If you're learning the word *adamant*, for example, write down other words that mean almost the same thing, such as *unyielding*, *inflexible*, *obstinate* and *refractory*. By studying words this way, you can kill half a dozen birds with just one stone."

He also said several general tips are particularly important to keep in mind.

One deadly mistake to guard against in every section of a test is marking the answer grid incorrectly. "Make sure the number of the question corresponds to the number of the answer on the grid," he cautioned.

To be safe, he recommended checking at least every fifth question. "Don't cram the night before the test. Get a good night's sleep, eat breakfast and take some candy with you for energy," he concluded.



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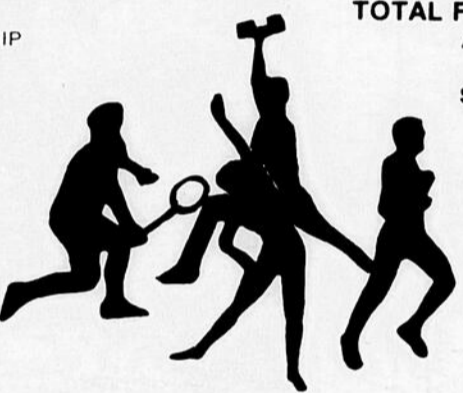
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# Gifted children pose special problems, questions

Although most of us are very subjective about our own and other youngsters, we want the best for them — all the good things related to health and happiness, success in school and with their friends and a childhood that prepares them for an adult life more.

But these parental desires can pose special problems and questions for gifted children, their parents and friends.

Following are some statements that touch on areas of misunderstanding or poor information about gifted children.

"I know my daughter is gifted but I've accepted the fact that she is kind of strange. All gifted children are peculiar, have difficulty in getting along with others and always have some kind of health problem."

Gifted children, as a group, are above average in most characteristics including health, social skills, physical, emotional and intellectual development. Of course, we might know an individual bright youngster who is hard to get along with and has a miserable personality, but such tendencies are the exception rather than the rule.

### Mature early

"I don't want my kid to be gifted. Everyone knows they mature early and then fall apart later on with emotional and health problems."

Wrong. Gifted children usually retain their giftedness into and through adulthood.

"It's undemocratic to single out gifted children in any way. This creates a snobbish elite."

Picture this for a moment — a bright child in a classroom where practically all of the others lag far behind or in a class where the rest of the children are at the same performing level. In which setting will the fast one tend to be more "elitist" or "snobbish?" Think about it.

"Why do the parents of the fast ones pressure so much? Don't they know they create problems for their kids by not being satisfied if they perform at the proper grade level for their age?"

A bright 10-year-old in grade 5 doing grade 5 work "adequately" may become frustrated and even evolve into a later school dropout.

On the other hand, challenging a gifted child to perform up to his or her considerable ability may result in that child's happiness and excellent self-image — and a spin-off for all of us may be a contribution toward a solution for poverty, war, cancer or other afflictions about which we worry.

### Irrevocable damage

"Academically accelerating a child by skipping grades will cause irrevocable damage. The child will be expected to act and perform like children who are one to two years older, and this can stunt a child's social growth and make him more susceptible to peer pressure."

I agree with you that damage can be done by accelerating a

child, but not if many factors are carefully considered. I believe that in some cases irrevocable damage can be done by holding a child back.

Before any consideration is given to academically accelerating a child, he must be well above average intellectually, physically and socially. The advancement should take place only after a full study of the individual child and upon general agreement of all persons involved, including parents, teachers and other school personnel.

If a child meeting these criteria is held back, unless in the hands of skillful teachers and parents, he may face an educational frustration that can lead to dropping out of school and to a questionable view of his abilities.

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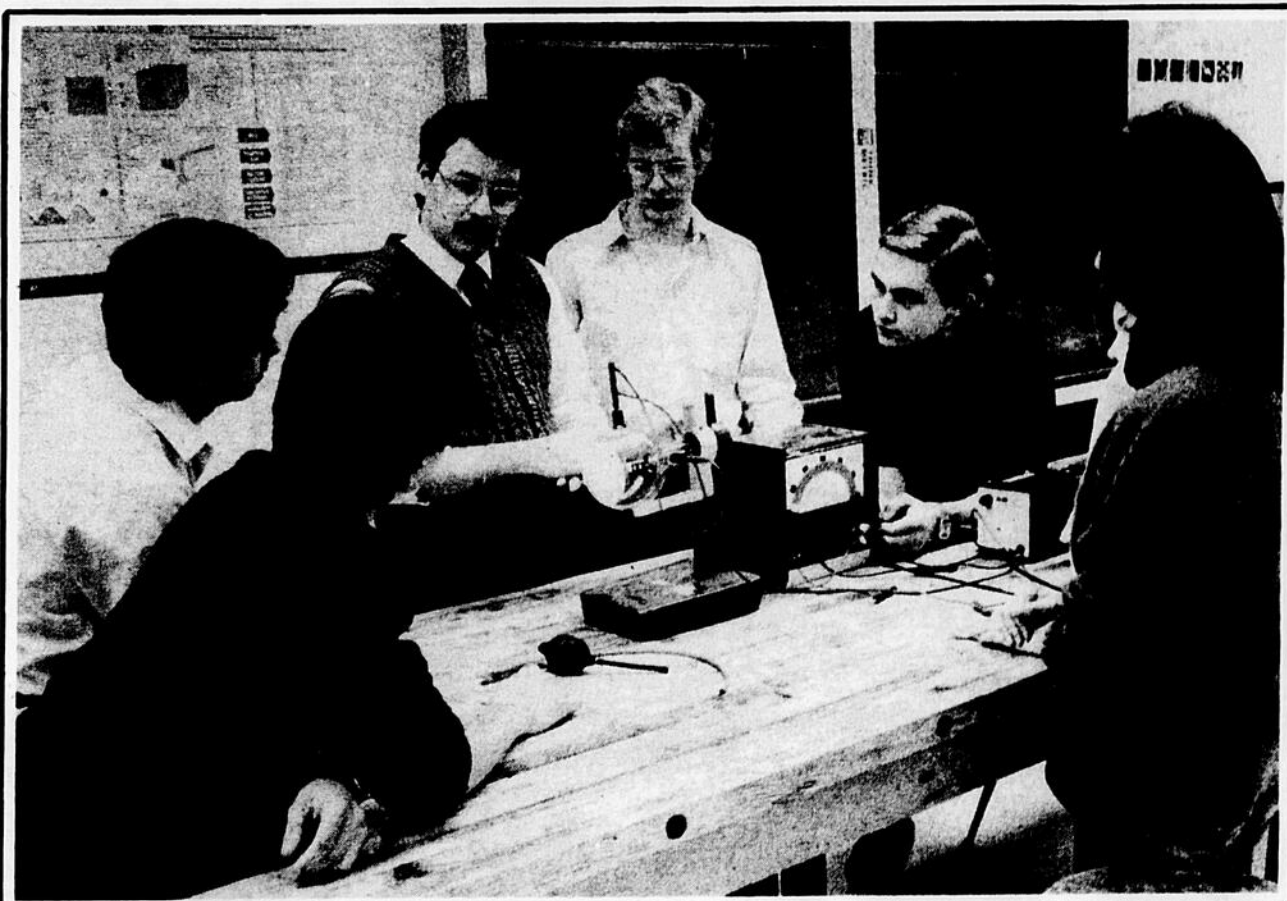
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# Clothes reflect computer age

In recent years a new era has developed. Characterized by technological advances, it's the age of computers. Since the early '60s, the use of computers has become widespread. As adults, we bank by computer, shop by computer and use home computers to assist in household chores.

However, no group has been influenced more by the electronic revolution than children. It has affected their education, their leisure activities and even their fashions.

Classroom computers and specially designed programs allow children of all ages to practice the alphabet, improve mathematical skills and even rewrite compositions in a less tedious and more enjoyable manner.

A 1982 study indicated that since the advent of computers in the classroom, children have become receptive to learning. Computers have permitted children to become more active in their own education, so children have become more independent. And with the dramatic increase in personal computers, children are able to continue their computer studies outside of school.

In addition to being an aid for schoolwork, children have found computers to be a source of entertainment. Video games have become one of their most popular leisure activities.

While it is possible, and convenient, to play these games at home, many Pac-Man professionals prefer to perfect their skills at the numerous arcades. Large groups of children gather at these game centres to see who can score the most points against their computer opponent. Video games definitely have altered how children entertain themselves.

And this year, back-to-school clothes definitely will be affected by the computer craze. "This year's back-to-school fashions reflect the new high-tech environment by featuring graphic prints in bright primary colors," one manufacturer says.

Dresses in large windowpane checks are designed with exciting collar treatments and artful appliqués. In response to the popular classroom computer that takes its name, the apple, traditionally a fruit reserved for the teacher, is used as a popular fashion motif.

But don't worry, Mom, what's "basic" for back to school is not confined to the computer trend. "Traditional schooltime plaids, tiny florals and easy-care acrylic knits are still important for fall," the manufacturer notes, "and this year they are accessorized with



**SOFTWARE:** "Grade A" fashions for fall will reflect the computer age by featuring graphic prints and primary colors.

novel change purse belts, matching handbags and printed leg wear."

clude customary schooltime classics, the "program" for back-to-school fashions emphasizes the computer age.

Although this season does in-

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# Your kids will love these homemade treats!

After a carefree summer, even youngsters who basically like school may be less than enthusiastic about those first few days of classes and books. To help make it all more palatable, tuck a flavorful surprise into each lunch box — and have a special snack waiting when they get home.

All the kids have to know is that you love them, and the taste is great! You know these goodies are chock-full of healthy ingredients, giving a nutritious energy boost.

Energy-Plus Bars are delightfully chewy with the ever-popular flavor of peanut butter — fortified with wheat germ, bran and fruit. Simply combine ingredients in a bowl, pour into pan and bake. A couple of these also make a dandy "breakfast on the run" — for those mornings when everybody's late and the school bus is waiting.

One way to be sure they get an "apple a day" is by making up a batch of Peanuty Chocolate Apples. Those classic flavormates, peanut butter and chocolate, are a snap to put together using, again, the versatile chips plus unsweetened cocoa.

Kids Love Hot Chocolate takes the chill off an autumn morning... or pour some into a thermos to pack 'n' go. Chocolate sweetened naturally with honey and orange juice makes this brew practically irresistible — even to non-milk drinkers. It's easy to whip up, in a very few minutes.

### Energy-Plus Bars

- 1 egg, slightly beaten
- 3 tbsps. orange juice
- 2 tbsps. oil
- ½ cup honey
- 1 tsp. vanilla extract
- ½ cup flour
- ½ cup wheat germ
- ¼ cup shredded bran
- 2 cups (12-oz. package) peanut butter flavored chips
- ¼ cup chopped apricots
- 1 cup chopped dates

In large bowl, beat egg; blend in juice, oil, honey and vanilla. Stir in flour; add all remaining ingredients. Mix well. Mixture will be thick. Spread in a greased 9-inch square baking pan.

Bake in a preheated 325 degrees F oven for 35 to 40 minutes or until golden brown around the edges and firm in the center. Cool on wire rack. Cut into 20 bars; wrap in plastic wrap or foil and store in refrigerator to retain moistness. Makes 20 bars. 246 calories per serving.

### Peanuty Apples

- 8 wooden skewers
- 8 medium-sized apples, washed and dried, stems removed
- 2 cups peanut butter flavored chips
- ½ cup cocoa
- ½ cup confectioners' sugar

½ cup shortening or oil  
Insert skewer into each prepared apple. In top of double boiler combine peanut butter chips, cocoa, confectioners' sugar and oil or shortening. Place over hot water; stir constantly until chips are melted and mixture is smooth.

Remove from heat; dip apples, one at a time, into mixture and twirl to remove excess coating. (Return to low heat, or add oil, one teaspoon at a time if coating is too thick.)

Cool coated apples on waxed paper-covered cookie sheet.

Important: Do not use butter or margarine.

### Kids Love Hot Chocolate

- ½ cup cocoa

½ cup honey  
1 qt. milk  
¼ cup orange juice  
1½ tsps. vanilla extract  
In saucepan, combine cocoa and honey. Gradually blend in milk. Heat, stir-

ring. Do not boil. Add orange juice and vanilla. Beat until foamy. If desired, garnish with whipped cream and slivered orange peel. Makes 4 servings.



## ADVERTISING MARKETING SELLING

The Advertising and Sales Executives Club of Montreal is offering two professional development opportunities by sponsoring two courses and many other educational events in the coming weeks.

1. The 1984 CLIO Awards presentation featuring Bill Evans, President, CLIO Awards, New York, Wednesday, September 12, 6 to 8 pm at the Downtown Holiday Inn.
2. Advanced Practical Course on Advertising, a 13-session course held on consecutive Tuesday evenings (6-8 pm) starting September 18. All sessions held at the Queen Elizabeth Hotel. Topics of discussion: advertising management; using advertising to sell ideas and products; advertising agency administration; management of strategic marketing investments; the role of public relations and public affairs departments in the corporation; creativity; planning and executing the media strategy; advertising effectiveness research; the art of presenting; how to improve your writing skills; marketing and communicating in the age of the computer. The CLIO awards presentation and a broadcast advertising symposium are included in the course schedule. Registration fee \$400. Single session \$50 or \$150 per series of 4.
3. Sales course (Close More Sales). A series of eight consecutive intensive three-hour sessions starting Wednesday evening October 3 (6-9 pm) at the Queen Elizabeth Hotel. The course, based on Tom Hopkins' famous sales training methods, will be given by Michel Bélanger and Associates. Registration fee: \$295.

### Listen...

continued from page 6

will and will not wear.

The desire to conform is of utmost importance. Girls especially become concerned with their appearance.

Girls have indeed become very fashion conscious: A few years ago jeans and a T-shirt were commonplace; today the emphasis is on dressing up.

This fall even conformists won't have to sacrifice their individuality and personal style because there are many different fashion trends to choose from.

Romantic country styling features tiny florals sweetened with ruffles and lace, peek-a-boo petticoats and charming balloon sleeves. Country moves westward to the prairie with cavalry bodices, tooled leather belts and rawhide ties, and to the Southwest with the Sante Fe look, enhanced by ruffles and Navajo-inspired conchas.

For those who love the great outdoors, there are styles in rugged fabrics such as corduroy and blanket-plaid flannel. Tuxedo shirts, wing-tip collars and bow ties are "borrowed from menswear" in classical styling.

To ensure that you and your children will be happy with their new back-to-school clothes, take them shopping with you. This may not be the most pleasurable experience, but in the long run it will be worth the trouble.



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Tues.

The Stock Exchange

\$45.

Mon.

Wed.

Tues.

Stock Options Trading

\$45.

Mon.

Stenography - 2 Levels - Course Length & Prices Vary

Mon & Wed

FINANCIAL	Money Management - 20 hrs. 2 hrs./nig.	\$30.		Mon.			Tues.				
	The Stock Exchange	\$45.		Mon.					Wed.	Tues.	
	Stock Options Trading	\$45.		Mon.							
	Stenography - 2 Levels - Course Length & Prices Vary			Mon & Wed Tues & Thurs							
	Typing - 4 Levels Offered - Course Length & Prices Vary			Mon & Wed Tues & Thurs							
	Typing - 2 Levels - 30 hrs. each Basic I or II	\$45.	6 wks.			Mon & Wed Basic I	Tues & Wed Basic I	Mon. & Wed.	Mon & Wed Basic I	Tues & Thurs Basic I	Mon & Wed Basic I
PINS & NEEDLES	Crocheting and Knitting	\$45.				Mon.	Wed.			Tues.	
	Creative Quilting	\$45.					Tues.				
	Sew At Your Own Level	\$45.		Tues.-Thurs.	Mon.	Wed.		Mon.	Mon.	Tues.	Mon.
VARIATA	Antique Collecting	\$45.									Mon.
	Bridge - 2 Levels Offered - Basic or Duplicate	\$45.								Tues - Basic Thurs - Duplicate	
	Calligraphy - I & II Levels	\$45.			Mon. I				Wed. I	Tues I Thurs II	
	Ceramics - Greenware	\$45.		Thurs.				Wed.			
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	Stained Glass Lamps & Windows - I & II Levels	\$45.		Mon.	Mon. I	Wed.	Wed. I & II		Mon.	Tues.	Mon.
	Upholstery	\$45.						Tues.	Mon.		
	Woodworking	\$45.			Mon.-Wed.	Wed.	Wed.	Wed.	Mon.-Wed.	Tues.-Thurs.	
	Automobile Maintenance - I, II & III Levels	\$45.		Mon & Wed I Thurs II Tues III		Mon I Wed II	Tues. I	Mon. I			
	Guitar Folk/Popular - Basic & Adv. Levels	\$45.					Wed.-Basic	Tues.-Basic			Wed - Basic Mon - Adv
	Hairdressing & Personal Grooming	\$45.				Mon.	Tues.	Wed.			
	Photography - Basic & Adv. Levels	\$45.							Mon.		Mon - Basic Wed - Adv
	Spanish - Basic & Interim. - 2 nights/wk.	\$90.	60 hrs.	Tues & Thurs Mon & Wed							

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LEVEL	MONDAY	TUESDAY	WEDNESDAY	THURSDAY
PRE-SECONDARY	BASIC-ELEMENTARY READING BASIC MATH GMA-214/216	BASIC-ELEMENTARY READING BASIC MATH GMA-214/216	BASIC-ELEMENTARY READING BASIC MATH GMA-214/216	BASIC-ELEMENTARY READING BASIC MATH GMA-214/216
SECONDARY I	FRENCH GFS-211	ENGLISH GEN-211/212 FRENCH GFS-211	MATH GMA-222 FRENCH GFS-211	FRENCH GFS-211 ENGLISH GEN-211/212
SECONDARY II	INTRO TO MATH FRENCH GFS-221	FRENCH GFS-221 ENGLISH GEN-221/222	INTO TO MATH FRENCH GFS-221	ENGLISH GEN-221/222 MATH GMA-223 FRENCH GFS-221
SECONDARY III	ENGLISH GEN-232 FRENCH GFS-231	FRENCH GFS-231	ENGLISH GEN-233 FRENCH GFS-231	FRENCH GFS-231
SECONDARY IV	ENGLISH GEN-245 ENGLISH GEN-244 FRENCH GFS-241 PHYSICS GPY-243 SOCIOLOGY GSH-249	MATH GMA-241 HIGH SCHOOL ALGEBRA FRENCH GFS-241 GEOGRAPHY GSH-241	MATH GMA-242 ENGLISH GEN-244 FRENCH GFS-241 ENGLISH GEN-245	CHEMISTRY GCH-241 HIGH SCHOOL ALGEBRA FRENCH GFS-241 HUMAN RELATIONS GSH-245
SECONDARY V	FRENCH GFS-251 HIGH SCHOOL BIOLOGY FUNCTIONS HIGH SCHOOL PHYSICS CAN. LIT GCL-252 HISTORY GSH-253	ENGLISH GEN-253 ENGLISH GEN-254 HIGH SCHOOL CHEMISTRY FUNCTIONS CHEM STUDY	CHEMISTRY GCH-251 ECONOMIC LIFE GEP-251 FRENCH GFS-251 FUNCTIONS HIGH SCHOOL PHYSICS HIGH SCHOOL BIOLOGY	FUNCTIONS GEN-253 ENGLISH GEN-254 HIGH SCHOOL CHEMISTRY CHEM STUDY

**GENERAL INFORMATION**

FOR ADDITIONAL INFORMATION, CALL 849-3677 (ADULT SERVICES)  
DO NOT CALL INDIVIDUAL SCHOOLS.

**REGISTRATION:** ALL CENTRES: SEPT. 5<sup>TH</sup>, 6<sup>TH</sup>, 10<sup>TH</sup>, 1984  
Time of Registration: High School of Mtl: 5:00 p.m. - 8:00 p.m.  
ALL OTHER CENTRES - 7 p.m. - 9 p.m. You must register at the school which offers the course you want.  
PLEASE BRING YOUR SOCIAL INSURANCE CARD TO REGISTRATION.

**START OF CLASSES:** WEEK OF OCT. 1<sup>ST</sup>, 1984

**TIME OF CLASSES:** High School of Montreal 6:30 P.M. to 9:30 P.M. Other CENTRES 7:00 P.M. to 10:00 P.M.

**DURATION & FEES:** Languages 90 hr duration HELD 2 Nights/Weeks. 3 hrs./night for 15 weeks. English conversation is also held 3 Nights/Wk. for 10 Weeks

Registration Fee \$10.00 \*Tuition Fee \$90.00 Total \$100.00

\*POPULAR 30 hr. duration, held 1 Night/Week. 3 hrs./night for 10 weeks unless otherwise indicated. Any materials required must be purchased by the student

**FOR INFORMATION ON DAYTIME CLASSES**

PLEASE CALL **849-3677**

ALL FEES MUST BE PAID IN FULL AT TIME OF REGISTRATION BY CASH, MONEY ORDER OR CERTIFIED CHEQUE OR VISA & MASTERCARD CARDS. NO PERSONAL CHEQUES WILL BE ACCEPTED.

**REFUNDS:** REGISTRATION & TUITION FEES are refundable if course is cancelled by Adult Services. TUITION FEES ONLY if candidate notifies head office of Adult Services IN WRITING before the first night of course. No refunds once the course begins

**BOOKS & SUPPLIES:** Students provide all books, materials & personal equipment for all courses

\*Tuition fees are subject to change

THE ACADEMIC COURSES ARE OFFERED ONCE/WK., 3 HRS./NIGHT FOR 15 WKS.  
TOTAL 45 HRS. REGISTRATION FEE \$10.00, TUITION FEE \$50.00, TOTAL \$60.00

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ACADEMIC

## Help child avoid anxiety in school by being sensitive about feelings

Any way you look at it, it's all over but the school bell.

Early September is greeted with a variety of emotions by youngsters of school age. Kindergartners are in a class by themselves, and rightly so.

Many have the emotional trauma of leaving the security of the home for the first time. Understandable.

But statistics about elementary school children show that, by the end of the first year of education, about one child in five dislikes

school intensely.

On any given day, there could be a valid reason for fearing the educational experience — like not having homework done.

### Many reasons

But if it's chronic...

There are many realistic reasons for a child to fear the classroom.

Parents who are attuned to the personalities of their children can spot problems often before they

become serious — before the school labels the child a problem.

But too many parents don't feel they play an integral role in the educational process of their offspring.

Parents should not be concerned if there is only a mild aversion to the start of the school year.

Consider this: What were your emotions (as an adult) at the start of your last new job? After a two- or three-week vacation from the job, is there a certain amount of depression that sets in at the thought of returning to the routine?

Children have a right to these same emotions of anxiety and depression. And parents, while being aware of these feelings and being sensitive, shouldn't make too much of the whole experience.

Unless...

One in five children is unable to cope with post-Labor Day blues. The parents have an obligation not only to recognize this fear before it becomes serious, but also to help this child learn to cope.

And not by helping the child make excuses, or teaching the child to run away from a problem.

What kinds of problems could cause justifiable depression in a child of elementary school age?

— Perhaps the child is no longer able to keep up with the learning pace set by his or her peers. Some children do have genuine learning problems.

— Are there personal family problems interfering with a child's ability to concentrate on school? A divorce, separation or new marriage?

— Does the child have a problem getting along with his or her peers because of being "different?" (Overweight, too tall, too small, too underdeveloped?)

— Is your child bored? (In some cases the educational experience is not only unchallenging but downright boring.)

### Another place

Or do you, the parent, make school just another place for expected failure on the part of the child? (A recent study of 2,000 children ages 7 to 11 revealed that two-thirds of the children admit-

ted that their parents wanted them to be the best in the class. But only one-fourth could say that they met their parents' expectations.)

Parents should ask their children to read to them on a regular basis (even the comic pages of the newspaper) to get an idea of how the child is progressing.

Physical education classes, especially to the pupil entering junior high for the first time, can present a special set of problems.

Especially if the child feels underdeveloped when comparing his or her body to those of his or her peers. Children are expected to disrobe for showers for the first time, and this can be traumatic for some youngsters.

Too, physical activities take on a new significance, with an hour set aside daily where the children suit up and play some serious activity. And for the child who is not coordinated or is considered clumsy by his classmates, an upset stomach can be a valid emotional reaction to the fear of being laughed at.

There is no time in the human developmental process where there is a stronger need to be like everyone else. To be different in any way is to be an outcast.

No one is better able to interpret the emotions of a child than his or her parents. Teachers can be aware of problems, but parents have the advantage — they can see potential problems. And that's the time to catch them.

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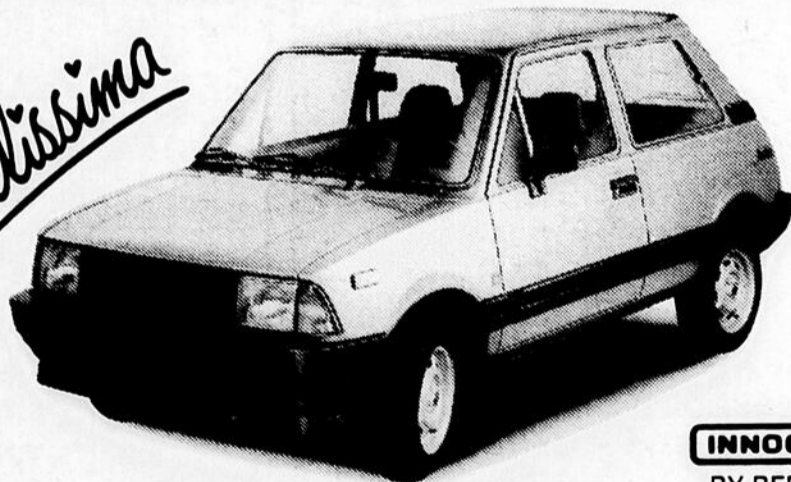
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Continuing Education



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# Teachers struggle against classrooms going to pot

"I'm angry today," the student complained to his teacher. "My mother killed my crop."

The angry student was 10 years old, in a grade 5 class, and the crop was marijuana. This youngster is not an isolated case.

"It is now 8- and 9-year-old kids who are pushing the drugs on playgrounds," one teacher said during an interview.

Teachers are seeing the effects

of this in the classroom, she said.

"It's rough to get through to kids, particularly in secondary school, if they are too up, too down, too mellow," she said.

"You'll have kids combining Quaaludes and alcohol or pot and alcohol," she said. And while the popular drugs may change from year to year, the reasons for use and the problems of education on the subject remain the same.

"Drug education just hasn't worked. Scaring kids turned them off because often the information wasn't factual. Giving them the information about the effects of drugs often backfired because the effects sounded so interesting."

Now, she said, the trend is to teach kids how to cope with life, how to clarify their values and how to resist peer pressure.

"They need to learn to make decisions on their own values rather than being led by the media and their more popular friends.

pressure and a better feeling of their own worth."

So, in addition to detailing information on drugs — characteristics, street names, source, effects and who is likely to use which drugs — the teacher provides specific classroom activities for different ages to help teachers show students how to find their own strengths and attributes.

One exercise, for example, trains youngsters to counsel their peers on a one-to-one basis.

In no way does she underplay the role of parents. She conducts workshops for parents offering guidelines, clues to children's drug use and suggestions for communication between parents and children about drugs.

However, she pointed out, "suddenly becoming interested in a

child when a drug problem arises isn't going to lead to much communication."

And while it might be argued,

she said, that schools shouldn't have to be responsible for dealing with the problem, the fact is that schools must deal with it.

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POPULAR / INTEREST Aerobic Dancing (15 hrs.) Ceramics - Greenware/Pottery (30 hrs.) Art Sketching (30 hrs.) Oil Painting/Watercolours (30 hrs.) Sew At Your Own Level (30 hrs.) Jazz Ballet (15 hrs.) Keeping Fit (20 hrs.) Various Cooking Courses (30 hrs.)	<b>These courses are offered during various times of the day.</b> Please call 844-5546 for further information.	15 hr. courses \$ 22.50 20 hr. courses \$ 30.00 30 hr. courses \$ 45.00
COMMERCIAL	Bookkeeping and typing courses will be offered at various times of the day. For further information, call 849-3677 or 844-5546.	60 hr. courses \$ 90.00 75 hr. courses \$112.50
ACADEMIC	Courses in various disciplines will be offered from 3 PM — 6 PM, for those students who wish to complete High School Leaving requirements. For further information call 844-5546.	45 hr. courses \$ 60.00 90 hr. courses \$100.00 135 hr. courses \$150.00

Classes start the week of Oct. 1st

NOTE: Racquetball I & Racquetball II are offered at Club 230 Dorval. Both are 20 hr. courses and cost \$50.00 each. Equipment will be supplied at no extra charge.  
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Racquetball II: (10 wks.) — Wed. 9:30 A.M. - 11:30 A.M.

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**FOR ADDITIONAL INFORMATION CALL 849-3677 OR 844-5546**  
Registration is on a first come, first served basis.

All fees must be paid at time of registration by CASH or VISA or MASTERCARD.  
NO PERSONAL CHEQUES ACCEPTED.

\*TUITION FEES are subject to change.

# The typewriter survives computer revolution

In today's high-tech world, computers play an important role in everyone's daily life. They are used for banking, planning business strategies, making plane reservations and — more and more — helping students with homework.

Yet a more traditional student's tool, the typewriter, not only has survived this computer revolution, it has borrowed from it and flourished. Many typewriters now are much more than just electric, they are electronic, incorporating features from computer technology.

For instance, some typewriters have memory capacities and LCD, or liquid crystal display, screens comparable to personal computers. Obviously, the display screens and memory capacities are smaller on the typewriters but they also generally cost less. People thinking of buying a typewriter or personal computer

should consider intended usage, too, so they won't pay additional costs for printers and large memory capacities that may not be necessary.

For students with modest budgets, there now are low-cost electronic typewriters that bring the ease and reliability of electronic technology to those who previously could not afford it, say spokesmen for a manufacturer of typewriters. And the typewriters still can have the convenience of being portable.

For less than \$400, typewriters may feature one-touch memory correction of up to 100 characters in a line; dual pitch, which provides a choice of 10 or 12 characters per inch, and automatic relocate, which allows a typist to fix an error anywhere on a line and automatically returns the carrier to the point where the typist left off typing.

Despite the appeal of such newer electronic typewriters, more traditional electric models still command the majority of sales. Their durability and affordability make them an excellent

choice for students.

For little more than \$200, an electric portable typewriter can offer features that would surprise consumers who haven't shopped for a typewriter in years, industry spokesmen say.

For example, with many of today's electric typewriters, two-step character correction can be accomplished directly on the keyboard. Some models also have three-step whole-word correction capability.

For students whose work entails a great deal of typing, whether a term paper, thesis or the "great Canadian novel," a letter-quality printer may be in order. A few years ago, a letter-quality printer cost more than \$1,000 — now a good model can be purchased for only a few hundred dollars.

No one ever said schoolwork had to be fun. But with today's wide range of typewriters to choose from, it certainly can be a lot easier.

## Teen beauty on a budget

Summer vacation has ended, and you're faced with walking those school hallways again. But the face that you show doesn't have to be a dreary one.

Granted, it takes some makeup work to always look your best, and busy school lifestyles don't leave much time for pampering yourself. So students need to develop a quick and easy beauty routine to fit between classes, football games, parties and dates.

According to one cosmetics executive, the first step to this routine "is deciding what you want makeup to do for you. Then experiment until it works." As teens begin experimenting, remember it's not difficult to develop a beauty routine on a budget because all cosmetics aren't expensive.

He recommends the following beauty checklist for teens:

**Check to Check:** Use blusher on the cheekbones to flatter your natural skin coloring, not to create a mask. Powder blushes are easiest to work with to get a natural look. They also are best for oily and combination skin types because they eliminate shiny areas on the forehead, nose and chin. Be sure to always check your cheeks in natural light after applying blusher to make sure it blends well and looks natural.

**Eye Talk:** Eye contact is an important form of communication, so learning to make your eyes talk for you will enhance the way you express yourself. A powder eyeshadow is easier to work with than a creamy one, and a sponge-tip applicator is best for blending

colors when learning to contour and highlight your eyes.

A contour color should be used to cover the lid area. Then, fill in the area under your eyebrows with a lighter color to highlight. Powder shadows also last longer than cream shadows and do not crease or flake off.

**Luscious Lashes:** Once your eye shadow is in place, apply a non-smear, waterproof mascara to upper and lower lashes for a wide-eyed look. Always apply two light coats of mascara rather than

one heavy coat to avoid a messy, overdone look. Be sure to allow the first application to dry completely before applying the second coat.

**Lip Service:** To make sure your smile sends the right message, be certain your lips look their best. Because lips do not have oil-producing glands to prevent drying and chapping, you should make a conscious effort to keep them protected in all types of weather and also in dry indoor heat.

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**Lunches**

# Avoiding the brown-bag blues

If the prospect of gearing up to daily school lunches has you yearning for summer, take heart.

Packing varied and healthful totable lunches is mainly a matter of imagination (80 percent) and preparation (20 percent).

Throwing together a colorful array of neatly boxed and bagged goodies may be quick and easy, but all too frequently there's as much nutrition in the package as in the product.

It's time to get back to the basics. Nutritionally, that means packing lunches that combine a variety of fresh, natural foods.

Practically, it means not waiting to the last minute to come up with menu ideas. Spend some time thinking about the nutritious foods your child already enjoys and build on them. (Don't be discouraged if a dozen possibilities don't immediately spring to mind, they'll come. No child exists exclusively on bologna, potato chips and snack cakes.)

**Make a list**

Make a list and use it as a guide for both shopping and packing.

Most lunches begin with two hunks of bread and something stuck between them. Peanut butter, egg salad, tuna, chicken salad, cheese and ham salad are all traditional. Vary them with slices of

leftover ham, fish, meat loaf and chicken.

When putting your sandwiches together, try some variations on the standard theme. How about substituting bananas for the jelly on the peanut butter sandwich or raisins, lettuce or alfalfa sprouts?

When regular sandwiches begin to pall, serve your child's favorite filling in pita bread, or try something different like a blend of cream cheese and crushed pineapple, diced bananas or peaches between two slices of banana or other quick breads.

Crackers and peanut butter or cheese offer another good variation on the sandwich theme, as do graham crackers spread with fruit-flavored cream cheese.

As an alternative to sandwiches, put together chunks of meat, cheese and fresh fruits on disposable kabobs; fill a widemouthed thermos and hot soup, stew, chili or macaroni and cheese; stuff peanut butter between two apple slices, or spread it on celery sticks. You also can use cheese spread, cottage or cream cheese.

**Make your own**

For the child who exists solely on nibbling, buy or make your own trail mix out of dried fruits, sunflower seeds, cereal and nuts.

Raisins and sunflower seeds also make excellent accompaniments to a more traditional lunch, as do whole, sliced or diced fresh fruit, dried fruits, carrot and celery sticks, sliced zucchini, cherry tomatoes, olives, pickles, cucumbers, jicama, boiled or deviled eggs, string cheese, snack crackers, beef jerky, snack-size canned peaches or fruit cocktail and nuts.

Send milk or fruit juice in a thermos or pack liquid-proof beverage containers with frozen juice. In cold weather fill the thermos with spiced apple juice, hot chocolate or bouillon.

Vacuum bottles are ideal for keeping foods at the right temperatures. And you can pack ice bags or packaged commercial gel coolants with lunches. You may find that a lunch box is better

than a bag since it offers some insulation.

As a general health rule, if food should be kept hot, keep it hot; if it should be kept cold, keep it cold.

The use of mayonnaise is good in helping slow the growth of bacteria in sandwiches and salads. Despite past worries, mayonnaise does not spoil if unrefrigerated. The worst that happens is its flavor will deteriorate.

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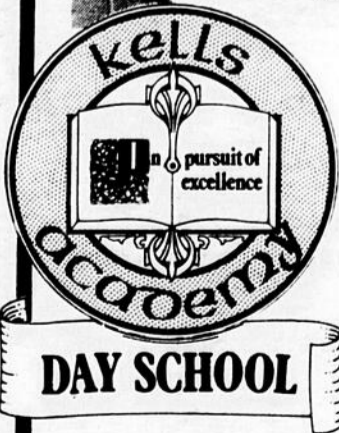
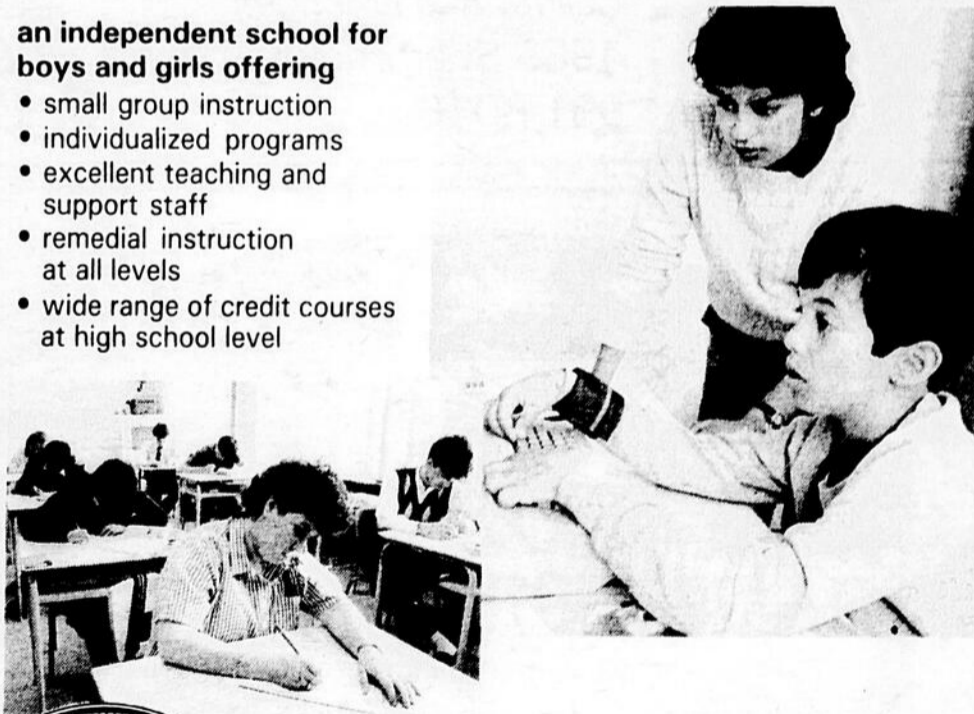
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# Organization helps busy parents avoid rushing in the morning

It's back-to-school time once again. For busy parents, whether they're trying to juggle careers or household responsibilities with children's school schedules, know-

ing how to make the ship run smoothly will prevent many new grey hairs.

Robin Kriegsman Glazer, parent counsellor and author of the best-

selling book, *Letting Go: How to Help Your Two- to Five-Year-Old Become a Well-Adjusted and Independent Child*, has several time-saving tips that will help make mornings easier when you're in a rush.

**Dressing:** Children should be able to dress themselves and choose their own clothing each day. It is simple to make your child's present room and furniture arrangements well organized, thus making it easier for your child to dress himself.

Bureau drawers can be divided into compartments with cardboard. Place smaller items in some compartments while larger items, such as shirts and pants, can go into others. This way, items are

easier for your child to sort through and will stay neater.

If you have adequate wall space, invest in expandable cup or hat racks to hang up children's sweaters, blouses and pants. A bonus is that clothing will remain unwrinkled.

Label each drawer with a photo from a magazine or catalog and a word label of what is inside the drawer to make selecting items easier.

Children are notorious for choosing clothing by preference and not suitability. So out-of-season clothing should be removed and stored. After all, you don't want your children wearing mittens in August.

Children will be more willing to dress themselves in the morning if they like their clothes. Little girls love wearing bright-colored underpants and patterned socks. Young boys respond enthusiastically to underwear that features familiar cartoon characters.

Children's clothing should be comfortable and easy to put on. Pullover shirts and sweat pants are good for children who can't button clothing well.

Purchasing solid pants and print tops that can be inter-changed makes clothes selection easier for children.

**Waking Up:** No parent likes to

wake up a cranky child. Since children rarely get enough sleep on a consistent basis, the more organized you are in the morning, the later your child can sleep. Try eliminating some of your child's morning routines, such as watching television and bathing. Bathing at night is an excellent way for a child to wind down and get ready to sleep.

For children who are still difficult to wake up, try purchasing an alarm clock. Children love to do things themselves and will get a kick out of this responsibility — and setting the alarm.

**Meals:** If your child is old enough to prepare his or her own breakfast, you can leave non-perishables within their reach. If you prefer to prepare your child's breakfast, serving foods that your child enjoys and which are nutritious will help ensure a good start to the day. After all, soup and a sandwich are full of nutrients and perfectly appropriate for breakfast — especially if your child eats them. Prepare lunches the night before and leave them in the refrigerator marked with the child's name or, for children too young to read well, a personalized sticker.

The more pleasant his morning hours are, the easier it will be for your child to have an enjoyable day.

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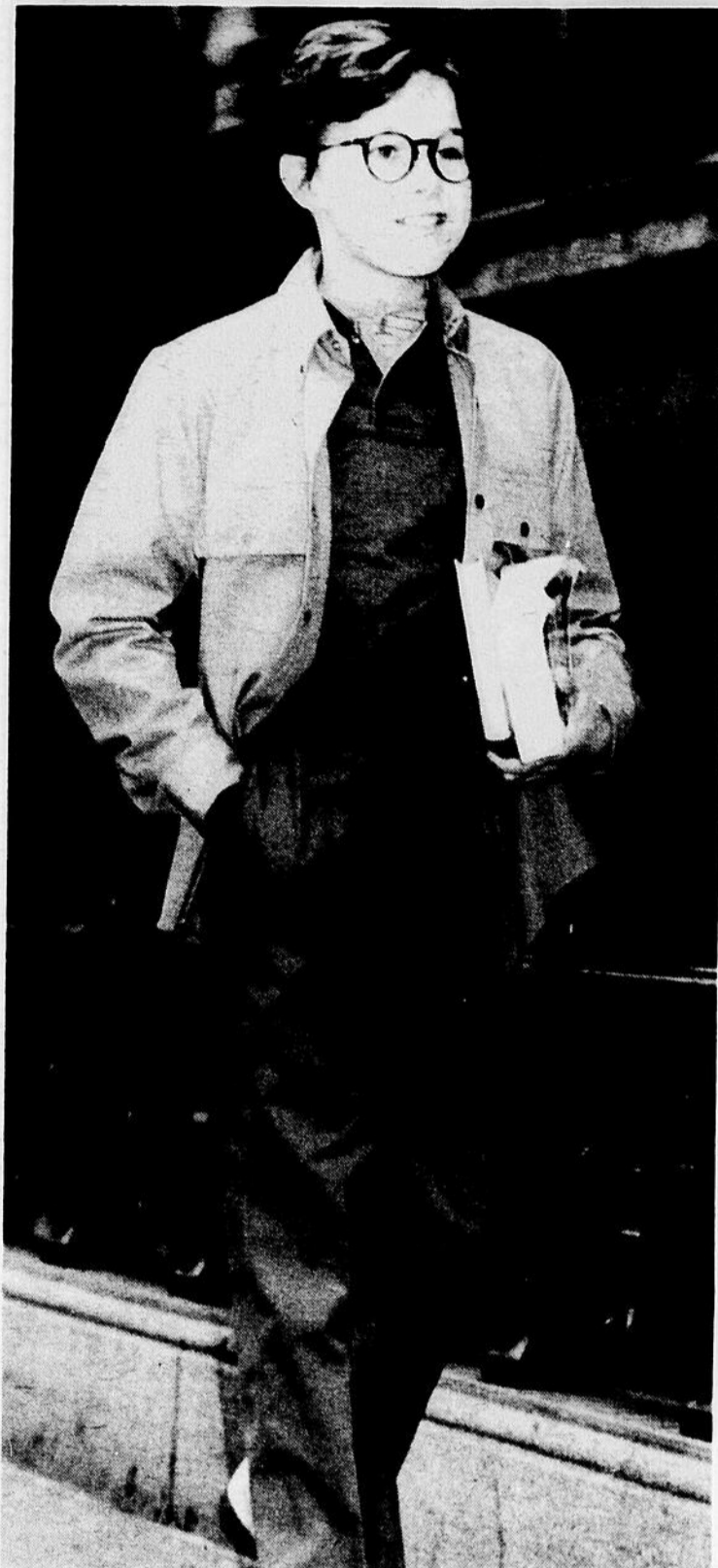
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**LAYERS:** Coordinated sports separates combine for versatile back-to-school wear.

## Layered look makes grade

The layered look in boys' clothes will be getting top grades this school year according to a producer of boys' wear. Co-ordinated layers of pants, jackets, shirts, sweaters and vests will be present throughout the school term — from early fall right through to spring — simply by adding or subtracting pieces.

Learning a lesson from men's and women's fashion, boys' wear now is taking advantage of the comfort and fashionability of multiple layers. By mixing and matching several tops with one pair of trousers, boys can make a variety of good-looking outfits.

And these outfits span the seasons — just put a sweater or a jacket over a shirt; top a sport shirt with a knit shirt; or top that with a vest and a jacket for really cold weather. Layering provides as much warmth as you like.

Knit shirts, the perfect weight for early autumn, are usually the favorite for those first back-to-school days. And with the new approach to dressing, they become the first layer under a flannel or cotton sport shirt once the weather turns colder. Junior simply can tuck the extra shirt into his school bag in the morning and layer it on after football practice when the late afternoons become cool.

Winter sports always have required layering with many lightweight pieces for warmth and comfort. Skiers have known all along that several cotton or thin wool tops keep you more comfortable than a heavy jacket. Now school kids are learning to take these sports ideas and turn them into their own style — practical and upbeat.

Layered clothes go from school to play with ease. Boys just throw on an extra sweater and off they go on their bikes or to the playground. In warmer weather, they like to put a vest over one or two shirts. And layering is easier on a parent's pocketbook, as well. Why not wear one shirt over another in place of a jacket? And why buy two jackets when one will do?

A typical layered look for the back-to-school boy could be a combination of a grey cotton canvas pant teamed with a blue cotton knit shirt with grey canvas trim. Top that with a grey, blue and

black striped knit top and a canvas shirt jacket or bomber jacket and your boy is set for any activity in any weather.

He could layer a rugby striped shirt or a knit shirt with a pouch pocket or snaps or a polo-type collar — all in the same grey and blue color combination — over the same canvas pants.

Parents and students are both "studying" the new fall clothes to put together a layered wardrobe that will pass every test during the coming term. And coordinated clothes are bound to win top honors in class after class.

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**The eyes have it:**

# Seeing things clearly important at school

If you're like most parents, back-to-school season means taking your child for his annual eye exam.

As everyone knows, fall is the time when children return to close reading work, detailed math assignments and the creation of colorful art collages. Your child will need the best possible vision skills in order to be successful in these endeavors.

A comprehensive eye examination should include:

— A review of the patient's and family's general health and eye health history.

— Examination of the eye's exterior and interior.

— A check of eye co-ordination and eye muscle function to check that the eyes are working together.

— Tests to determine near-sightedness, farsightedness or astigmatism.

— A test of the ability to change

focus easily when shifting the eyes from one distance to another.

— A child's first eye exam is recommended for no later than age three. It should include all of the above, plus motor tests to determine eye-hand-foot co-ordination and tests of depth perception and color vision.

Visiting an eye doctor for the first time can be an unsettling experience for a child, but fears can be avoided. Some suggestions:

**Plan appointment**

— Plan for an appointment early in the day, before the child is tired.

— Don't suggest that there is anything to fear. Tell your child that the exam is painless and avoid bribes or promises.

— Describe the eye exam equipment in a fun way so your child will feel comfortable with it. For example, compare the instruments to a tiny flashlight and

kaleidoscope.

— Do not mention the possibility of your child needing glasses because in the majority of cases, corrective lenses are not prescribed.

If the doctor does prescribe corrective eye wear, you may choose glasses or contact lenses. Like adults, many children may be reluctant to wear glasses, believing they will look ugly or that their peers will tease them. You can help your child select frames that will be attractive.

Contact lenses are the answer for children preferring not to wear glasses. They can be fitted on children as young as 5 although the usual age is 10. The doctor will discuss care requirements of a variety of lenses with you. As long as your child is mature enough to care for the lenses, they can be prescribed.

Soft contact lenses often are recommended for children because they stay in place and rarely are lost. These lenses "breathe," allowing oxygen to pass through them so they are more comfortable than hard lenses. However, soft lenses are more difficult to care for than hard lenses.

Hard lenses often are prescribed for children who have a high degree of astigmatism or those who cannot achieve sharp vision with soft lenses.

**Offer easy care**

Rigid gas-permeable lenses, because they are rigid, offer easy care and sharp vision similar to hard lenses. But they also allow oxygen to reach the eye and so offer comfort similar to soft lenses, according to scientists at Polymer Technology Corp., manufacturers of the material used to make The Boston Lens II, a rigid gas-permeable contact lens.

In addition to regular eye exams and proper corrective eye wear, vision problems can be minimized by developing proper habits and skills for your child and yourself. Some suggestions:

— Teach your child good reading skills. Your child should hold all reading material at least 12 inches from his eyes and read only when seated upright. Direct lighting should point on the reading material, but the entire room should be illuminated, as well.

— Teach your child to take breaks from close work. Limit the

time your child spends reading or doing other close tasks to no more than 15 to 20 minutes. Then, let him take a break and look around the room to relax his eyes.

— Encourage proper TV viewing habits. Television viewing, including video game playing, always should be alternated with other activities. A child should view TV in a well-lighted room from no closer than five times the width of the TV screen.

— Be alert for warning signs of poor vision, including: difficulty reading or doing close work; short attention span while reading (the child's age also must be taken into consideration); complaints of dizziness or headaches after doing close work; frequent blinking, and holding books too close to the eyes.



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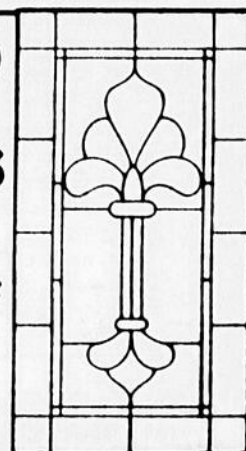
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# Visit to doctor answers questions about health

When most people think of getting ready for school, they think of buying school clothes and standing in long lines at bookstores. But health and medical concerns also should be considered when

preparing your children for school.

Periodic health examinations are recommended at specific intervals depending on a child's age. Immunizations should be complete and current. And children should know about their health, restrictions and medications, for example, as well as first aid.

The most important thing a parent can give to a child is a good attitude toward personal health. The periodic exam is not something to fear or with which to threaten a child. It is an opportunity to identify beginning health problems and to take steps to improve each child's health.

Most doctors will expect to see every child patient at least once every two years during the school ages. These visits will involve checking on growth and development, advising on some expected problems and preventive actions for that age and a general review of health. It also may include a physical examination and limited laboratory tests.

You and your child should use these visits to ask questions about medical or health issues.

Family physicians are certified specialists trained in six areas of medicine, including psychiatry and neurology, pediatrics, obstetrics and gynecology, internal medicine, surgery and community medicine. They are able to treat about 90 percent of the complaints they encounter.

Because of their broad training, these physicians can provide medical care for people over a wide range of ages — the whole family. So a child could see the same doctor year after year, providing the opportunity for the child to develop a confidential trust in someone that he can talk to about problems.

A relationship with a family physician is the first step toward good preventive medicine for the

whole family. Also important are the right kinds of feelings about immunizations, diet, exercise and other preventive actions.

Immunization against epidemic diseases including diphtheria, tetanus, polio, measles, mumps and rubella (or German measles) usually will have been completed before the first grade. The diphtheria-tetanus immunization requires a booster about every 10 years. It simply makes sense to protect your child by keeping immunizations current.

medical information and even without permission from the child's parents to obtain treatment.

Every child can carry a small wallet with bus and telephone money, parents' home and work telephone numbers, a note identifying a responsible relative or neighbor who is authorized to act on the child's behalf and any history of illnesses or allergies that might affect treatment. Children who take medications might not carry the medication, but they certainly should have detailed information on their person.

First-aid kits at home and training in safety and survival are other health matters that take greater preparation. But now is the time to get organized for fall. See your doctor for advice and treatment.

## Preparation pays

Although schools should have emergency information on file, it pays to be prepared for after-school emergencies. It is amazing that some children, even those who go home to an empty house after school, do not have telephone money, important telephone numbers and some medical information with them at all times. Sometimes we have a neighbor bringing a small child to the doctor's office after a minor injury or a sudden illness with no

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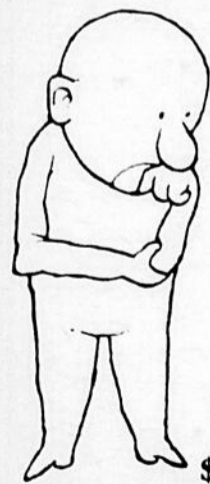
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## Public or private schools

Are private schools better than public schools?

That is a complex question with the answer depending on which private and public schools are being compared, what the child's needs are and what teacher the child will have in the various settings.

The most significant factor of all may be the latter — the specific teacher to whom a youngster is assigned.

In some communities, the only real difference may be class size. However, the quality of the teacher-child relationship has to be considered even when class size is noted. Many of us have had magnificent teachers in huge classes and incompetent ones in small groups, and vice versa.

Since both private and public schools have the goal of ensuring quality education for children, conscientious parents have quite a job in determining which type of education is best for their children.

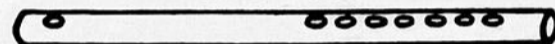
Parents can shop around to select a school for their children by comparing the programs of various schools. They should use every available source, including school visits, other parents, other children and their own, to help them arrive at the best decision.

One obvious factor that cannot be overlooked is cost. A private school education can be up in the thousands.

Even after the decision is made and enrolment has taken place, there is a need for constant vigilance, a continuation of contacts with the school and an effort to secure the best teacher (for a specific child) each year. That effort doesn't mean switching a youngster from one school to another, a practice usually to be used sparingly, but looking ahead within the same setting.

No educational program will be perfect. However, it's refreshing to find an increasing number of parents whose concern leads to active involvement in their children's education.

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# Parents in the classroom an essential connection

They are the men in emblazoned red windbreakers parking cars and selling hot dogs to raise money for sports. They are the women sweating over registration tables at high schools and the chaperones carting instruments for band members. They are the retirees serving as unpaid tutors and the extra pairs of hands in a classroom filled with kindergartners.

They are the loyal legion of school volunteers.

While politicians focus on educational quality as the issue of the 1980s, parents across the country have been toiling quietly in classrooms, bake sales and school yards to make schools better.

Volunteers interviewed all said they must take some personal responsibility for the quality of education.

"They feel that by participating, they're supporting public education and they're showing their children they care about what's happening in the school," said the president of one parents' group.

"I've found that volunteers are a very selfless lot. Usually, they're doing it for all kids, not just their own."

### Make a difference

The donated time and money make a difference.

In one district, parent volunteers started school libraries by carrying books from school to school in apple boxes. Once the system was decentralized,

volunteers staffed each school library for 12 years until librarians were hired. They still help out.

Parental involvement, said a high school principal, "is THE difference" in a school.

A woman who became a room mother when her daughter entered kindergarten made the same point.

"Education is not solely the responsibility of the teacher or solely the responsibility of the parent," she said. "It's both."

Not everyone understood what she was doing, however.

"Someone told me I was crazy. You usually send your kids to school to get rid of them."

Another woman, a working mother of four, does need some place to send her children after school but wasn't excited about shuttling them to a babysitter.

### Electives cut

When vocal music and other electives were cut from the elementary school program in the financially hard-pressed schools, she volunteered to start a non-profit school enrichment program, charging students a fee to take classes after school.

Now, her children take after-school enrichment classes each semester and she sees it as a boon for working parents.

"I'm selfish. I want this for my children," she said. "I work. I need this for them and I need to know they're spending quality time."

Children have only one chance



**VOLUNTEERS:** Parents and grandparents in classrooms provide extra hands needed to divide classes into smaller groups for more personal instruction.

at education and if that education is not a good one, "we have only ourselves to blame."

A 56-year-old grandmother said that because of her five sons, she has spent 28 years and thousands of hours as a volunteer and officer.

"I believe in public education," she said. "If I did not, I wouldn't volunteer my time."

Another mother of five, who spent 25 years volunteering, also talked about the concern for children and support for public education that are at the root of her activism.

"Over a period of years, parents have relinquished an awful lot of their responsibility to see that the education of their children is what they want."


If the quality of education is declining, she said, "we're partly responsible."

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