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ICS bids a fond farewell to Anne Cassidy

By Val Ross

After 23 years of welcoming new faces for the school year; after hundreds of hours overseeing the care of a rabbit named

Scamper, Murdoch the hamster and several slithery snakes; after digesting the products of more than 20 Hot Dog Nights; after an estimated 18 long-distance bus rides for school trips to Quebec City or Ottawa and at least 15 settings-up of group campsites at Sandbanks Provincial Park; after ten years of pizza lunches to raise funds for those trips; after writing personalized notes in the margins of about 450 Grade 5 and 6 journals; after helping kids to raise tens of thousands

of dollars for Unicef, and this year, \$6001 for refugees in Darfur and \$10,688 for tsunami relief; - after all this and much, much more, Anne Cassidy is saying farewell to the Institute.

When the Grade 5s and 6s troop into the class-

room in the sunny northwest corner of the ICS building next September, Anne will be thousands of miles away, greeting children in another classroom, probably in The Gambia College in the town of Brikama, in the former British colony of The Gambia, West Africa. After 23 years of bringing the wider world to ICS, Anne Cassidy will be bringing her own distinctive teaching style to the world.

"I'll be with two other volunteers, one from the United Kingdom, one from the Netherlands," says Anne. "We will be working on bringing a new



Anne Cassidy surrounded by students from her grade 5/6 class

teacher training model to a country that's used to a hierarchical, conservative model. When asked what attributes the Gambians wanted in their teachers, two words came back: 'patience' and imagination.' Some of the teachers Anne will be training may go off to face classrooms of as many as 70 kids, and no equipment. But Anne says they'll learn to work with local resources, "If we can't use counters to teach math, we'll get shells from the beach. I know I'll learn more from them than they will from me."

After 23 years of bringing the wider world to ICS, Anne Cassidy will be bringing her own distinctive teaching style to the world. According to Elizabeth Morley, Anne's teaching methods have even been studied by graduate students, in part because of her unexcelled ability to adapt curriculum to each class's

special interests. "I've often heard Anne say, 'I think I'll try this in a different way with this group,'" says Elizabeth. "And she has one of The Great Teaching Approaches to spelling. Every week she has the kids do lists of those words that have come up in the week's classroom discussions. There's a list of basic words for everyone, as well as more difficult words as a challenge for students who are ready, and bonus words, funky difficult words to expand all the kids' horizons. This personalization makes so much sense."

Elizabeth has also watched Anne adapting math curriculum to, for example, graphing the revenues from a Unicef fund-raising project, and tying geography lessons to visits from human-rights activists from Central America. "This 'individualization' of curriculum material is extra effort, but it really matters to the kids," says Elizabeth. "And Anne has never shown a dip in her energy levels because she's so enjoying the kids as people." Julian Wolfson, now a 27-year-old development worker who has just returned from Afghanistan, remembers Anne teaching him in Grade 5, during the American election of 1988, "It really struck me how much she cared about the election outcome. We all started taking politics seriously." He adds, "The second Anne Cassidy's name is mentioned, what jumps into my mind is: Fabulous teacher."

One of Anne's former students recalls, "She always seemed all-knowing, all-seeing over her classroom domain. When you were bad, she laid a hand on your forearm, looked you in the eye and told you she wasn't happy with what you'd done. But even bad kids were treated with respect." Anne Cassidy did not set out to be a teacher. The nuns who taught her in her Montreal elementary school seemed strict and aloof. But there was a "wonderful" Sister who noticed her in Grade 3, and showed the shy little girl kindness and connection. In the end, she says, it felt right to go into teaching, first in the Montreal Catholic school system, then in Toronto. She came to the Institute in 1979 as a mature student, which is when Robin Ethier, former ICS principal, first met her. Robin recalls that Anne was a student teacher for her son, Andre, then aged 3. Now aged 28, Andre Ethier says, "Of all the teachers I had, she was the most able to communicate as an adult with the children." Robin Ethier adds, "She was always so interested in the world - and she got the youngsters interested not as tourists but as involved citizens."

ICS hired Anne in 1981 to teach Grade 4. After



Anne Cassidy

E.A. Hunter

that it was Grade 5 for eight years. Then, in the late 1980s, the school had decided to split Grade 5/6 classes; Anne has been teaching those grades ever since. Her two brothers and sister are all self-employed and entrepreneurial; by contrast, her career as a teacher could have been conventional, if she hadn't treated every year as unique, a fresh encounter with a new group of personalities.

"On my first day of Grade 5, we walked in to find that she had decorated our classroom with lamps and cushions from Nepal," says Zoe Ritts, now 14. "She told us about her travels in Nepal where she got her nose pierced with a diamond. For the rest of my life I'll be able to find Nepal on a map."

As a matter of fact, Anne says a good world map is her notion of an essential teaching tool. Her classroom has had many world maps, usually surrounded by news clippings and letters from pen-pals in far-away places. Perhaps next year there will be a letter from Anne herself, writing from Africa.

"Going away will be scary on many levels," she says. But she already has a sense of what her African assignment arranged through the international development charity VSO (Voluntary Services Overseas) may be like. Her daughter-in-law is Ethiopian, and Anne has recently visited a friend who teaches at a boarding school in Malawi. "I've been threatening to do this since my own kids were little," says Anne. Now that Tom, Katie and Michael are adults themselves, "They're not surprised that I'm going."

Val Ross (ICS '61) is the author of The Road to THERE and the mother of three ICS graduates

Where are they now?

The ICS class of 1975, thirty years later

By Ginny (Harris) Leuty

This "flashback" has proven to be an exceptional and rewarding project. Thank you to all for being so happy to speak with me. While our graduating class had 16 students I was able to track down many that left ICS before grade 6 (indicated with *). I found all of the girls in our class of '75 but unfortunately could not locate Chris Matthews or Ned Jackson. If you know of their whereabouts or any other ICS alumni, please contact the ICS Alumni Association at icsalumni@oise.utoronto.ca.

Nigel Baines studied film and then made documentaries in French. He switched to advertising and is now the international creative director for pharmaceutical advertising for Publicis. He and his wife live in Paris.

Jeannie Brehaut moved to the UK at 19. She lives in London working in sales for LexisNexis, the UK's leading provider of on-line news, business and legal information. Her poetry, short stories and essays have been published in anthologies in North America and Britain. Jeannie is a Reiki practitioner and also teaches yoga.

David Cohen studied film in LA where he now works as the Content Director for the websites of Telepictures, the Reality and Syndication TV division of Warner Brothers. He and his fiancé live in LA and are expecting their first child in June.

Arliss Collins* had a career in the IT industry before starting a home renovation company with her husband. They live in Toronto and have a son.

Andrew Diamond has an MBA and a Law Degree. He has his own business and legal consulting firm and teaches at York University. He is the father of 2 sons.

Alison D'Oyley lived for many years in Vancouver. She now lives and travels internationally.

Gilly Essen* studied Early Childhood Education then received a Masters in Coaching Science. She is currently raising 4 bilingual children in Austin Texas, after 7 moves in the past 11 years (Calgary, Paris, Strasburg, Kentucky, Montreal, and Houston) following her husband's career in Smart Cards Technology.

Eric Fitz studied photography and film and works as a location sound recordist for film and television. His shows include Kids in the Hall and Blue Murder. Eric lives in Toronto with his wife and 2 children.

Maia Frumhartz lived in Brandon, Manitoba for many years. In 2003 she and her family moved to Abu Dhabi, where her husband teaches at the Women's College in Commercial Technology. Maia is the administrator of the MBA program at the Abu Dhabi Men's College. They have 2 teenagers.

Donald Gibson* studied English and is a free lance writer of newspaper and magazine articles (sports in particular). He is also a writer of fiction. Don is loving life in Vancouver where he is a teacher of English and Film at The Mulgrave School.



from left: Peggy Lee, Ginny Harris, Maia Frumhartz, Janet Selby, Jeannie Brehaut, Jone Wright and Sue Porter performing their version of The Sound of Music

Ginny (Harris) Leuty studied English and Art History then traveled extensively though South East Asia and Europe before working in educational travel. She worked for the National Ballet of Canada in development then became Administrative Manager of the Artistic Department. She is married with 2 children at ICS.

Justin Hearn* lives in Victoria with his wife and son. He is owner and president of the software company Geometrix Data Systems.

Peggy Lee lives in Vancouver with her husband and 2 sons. She is a professional musician playing the cello for the Vancouver Symphony Orchestra as well as writing and performing her own music. She enjoys playing improvised and creative music and returns each summer to play in the Guelph Jazz Festival.

John Loewen* worked in corporate finance in South Africa for 12 years. He now lives in Toronto with his wife and 2 boys and is CEO of Loewen and Partners, a corporate finance firm.

Ian March lives in Toronto with his wife and 2 kids. He works for TD Securities in moneymarkets.

Ilse Miezitis has a PHD in School Psychology from OISE and works as a school psychologist for the TDSB. She lives in Toronto with her husband and 2 children.

Hilary Morris lives in Collingwood where she teaches piano and yoga. She has started her own cookie and soup company.

Stephen Murdoch* lives in Toronto with his wife and 2 children. He studied mathematics and has been a certified financial planner and financial advisor at Clarica/SunLife for the past 9 years.

Michael Polanyi* received his PHD in Environmental Studies. He worked as a community health worker and is now the Program Director of KAIROS Canadian Ecumenical Justice Initiative. This agency works towards changing policy to help eliminate poverty in Canada. He lives in Toronto with his wife and 2 sons.



David Cohen & Ilse Miezitis as the Baron & Baroness Van Trapp

Susan Porter has a PHD in Clinical Psychology, with a focus on dreams and the unconscious. She has been working as a high school psychologist -first in San Francisco for 12 years and now in Boston. This summer she will join the teaching faculty of Smith College in Massachusetts where she will lecture on clinical social work.

Janet Selby has a stepdaughter and lives in Toronto with her spouse. She is a chartered accountant, and worked in the industry for many years. Janet is now the Director of Recruiting at Resources Global Professionals, a professional accounting and finance firm.

Scott Sinclair lives in Vancouver. He and his wife are expecting their second child in the fall. He studied finance and is a stock broker at Canaccord Capital Corp.

Elizabeth Schwenk* lives in New Orleans with her MD husband and 3 kids. She studied business and has a public relations company.

Bruce Yule* runs the manufacturing and distribution for Tremco. He and his wife live in Ohio and have 3 children.

Where are YOU now?

We welcome updates, inquiries and comments.

To contact us, or to get on our mailing list,

email the Alumni Association at:

icsalumni@oise.utoronto.ca

Visit the ICS WEBSITE at:

www.oise.utoronto.ca/ICS

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How ICS Helped to Win the War

By Jocelyn Raymond Read

In the years between the two world wars, Canada and particularly the Institute of Child Study, had become world leaders in the theory and practice of early childhood education. As such, they were asked to play a special role in Britain's war effort. "I don't suppose anyone in this country thought before the war that a nursery school would be an essential part of our defence programme" said the British Minister of Labour, Ernest Bevin, acknowledging Canada's contribution.



from left: Dorothy Millichamp, Margaret Fletcher (standing) Mary Wright, Anne Harris, Mary Pauline McFarland

With fathers in the army and mothers taking war jobs, "the under-fives are often seriously neglected," wrote a British journalist in 1941, noting that there were only 15,000 nursery spots for an estimated three million children under the age of five. Ad hoc wartime nurseries were criticized in the House of Commons as being in such a colossal muddle that many mothers were declining to take up war work.

Canada provided three main kinds of support: teachers to work with children affected by bombing raids; psychiatric social workers to assist evacuated children, and educators, trained in large part at ICS, to staff and organize a nursery training centre for childcare professionals. In May 1942, Dr. William Blatz and five staff from ICS set off in a convoyed ship to cross the Atlantic for London. There, Mrs. Vincent Massey persuaded Harrod's to overlook their

lack of ration coupons and to provide them with official neckties.

The Garrison Lane Nursery Training School was housed in a renovated elementary school in the slums of industrial Birmingham. Dr. Blatz, whose lectures in Britain were widely attended and praised, said he had chosen a seemingly "unpropitious" environment for the centre in order to demonstrate that what he called "the serenity of nursery school technique" would work anywhere.

On Dominion Day, 1942, the centre opened its doors to what Dr. Blatz later described as "Bright smiling faces somewhat obscured by mother earth and a little awed by the bright surrounding, the unlimited space and bright array of toys. The entry was a good omen because as others arrived, tears and shrieks alternated with grim silence and pathetic tears..." he wrote, praising in particular the unstinting kindness of the ICS staff. "Lunch was perhaps the first time that most of the children sat down to eat."

Indeed most of the underprivileged children were used to bolting a piece of bread-and-spread on the run, sharing a bed with siblings and to using an outhouse. Many had never played with toys. Scabies, lice and nits were endemic until new clothes could be provided and regular wash routines established. When a reporter for *The Star Weekly* visited a year later, he described the centre as "an oasis of serenity and beauty" in the slums.

The trainees – teachers, hospital matrons, principals and public health workers who went on to staff centres throughout Britain – also commented favorably on the calm mood of the centre and on the efficacy of routine in fostering security. They were often surprised at how the playrooms were arranged to keep the children so interested they did not need adult entertainment. They noted too that the Canadians used discipline and understanding rather than "tender sweet sentiment," and that corporal punishment was unnecessary.

The project continued for two years, under several groups of Canadian instructors. Back home, Dr. Blatz declared that Canada had begun to lag behind Britain in recognizing the importance of early education and child care. His eloquence on the need for government intervention into the lives of young children would help give birth to a new social revolution: the daycare movement.

*Jocelyn Raymond Read, author of
The Nursery World of Dr. Blatz
is an ICS diploma graduate.*

Bullying: The Past, The Present, The (Bright) Future

By Samantha Banack

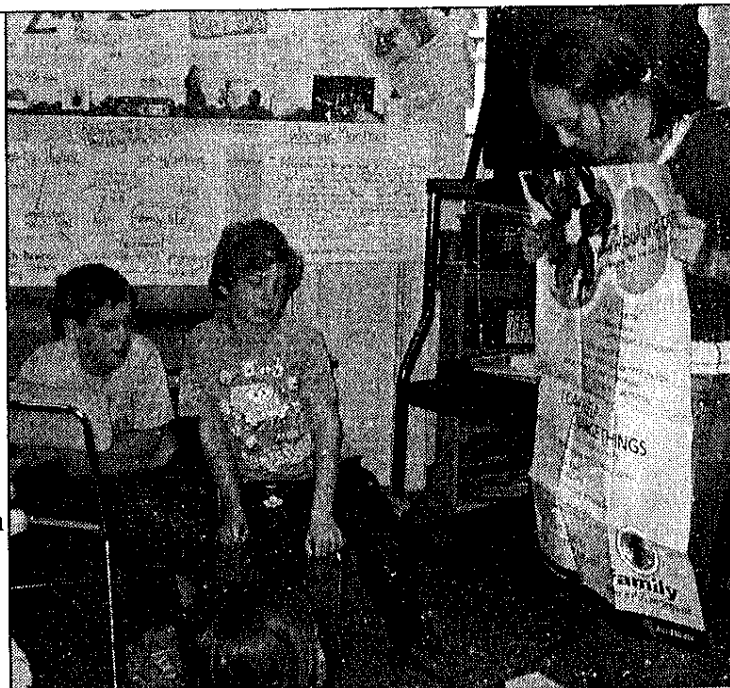
I paid a very special visit to ICS this year. I returned to the halls of 45 Walmer Rd. after over a decade to talk to a Grade 5/6 class about bullying. Entering the school I had only my grade 6 yearbook as proof I knew what I was talking about when I said I understood what kids were going through. Walking through the halls I began to wonder if I did.

The truth was that I had jumped at the chance to come talk at ICS. I work at Astral Television Networks, and Family Channel is one of our stations. Last fall they sponsored a Bullying Awareness Day and asked each employee to spread the word to their former elementary schools. It was perfect! Not only did I know, KNOW, that ICS loves any chance they get to open this kind of discussions with kids, but one of the most memorable lessons from my own ICS days occurred when, in fourth grade, my teacher Elizabeth Morley taught me the hurt bullying can cause and what we can do to stop it.

There was an awful game of 'truth or dare' plaguing the playground and not everyone involved was a volunteer, if you know what I mean. It got out of hand and Elizabeth called us all to the perimeter of the carpet for a little chat. She didn't scold, or yell or reprimand. She simply told us about a book she was reading, *Cat's Eye* by Margaret Atwood. She told us the book was about a girl who let her friends bully her and how much that could hurt. She left it up to us to deal with ourselves. We didn't know anything about assertiveness (I doubt I could've spelled the word) but we managed to work out the hurt and clean up our own mess.

The truth is that I am no more an expert in the field now than I was then. Turns out, though, it didn't matter. In that Grade 5/6 class all I had to do was show up. The true experts when it comes to bullying are the kids who deal with it every day. They know how it feels to be both victim and bully. They know what will stop it, what will bring it on and exactly how to fix the problem.

It was fun to sit down with these kids. We talked



Samantha Banack speaking to a grade 5/6 class at ICS

about a clip I had brought on bullying from Family Channel. It showed the wrong and right things to do when it comes to bullying. We dissected exactly what was going on. Who were victims and who were the bullies? We discussed how we can deal with these types of situations, how to defend ourselves, and, sometimes more importantly, defend others.

They sounded like I did with my classmates over a decade ago. It's sad that the problem still exists (check out the website www.bullying.org for fantastic resources on bullying and prevention and for information about the school program started by Bill Belsey in Alberta), but it's so great that ICS kids are still smart enough to know what they are dealing with and that ICS still gives them an arena in which to discuss the problem.

Samantha Banack graduated from ICS in 1993.

The Institute of Child Study has EXPANDED to include 56 Spadina Road!

Our Art Room has been relocated to the main floor with lots of wonderful sunlight. The rest of the building is being used for the MA in Child Study program and ICS/Laidlaw Centre research facility. If you would like to come by for a tour, or are interested in the capital project, please contact: Robin Farb: (416) 934-4515 rfarb@oise.utoronto.ca