



While planning her part in the upcoming Miles Millions campaign Sunday Dixie Roszler, 17, Grade 12 student at Ernest Manning High School, gives 'bare' stretch marking number 500 in the school tal



**STUFFING FOR STOCKINGS.** Students at Ernest Manning High School combined Christmas dinner with Christmas charity Thursday in a turkey dinner sale that raised \$200 to buy presents for children at the Providence

Child Development Centre. Here, Mrs. R. M. Randall, administrator of the centre, gets a helping from Grade 12 students Linda Pratt and Carol Mathewson.

# THE ALBERTAN

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TEACHER-AIDE BRENDA BYMA HELPS DARYL WEICHEL, 10, AND KELLY MURPHY, 10

## Elementary schools open doors

# High school students help teachers

By LAWRENCE McMAHEN

The little Grade 1 girl can't speak any English.

She's sitting at one end of her classroom and, being a recent immigrant from Hong Kong, has a language problem which separates her from the rest of the class.

But there's an older girl sitting with her, giving her full-time attention, using a letter game to familiarize her with English letters.

This type of attention wouldn't

be possible in a classroom with just the one teacher. However, in this elementary school in southwest Calgary, many students get extra attention and help as the result of a new teacher-aid program.

Thirty Ernest Manning High School students go daily to Ross-carrock and Spruce Cliff Elementary Schools, to act as "teacher-aides."

In the novel program, originated last February at Ernest Manning, students can sign up for Special Projects 10, 20 and 30, to do teacher-aid work in the elementary schools, for normal high school course credits.

Laurie Seaman, an Ernest Manning guidance counsellor who with fellow-counsellor Marg Tory is co-ordinating the program, says the course is a great success.

"It makes the students feel worthwhile," says Seaman. They appreciate what their teachers go through in the classroom after they've taught for awhile, he adds.

When a student signs up for the teacher-aide program at the beginning of the semester, he finds the particular elementary class he will be helping in by a number of factors.

Firstly, he states a preferred subject to do his teacher-aide work in. For instance, if the student has particular interest and ability in music, drama, art, or physical education, he might wish to help an elementary teacher instruct in that subject.

Secondly, the Ernest Manning student's timetable, a four 80-minute period day, must be fitted as best as possible to a suitable 80-minute period in the elementary school.

Finally, the students should be doing their teacher-aide work with an age-group of children with whom they feel comfortable.

Both Les Deglow, principal at Rosscarrock, and Russ Turner, principal at Spruce Cliff, are thrilled with the program.

"It's one of the best programs we have," said Deglow.

The students are "a very, very big help," according to Turner.

The principals feel everyone gains something in the teacher-aide set up: teachers in the classroom gain extra time for work with the students; the children in school gain individual attention from both the teacher and the teacher-aide; and the Ernest Manning students gain a "sense of responsibility," says Deglow.

Having a student in school helping on a regular basis is far better than volunteer parents' help in past years, said Turner.

Deglow states that at first, there was a bit of reluctance by some teachers to accept high school students into their classrooms, but now there is 100 per cent teacher participation in the program at Rosscarrock.

Tasks such as setting up spelling quizzes, helping individual children with their subject problems, making resource materials for the teacher, and working in the school library are usual jobs for the teacher-aides.

One girl currently working at Rosscarrock has set up an entire drama program for children, which will culminate with a play put on by the elementary students.

Making soup, tying shoes, watching the children during recess — all these make up part of the experience for the teacher-aide.

Seaman says the Alberta Teacher's Association has looked at teacher-aide programs, mak-

ing sure the students aren't doing tasks which teacher's should be doing.

Areas which should be handled by the teachers, not by the teacher-aides are: "prescribing" assignments to children and "teaching a concept," according to Turner.

From the original 15 students in Rosscarrock and four students in Shaganappi Day Care Centre at the beginning of the program last February, the number of students involved has mushroomed to 17 in Rosscarrock, 11 in Spruce Cliff, and two in Shaganappi. During the second semester at Ernest Manning, beginning February, 1974, Alex Ferguson will join the other two schools by taking on some teacher-aides.

Perhaps the most benefit from the program goes to the teacher-aides, who seem to be gaining great insight into the responsibilities teachers have.

Of the four girls helping in the day care centre last spring, says Seaman, two are currently enrolled in Mount Royal College's day care course, pointing out another of the teacher-aide program's good side-effects: students see whether or not they are suited for work with younger children.

According to the two principals, many students have said they would like to pursue teaching, while others have realized that isn't the field for them.

Either way, agree the principals, the students come out winners.





**THE LEADERS:** Ernest Manning High School students demonstrate skills learned in a Red Cross program which qualify them to help water safety instructors teach swimming. It was the first time a Calgary high school teamed with the Red Cross Society to offer the three-month program. Three instructors, Chris Van Reekum, Dan Hunt, and Kathy Carbury

taught the students, who won their Water Safety Leader awards last week. The students who are all 15 and 16 years old, are: Sandie Kilroe, Peter Carter, Tom Hamilton, Shane Tennant, Elaine Griffiths, Kathy Webb, Ron Emery, Alane Craig, Janet Flemmer, Stacey Ellis, and Doug Spark.