

## The Role of Adults

### In a Choice-Filled World

by Ann Caron, Ed.D

**W**HEN IS OFFERING CHOICE too much? Recently I was shopping in a local high-end grocery store when I noticed a mother pushing an infant and a toddler in the grocery cart with a four year old by her side. "What would you like for dinner?" she sweetly asked her oldest child. I glanced at my watch- 4:30 pm - as I observed his eyes sweeping the shelves of goodies. I did not linger to hear the end of the conversation but I wager that, like most four-year olds, he would choose either something not too appropriate or something familiar, like hot dogs, pasta or chicken nuggets. When children who have not experienced many tastes are asked what they would like to eat, what choices do they know? How can they choose when they don't know what to choose? And that is the dilemma of offering choice to a child.

A friend told me that she was enjoying one of the first sunny days at Greenwich Point this spring when she overheard a father saying to another dad, "We took our son to three different Sunday Schools and then asked him which Sunday School he wanted to attend." His son was eight years old. I

could only think that the Sunday school that offered the best snack and best songs won his affection and became his first choice.

Parents I know who live on the West Coast had to choose a new school for their middle-school age son. Their son was interviewed at a couple of schools and decided he liked one the best. However, his parents really wanted him to attend the same school as his older sister so as to avoid a car ride in a different direction. After talking with a guidance counselor who bluntly told them that a 12-year-old should not make the decision about what school he attends, his parents chose the school of their preference, their son's second choice. Now, their son is looking forward to next year because the decision is made and he does not have to think about it anymore.

The freedom to choose whatever you want when you are a child, and then a teenager, can lead to overload and what I have called "option paralysis." Families are faced with hundreds of television channels to watch, thousands of songs to download, millions of Internet links to connect to

and endless places to visit. Everyday the ability to make good choices becomes more paramount, but how do we develop that ability? While everyone appreciates the freedom to choose what we like, not all choices strengthen bonds within a family. Do children's choices dominate? Are parents' choices ignored or shoved aside in favor of the younger voices in the family? Which is better? I have observed families wasting many hours as children say they want to do one thing and then change their minds and then change again, frustrating parents and other children. This quandary about the question of choice started me thinking about the ramifications of being the adult in a family. In a family that includes one or two adults - parents - should that household be dominated by children's wishes? Where does the adult fit in?

A ten-year old boy wrote this little verse about the things he cares for (hockey and nature were his other loves)

*Parents  
Strict, nice  
loving, kind, fun  
Parents are what I need  
Adults*

Let's explore what he means when he says he needs adults and analyze the word "adult" letter by letter.

#### **A is for ADMINISTRERS**

The adults in a family, either the mother, father, or both, basically run the home, or should run the home, whether the children like their parenting style or not. From the adults, children learn their responsibilities and obligations. Using the verb

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'administer' for a parent may seem harsh but parents definitely play executive roles within the family. Some mothers and fathers have held managerial positions in the business world but sometimes using a business analogy makes them uncomfortable. Other parents may not have had that experience but still are faced with management challenges when they become parents.

Moms and dads who are "home-administrators" should write their own job descriptions and then discuss them with each other. Also parents should create practical budgets so expenses do not outweigh expenditures, including children's high-tech toys, sports activities and summer camps, and talk with the children about the limits of family spending, giving them choices of purchases rather than allowing indiscriminate buying. Then parents should help the children create job descriptions for their roles as students - homework, preparing for special assignments - and as members of the family, sharing housework. This exercise allows a child or adolescent to know that he or she can have choices within limits (which household task, what hours they should do homework, etc).

**D is for DECIDES**

Along with the role of organizing the home and arranging all the details, parents also are the decision-makers in the family. When it comes to choosing family events, like a family vacation, the adults ought to confer with members of the family and come up with a plan that will satisfy most people, not just satisfy the children. Parents have to make the decision, based on time and money available.

I have to laugh when parents assume that all they have to do is ask

their teenagers what they want to do and they will get an answer. At times, adolescents don't want to do anything or, if they do, they choose to do it with friends, not family. So parents should set the agenda and then let kids fill in: "We're going to Grandma's this weekend, (decision made). What day would you prefer (expanding the discussion)? We'll leave at 10 am and get back by 5 pm (confirming the action). You will be free to join your friends at night (acknowledging the teen's own agenda)."

Some children demand to play sports that take up all free family time. Of course, sometimes children want to experiment with sports, but undertaking activities that tie up all the weekends in one season can place the adults at the complete whim of the children. Wait a minute, aren't parents supposed to enjoy the weekends also? Aren't family activities possible on the weekend? Some families love watching their children play sports all weekend and that is great, but that may not be the case with all families. Letting children know that parents also have preferences and also are entitled to choose gives children a taste of reality.

...parents should set the agenda and then let kids fill in.

**U is for UNDERSTANDS**

At home or work, everyone wants a boss who is understanding. Certainly if children think their parents understand their

emotions they will be more willing to share their feelings with their parents. But to arrive at that desired open environment, parents have to develop the ability to listen without interruption.

I recently visited a family in which the mother supplied all the answers to any question I asked the children. She was not only blocking the children from communicating directly to me, she was not listening to their mumbled attempted responses. It is not easy to

listen and she was in a rush, not willing to take the time to hear her children.

I remember Steve Coveys' ("Seven Habits of Highly Effective Families") conversation with a father. The father said, "I can't understand my son. He never listens to me." Covey asked him to repeat his statement several times until the father at last recognized Covey's message. How could the father understand his son when he, the father, was not listening? The father was talking, not listening. "*To be understood, one must first understand,*" says Covey. Children know instinctively that parents who listen, understand them, and are parents who will guide them in making wise choices.

**L is for LEADS**

Families may be filled with contradictions. Parents who advocate peacefully for the environment may completely lose their tempers and yell at the children. Parents who are shocked at a company scandal may not admit that some of their "business" expenses were not really business-related. However, when I link being an adult to leadership within a family, I mean moral leadership, and moral leadership includes consistency. A child, young or a teen, has every right to believe that his or her parents will do good and avoid evil. Although a lot is written about moral values and relative values, the basic natural law of being good to ourselves and others and avoiding harm to ourselves or others is a good rule to live by. Religions add codes, suggestions, principles to that basic premise and that may make the implementation of the natural law easier for some.

I remember a 16 year-old boy telling me, "If they never tell you what they want, how can they get mad at you?" This boy was constantly getting into trouble and his parents did not seem to care. One way that parents show they are concerned about a child's moral development is by setting rules for him or her to live by. No one had told him

not to do drugs, not to drink, not to stay out too late at night. Evidently, he lived in a moral vacuum. Children raised by leaders know what is expected of them. They will make choices that reflect their families' moral values.

### T is for TEACHES

A great teacher is one who exposes a child to what the world offers and guides a son or daughter on an exploration of knowledge. These parents/teachers not only read to their children but they take them on interesting excursions. Greenwich and the whole area from D.C. to Boston are blessed with many historical sites, even small sites like seeing where Washington crossed the Delaware. Families can easily take day or weekend trips and expand their children's knowledge. And these teacher/parents guide them in their choices of classes in middle school and high school because adolescents on their own cannot possibly know the advantages or disadvantages of taking one course over another.

Parent/teachers also expose their children to other cultures, other ways of living, other economic groups. It is all too easy to live within our own socioeconomic group without joining in with others. By helping children find volunteer activities so they can learn from others will benefit all. Children nurtured by parents who expose them to a world outlook will make good choices because they are conscious of the world around them and the needs of others.

Ultimately children and adolescents will learn to make good choices from the adults whom they know the best, their parents.



*Greenwich resident Ann Caron is a psychologist, speaker and parent educator, and a frequent contributor to **Parents Together**. For more articles and information visit her website at [www.anncaron.com](http://www.anncaron.com).*

## In Case of Emergency

Remember to ICE

Have you heard? A movement is underway to turn the ever-present cell phone into a source of information for paramedics and other emergency personnel responding to accidents, crimes and disasters.

A British paramedic came up with the idea of suggesting that cell phone users input an entry into their cellular phonebook called ICE for "in case of emergency." Accompanying the acronym would be the name and phone numbers of the person who should be called if something has happened to the owner of the phone.

The ICE campaign was launched in Britain in April, but people really started paying attention after the July terrorist bombings in London.

In many cases paramedics respond to accidents in which the injured person, who may be unresponsive or impaired, carries no information about next of kin or emergency contacts. This makes it difficult for paramedics because they don't know the patient's medical history or allergies.

Word of the ICE concept is spreading in the USA via news reports and word of mouth, and local Emergency Room doctors are endorsing the idea. By accessing the ICE entry in a patient's cell phone emergency personnel potentially have a quick way of identifying the next of kin and notifying them as to a patient's situation. At that time they may be able to get the vital medical information they need.

Teens should be encouraged to program ICE into their cell phones. They rarely venture out without their cell phones and, although they may carry a wallet with a driver's license or ID, they rarely have a telephone number of the next of kin.

And while you are suggesting they program ICE, take a moment to add it to your cell phone too.

## Our Heartfelt Thanks

Your donations are continuously needed to fund the eight newsletters (four issues of *Parents Together* and four issues of *Primer*) we publish each school year. Our sincere thanks to the contributors listed below.

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*List complete as of August 31, 2005.  
Our apologies for any errors or omissions.*

# Dialogues

## On Dating and Driving

by Judith Basile

ONCE YOUR CHILD ventures outside your home, even as a preschooler, you begin to realize just how much you must guide him so that he can thrive independently in this world. A generation ago, parental teachings may have evolved from a few cues like “look both ways before you cross the street” or “be home before dark.” Today’s generation of parents are now required to apply a little more diligence as they not only keep an eye on the street and the front door, but also on the complex web of world and local phenomena that may affect their children.

None of us look forward to the day when we will sit our sweet, innocent children down to talk about “this dangerous world” or more specifically, your children’s behaviors that may put their health and happiness at risk. This series of dialogues may begin with topics like stranger danger and seat belt safety. As our children mature into “tweens” and teens, you may find yourself touching on topics you thought would be reserved for a day much later than now: sex, HIV/AIDS and STDs, alcohol and drug use, driving and Internet safety, to name a few. Your goal in talking to your child about all of these topics is to help her develop good judgment to avoid risky behaviors that could harm her or others.

### The Basics: Talking Time

Your relationship with your teen is the foundation for building an atmosphere

of trust and respect—two key ingredients that encourage open dialogues. Create time to talk about your teen’s everyday comings and goings so that when it’s time for the serious talks, you and your child have already practiced listening to each other. When there are frequent conversations, you are also in a better position to notice shifts in behaviors or attitudes that may signal a cry for support.

As you anticipate the times when you will dive into the heavier topics, it may help to extend what I call the “Starbucks invitation.” Your teen just might open up a bit more as he relaxes over a refreshing frappuccino. And all of this will make both of you feel so much better, especially if you have primarily been wrangling over homework, chores and social priorities.

Some parents report that they broach difficult discussions with observations about TV personalities or stars in the news. Ironically, the media

provides parents with so many “teachable moments,” that it’s pretty easy to break the ice on just about any subject matter. Chatting about reality TV, *The OC*, and

subsequently the issues much closer to home will ultimately allow your teenager to divulge his emerging values, as well as opinions and observations about life. If you are shocked or dismayed by what you hear, keep the conversations going with “tell me more.” There will be plenty of time to share your values and

intervene with expert advice.

There are numerous subjects that require your wise counsel and ongoing support. I will discuss two “rites of passage” in this article: dating and driving.

### The Dating Game

Every family must decide the age when their teen may be allowed to date. Conversations about dating should start in middle school. “Tweens” (children between 11 and 13 years old) aren’t yet dating per se, but you may wish to gently inquire about members of the opposite sex that your “tween” finds fascinating and vice versa. If the topics “who likes whom” and dating are out in the open, your teen is more likely to come to you when he or she has quandaries about his first love interest. What is often most important during this phase of a teen’s life is that you are emotionally available and supportive of him.

High school is usually when teens begin dating, although some tweens will have “boyfriends/girlfriends” that they see mostly at school. Dating may begin in groups and with adult supervision, especially when parents are still providing the transportation. Inviting your teen’s friends over to watch TV or for a barbeque provides the social venue that teenagers desire as they explore the world of boy-girl relationships outside of the school setting.

Before the dating process begins, it is important to discuss the things that make for a good relationship (see *Parents Together* Summer 2005, page 8, “Developing Healthy Peer Relationships”). Hopefully, you may use your own good relationship with a spouse or significant other as a model. Talk to your teen about the valuable

When there are frequent conversations, you are in a better position to notice shifts in behaviors...

aspects and perils of dating. Dating provides teenagers with a way to practice how they relate to the opposite sex, but also a way to learn about themselves as partners or companions.

Eventually, although you may have already had “the talk,” discussions about dating will lead to further conversations about intimacy and sex. Ideally you will build on the basics laid down in your first dialogues about relationships. Dole out information in small portions so that your son or daughter can digest your message. Many teens might initially back away from the conversation when you raise the topic of sex: “Don’t worry Mom, I know about that.”

However, sex and sexual relations have new and different meanings these days, so you should not assume that you and your teen are defining sex in the same way. You need to be as specific as you can be. Your teen needs to know that sexual contact that is not intercourse is as significant in its meaning and health risks as intercourse. While you may be alarmed by the current teen generation’s attitudes about sex, your role is to clarify your values and to allow your child to ask questions and receive direct answers.

For many teens, dating creates pressure to be sexually active. A national poll taken in 2001 indicates that 46 percent of high school students identified themselves as “sexually experienced” (see [www.teenpregnancy.org](http://www.teenpregnancy.org)). An article posted on [www.msnbc.msn.com](http://www.msnbc.msn.com) on January 31, 2005 reported the results of a landmark poll (commissioned by NBC News and PEOPLE Magazine and conducted by Princeton Survey Research Associates International) that surveyed teenagers 13 to 16 years old about their intimate sexual attitudes and practices.

According to the study, nearly 3 in 10 (27%) thirteen to sixteen year-olds are sexually active and “have been with someone in an intimate or sexual way.” However, the vast majority (87%)

of younger teens aged 13 to 16 have not had sexual intercourse. Most (73%) have not been sexually intimate at all. Seventy-four percent say they have not had sex because they made a conscious decision not to. As many (75%) have

not because they believe they are too young.

Many say they abstain because they fear the potential consequences—pregnancy (74%), STDs (71%), parents’

reaction (65%). However, parents must face the reality that many teens are likely to become sexually active, and thus put themselves and their partners at risk for teen pregnancy, HIV/AIDS or other sexually transmitted diseases.

While some teens might be tempted to experiment with sex, the kids who are least likely to engage in risky behavior are those armed with an understanding of the facts and their parents’ values. A survey conducted in 2000 by the National Campaign to Prevent Teen Pregnancy revealed that teens consider their parents to be their biggest influence when it comes to their decisions about sex. Also, knowledge is power; research has shown that teens that are given information regarding the potential consequences of having sex will delay the occurrence of their first sexual experience, will have fewer sexual partners and will be much more likely to use condoms.

While most teens’ dating experiences are positive and healthy, statistics indicate that one in three teens has experienced some form of violence in a dating situation. Dating violence crosses all economic, racial and social lines; most victims are young women who are also at higher risk for serious injury. Violence can be as simple as a person applying pressure on their “date” to engage in any behavior that precedes the word “No.” It is important in your

discussion about sex to help teens recognize that violence can exist in relationships and that your child has the right to say “No” at any time.

### Judgment Behind the Wheel

I don’t know of anything that creates more anxiety in parents than putting a 16-year-old behind the wheel of a 2-ton pile of metal. Again, it is important to

The most important way for teens to become safe drivers is to develop good judgment.

start talking about driving almost as early as when you begin to discuss sex. As observers, teens often view driving as an easy skill to learn. Your initial discussions should focus on the seriousness and responsibilities of the process. While it looks “easy,” a good driver must be mindful of herself, passengers, other drivers and the people and property around her. The most important way for teens to become safe drivers is to develop good judgment. Ask questions that promote deductive logic. Don’t overreact when a teen presents an illogical answer. For example, you might wish to explore why your child thinks it is okay to drive with four friends in the car. Your reply: “I know that sounds appealing, but why could this pose a problem?” Help your teen to view driving as a series of decisions that require him to be an alert problem solver, as well as knowledgeable about the law and how to operate a motor vehicle.

Safety on the road begins with guidelines you establish before your teen gets behind the wheel. Here are a few essential ones:

- ◆ Be a good role model. Always wear your seatbelt; never use your cell phone while driving and don’t be an aggressive driver.
- ◆ Insist your teen wear a seatbelt. Statistics show that 50 percent of all teens that died in car crashes last year were not wearing them.

- ◆ Remind your teen that a car can be extremely dangerous and driving is a privilege, not a right.
  - ◆ Limit night and weekend driving. It is estimated that teens crash more often after 11 p.m. on weekdays and after midnight on weekends.
  - ◆ Make sure your teen knows that it's okay to call you if she's in trouble and needs a ride home. Tell her that you won't be angry or upset, no matter what.
  - ◆ Drive with your teen occasionally. You'll get a firsthand view of his weaknesses behind the wheel.
  - ◆ Talk to your teen about car insurance. Because most teens don't pay their own car-insurance bills, they don't realize that the bills escalate with each driving infraction.
  - ◆ Restrict the number of passengers in your teen's car. Remember that the more friends your teen is carrying, the greater the risk of an accident.
  - ◆ Be prepared to take away the keys. Not every teen is ready for the responsibility of driving and it is okay to say no.
- Though teenagers often pretend not to care what you think, they in fact care deeply about your values and beliefs (just don't let them know you are on to them).



*Judith Basile, LCSW, CEAP, is the manager of clinical services at Family Centers, a United Way partner agency. Visit [www.familycenters.org](http://www.familycenters.org) or call 629-2822.*

The Stanwich School Presents  
**AN EVENING WITH  
 DANKINDLON**  
 Author of  
**“Too Much of a Good Thing:  
 Raising Children of Character  
 In an Indulgent Age”**  
 Wednesday, November 9<sup>th</sup> at 7:00 PM  
 Introduction by Headmistress  
 Pat Young  
 Free and Open to the Public  
 For further information, please contact  
 Mauri Clarke 203.869.4515.

## Parent -Teacher Communication

### A Step-by-Step Process

During the course of the school year it is possible that you will need to have a conversation with one or more of your child's teachers. An important element in a child's education is candid communication between teacher and parent; meeting with your child's teacher can, and should, build strong parent-teacher relationships. However, you may be unsure whom to speak to when a question or situation arises regarding your child in school.

#### Who?

- ◆ The initial conversation should be with your child's teacher.
- ◆ In middle and high school the guidance counselor can be an effective mediator between you and the teacher or between student and teacher. They can be excellent resources for solving difficulties.
- ◆ Avoid involving the principal before discussing the problem with the teacher; it is uncomfortable for the teacher if the principal is contacted prior to the teacher even being aware of a problem.
- ◆ Should you not be satisfied with the teacher's response, make an appointment to discuss the issue with the principal.
- ◆ The chain of command thereafter is the Assistant Superintendent and then the Superintendent of Schools.
- ◆ In middle school your child should be encouraged to talk to the teacher *before* you get involved. However, he must be able to count on you for support.
- ◆ In high school, most of the responsibility to discuss any sort of difficulty with the teacher will be with the teen. He should be take it upon himself to set up an appointment with the teacher. High school teachers try to deal directly with the student; they are less likely to contact parents.

#### How?

- ◆ Call the school and leave a message for the teacher to get back to you. Include times over the next couple of days when you will be available to talk. Leave appropriate phone numbers for those instances.
- ◆ Other options are sending an email or calling the guidance counselor.
- ◆ It is reasonable to expect your message or e-mail be returned within 48 hours.
- ◆ Remember not to call when you are angry; except in an emergency situation you should wait 24 hours before contacting the teacher. This allows you some time to investigate and process the situation rationally.

#### Where?

- ◆ Discussions should be held in private where you and the teacher are comfortable and free from distraction. The guidance counselor might provide an office for the meeting.
- ◆ Face-to-face conversations are more effective than telephone or e-mail conversations.

#### What?

- ◆ The person calling the meeting should direct the discussion.
- ◆ Stick to the present topic and stay in the present time.
- ◆ For the conversation to be successful, parents and teachers need to be open-minded. The way the message is delivered may be more important than the message itself.
- ◆ Beginning the discussion with a question is an effective strategy, as is the use of a non-accusatory tone.
- ◆ End the conversation with a brief recap of what was discussed and what follow-up is to be expected.
- ◆ Thank school personnel when they are doing a good job. Remember, contact should not only take place when there is a concern but also when there is good news!

## 2005 - 2006 Parents Together Delegates

*Parents Together's* strength as an organization stems in large part from its two-pronged effort to address broad parenting issues on a town-wide basis, and narrower topics specific to individual school populations. Making sure this happens on a timely and relevant basis are delegates from every public and independent elementary, middle and upper school in Greenwich. Feel free to share with your *Parents Together* delegates the parenting issues that are on your mind so that they can tailor programs to best fit the needs of your school community.

*Parents Together* thanks the following parents who have generously volunteered to serve as delegates in their schools.

### **Brunswick School**

Anne Marie Reilly  
Melissa Rovelli

### **Central Middle School**

Kristen Kratky  
Stacy Petuck

### **Convent of the Sacred Heart**

Donna Hascher

### **Cos Cob School**

Lisa Edmundson

### **Eagle Hill**

Julie Killian

### **Eastern Middle School**

Betsy Armstrong

### **Glenville School**

TBD

### **Greenwich Academy**

Maryanne McNeill  
Linda Ortwein

### **Greenwich Catholic School**

Nanci Bordé  
Jennifer Ho

### **Greenwich Country Day School**

Caroline Cuffe

### **Greenwich High School**

Lori Jackson  
Peggy McDermott

### **Hamilton Avenue School**

Patty Reilly

### **International School at Dundee**

Liz Bolik

### **Julian Curtiss School**

Lisa Manaster

### **Mead School**

Dawn Schneider

### **New Lebanon School**

Kitt Lattarulo  
Andrea Vaz

### **North Mianus School**

Emma King  
Siobhan O'Connor

### **North Street School**

TBD

### **Old Greenwich School**

Lisa Tebbe

### **Parkway School**

Ellen Borker  
Michelle Litt

### **Putnam Indian Field**

Crissy Robinson

### **Riverside School**

Patty Hopper  
Erica Tubridy

### **Stanwich School**

Debbie Clark

### **Westchester Fairfield Hebrew Academy**

Sally Shore-Wittenberg

### **Western Middle School**

TBD

### **Whitby School**

Rosie Solano

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## Parents Together 2005 - 06 Programs

**September 19**

Delegate Training

**Other program dates are:**

**November 14, 2005**

**February 13, 2006**

**March 6, 2006**

**May 15, 2006**

*These programs are free and everyone is welcome. Please note that child care is **not** provided. Unless otherwise noted, they are held in the Cone Room, Greenwich Town Hall, from 9:15-11AM. Weather related cancellations are announced on WGCH 1490. Call 869-2709 for additional information.*

## Who We Are

**Parents Together** is an independent nonprofit organization in Greenwich, CT, that offers ongoing opportunities for parents to communicate, share, support and work together. We work in cooperation with the Parent Teacher Associations of the public, private and parochial schools in town. The *Parents Together* organization and delegates from Greenwich schools plan programs for parents with children in grades K-12. We also publish two newsletters:

***Parents Together Primer*** for parents of children from birth through fifth grade and ***Parents Together***, for parents of adolescents.

**Distribution: *Parents Together Primer*** is distributed to parents through their children's preschools and elementary schools. ***Parents Together*** is sent to parents of children in grades 6 through 12 in all Greenwich public and independent schools.

### Newsletter Subscriptions and

**Correspondence:** We invite parents and all other readers interested in local parenting issues to subscribe to either or both newsletters.

For an **annual subscription**, please indicate which newsletter you wish to receive, and send your name, address and \$10 for each subscription in a check payable to ***Parents Together***, to P. O. Box 4843, Greenwich, CT 06831-0417. Correspondence may be mailed to the same address.

### Contact Us!

Got a story idea, writer suggestion or comment for the ***Parents Together*** staff? You may fax it to 698-3376 or email it to [Togetherparent@aol.com](mailto:Togetherparent@aol.com).

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## Community Events

### September 12 at 7 PM

Arcadia Coffee Shop, Old Greenwich  
*"Surprising Power of the Family Meal"*  
by Miriam Weinstein,  
\$15, includes dinner.

### October 5 at 7 PM

Location TBA  
Roni Cohen-Sandler, Ph.D. *"Stressed Out Girls: Helping Them Thrive in the Age of Pressure."*  
Call 869-2709 for more information.

### November 3 at 7 PM

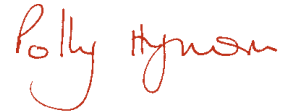
*Life of the Adolescent: A Stress Management Forum*  
Greenwich High School  
Families for Greenwich Hospital, Greenwich PTA Council and *Parents Together* will host a forum to address teens and stress management, including academic, recreation and peer pressure concerns. All are welcome to attend this free event. For further information call 869-2709.

## Dear Readers

This issue begins our **twenty fourth** consecutive year publishing this unique resource for Greenwich parents. *Parents Together*, a nonprofit, advertising-free newsletter, is able to focus on issues of interest to local parents because of the generous support of our contributors, both financial and editorial.

We invite you to become involved! Let us know your concerns — come to our presentations (see page 7 for our Fall schedule) — and read our newsletters!

Sincerely,



Betsy Benenson and Polly Hyman  
Co-Editors

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