

Orléans Star - Sports - Volleyball

Béatrice-Desloges senior boys volleyball places third

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Topics : [National Capital Secondary School Athletic Association](#) , [Ontario Federation of School Athletic Associations](#)

After finishing first in the National Capital Secondary School Athletic Association (NCSSAA) AAA division finals, the Béatrice-Desloges' senior boys volleyball team placed third at the province-wide Ontario Federation of School Athletic Associations (OFSAA) competition which took place Nov. 25 – 26. The Bulldogs conquered Upper Canada in the quarterfinals (25-22, 25-15), then were defeated by Oakridge in the championship semi-finals (25-22, 25-19).

8 décembre 2010 | Le Droit | JUSTINEJUSTINEMERCIER MERCIER jmercier@jmercier@ledroit.ledroit.com
com

Les francophones font piètre figure comparativement aux anglophones

Les élèves de 15 ans des écoles franco-ontariennes performent beaucoup moins bien en lecture, en mathématiques et en sciences que l'ensemble des Ontariens du même âge, révèle une récente étude internationale menée par l'Organisation de coopération et de développement économique (OCDE).

Mis sur pied en 2000, le Programme international pour le suivi des acquis des élèves étudie tous les trois ans les compétences scolaires des élèves de 15 ans dans plus de 65 pays/économies.

Rendues publiques hier, les données 2009 montrent que les élèves canadiens ont des résultats assez stables depuis 2000, tant en lecture qu'en mathématiques et en sciences. Le score moyen en lecture, au Canada, atteint 527, un résultat grandement supérieur à la moyenne de 496 pour tous les pays participants. Seuls quatre pays ont obtenu un meilleur score que le Canada. Le pays a cependant connu une baisse de la proportion d'élèves très performants en lecture, qui est passée de 45%, en 2000, à 40% en 2009. En Ontario comme dans plusieurs autres provinces canadiennes, les résultats sont cependant beaucoup moins reluisants dans les systèmes scolaires linguistiques minoritaires.

Ainsi, les élèves de 15 ans du système scolaire francophone de l'Ontario obtiennent un résultat de 475, tandis que ceux qui fréquentent une école anglaise obtiennent 533.

Écart semblable ailleurs

D'importants écarts dans les résultats obtenus par les élèves des écoles françaises et anglaises sont aussi observés en Nouvelle-Écosse, au Nouveau-Brunswick, en Alberta et en Colombie-Britannique. Un écart, lui, plus faible, est aussi noté au Manitoba.

Il n'y a qu'au Québec où les résultats entre les deux systèmes scolaires sont presque égaux, soit 520 dans le système anglophone et 522 dans le système francophone.

Les Canadiens de 15 ans ont également obtenu de bons résultats en mathématiques et en sciences. Moins d'une dizaine de pays ont obtenu de meilleurs scores que le Canada dans ces deux matières.

Les élèves québécois présentent des résultats significativement supérieurs à la moyenne canadienne en mathématiques, tandis que les Albertains se démarquent en sciences. Les élèves ontariens se classent dans la moyenne canadienne dans les deux matières.

La différence en fonction de la langue du système scolaire se fait aussi sentir en mathématiques et en sciences. Alors que la moyenne canadienne en mathématiques s'établit à 523, et celle en sciences s'établit à 532, les Ontariens de 15 ans fréquentant une école anglophone ont obtenu un score de 527 en maths, et de 533 en sciences, tandis que les étudiants des écoles franco-ontariennes plafonnent à 500 en maths, et à 484 en sciences.

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Fire more teachers: Snobelen

By **JOHN SNOBELEN**, TORONTO SUN

Last Updated: December 4, 2010 6:20pm

A couple of years ago I was in New York City working in a leadership program when I met an interesting guy.

Rick was an executive with a regional grocery chain that was locked in a fierce battle with a tough competitor, Walmart.

To protect its market share from a huge and highly competent competitor Rick's company set out to provide its customers with a great shopping experience. Their plan involved unleashing the creativity of all store employees and particularly the store managers. It was a heck of a strategy.

When I asked him how his company devised their plan, Rick told me a great story. He said they had a crazy manager who was universally hated by everyone in administration.

The legal department wanted him fired. The head office people wanted him tarred, feathered and then fired. He was not a team player.

The crazy manager had never found a rule he felt inclined to follow. How crazy was he? Well, at Christmas he put up a Nativity scene. With live animals. Inside the store. Run that by your local food inspector.

The store was downright scary on Halloween. Prize money for the annual fiddling contest came out of the store improvement fund.

Clearly the guy was out of control.

So why didn't they fire him? His numbers.

Grocery chains meticulously track sales, profits, employee retention and customer satisfaction. The crazy manager didn't just top his company for great results; he blew all the other managers out of the water.

Rick told me after years of trying to thwart the crazy manager the light bulb went off. Maybe the company should restructure its administration to encourage and replicate the great experience people had in the crazy manager's store.

I was thinking about Rick and the crazy manager as I read Malcolm Gladwell's recent book *What the Dog Saw*. The chapter "Most Likely to Succeed" caught my attention. Gladwell notes the students of great teachers learn three times as much as the students of poor teachers. That is one heck of a difference.

He goes on to point out the difference between great and poor teachers is not determined by accreditation or tenure. It turns out great teaching has more to do with EQ than IQ. Bad teachers don't get better just because they earn additional degrees or stay in the system for years.

Gladwell's conclusion is simple; hire and fire more teachers. Measure student progress carefully and eliminate the bottom performing teachers. Richly reward the top performing teachers. It just makes sense.

Reading the article reminded me of Rick and the crazy manager. During my school tours I encountered a number of great teachers who were a little like the crazy manager. They did whatever it took to inspire learning and engage students. They broke rules.

Just like the crazy manager, those great teachers were often thwarted by the administration. But unlike Rick's company, the education system is not about to get behind great teachers.

The crazy manager was protected by his great numbers. The education system is designed to protect underperforming teachers by not measuring teacher performance. Higher pay in the system goes to old, not good, teachers.

The big reason great teachers are undervalued in the education system is simple — there is no Walmart.

As long as schools don't have to compete, the great teachers will be short-changed.

All of which begs the question: If students were important wouldn't we do everything possible to make sure they always had a great teacher?

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U of O students take U-Pass to court

'Other poor students' want the right to refuse to pay for colleagues' transit

Nine University of Ottawa undergraduate students have decided to take action against a bus pass they have to pay for, but don't use.

The group filed a suit in small-claims court last Friday seeking damages from the Student Federation of the University of Ottawa over the implementation of the mandatory U-Pass.

" This lawsuit isn't about removing anyone's right to having the U-Pass," said Nicolas Fleet, one of the plaintiffs. "In fact, we all believe in the principle of an affordable transit pass for students, but we don't believe that other poor students should have to help to pay for that."

The student federation held a referendum in February to determine whether undergraduate students were interested in a subsidized bus pass, valid from September to April, costing \$145 per semester. The referendum passed with 22 per cent of undergraduate students participating, 64 per cent of whom voted in favour.

In their claim, the students argue the referendum was not administered as spelled out in the federation's constitution. The constitution states all referendum questions are to be " concise, precise, and unambiguous.

" The plaintiffs contend that the question did not spell out that not all students would be able to take advantage of the pass. In addition, the claim notes that members of the Student Arbitration Committee, the committee responsible for taking complaints about the referendum process, were not selected in an impartial manner or in accordance with articles of the SFUO constitution.

None of the allegations have been proven in court.

" I'm concerned with the way the SFUO conducted the referendum, regardless of whether this is good policy or bad policy," said Fleet. " The danger with breaking rules to make good policy happen is that when it's time for bad policy to be tabled that same government will use the rule-breaking precedent as a means of getting bad policy implemented. Whether it's beneficial for students or not beneficial for students, we need to follow the rules and that's a way of protecting everyone."

Fleet, who said he is "concerned about student liberties" and is a "victim of the U-Pass," is frustrated that those residing near or on campus cannot opt out. " I think it's an issue of minority rights, that as people who live close to our downtown campus we are being marginalized and ignored."

The students are asking for \$ 3,772.57 in compensatory damages (which includes recovering the cost of each UPass, their SFUO membership fees, court fees and damages for lost time and hardship) and \$250 per plaintiff in exemplary damages.

" I'm a little disappointed they're bringing forward such a claim," said Tyler Steeves, president of the student union. " They're trying to make a point, I get it. But it's unfortunate that student money is going to be wasted defending this thing."

Though he said the SFUO would fight the claim, he said he wasn't surprised at the action. " There have been a lot of complaints," he said.

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Professor to install camera into back of head

By QMI AGENCY

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NYU photography professor Wafaa Bilal displays the digital camera attached to the mount implanted in the back of his head, in his apartment in New York Dec. 7. (REUTERS/Jessica Rinaldi)

A photography professor at New York University is going to have a camera implanted in the back of his head for his next project, according to reports.

Wafaa Bilal, an Iraqi-born assistant professor in the photography and imaging department of NYU's Tisch School of the Arts, has plans to undergo surgery to implant the camera in the next few weeks, the Wall Street Journal reported.

The camera would transmit a live stream of images to visitors of a new museum in Qatar. The camera will be programmed to take pictures at one-minute intervals for one year, the newspaper reported.

The fact that Bilal is an active faculty member at the university who would be in a classroom setting while the project is underway has caused some concern at the school.

"Obviously you don't want students to be under the burden of constant surveillance; it's not a good teaching environment," Fred Ritchin, the associate chairman of the department told the WSJ.

This is not the first time Bilal's work has been the subject of controversy.

In 2008, Bilal created a computer-based work called Virtual Jihadi, a modified version of the game Quest for Bush, an already hacked version of the game Quest for Saddam. Bilal cast himself as a suicide-bomber in the game whose goal is to hunt then-U.S. president George W. Bush.

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Ivy League students arrested in drug sweep

By REUTERS

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NEW YORK - Five Columbia University students were arrested Tuesday on charges of running a drug ring in fraternity houses at the prestigious school, police said.

The students, accused of selling cocaine, marijuana, LSD and prescription drugs, were busted after undercover narcotics officers bought nearly \$11,000 worth of drugs from them in a five-month operation, the New York Police Department said.

The investigation was dubbed "Operation Ivy League," police said.

Arrested along with the students were three people accused of supplying the drugs, including Miron Sarzynski, 24, who also faces charges he attempted to kidnap two rival cocaine dealers he believed owed him money, police said.

Sarzynski tried to hire an undercover officer to help him grab the two dealers, hold them for ransom and torture them by force-feeding them LSD, police said. He also threatened to kill them if the ransom was not paid, police said.

"The fact that a supplier to the Columbia students was willing to kill his rivals should demolish any argument that drugs on campus is a victimless crime," Police Commissioner Ray Kelly said in a statement.

"This is no way to work your way through college," he said.

The students allegedly operated the drug ring at three fraternity houses and at dormitories at Columbia's campus in Manhattan, authorities said.

During raids early Tuesday, police said they seized stashes of LSD, tablets of MDMA or so-called ecstasy, Adderall, a drug often prescribed to treat attention deficit hyperactivity disorder, marijuana and some \$2,000 in cash.

Police said Sarzynski allegedly manufactured narcotics at his apartment in downtown Manhattan with the help of his girlfriend, Megan Asper, 22, who they said specialized in growing marijuana.

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