

# Secretary's Report

Jeremy Kamminga

Well, here we are, in one month (or less) this school year is history. How it seems to have flown by! Time sure is an interesting phenomenon. It can go by fast or slowly, it can be good or bad. Of course, how one would describe time is based largely on perception or feelings, which are not always the most accurate or reliable. For God, time is not variable and he does not *perceive* time; He can see time, He knows it full well – one day is like a thousand years and a thousand years as one day. It's good to know that He is in full control and directs all things according to His will.

The Board has kept fairly busy this last month. Here's a brief update as to what kinds of things we've been working on.

Contracts were extended to all of our existing Para-professional staff. So far, indications are that we should see familiar faces back in the Special Needs and Learning Assistance programs next year. Let's not underestimate the tasks these staff members carry out every day at DCS. Thank you all for the work you do at DCS, particularly with our students who face extra challenges.

The Board recently approved a School Accounts Policy, which is basically a policy that standardizes the accounting procedures for all the accounts within the school (student council, grad funds, band, etc). These accounts will also now be audited every year.

Our treasurer has been doing a lot of work on the preliminary budget that will be

presented at the upcoming **semi-annual meeting on TUESDAY, June 21.**

The Education Committee has been keeping busy with a number of things. One item they are working on is coming up with a mandate for a Parent Advisory Committee (PAC). You may recall this being mentioned in the past. Such a committee is required to be in place by the government and so the Ed Comm. is working on setting it up.

The Building & Maintenance Committee has their plate full as well. There are a number of things around the school that need attention – some of which carry significant price tags as well. They have been working closely with the treasurer to see what all fits in the budget.

The DCS Vision Initiative has also been very busy putting together building plan ideas. They are getting close to having something ready for presentation to the membership. Exactly what details they will be ready to share at the upcoming **semi-annual meeting on Tuesday, June 21** is not known for sure yet. Suffice it to say they **will** have a progress report to share with the membership.

One other item we have been working on is fine tuning the nomination & voting procedures in the By-Laws. We hope to be able to give you an idea what changes would be proposed at the upcoming **semi-annual meeting on Tuesday, June 21.** The proposed changes are based on feedback we received from

society members after the meeting last October.

I think that's all for now. I've tried to be careful not to share too much information in this report. For more information you will have to attend the upcoming **Semi-**

**Annual Meeting on Tuesday, June 21.** Write in on your calendar, program it in your Blackberry, tie a string around your finger – I don't care, just be there.

Have a blessed Sunday!

## Principal's report

Andy Huisman

***“Never be lacking in zeal, but keep your spiritual fervour, serving the Lord. Be joyful in hope, patient in affliction, faithful in prayer.”***

*Romans 12:11b-12*

As we draw near to the end of the 38<sup>th</sup> year of covenantal education at Dufferin Christian School, let us give thanks and praise to our Heavenly Father. It is He who has blessed the efforts of so many for so long. It is only through Him and His grace that the doors have remained open at DCS for this many years.

When I read the words of Romans 12, I see in these verses reasons to reflect on what has taken place and I also see a guide as how to proceed. As we look back on all the years that DCS has operated, starting with a small school back in 1973 to a much larger facility in 2011, we may easily become satisfied. *“Look at where we are now compared to back then.”* Should we be content with where we are now? There should be thankfulness for where we are, but we should continue to reflect, reassess and look forward to new goals. I am sure that our attitude should not be one of *“We have arrived.”*, but rather one of *‘zeal’*. Let us keep asking the questions, let us not become complacent but rather invigorated to press forward. I encourage all those involved with DCS - the students, staff, parents and grandparents – to be *“joyful in hope, patient in affliction, faithful in prayer.”* We are not here to serve ourselves but to serve Him.

### Other News

#### June Activities

It has once again been a busy, activity filled year and June is no exception. As we are ready to begin the last month of school, June is filled with the final lessons being taught, last IA classes for the HS, exam preparation, elementary field trips, kindergarten and grade 12 graduation preparation, camping trips, report cards, new kindergarten students' orientation, and even a membership meeting coming up soon. Many of these dates can be found on the calendar attached to this Beacon. They can also be found on the calendar on the school website.

### **Elementary Track and Field**

This past Friday, DCS was hoping to host the annual ICS/DCS K-6 Track and Field event. However, due to the weather conditions it was felt best to postpone the event. The alternate rain date is for Friday, June 3<sup>rd</sup>. We will keep you posted as the week progresses, as further rain may cause deteriorating field conditions. I would like to take this opportunity to thank the elementary staff for all of their hard work in preparing for this event. I would like to especially mention Miss Anje Jager as the main coordinator of this event and for the hours that she spent in ensuring that all of the details were taken care of. Thanks as well to all those who were willing to volunteer their time to ensure a smooth successful event. We look forward to your continued participation at the rescheduled event.

### **K-Day Orientation**

It is that very special day of the year which many people look forward to. Tuesday June 7<sup>th</sup> is the day set aside for next year's Kindergarten students to spend a day at school. It is always an exciting day for the new students as well as for us at school. Quite often the comment is heard from the HS students – "*They seem to get smaller every year!*"

### **Graduation Update**

On Tuesday, June 28th, DCS will be holding its 19<sup>th</sup> Grade 12 Graduation Ceremony. This is indeed a special occasion as our students come to the end of their formal schooling at DCS. We invite all to attend this event. The ceremony will start at 7:30 pm at the Carman-west Church.

### **Awards and Bursaries**

I would like to remind all graduating students to ensure that they have checked out the website for information on the various awards and bursaries available to them. Please be aware that the deadline for DCHS bursary applications is June 15<sup>th</sup>.

### **Citizenship Award Nomination**

There are many wonderful, hard working students who are involved in a lot of activities both inside and outside of school. This is your opportunity as parents, family members, relatives, etc. to become actively involved in this award and bring to the attention of the Awards Committee individuals who fit the criteria for this award.

Attached to this Beacon, you will find a nomination form that may be used to indicate your choice for the recipient of this award. This award is presented to a student to recognize his / her characteristics of Christian friendship, respect, and compassion for others in the school as well as in the community at large. He / she shows a willingness to assist and support others without expecting reward or recognition and works well in partnership with fellow students. Nominations will be based on a student's

- Christian regard for others
- general attitude toward academic work

- extra-curricular activity involvement
- involvement in community activities

As staff, we strongly encourage you to submit nominations. Nominations can be submitted to the school office on or before Friday, June 10, 2011 – 4:00 PM. A copy of the nomination form can also be found on the website [www.dufferinchristian.ca](http://www.dufferinchristian.ca). Once on the website go to ‘Student Information’ and find the ‘Forms’ page.

### **Fine Arts Gala**

The time is fast approaching. Wednesday, June 8<sup>th</sup> is scheduled for this momentous occasion. The doors of the Carman West Church will be open at 7:00 pm to allow for viewing the many artistic displays (paintings, sculptures, etc.) of all of our students. The formal part of the evening will begin at 7:30. During this portion you will have the opportunity to hear the Senior Band, the Elementary School Choir, a variety of class presentations, a number of solo/duet performances, as well as an extra special surprise that you will have to attend the event to witness. After the performance, the displays will still be available for you to view. We look forward to seeing you at this event.

### **High School Course Confirmation Packages**

On Tuesday, May 31<sup>st</sup>, the high school course confirmation packages will be sent home. These packages contain the course timetable for next year. Students are asked to go through the package and confirm their final choices for next year’s courses. The confirmation paper needs to be returned to the school office no later than Friday, June 10<sup>th</sup>.

### **High School Final Exam Schedule**

The high school exam schedule can be found attached to this Beacon. It is also located on the school website under “*Student Information – DCHS Final Exam Schedule*”. I would strongly encourage each and every student to spend time preparing for these exams. A bit of time spent studying over a longer period of time is far more beneficial than cramming the night before. Stay organized, keep good notes, ask your teacher about things that you may still not understand (pertaining to the course 😊), and get a good night’s sleep the night before.

### **Staff Members**

I would like to take this opportunity to express my great appreciation for all of the hard work accomplished by the very dedicated DCS staff. Many long hours are put into ensuring the smooth operation of DCS and that effort is noticeable on a daily basis. Thank you!

At this point I would like to introduce the staff for the 2011/2012 school year.

Kindergarten – Miss Jane Stad

Grade One – Miss Mirjam Doek

Grade Two – Mrs. Alice Linde

Grade Three – Mrs. Miranda Veenendaal

Grade Four – Mrs. Lisa Bergsma

Grade Five – Mr. Blaine Vandermeulen

Grade Six – Mr. Tim Vanderhooft

Grade Seven – Miss Anje Jager

Grade Eight – Mr. Nick Gunnink

Grade Nine–Twelve: Mr. Jordan Ellens, Mrs. Liz DeWit, Mrs. Janine Lodder, Mr. Mike Raap, Mr. William Hoogerdijk, Mr. Len Lodder, Mr. Andy Huisman

Learning Assistance/Special Needs/Support Staff: Mrs. Brenda Lodder, Mrs. Deb Vanderveen, Mrs. Nicole Veldman, Mrs. Jennifer Wiebe, Mrs. Yolanda Grant, Mrs. Kathy Vandersluis, Mrs. Sandra Vanderwoude, Mrs. Elaine Vandermeulen, and Mr. Martin DeWit

That is all for now. Enjoy the rest of the contributions found in this Beacon. Have a blessed Sunday.

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# ***Our Visit to the Hutterite Colony***

*On May 4<sup>th</sup>, the **Grade 4 students** visited Rose Valley Colony. It was interesting to see and to hear how they live. The students wrote down their impressions, and typed it out in the computer lab.*

## **Our Field Trip to the Hutterite Colony**

In the Hutterite Colony their church is different. The kids sit in the very front without their parents. They have a church service every evening at 6:00. It lasts half an hour. On Sunday they go to church two times. The first time it is 1 and a half hour. The second time they have a half an hour service. The Hutterites have no psalm book or bible in church.

School for the Hutterite Colony is different than our school. The kids go to school at about 8:00-5:00. They have German school in the morning and English school in the afternoon. After English school they go back to German school. In German school they get strapped if they are bad.

The dining room is different than our dining room. The men sit on one side and the women on the other. Kids sit separate from their parents. They are not allowed talking at the supper table. I would not like to be a Hutterite.

*By: Brandi Bergsma*

## **Our Field Trip to Rose Valley Colony!**

We went on a field trip to a Hutterite Colony. This is what I learned about their school. Their school starts at 8:00 o'clock ( a.m ) and goes till 5:00 o'clock ( p.m ). I think that's about 2 and a half hours more than we get at school. For their classes, they have gr.K-gr.4 in one room with one teacher, and gr.5-gr.8 in another classroom, with also one teacher. They also have foreign languages like us , except they have German class. For German class, you get the strap if you're being bad. Not a nice thing!

I also learned about their church. They have church every day for half an hour. On Sundays they have church for 1 hour and a half in the morning, and also a half an hour at night as well. At church there are no bibles or psalm books . The minister just speaks the whole church service. That is what I learned about our field trip to the Hutterite Colony!  
*By: Cassie Voogt*

### **Our Field Trip to the Hutterite Colony**

The people at the colony wear different clothes then us. The women and girls wear long dresses. Boys and men wear pants and suspenders. The women and girls also wear caps or kerchiefs on their heads.

At the Hutterite Colony there was a cool playground. It looked like fun! There was a cool covered sandbox. I saw a good, big, soccer field, too!! There were also some cool swings!

I also liked the school at the Hutterite Colony. There were three classrooms. There were two English classrooms and one German classroom. There was also the staff room, supply room, bathrooms, and offices. Grade 5-8 is in one classroom upstairs and Grade K-4. The children go to German classes for a while in the morning. Then they go to English classes for a while. After that they go to German classes again. Their school hours are from 8:30-5:30. I like their school. I wouldn't mind having to go their school every day.

When the eating bell rings only a few families at once can eat their meals -- the adults in one room and the kids in another room. In the kid's room, there is one table for the girls and one table for the boys. It's the same in the adult's room. The kids are not allowed to talk during meals. That wouldn't be fun at all.

After lunch the students go back to school. But after supper the girls do the dishes and the boys babysit. I think that I would not want to live at a colony. I am content with where I live right now.

*By: Kiera Barendregt*

### **The Hutterite Colony**

I like the colony's cow barn. The colony milks about 30 cows. They can milk about 8 cows at a time. Their cows can go outside and inside.

I would like to live in a colony because my friends are close by. I could always play with my friends. If I live there I could always share and laugh with my friends. I would always see my friends at meal time.

I liked the sidewalks at the Hutterite Colony. It would be fun to bike on the sidewalks. I could always play tag with my friends on the sidewalks.

In the colony they share vehicles. We don't share vehicles with families. They have 2 vans. One van can hold 18 and the other can hold 12 people.

It would be fun to live there because they have scooters. It would be fun to ride on the sidewalks. It would be fun to race with my friends. It would be fun to live there for a while. The End

*By: Jesse Borst*

### **The Rose Valley Colony**

On the Rose Valley Colony there was a cool dairy. They said that there was a cool machine that split milk from cream, but, of course we didn't get to see it. The dairy also had a really small milk tank.

Another thing we saw was a parlor that could only milk 8 cows at time. At the colony they could only milk 30 cows.

Also on the colony there was a really big mechanical shop. Beside it was a big pay loader. It had really sharp knives. They were about 5 cm. Inside it was a really big sprayer, and it could just fit inside the shop. Another thing was that there was a really big tractor inside. Its wheel was taken off. That is not all I saw but I do not want to tell you that, but the others will.

I also hope you enjoyed reading this!

*By: Rylan Vanderwoude*

### **Our Field Trip to the Hutterite Colony**

At the Hutterite colony they had a small school. They had K-4 in one classroom. Grade 5-8 are in another classroom. They have school from 8:00-5:00. Their playground is really big. In the playground there are swings, sandbox, soccer field, etc. It is fun at the Hutterite colony.

Another place I saw was the dining room. In the dining room girls sit apart from boys. The children do not sit with their parents. The children are allowed to sit with the adults when they are 15 years old. The children are not allowed to talk during dinner. It was really cool to see.

*By: Mary Smith*

### **Our Field Trip**

I saw a cool egg machine! There was a light so bright you could see through the egg. Then it washed the eggs and dried and the eggs. It separated the big egg and small eggs.

I wouldn't want to go to German school. If you're being bad in German class you will be whipped with a strap OWW! They have grades together. Before and after English class they have German class.

*By: Nolan Vandersluis*

### **THE HUTTERITE COLONY**

There are lots of sidewalks at the Hutterite Colony. It would be fun to bike on, because there are lots of sidewalks. You could go to every house.

Another thing I liked was the swings. I liked the sandbox too, because it has lots of sand. It has a thing to cover it.

*By: Trenton Beichter*

### **Rose Valley Hutterite Colony**

We went to the Hutterite Colony. It was called Rose Valley Colony. They showed us the garden and greenhouses. The garden is very big. They are bigger than our gardens at home. There are more green plants than coloured flowers. I like the garden and greenhouse.

Another thing I thought was cool was that they all share one big van. The van they have is white. Only the men are allowed to drive. They have to ask if they are allowed to leave the colony. Just think, sharing a van!! The white van was cool!

It was nice to learn about the school. They learn German. The grades k-4 is in one classroom and 5-8 in the other. There teachers are the same as our teachers. It would be cool to be in their school.

*By: Tori Bergsma*

### **The Colony**

At the colony we saw a cool egg machine. There is a bright light. You can see right through the egg. You could separate the big eggs and the small eggs.

At the colony they milk 30 cows. You have to get out at 4:00 A.M. You have to milk again at 4:00 p.m. They can fit 8 cows in the parlour.

*By: Justin deRuiter*

### **Rose Valley Colony**

When we went to the Hutterite Colony the people there dress differently than we do. The men and boys have to wear trousers. The ladies and girls have to wear dresses and head coverings. Most of the Hutterites wear the kind of shoes we do. I think it would be fun to wear those clothes, but just for a day.

Another thing we saw at the Hutterite Colony was the bakery. The bakery is one small room. The oven is huge! It could probably fit more than 30 loaves of bread in it! The oven is huge because the ladies have to cook and bake for the whole colony. I think it would be cool to have a bakery right next to your own house.

*By: Tylyn Vandersluis*

### **THE COLONY**

At the colony the cow barn was my favourite. The parlour was different how they milk their cows. I also liked how they had the cows in the place they eat. And I like the way they have the milk tank.

The egg machine was cool. The machine washed the eggs and before the eggs go in the machine the light shine through the eggs to see if there is blood in it. There were lots of chickens to lay eggs. There were only white eggs from the chicken.

*By: Braden Hamming*

### **Our Field Trip to Rose Valley Colony**

I like the egg machine. The egg machine has a bright light so you can see through the egg if there is blood inside the egg. The egg machine washes and dries the egg. I found out that the egg machine sorts the small eggs from the big eggs.

The colonies church is different than our church. The colonies church is different than our church because the men sit on 1 side and women on the other side. In the church the rows go up by age. The youngest sit in the front of the church and the oldest in the back of the church.

*By: Erin Tiffany Lok*

### **THE HUTTERITE COLONY**

At the Hutterite Colony there is a big playground. It has a yellow slide. There is also a big sandbox. This sandbox has a roof on it.

Another thing I liked was the sidewalks. There were a lot of them. When you get to the end of a sidewalk, usually there is one going left or right. There is a sidewalk coming from every house door. I think it would be fun to bike on those sidewalks.

Their church is the last thing I would like to talk about. They go to church every day for half an hour. The parents sit separated from the kids. In their church the boys sit on one side, the girls sit on the other side. They go to church two times on Sunday. For the first service they go for one and a half hours. For the second service they go for half an hour. I hope you like my paragraphs.

*By: Levi Gunnink*

### **The Rose Valley Hutterite Colony**

There are lots of shops at the Hutterite Colony. There is a carpenter shop and a garage, welder shop and a carwash. All the shops are together. I think that is really cool.

There is a cool egg machine. The worker likes the job. Inside the machine, the machine washes the egg. There is a light so bright it looks through the egg for blood stains and dirty spots.

In one of the shop there is an 18 passenger van. I really like to see a van so long. The first thing that came to my mind is that you don't see those vans often. It's one of the two vans they have there. I saw the van when we looked at the shops.

There is a manure spreader and a tractor. In one of the shops there is a huge manure spreader. It was really big. It was probably a good 15 feet high. It had a little bucket at the rear end which holds the manure.

At the colony there is a really cool playground. It had a really cool sandbox. It even had a roof! There is a small slide about five feet tall.

There is a really small school at the Hutterite colony. It has three rooms grade K-four is in one room and grade five–eight are in another room and the staff room is in another room. Grade nine and ten has a computer that the students can see their teacher.

At the small town (Hutterite Colony) there are really cool sidewalks. The first thing that came to my mind is: wouldn't it be cool if you can bike on those sidewalks (just got to watch out for the laundry lady)?

I really like the Hutterite Colony because everything is home made even the presents for the newlyweds. Flowers came from their own garden and furniture from their own shops. The garden was really cool because when you look in the greenhouse all you see is flowers. There are lots of flowers at the greenhouse. The men have to pull out the vegetables and the women have to plant the vegetables. There are so many beautiful flowers at the Hutterite colony I could hardly believe my eyes! You might be buying the Hutterite colonies flowers!

I really like the Hutterite Colony mostly because they call me the baker's son. My dad (Simon) delivers some bread sometimes.

The Lord God has given them beautiful gifts to do their work!

*By: Michael Gerrit William Riedstra*

### **Our Field Trip to the Hutterite Colony.**

Having a friend close by is fun. On the colony everybody lives together. You can invite some friends to play soccer. You don't have to drive anywhere because only the men can drive you where you want to go.

I went to a colony with my class. We went to church. The church has a door that opens into a dining hall that is for weddings. They have to have church every day. Men don't sit with women and the kids sit in the front.

*By: Nathanael Toews*

# Moral Literacy:

## CARING ENOUGH TO PUT THE YOUTH FIRST

*Note: The following paper was prepared for a class in the Faculty of Education at the University of Manitoba. As such, the original audience, though scholarly, consisted of students of varying worldviews and opinions, causing me to put forward a very careful presentation of ideas. I would, perhaps, phrase things differently and use Scripture more freely if I were writing this among my own Reformed brothers and sisters. Regardless, I believe it contains much food for thought -- **Tim VanderHooft***

If we desire to see morality in society, we must begin by teaching it to our children. The moral literacy of children seems to be on the decline and some consider there to be a general lack of morality altogether in our society's youth. "Disturbing indicators include substance abuse among younger kids; the growing disrespect for parents, teachers, and other legitimate authority figures; the rise of incivility; the increase in vulgarity; and widespread cheating and commonplace dishonesty" (Borba, 2001, p. 2).

The impact that the above statements have on teachers and schools is far-reaching. The general consensus among educators today, after all, is that they are involved in education so as to make a difference among the youth of society. This rings true in terms of moral literacy as well. What teacher doesn't want to see their students go out into the world and be productive, responsible, caring, ethical stewards of the world and the people around them? Yet, I believe that teachers mislead themselves in this regard. I dare say that, knowingly or not, teachers are out to serve themselves. As I bring you through my reflections on moral literacy in education today, the following topics will be addressed:

1. Relating Indifference and Moral Literacy
2. Desiring Moral Literacy – On What Merit?
3. Honouring the Youth
4. Laying Yourself Bare

Throughout this exploration, I will also consider the thoughts and writings of such educated thinkers as M. Borba, R. Greenleaf, M. Greene, D. Coulter, J. Wiens, C. Crippen, T. Sergiovanni, N. Wolterstorff, and P. Palmer.

### ***Relating Indifference and Moral Literacy***

Few of us like to be labeled – even fewer like to be labeled negatively. As such, no one wants a sticky note attached to their back which reads 'indifferent.' Yet, if we are truly honest with ourselves, many of us would grudgingly agree that there are elements of indifference present – to varying degrees – in our careers and in our lives. So frequently, and for various reasons, we tend to ignore what is going on around us and believe ourselves to be completely justified in doing so. Just think of a time when you had a stressful day and really did not want to turn on the evening news for fear of the added tension that the events portrayed would bear on your heart and mind. Consider the need you have for time alone, for the ability to gather your own thoughts and to reflect. In fact, R. Greenleaf (2003) would suggest that such periods of quiet are necessary: "Listening also encompasses getting in touch with one's own inner voice

and seeking to understand what one's body, spirit, and mind are communicating. Listening, coupled with regular periods of reflection, is essential to [one's] growth" (p. 16). So, simply, there are benefits to our own sanity and to the good of those around us if, at times, we make the conscious choice to be indifferent.

At the same time, however, nearly all of us would be of the opinion that we are also morally literate. We make good choices and treat others nicely. As stated earlier, teachers believe they are making a difference. Even those teachers who are heavily religious, basing their faith in such beliefs as 'original sin,' have an underlying desire to believe that we really are 'good' people. In fact, should a teacher ever do something which is viewed to be immoral, society would gasp and groan at the thought. The fact remains that in our own mind's eye and that of the public, teachers exemplify what it means to be morally literate.

Hence, we are prone to believe that things are good since we are 'good' and moral though excusably indifferent at times. But if we consider the words of Maxine Greene, the suggestion that "the opposite of morality... is indifference – a lack of care, an absence of concern" (1978, p. 43), our thinking is quickly obstructed. What person, lacking care or concern, could truly be considered an educator? Or worse yet, a teacher who is at the same time immoral? Does this mean that people are only morally literate when they are attentive to all details of life? I suggest not. Instead, I would conclude that Greene refers not to individuals per se, but to the fact that individual lives and choices affect others in ways which are lasting and beyond themselves. So Greene helps us to see that it is not whether we care about what we do or don't do but whether we are awake enough to see how those decisions will affect others.

### ***Desiring Moral Literacy – On What Merit?***

In this regard there is merit in desiring morality. Or is there? We want others to realize that their decisions and actions affect not only themselves, but us as well. In the opening line of this paper I suggested that: "if we desire to see morality in society, we must begin by teaching it to our children." As teachers, this statement sounds like it has everything to do with us. After all, what a pleasant thing to be able to say to yourself, that you are making the world a more moral place. I believe we all make the effort to stay on a path where our desires lead us to good instead of evil and that we instruct and wish the same for our students. But can we then say that this desire has merit?

Certainly, if we consider it good to desire an increased morality in society (and I think we all do), then the simple conclusion is that there is merit in doing so. But I challenge you: is that enough? I don't believe we can leave it at that. In fact, I think it rather naïve to suppose that all good desires and their attached actions result in a measure of goodness. Earlier I stated, rather pointedly, that each of us is inherently self-serving. Call it a survival technique, call it being born and conceived in sin, the fact of the matter is that none of us naturally serves others first. To serve others first is hard work and it takes a conscious desire to become such a person – a servant-type.

Thus, to say "teaching it to our children" indicates a goal of the education system is unclear. The mere mention of 'teaching' does not indicate education. Rather, the opposite may be more accurate. Consider Arendt's notion that education "involves preparing children to participate in a common world in which people together decide what is good and worthwhile" (Coulter and Wiens, 1999, p. 5). So if we are teaching principles of morality, hoping to *make* children morally literate so that *we* may see morality in society, I would warn that such a practice is neither educational nor moral. Thus, the merit in desiring moral literacy can only

become educational when we arrive at the realization that encouraging the moral literacy of today's youth is for *their* benefit, not our own. Though we may temporarily reap the benefits of children who are morally literate, that is not our goal. Instead we hope to see them enjoy a good life caring and being cared for. At the point when we seek to serve others for their good we prove ourselves morally literate as well. Only in this regard is it "an honour and privilege to serve as a teacher" (Crippen, 2005, p. 11).

### ***Honouring the Youth***

Clearly understanding the merit in desiring moral literacy, discussion can take place regarding its development in today's youth. As stated in the opening argument, some consider there to be a general lack of morality altogether in our society's youth. Such a statement only begs the question: says who? I do not believe it is the youth. While people seem to agree that they need alternatives to everyday situations which they may find immoral, no one seems to know how to discover these options on their own. There does not seem to be anything innate about such a process of discovery. Yet, we are sure that skills for the development of moral literacy exist. Obviously there are people out there who have the skills to make good choices. Who are they?

Quite simply, it is adults – often with selfish motive – who see the need for change since the youth do not have the necessary life-experience to see this possibility. Shockingly, all adults were once children! From day to day adults compare themselves with the youth around them. How often have we heard someone say something along the lines of "if I had done that when I was his age my father would have..." There is nothing wrong with these statements if the premise behind them is the good of the child we are observing. Keeping in mind the good and educational merit of desiring moral literacy for today's youth, we can go forth as teachers and teach principles of moral literacy, so that the youth may learn from those who have gone before them. But we must do so in such a frame of mind, always considering ourselves to be at the end of the list of benefits, and nowhere higher.

All the same, many will question our right as teachers to do so. How can we, who are each so unique and different, teach moral literacy to the diverse youth of today's society? Public schools have done away with religion, you may say, so how can we now teach about right and wrong? Doesn't that require some sort of absolute truth, some sort of greater wisdom, perhaps a faith-based approach? You may worry that you will step on someone's toes or neglect to acknowledge a particular belief system. I say, stop teaching (or *not* teaching) out of fear! Do you truly believe moral literacy is going to better the life of the students in your care? Then it is *them* you must teach. To teach the youth concepts of stewardship and servanthship you *must* demonstrate those very concepts. *They* deserve that honour and *they* deserve no less. To avoid teaching principles of moral literacy for fear's sake neglects your duties and responsibilities to humankind. "The link between servant leadership and moral authority is a tight one" (Sergiovanni, 1992, p. 138). Remember that being a servant takes immeasurable courage!

Further, consider the fact that you are not teaching morals, but principles for moral literacy. As teachers we do not grow the plant, but simply water the seed. Nicholas Wolterstorff suggests that "a satisfactory educational program will indeed include situations in which one invites children themselves to engage in moral reasoning. It will not consist merely of handing out do's and don't's. Life inevitably confronts us with many situations in which we must engage in moral reasoning, and education must prepare children for this reality" (1980, p. 94).

### ***Laying Yourself Bare***

In discussing moral literacy it has been suggested that, simply, it is the opposite of a perpetual indifference. Moral literacy is the ability for people to put moral (ethical, responsible) principles into action as they live and journey through life together. In no way should it be surmised that this is an easy and simple task. How could it be? To teach principles of moral literacy with the hope of serving someone else's good, works against our natural inclinations. Then, consider the idea of *learning* principles of moral literacy with the hope of serving someone else's good. And further yet, consider the depth of teaching others to learn the principles so as to serve others. Wow!

Unless you acknowledge that you have come from that same place as the youth of today, there will be no progress. No perfect society has yet been created. The moral slippage that has been suggested did not begin instantly with the generation now scrutinized. No, we are as much at fault. So, laying ourselves bare before the youth of today and acknowledging our shortcomings, failures, and gaps in moral literacy, we will serve them. In this way we will demonstrate that we, together with them, share a commonness of being. Palmer puts it well when he says "Identity doesn't depend on titles. It doesn't depend on degrees. It doesn't depend on functioning. It only depends only on the simple fact that I am a child of God, valued and treasured for what I am. When a leader knows that—the classroom is different, the [school] is different, [society] is different" (1990, p. 15).

### **References**

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# Upcoming Events

## Kindergarten Orientation Morning



**Tuesday, June 7, 2011**

*Welcome to all our new Kindergarten students for 2011-12!*

## Sports Day

**FRIDAY, JUNE 3, 2011**

We plan to start at **9:15 a.m.** with **Opening Assembly**. We will break for



lunch from (approximately) **11:45 – 12:30 pm.** – Please pack your own picnic lunch! The day should wrap up by **2:00 pm**

*Everyone is welcome to come on out and join us, and cheer the students on!*

## *Fine Arts Gala*

**Wednesday, June 8, 2011**

7:00 pm Carman WEST Church

## Upcoming Trips

**Tuesday, June 7** – Gr.2/3 to Morning Snd. Farm

**Friday, June, 10** – Gr. 4-6 sing at RHA event

**Monday, June 13** – K - to Police Station

**Wednesday, June 15** – K - Farm Trip

**Thursday, June 16** – Gr. 1 & 5 to MB Museum

**Friday, June 17** – Gr. 4 to Morden Museum

**June 22,23,24** - Wed., Thur., Fri.– Gr. 8 Campout

**June 22,23,24** - Gr. 12 Grad Trip

## Gr. 12 Graduation

**Tuesday, June 28, 2011**

*You are all cordially invited to attend the grad ceremonies to be held at 7:30 pm at the Carman WEST Church.*

Please call the secretary ASAP to purchase your Grad Dinner tickets. Cost: \$17.50 per person. Cheques payable to DCS Grad Fund, (grads must pay for their tickets as well!) The dinner will also be held in the WEST Church at **4:30 pm.**



## DCHS Exams

**Monday, June 20 – 23, 2011**

June 13, 14 – A-Math 40S Provincial

