

WHAT'S UP?



At Alexander Galt

MARCH ISSUE 1987

5 Cents

HOME ECONOMICS / Technical Vocational 1987

Family Studies, Bachelor Living, and Home Economics are titles used interchangeably to denote various courses offered by the Home Economics Department at Alexander Galt Regional High School. The courses may have different specific objectives, but there are common underlying principles which deal with the many aspects of everyday living. Home Economics helps the student learn to adapt and adjust to life around him/her. It is for this reason that a director of the Vanier Institute of the Family once stated that Family Studies should be offered to each and every student.

Family Studies is a compulsory course offered to all students at Level Two. The half-block course is divided into four main sections: Foods and Nutrition, Textiles and Clothing, Family Living, and Housing and Design. This course provides an overview of the four areas, with concentration in practical work being stressed.

Home Economics/Bachelor Living is offered to Level 3, 4, and 5 students. The semestered options available are Foods and Nutrition, Family Living, and Textiles and Clothing. Laboratory sessions in Foods and Nutrition and Textiles and Clothing are very popular. Students enjoy preparing good food- and eating it! They also are rewarded in Textiles and Clothing when a fashionable garment can be produced at a reasonable price.

It is to be noted that all courses offered are co-ed. AGRHS was one of the first schools in the province to offer this co-educational programme.

Other courses offered are Home Management and Home Economics I. In each case, practical application of the theory presented forms an important part of the course. Learning becomes real!

Technical Vocational programmes offered include Ladies' Hairdressing and Short Vocational Commercial Cooking. In Ladies' Hairdressing, a half-block introductory course is offered at Level 3, followed

by Level 4 with three blocks and Level 5 with five blocks of time.

In Level 4 the student learns the basic hairdressing theory and principles of hair chemistry, care and practical styling procedure. Techniques are demonstrated and practiced by the students. Guest stylists are invited to show the latest fashions to the students.

In Level 5, Hygiene course is incorporated with the busy hairdressing schedule, as well as Hairdressing Theory and the practical application of principles learned. During the year, the students spend time in various salons in the area, in conjunction with the Cooperative Education programme run in our Board. A course in Work Employability Skills is also taken by the students. Upon successful completion of the Hairdressing course, students are able to work in a hairdressing salon as an apprentice hairdresser.

New Entrance requirements and changes in duration of the

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All are welcome at C.L.S.C., 219 Queen Street, Lennoxville on Tuesday, April 7 at eight o'clock in the evening. There will be a film on Alzheimer's Disease, and an opportunity for discussion afterwards.

COLOUR PSYCHOLOGY

Colour surrounds us and affects us much more than we realize. Colour psychology is the study of how this colour influences us. The colour blue has a soothing, cooling effect. If you were in a blue room, you might feel more relaxed and even a little chilly. In contrast, a red room would make you feel animated and energetic. Your heart rate would probably go up and you would think that someone had raised the temperature considerably! Why do we associate blue with tranquility and red with activity? Most likely because we relate colours to nature. The calm blue sky, the serene blue water, the fiery heat of the red sun and the blazi ~ red of fire.

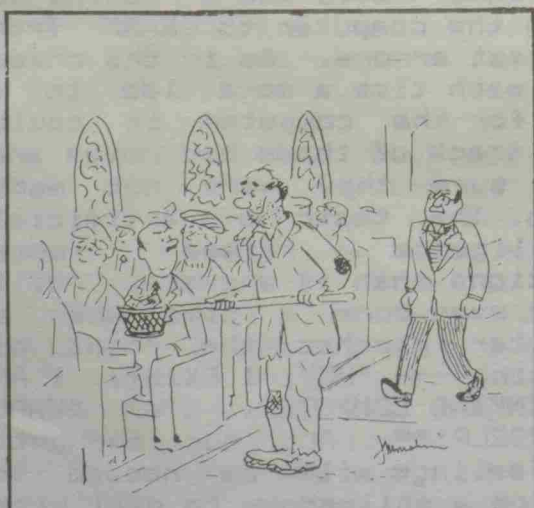
Colours which we like and dislike tell us a lot about ourselves. Most people do not hate certain colours. If they do, it can be very significant. At most, people may feel an indifference towards a colour. Practically everyone has a favorite colour. Think of yours now, and read on to see

what it reveals about you. The descriptions are, of course, general and do not apply to all, but should be basically accurate.

RED - Red is one of the two most commonly preferred colours. Those who pick red as their favorite colour are impulsive and quick to speak their minds (right or wrong!). They are active and feel life should be exciting. If not, they ask themselves, "What's wrong?" They often blame others or the world for their problems. There are also those who are meek and timid who choose red because it has qualities that they lack. They seek wish-fulfillment and the courage of red. A dislike for red is quite common. It can mean frustration and bitterness because of unfulfilled longings, or anger because a happy and successful life has been denied.

BLUE - Blue is the other of the two most liked colours. Blue people are cautious and steady. They don't do anything impulsive and are very ration-

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We would welcome letters to the editor and requests for advice to Dear Allie.

If you have any problems, things that irritate you, or anything that you would like to talk about, write to Allie.

LIBRARY CORNER

I interviewed Mrs. Mallory about a little of her personal history.

Mrs. Mallory was born in Ontario and moved to Richmond. For ten years she taught English at Richmond Regional High School before changing her job to that of a teacher-librarian for two or three years.

Mrs. Mallory came to Galt three years ago as a teacher-librarian and has held that job ever since.

Mrs. Mallory truly likes to work with teenagers.

Jamie Clark

"THE GIRLS OF THE GARDEN CLUB"

"The Girls of the Garden Club" - well, except for Vincent the silent one and dear old Trudi, Dennis Shapcott and Bryce Hatfield respectively, was a real shot of tonic in a world of pills in the stage life of our host of local Thespians. My dear, if you do not recognize at least half the members of this utterly delightful cast, why, you simply are unaware of the high level of stage talent with which we are all surrounded.

The Townships Theatre production of John Patrick's comedy, directed by Nelson Conyer, produced by John Holland, and with the fine set built by John Pille and crew, was an uproarious success. The play ran for three nights, opening on Wednesday, February 18 and continuing on the Friday and Saturday of the same week.

In the tipsy-turvy world of the stage, there was Rhoda Greenleaf as the dauntless, scheming and never-tiring garden club enthusiast and club president-to-be and mother, if you please of darling modern-

child daughter Merigold, (Kim Prangley), both becoming stronger and more confident as the ridiculous plot unwound. Dillson (Philippe Desormeaux), ardent lover, strivers to get parental permission for a more-or-less immediate marriage.

Deaf, daft and derelict all in one was Birdie (Elaine Salter), well cast and confidently acted from her first words. Evie and Dora, the "Siamese twins", Liz Warlund and daughter Katie respectively, made a pair of fine old ladies.

The host of garden club ladies, with their completely egotistical President, Lilly-belle (Lucy Doheny), provide us with fine comic wit and antics. It was a good evening of satisfying laughs.

Other members of our school represented in the cast are Ann Auray (Susan), Leslie Connor (Stella), Janet Angrave (Francine) with her bird-call expertise, Randi Heatherington (Angelica) and Erana Pille (Dorothy).

Ian Clarencerven

PET PEEVES

These are student pet peeves, and the editors would be pleased to add yours to the list if you submit them to any of the staff.

Messy notes...messy work... messy people. I like people, but I hate their messiness.

The thing I hate the most are people who don't study and pull off nineties.

My pet peeves are people who never wash their hair,

shower, heard of deodorant or soap. It's like "clean" is not in their vocabulary.

I can't stand people who are always in a good mood. I hate it when some of my prettier friends sit and complain about how no one will ask them to the prom when the rest of us know that they will be asked about five times.

My pet peeve is getting on a school bus filled with humanoids who cannot speak in sentences without using foul language.

The C64 Corner

by J. Greer

Wouldn't you love to have your very own computerized robot? You could listen to your favourite music while you had it clean up your room and made your bed. If you were feeling down the robot could be programmed to cheer you up by telling you what a super person you are. Sounds a bit like science fiction doesn't it? At the present time it is. However, who would have believed, just twenty five years ago, all the different things that computers do for us today? One of the ways we measure intelligence in all types of animals is to determine if they use tools. We use the telephone to allow us to hear words spoken great distances away. Television brings events from all over the world into our living rooms. Telescopes and microscopes allow us to view things our

grandparents may only have dreamed of. CAN COMPUTERS THINK? This question is very complex because we still do not understand precisely how HUMANS think. We just don't clearly understand what thinking is. As a result it is most difficult for us to set up guidelines which would enable us to decide if computers CAN think. There are THREE STAGES of PROGRAMMING for ARTIFICIAL INTELLIGENCE. The first of these is the CALCULATION STAGE. Early computers did a great deal of mathematics - quick and accurate calculations were done. The second is the DECISION-MAKING STAGE. The computer program can follow several different paths depending on conditions. For example, in chess the computer analyses what moves have been made, the positions on the board presently, and possible actions BEFORE making a decision on what move should be made. The final stage is the LEARNING STAGE. Here the

programmer would add a routine to teach the computer to LEARN from its past errors. As in the chess game each time a move led to a loss for the computer it could keep track of those bad moves and make sure they were not made again. The topic of artificial intelligence raises more questions than it answers. Will there ever come a time when a computer reaches the point of thinking --- "HEY, I EXIST. I AM A THINKING COMPUTER. I AM AWARE OF MYSELF!?" ALL our thoughts and feelings will be needed to develop a philosophy to deal with this in the FUTURE. The OUTPUT from February's programming problem is 2 4 6 8. Here's another problem for you to work on.

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10 FOR N = 5 TO 0 STEP -1
20 PRINT N;
30 NEXT N
40 PRINT "BLAST OFF!"
50 END
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Until next month, have a good time computing!!!

Yes, Student Teachers

Yes, folks, it's that time of the year again. The time when snow melts into big, grey mud puddles, the time when your car is forever spattered with dirt, and the time when we get student teachers at Galt.

Student teachers are like tiny, nervous buds getting ready to burst into the wild 'n rocky world of teachers. They are not quite sure what this world will be like or how it will treat them, but they are armed with staplers, ball point pens and chalk brushes and prepared to brave it out.

Many would-be student teachers have backed down from the challenge of being a teacher after witnessing the harmful effects that teaching can have on you. After all, being attacked by foreign-made paper fighter jets, bombarded by erasers and being totally and completely ignored can take its toll on you.

But, believe it or not, most of us are actually thrilled to get student teachers; yes, student teachers. They give us someone new to annoy. There's the chance that they might not give homework, and they relieve us of a horrendous, terrible burden, our regular teachers!

Pam Sylvester

Friendship Week Review

I believe that in many ways Friendship Week was a success! A different atmosphere for the school was created on the first day with the distribution of donut holes. People were made aware of what Friendship Week was about right at the beginning.

There was a greater participation with the letter writing, too. There were five

thousand sheets of the friendship paper printed, but by the second or third day there was none left! Unfortunately, a few plans such as new games fell through. Oh well, there's always next year.

I would like to thank all who were involved with Friendship Week this year, and I wish next year's Committee success. I hope everyone enjoyed Friendship Week; I certainly did!

Lisa Learned

BSC 150th Anniversary Debating Tournament

On Friday, January 30 and Saturday, January 31 B.C.S. held their 150th Anniversary Debating Tournament. Seventeen secondary schools from Winnipeg to Windsor, N.S. attended. Alexander Galt was represented by Bill Croteau, Bill Duncan, Mirko Perkovic and Kanishka Sircar. I was allowed to attend as an observer.

The debate was conducted under parliamentary rules and many local residents acted as judges.

On Friday afternoon, the emotion debated was "Be it resolved that the Olympic games be abolished". Teams were

given this bill before they arrived to prepare. Each debate lasted about an hour and so I saw two debates on this bill. The Emperor Theodosius figured prominently in the debates but it was not discovered what he had to do with the Olympics until very near the end. All the teams appeared to be well prepared and the decision on the bill was split. I am now an expert on the history of the Olympics.

After a short recess, an impromptu debate was held in which the teams had ten minutes to prepare after receiving the new topic. The topic was "Be it resolved that acting experience is essential for political office". The debate I saw was lively with some
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A NIGHT AT THE POPS

The Senior band held a Pop Concert on the twenty-sixth of February at 8:00pm to celebrate the twenty-fifth anniversary of the high school band and to raise money for an upcoming band trip to Quebec City. Unlike previous concerts this one was held in the athletic complex in hopes of creating a more relaxed and festive atmosphere. Refreshments were available and circular tables placed throughout the complex for a socializing affect. A small area was left clear for dancing also.

The evening took off with the theme from Superman. From then on the evening soured with four sets of various music, everything from Fame to Moon River, which all ages could enjoy. A special surprise for the younger crowd was the four songs performed by the rock band Shattered Image. Shattered Image consist of four members from the Senior Band who have utilized their talents to explore a different branch of music.

It took a while for the audience to get up on the dance floor but eventually, with a little help from Mr. Pille, the music won. The band members got a chace to join in the dancing and Mr. Pille got into the spirit of things by



dancing and joining in on some songs with his trombone.

The success of the evening was due to the help of many. Some people that the band would like to thank are: Mr. Patton for publicity, Bob Hallsal for refreshments and the students who helped with the setup, refreshments, ticket sales and ushering, also for the use of their tables and chairs.

At this time on behalf of the Senior Band I would like to make a special thank-you to Mr. Pille. Without his dedication this night couldn't have been possible. Thank you Mr. Pille for sicking with us, pushing and teaching us that with a little cooperation and hard work we can do succeed.

The evening came to an end with the bands performance of Rain Drops Keep Falling on my Head. It was a night of dancing, socializing, and listening but more importantly of having fun. Being a member of the band I can honestly say that the night was fun for us and thank you to all that came to support us. I hope you enjoyed the concert!

Band Member

STUDENTS' REGIONAL COUNCIL

This year's Winter Carnival was a tremendous success for all who were involved. Nullified were some doubts about the carnival due to one factor: What do people from places such as Zimbabwe, Barbados and Bangladesh know about the fine art of cross-country skiing and all other winter sports and events? Switzerland seemed to be in a position to win all the trophies. However, there must have been some secret preparation on the part of the Zimbabwe team, the eventual winner of the fun-filled week's competition. Congratulations to all participants and organizers, and, of course, especially to Keith Lane and Debbie Harrison. It was encouraging to see all the good sportsmanship in the aftermath of each event.

Friendship Week seemed to have been enjoyed by a good number of students and teachers. Everyone fitted on his/her best smile and students seemed to re-remember their artistic writing skills as masses of paper were consumed by those eager writers of those "top-secret" notes. Dress Red Day proved to be an outstanding occasion. Also, the helium-filled heart-shaped balloons were very popular.

Thursday, February 26, was the date of the evening concert featuring "All Pop Music" put on by the A.G.T.H.S. Senior Band, led into the night by Mr. John Pille. Thanks to the prominent advertising by Mr. Bruce Patton, the Athletic Room was packed to capacity and then some. The crowd danced to theme music from movies T.V. programs, and musicals. "Shattered Image" also played a few numbers to which most of the Senior Band danced. Mr. Pille made good on his earlier promises as he played along on his trombone occasionally and danced a few numbers.

We're pleased to report that no complaints of illness due to the non-smoking law (Bill 84) have been filed since the functioning staff rooms have become smoke-free. Some teachers have even thanked the law, saying that they had been meaning to quit for a long time and the law only helped them to do so. We are offering counselling to those teachers who are unable to react as well to their missed puffs. We also have a program for students who wish to kick the habit. Next year the law prohibits smoking on school grounds. The next step may be to cut back on acid rain. "But did thee feel the earth move?"

The Students' Council is pleased to have sponsored these past events which were beneficial for and appreciated by the minority.

Kuno Tucker



long vocational programmes are presently under discussion at the governmental level. Changes will occur soon.

The Short Vocational Commercial Cooking course is a two-year programme which teaches the student cooking principles involved in the production of various types of food. Meals are served by the students to enable them to experience real-life situations and problems which occur in the food business. Many people take advantage of the excellent quality of the food prepared to order extensively from the Commercial Cooking Department.

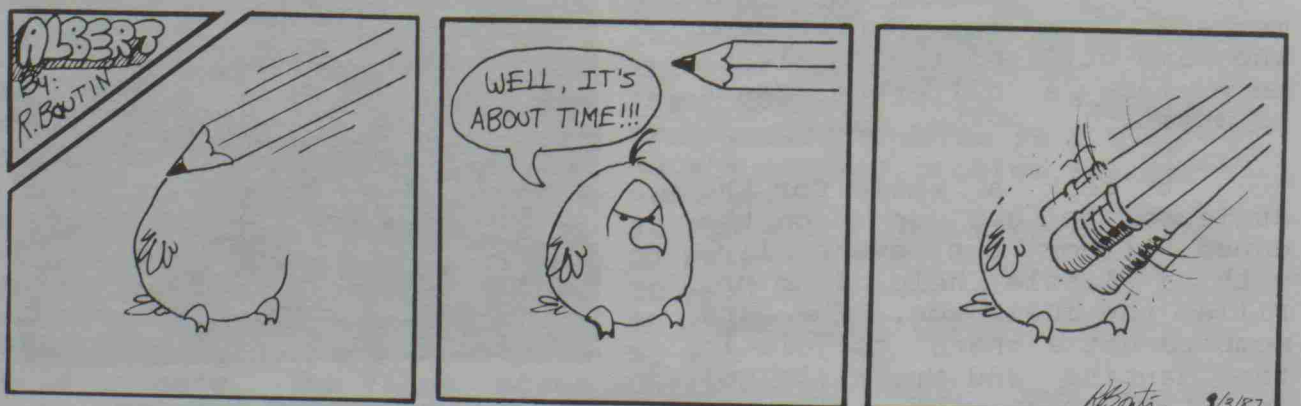
The Nursing Assistant Course is an intensive one-year programme offered to students who have successfully completed Level 5 English and French. The course involves intensive study in the following areas: care of mothers and unborn infants, nursing sick children,

care of the adult with either a medical or surgical problem, and care of persons who are mentally ill.

Students spend approximately seventy days during the school year in various hospitals applying the theory learned at school to actual patients. This closely supervised practice enables the graduate to make the transition more easily from the educational sector to the job market.

Graduates of the nursing assistant programme become members of the Professional Corporation of Nursing Assistants of the Province of Quebec, and are able to seek employment in private homes, long term care institutions, hospitals and doctors' offices. Both full-time and part-time employment are available, making it an ideal career for the person with young children.

Mrs. Anne Sparkes



Editorial

The recent food fighting in the cafeteria was but an exaggerated example of an all-too-familiar phenomenon. This is the breakdown of law and order in the school due to a group of students who refuse to comply with the rules and regulations of this school. Such behaviour not only makes it very difficult for the maintenance of order in the school but can have grave consequences as these students move on from a school to a work environment.

To begin with, the group of students with whom we are concerned behaved in such a manner as a protest. These teens cannot bear rules or authority and must, therefore, seek to destroy this "authority." In other words, these students would like nothing better than to be in a school

without rules, so that they were free to do as they wish. Indeed, to live amid such anarchy would benefit such students, who, more often than not, cannot succeed in school or in society. The causes for such failure are diverse yet one point is clear. This point is that such groups are not only harming themselves, but are a detriment to our entire society and our ability to remain competitive as a nation in an area such as industry. Furthermore, the fact that such groups are not an insignificant minority and that their behaviour could lead to unemployment or even crime, poses the threat of a large tax burden coupled with low productivity.

Yet, one may ask how such an incident, albeit rare in our school, was even allowed to happen. After all, the majority of the students in the cafeteria comply with the rules

of the school and could conceivably have stopped it or at least reduced its magnitude. Here lies the problem of student apathy. Yet, here is also a possible solution. In addition to the conventional punishment and teachers patrolling the cafeteria, group action on the part of the majority of law-abiding students must be organized so that there will be resistance to such behaviour right away. Also, the initiators of the conflict will be in the minority and thus less emboldened to start a food fight or whatever else.

In any case, such incidents as the food fight should not be passed off as insignificant for they have grave implications on our society as well as being a bad influence on other students.

K.S.

Continued from Page 1

al. They succeed through application. They are conservative, introspective and usually achieve a great deal. They are conscious of their admirable virtues. They tend to be introverts and are often withdrawn.

Then there is the complementary blue person who chooses the colour because (s)he wants the peacefulness and contentedness that blue offers.

A dislike for blue is a sign of revolt, guilt and a sense of failure. Anger over the accomplishment of others because of hard work with little reward can also be a reason for this dislike.

YELLOW - People who favour yellow put emphasis on mental and spiritual ideas. They usually are of above-average intelligence. They like innovation and originality. They are wise and philosophical. They are high-minded and serious about the world and life in general.

ORANGE - Orange is known as the social colour. It is cheerful and warm - not hot like red. Orange types get along with everybody. They are friendly and always ready with a smile. They are good-natured and gregarious and don't like to be left alone.

Orange is a colour that is often disliked. Some people think that life is serious and look down on the happy-go-lucky character.

GREEN - Green is the colour of normality. Green people are very balanced and steady. They are socially well adjusted, conventional, and suburban, as compared to orange which is urban. They are

solid, not impulsive like red or aloof like blue.

A dislike of green can mean resistance to social involvement or the lack of balance that green itself suggests. It can also signify a distaste for the dull and conforming qualities of those who like the colour.

PURPLE/VIOLET - Purple is considered the aristocrat's colour. It is often preferred by artists and people with above average tastes. They are fond of all arts such as the ballet, symphony, and other refined activities.

They are sensitive, vain, and temperamental, but easy to live with if you are accepted by them. Purple lovers avoid all the vulgar aspects of life. They have high ideals for everyone and expect people to live up to their standards. Some choose purple because they want to be regarded for these attributes when in actuality they are the opposite of the true purple type.

An aversion towards purple means a dislike of pretense and vanity. A disregard for what is artificial and superficial is also indicated, as is a belief in their genuine, mundane and humble aspects of life.

PINK - People who choose pink as their favorite colour are usually really red souls but don't have the courage to choose the colour in its full intensity. They live in fairly wealthy neighborhoods, are educated, indulged, and protected. Others may choose pink because they have had a rough time in life or have been mistreated. They seek the tenderness that pink offers.

A dislike for pink means an annoyance to those who are pampered, indulged, rich, and

vain.

BROWN - People who choose brown have homespun qualities. They are sturdy, reliable, shrewd, and very rational.

A dislike for brown is a good trait. It signifies impatience with what is dull and boring.

BLACK AND WHITE - Few people choose black and white as their true favorite colours. White is bleak, emotionless, and sterile. Black is total darkness, nothingness, a void. It is the negation of colour. Some choose it to appear sophisticated or mysterious.

A dislike or indifference towards black and/or white is a good sign.

These colour interpretations are based on Faber Birren's colour analysis.

Michelle Goyal

CLASSIFIED ADS!

FOR SALE:

One pair of men's cross-country skis with poles. Price negotiable. Please contact: Arthur Moore, 943 Walton Ave., Sherbrooke or call 562-6765.

Princesse Jo:

This is your last chance for a Mai Dance. So, what do you say?

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great heckling on the part of the government and considerable acting as the Leader of the Opposition addressed the judges. They would make great politicians!

In the evening the celebrity debate was held. Afterwards the teams received their bill for Saturday morning which was "Be it resolved that attending school is detrimental to one's education". Mr. Bertram had persuaded some Galt teachers to act as judges and they found this bill amusing. I watched one team from Alexander Galt who did really well against the eventual runners-up in the tournament.

After another recess, the final general impromptu debate was held which was "Be it resolved that Santa's elves be given the right to strike". You will all be relieved to know that Alexander Galt students were able to ensure that this bill was not passed and that Santa's elves will be working hard for you next Christmas.

The final debate returned to the original Olympic motion and was between B.C.S. represented by Ed Reese and Margaret Sims and Selwyn House team of Eric Gilman and Justin Vineberg. Selwyn House emerges the winter and they each received a plaque and a gavel for the school. All the other debaters

received a pennant.

I would like to thank Mr. Bertram for allowing me to attend B.C.S. for a most interesting two days.

Katherine Draper

TAKE YOUR TIME

What's your hurry? Where's the fire? Rome wasn't built in a day. Don't you love cliches like those? Just the justifications for slugabeds like us.

You are looking for a 10-letter phrase.

L	L	O	R	T	S	S	D	S	O	J	O	U	R	N
O	E	L	B	M	A	A	C	Y	R	R	U	H	O	N
P	E	E	R	C	W	L	I	S	B	E	H	I	N	D
E	Y	O	T	D	R	A	G	G	U	L	S	W	G	D
P	A	L	L	A	E	T	R	O	T	E	A	Y	N	N
M	L	E	U	A	N	T	A	J	T	E	U	E	O	U
W	E	O	S	L	R	I	H	A	L	T	N	K	L	O
A	D	Y	D	I	L	A	T	O	R	Y	T	O	O	R
S	S	L	F	N	W	I	E	S	L	O	E	P	R	A
T	Y	L	R	G	S	A	L	O	A	R	R	R	P	D
E	E	A	T	E	L	E	I	S	U	R	E	L	Y	N
T	S	D	H	R	L	T	Z	T	L	B	C	S	I	A
I	O	I	D	L	E	A	O	A	M	O	N	O	T	T
M	M	T	A	R	R	Y	X	U	L	O	G	Y	R	S
E	L	F	F	U	H	S	L	P	U	T	T	E	R	P

- | | |
|-----------|---------------|
| Dally | No hurry |
| Dawdle | Plod |
| Delay | Pokey |
| Dilatory | Procrastinate |
| Drone | Prolong |
| Easy | Putter |
| Halt | Relax |
| Hesitates | Rests |
| Idle | Saunter |
| Jogs | Shuffle |
| Lazes | Slog |
| Leisurely | Sluggard |
| Lethargic | Sojourn |
| Linger | Stand around |
| Logy | Stroll |
| Loiter | Tarry |
| Lope | Trifle |
| Lull | Trot |
| Lumber | Wait |
| Moseys | Waste time |

Amble Behind Creep

Dear Allie:

I'm so confused. I met this boy last summer at camp and we became friends. I think he likes me a little more than a friend, but I do not like him. I have realized that our friendship would lose its power if we become something more than just friends. How can I tell him I only want friendship from him and nothing more?

(Signed) CONFUSED

Dear Confused:

We suggest that you explain to him how you feel. Tell him frankly that you really value his friendship and that you do not want the type of relationship that he wants. We think that if you reason in this manner, you would not be hurting his feelings. We would like to hear from you and the results of our suggestions.

Yours Allie

Dear Allie:

Sometimes I feel so alone; although I'm in a room full of people I feel totally isolated, apart from everybody, somehow detached from everything. I do not want to feel this way, yet I do not know what to do. Sometimes I do not even know

DEAR ALLIE

where I stand with my friends and I do not really communicate with my parents. Where do I turn?

(Signed) LONELY

Dear Lonely:

It's understandable that you feel alone. Everybody does at one time or another, but we suggest that you try to involve yourself with your friends and parents, try to go a little closer to them. How to do this is to try to ask them questions about things that interest them, be it baseball, volleyball, basketball, or cars. Please try to be patient with your friends. Make a goal with yourself. The first day you may only say "Hi" or "How's life?" Gradually build your conversation up. But please remember: Do not talk about computer software; you may just end up with your ear talked off! Then you'll really wish that you could be left alone.

Yours, Allie

Dear Allie:

I feel so betrayed! I liked this girl in level four, and I told a close friend of mine how I felt about her. I've already talked to her a few times so she knows who I

am, and she and I seemed to have a lot in common. Then one day she comes up to me in the hall and tells me to bug off, and I was totally stunned. I did not know what was going on. I went and asked her myself what was going on and she coldly told me nothing, but later that day another friend told me that she said to her that it was because she was getting those love letters with my name on them, and she thinks that I am writing them. How can I tell her that it is not I who wrote those letters?

Allie, I would also like to add that a week later my friend was the one who wrote the letters "as a practical joke." What do I do?

(Signed) PRINCE CHARMING

Dear Prince Charming:

We suggest that being frank is the best policy with your problem.

Frankly tell your friend how betrayed and insecure you feel because of his telling of your secret. This experience should also warn you or make you re-evaluate whether you should tell him confidential matters. Be frank with her also. Tell her that it was not you who wrote those letters and that another friend of yours did.

Yours, ALLIE