

Failure Are Here

nors explained that 51 per cent of a school's faculty must be involved in the program for the school to participate, "since the whole idea is to change a school's philosophy from a failure-based to a success-based experience."

The school must do three things, Connors continued, "first, the children must be recognized as individuals; second, the curriculum must be relevant to the children's lives; and third, certain basic things must be learned well, the multiplication tables, for example."

The means for fulfilling these requirements are outlined by Dr. Glasser. The first step is discussion meetings, which are classes conducted in a circle to discuss topics ranging from "If you could rule the world what would you do?" to "Why busing?"

Sister Kathleen Kohl, principal of St. Francis Xavier, said that the aim of this open ended meeting is to get the children to think and relate to one another over anything they want to talk about.

"They sit in a circle because by facing each other eye to eye they must face the issue in question, and there is a feeling of unity in a circle."

Sister Kathleen continued: "It is curious, but sometimes a child will remove himself from the circle and you can watch his sense of cooperation go. But," she added, "we see this happen in our faculty meetings that we also hold in a circle now."

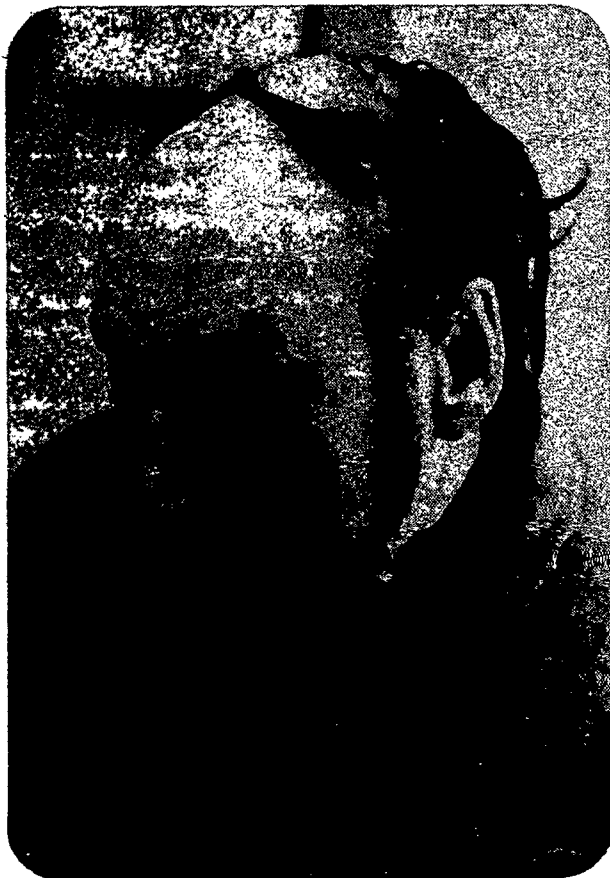
Sister Lorraine Julien, principal of St. Bridget's School, related that her faculty has found that "those students who were mute on academic subjects have a lot to offer on everyday-life talk. Often it is the 'bright' kids that participate least since there is no right or wrong answer, they can't tell what the teacher wants to hear, and they aren't used to the freedom."

When the idea for the Glasser program was introduced to administrators last Fall, a few of them expressed worry about how their faculties would react to the change in approach to education.

Barbara McGrath, who teaches first grade at Our Lady of Mount Carmel, expressed the opinion of many when she said: "This way is more enjoyable than the stiff classroom situation, it is more relaxed and I like it."

Mrs. McGrath cited improved faculty relations as she continued in her praise for the program. "The faculty started to share experiences since we began the seminars, which is something we never did before. We are able to get graduate school credit for taking part in this program and we now discuss teaching professionally, which has brought the faculty close together professionally."

The other Catholic schools involved in the schools without failure project are Holy Redeemer, Immaculate Conception, St. Lucy's, St. Monica's, and St. Michael's.



Arthur Connors: "To help kids succeed in school is our purpose. We feel that this is a preventive measure since kids act up because they have failed in school."



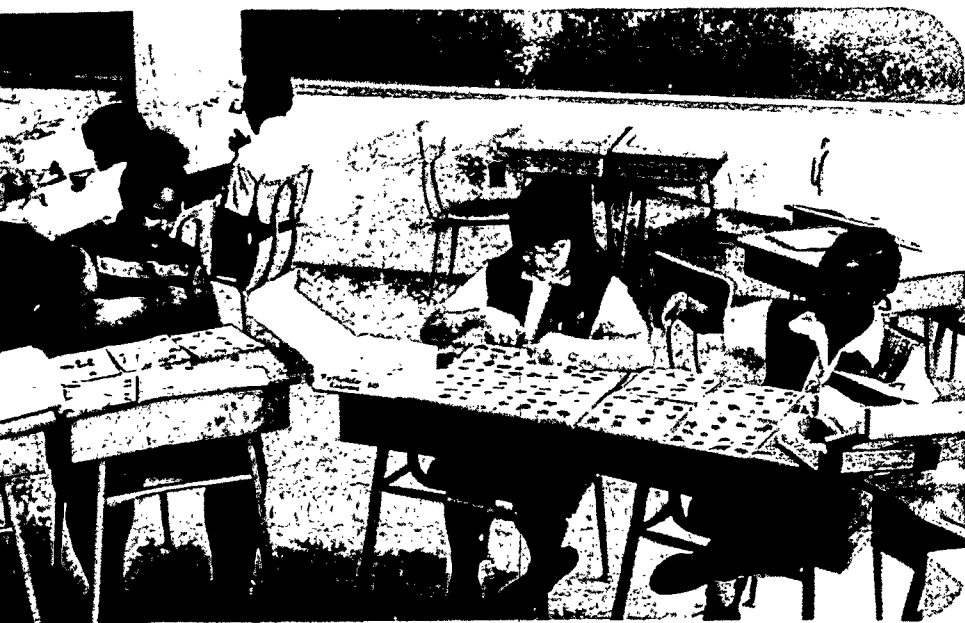
Sister Kathleen Kohl: "Every child comes to school as a success and school causes them to lose faith in themselves and soon they feel they aren't worth anything."



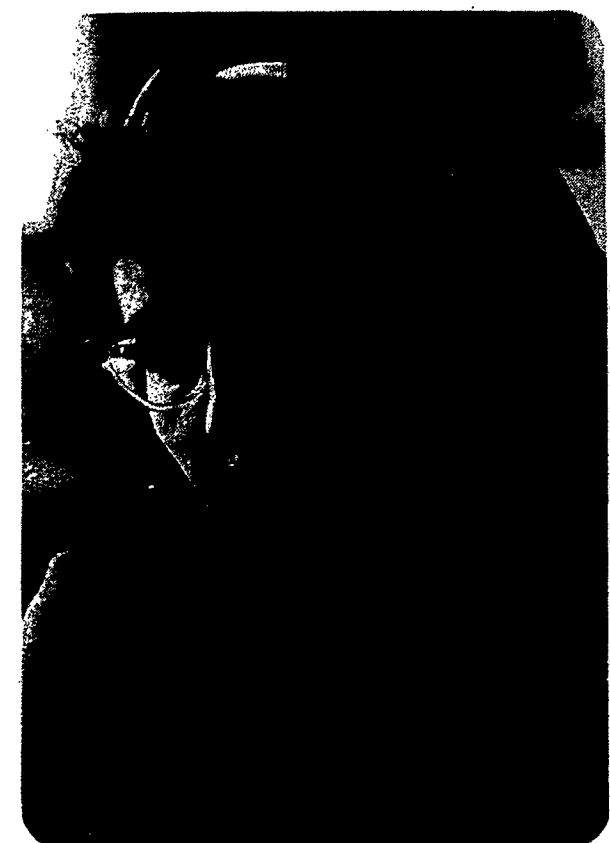
Sister Deanna Gears, principal of Corpus Christi School: "The staff is enthusiastic, and I am really satisfied with the Glasser approach."



Sister Ronald Burns, principal of St. Boniface School: "The whole success of it depends on the faculty and how committed they are to it."



St. Francis using visual aids in their remedial reading work.



Sister Consilia Norton, principal of Our Lady of Mount Carmel: "So far Glasser's approach is working well in the classroom and in discipline."



Sister Lorraine Julien: "I think it's an excellent program. It puts the emphasis on children taking the responsibility for their own education and their behavior."

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