

New teachers like LTMHS atmosphere

By CLAUDIA WUTHERICH

It seems that all of the 14 new teachers on LTMHS' staff like the school.

A new member of the English department is coordinator, Mr. Bevington, who came to LTMHS from a private school. He is now teaching grades 8, 10, and 11. He likes the school very much but would like to see "Apex" (where students can select their own courses) introduced into the program.

Another addition to the English department is Mr. Weissman. He thinks the school is a little too crowded but otherwise is "O.K.". Mr. Weissman also teaches mathematics.

Mr. Caplan, mathematics teacher, does not think that any new courses pertaining to mathematics should be introduced into LTMHS because the school is too small and would be too much strain on the students.

Mr. O'Hearn, who teaches mathematics and history, says that there is an advantage to a small school because the students are more friendly and there is a better student-teacher relationship.

Also, an addition to the history department is Mr. Ellis. He is pleased with the school and finds that students are under good control. He feels that history is not only a study of the past but also a study of yourself.

Woodshop and small motors teacher, Mr. Gray, came back to LTMHS after leaving for one year because he likes the smaller school better. Mr. Gray is pleased with the courses in these two subjects but would like better facilities in each and smaller classes.

Mr. Bennett, the electricity teacher, is satisfied with the courses offered and the equipment, but also would like to see the class smaller because it's easier for teaching and learning.

Guidance counselor, and teacher of M.S.D. and Religion, Mr. Sullivan, would like to see an "Open Country Course". This course, designed to teach group cooperation, could be part of the physical education program for senior students. He came to this school because he wanted to see what it was like in a smaller school, and have the privilege to work once again with a person he respects very much, Miss Archer.

A new "remedial course" offered at LTMHS is taught by Mrs. Kirk. This course is designed to help students with extreme difficulty in learning a certain subject. Students are there on a temporary basis. Once they have learned the certain subject they had trouble in, students return to their regular classes.

Art teacher Mrs. Lowe would like to have an art course that has no provincial exams. It would be just for the students interested.

Miss Lebeau, who has replaced Miss David, now teaches law and typing.

Gym teacher Mr. Robert likes the students, staff, and the size of the school but would like longer gym periods and smaller classes.

Two new additions to the French department are Mr. Thibodeau and Mr. Wainwright, both speak little English.

Student services expands

By ROBERT POWERS

The change in the old style of guiding students has been expanded, improved, and has acquired a new name — Student Services. Student Services is for the students of LTMHS.

In past years, Guidance consisted of two counselors. Now, Student Services has two counselors, a psychologist, a social worker, and a nurse. This year, Miss Archer is co-ordinator of the largest staff ever held up at Guidance.

One of the changes is the filing system, which is designed for the sole purpose of the students and teachers. Records now consist of school marks and courses. Anything personal is put on a separate file — like skipping slips, etcetera.

These "personal files" are not on all students. Only marks and previous courses can be obtained by anyone "checking-up" on the student — as long as the student gives permission.

Also, there is going to be a career room in Student Services. Sixteen students are involved and it's sort of on a student = helps = student basis. This career room will feature a different company each month.

If students have tried to make an appointment on a Thursday morning and have failed, the reason is Miss Archer meets with all the counselors of Student Services to discuss "pupil personnel".

New to the staff is Mr. Sullivan, from Rosemere. He holds a Bachelor of Arts from Loyola, Bachelor

of Education from Queen's, and a Masters Degree from McGill.

Students helped immensely with Student Services groups. These groups are for helping students as is the career room, one of their "projects".

Mr. Sullivan, with his easy going mannerisms and his dignified moustache, stresses the fact that the career room and other projects couldn't have been done without "the terrific response" of the student body.

Mrs. Barrs is the new social worker. She works at LTMHS on Thursdays and at Rosemere on Mondays and Wednesdays.

Students are referred to her by Student Services or the principals; either Mr. Alexander or Mr. Kornecook. She works in collaboration with the rest of Student Services staff.

Mrs. Barrs deals with problems ranging from school work to delinquency. Problems at home can effect a students production of work. She keeps everything confidential and if she thinks that contact with parents is necessary, she asks the student first for his approval of the matter. Her concern for students is sincere and genuine.

Miss Farmer, psychologist, has a Bachelor of Arts and a Master Degree. She works with students who have basic or deep emotional problems.

Mrs. Frew is the school nurse. She works with students; teaching them health prevention and the biological and sensible attitude toward sex education and family planning. She also deals with dental care and nutrition.

She has three years of general training, one year of McGill's Public Health course, and two and a half years at Loyola. She has also worked at countless other schools. Her mild and sincere attitude helps to create a trust between student and the staff of the Student Services.

Mr. Rogers misses closeness of LTM

By ROMA REES

"Where's ussa?" (A hush prevails over the classroom). "The U.S.A., you bunch of dummies!"

Sound familiar? To some of the older students it probably does but for those of you that don't know, that is one of Mr. Keith Rogers' "crummy jokes", told frequently by him to his history classes. Mr. Rogers, former history teacher at LTMHS, is now a vice-principal at Rosemere High School.

He says he is doing pretty well. His new job involves the discipline in grades ten and eleven. This, he finds, is one of the unpleasant aspects of his job because he runs into a lot of problems with the kids and others involved.

Secondly, his job is to take care of the attendance procedures, making sure parents are informed if their kids are not in school.

Does he miss teaching? He sure does! What he mainly misses is telling his "crummy jokes" and the students he taught. He misses getting to know the students well enough to see where their interests lie. And just being able to talk to any of the kids about anything, whether it to be a personal matter or just a friendly conversation is something that is lacking at Rosemere.

Mr. Rogers finds that working in a bigger school has both advantages and disadvantages. One disadvantage is that it is harder to keep track of the students, which is different from LTMHS. Another is that there is not the kind of atmosphere at Rosemere as there is at LTMHS. If something goes wrong, or you have a problem, there is always someone to go to who knows a little about you and will listen.

CEGEP life confuses LTMHS grads

By VAL PHILIPS

"Oh THAT! Oh, my God, that was bad!!!"

That is one girl's first day impression of Vanier CEGEP. Says Louise, the former LTMHS graduate, "I didn't know where anything was... I couldn't tell the teachers from the students..." She giggles. She really couldn't tell them apart. Otherwise she wouldn't have "made eyes" at her professor in the hall...

Dawn, another LTMHS graduate, presently attending Dawson, has some important advice for students planning to enter CEGEP: Don't trust signs on washroom doors the first day there. The guys give you funny looks when you come out of the men's washroom, and no matter how many times you yell out "Women's Lib!", they still think you're crazy.

Dawn explains that she was going down the stairs and in Dawson, each flight of stairs has two bathrooms. She saw the first washroom, labelled "men's", so she assumed the next one farther down would be the right one... But no such luck. Someone had very conveniently switched the signs.

Other LTMHS graduates — classes '73 and '74 — who weren't fortunate enough to experience such unusual "first days" at CEGEP, describe their first reactions and impressions as "Confusing!", "Scared!", and "Peeved." Sharon says that she was really annoyed because "a lot of my teachers just didn't show up!!" She explains that in Vanier, teachers are given the same freedom as students; if they don't feel like coming to class and teaching, they don't have to. She recalls her first English class. Everyone was seated, waiting for the teacher to arrive. Halfway through the period, and still waiting, everyone beings "crabbing

about the stupid teacher, swearing and everything." About five minutes later, a supposed student from the back gets up, walks to the front of the class, and says, "Hi, I'm your teacher." At Vanier, says Sharon, teachers are "really super-hip."

At Dawson, however, cases of mistaken identity don't seem to be quite as evident. In Mike's words: "Let me pick a good one... Yeah, my art teacher... this one wears construction boots, straight-legged jeans, smokes Indian cigars... AND it's a girl!!" In his opinion, her classes aren't the best, either. According to him, she comes into the room, and says, "Ah, hello... You need this, that and that for next period." And that's it.

What exactly is CEGEP like, though? Is it really impressive? How does it compare to LTMHS? The consensus of opinion is that it is nothing like they were used to in LTMHS, and that they all prefer CEGEP to high school. Says Margot, a second-year Vanier student, "It's freer. You're not a kid anymore." Dawn remembers how "weird" Dawson was the first day, so unlike LTMHS because, "I was the only person there who knew ME!" Mike, also a Dawson student, thankfully adds that there is no running in the halls, "no 'tag, you're it' " sort of thing.

At Vanier, the "ceilings are all busted in. They were styrofoam, but the kids just punched them in, so now they've got grill." There are murals on the walls, too. There's a lot of colour, because students are allowed to paint when and what they want to. Of course, remarks Louise, "There's a lot of vulgar stuff." "Policemen: just walk around, smoking..." "Security guards and that" are never far away. Louise muses, "Half of it is

modern, and half of it isn't... half looks like a nun-place!" Margot says that "it's a real dump... wild colours, a really old building..." and that it is being "wrecked up" by the students. "Not a great environment," she says, but she likes it anyway.

Dawson, on the other hand, is different. "It's nice inside," says Mike. "They spent quite a bit of money on it," he explains. Although there are no facilities as yet in the Viger Campus of Dawson, it is still quite impressive. The floors and halls are carpeted in red. The rooms have blue carpets. There's "carpet on some of the walls, even!" Mike, upon seeing such "luxury", immediately asked himself, "What am I doing here?"

Coursewise, the majority of students in Vanier or Dawson agree that the subjects are more difficult than those in high school. Does LTMHS prepare you sufficiently for them? The answers are, "Not enough, mathematically", "The science courses are especially hard", and "Some are really, really hard, others are just a breeze." Sharon says that she just HAS to get hold of her last year's — grade 11 — Functions book, because "I'm really lost in this Calculus course." Quite a few people remark that their Humanities course is like "nothing you've ever taken before."

What is hard to get used to in CEGEP, says Mike, is that there are no bells. "It's all up to you."

What is this new sense of responsibility like? How does it feel not being forced to study, or do homework, or report to classes? Great! According to Margot, "LTMHS is too regulated." In CEGEP, she explains, you are not forced to work, but this MAKES you work. You work, but you don't feel pressured.