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# Teacher

MARCH 2013 VOLUME 91 NUMBER 5 NEWSMAGAZINE OF THE MANITOBA TEACHERS' SOCIETY

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# Teacher

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## PRESIDENT'S COLUMN

PAUL OLSON

The Society is considering a \$1.5M donation to the Canadian Museum for Human Rights. That's "Society" as in all MTS members.

A decision on this scale is made only at AGM. Delegates have over three months to make up their minds. Non-delegates have the same amount of time to talk to us, including me ([polson@mbteach.org](mailto:polson@mbteach.org)). Some 290 delegates will both hear you, and think for themselves.

I will try to distil for you why I'm asking for your support.

We teach kids who show up poor, hungry, and without warm clothing. They have physical, cognitive, and emotional challenges that will make their (school) lives a struggle, yet we're not adequately resourced to meet those needs. We teach LGBTQIA kids who still face persecution and a chilling silence in many communities. Globally, 70 million kids will never know a teacher.

I've barely begun that list, but what those things have in common is that they're human rights violations. The violators get away with it for one simple reason: we allow it. Silence gives assent. Neutrality benefits the oppressor. Ignorance is bliss.

If the child-focussed issues weren't enough, wait for it. In the last 15 years, most provincial teacher collective agreements in Canada were stripped, torn up, or imposed. It was Manitoba's "turn" in the 90s, and we lost 700 teachers in a time of relatively flat enrolment. Currently, our Ontario colleagues are being battered, but our "turn" will doubtless come again. Labour rights are human rights, too.

You have staff and elected colleagues to stand with you in the battles around good schools, child welfare, collective bargaining, workplace safety and health, and a dozen other fights. If you'll forgive the mixed metaphor, we have our fingers in a lot of leaky dikes.

There will never be enough fingers. There isn't enough charity in the world to combat the social injustice created when a neo-liberal agenda puts profits before people. I have done this work for the last 20 straight years, and I'm telling you that if anything, we're losing. The dikes aren't leaking because they were badly made. They're leaking because they've been undermined and unmade for many, many years.

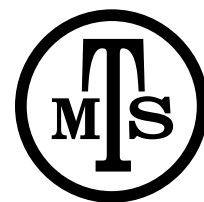
Until we begin to educate ourselves, and others, about our birthrights—until the starting point of any discussion is that there are no disposable people of any age—then these battles will either continue, or be lost. But never won.

I have not dedicated 20 years of my life to the Teachers' Society because I don't believe in its members. I have done so because I think we can change the world. Teachers always have, given a fighting chance.

The exhibits and programs will change, but the education will continue. This museum will live longer than I will. So too will its work and its legacy.

I believe that helping to build a classroom in the heart of the CMHR—and in so doing helping to build the only human rights museum in the world—is a way of standing together and saying, with one voice, "Enough."

*Paul Olson*



The  
Manitoba  
Teachers'  
Society

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## INSIDE MTS

KEN PEARCE, GENERAL SECRETARY

On January 17, 2013 your staff members were not at their desks, nor were they on the road.

They were participating with the members of the Provincial Executive in a full-day workshop as part of the MTS policy of providing staff and executive with Aboriginal awareness training.

As you can imagine, taking this training during the midst of the disruptions caused by the Idle No More movement was an accident of timing that created potential for much discussion. The presentation by Kevin Lamoureux, Professor of Education at the University of Winnipeg on this very initiative was superbly appropriate and wonderfully objective in providing a balanced, clear picture of the issues and the development of the movement to where it is today.

His brilliant insight into the contentiousness of the Idle No More grass roots movement gave us insight into the effects of the Federal Omnibus Bill C45, a piece of federal legislation that touches on provisions of the Environmental Protection Act and the Indian Act. Not to belabour the presenta-

tion he gave, Kevin touched in a calm reflective manner the motivation that led to the social media explosion of interest created by #idlenomore. I invite you to look into Kevin's wonderful mind by contacting him at [K.Lamoureux@uwinnipeg.ca](mailto:K.Lamoureux@uwinnipeg.ca).

I wish I could also find the space here to describe to you the excitement and the engagement displayed by your staff and executive members on Jan. 17; I can only hint at my own sense of gratitude to the Society for this opportunity to attend so many sessions on one day. This was the third year we organized such training and each year new information and insight has been offered.

Dr. James McNinch made my head hurt with his complex insight into the very concept of ethnicity and the place of race. He helped to dispel some long believed myths on my part about my own upbringing and he even raised the concept of multiculturalism as a form of racism. Again, I am so pleased to have been challenged in this way.

In the afternoon, the second plenary was on the difficult topic of the victimization of women and children. Jackie Anderson from

Manitoba Government Child Protection Branch, Jenna Wurch an experiential youth, and Nancy Dyck, principal of Norquay School in Point Douglas provided insight into a most troubling aspect of life affecting more of our children and women than we would care to believe. Truly moving.

Finally, my own last session for the day was a presentation on treaty history that was fascinating and in every way an education for me. I read parts of treaties and learned of the long oral and written history of treaties as a way of life for our aboriginal ancestors. Their honouring of treaties leading to concepts such as the burying of the hatchet and the passing of the pipe of peace was described in such wonderful details and the ensuing conversations with Jean Friesen from the University of Manitoba were very effective in creating new insights and developing a sense of respect for aboriginal culture.

I wish you could all have shared the day with us—thank you for the opportunity offered to us.

## Bylaw Resolutions

Bylaw XVI of The Manitoba Teachers' Society requires that all resolutions proposing to amend bylaws be published. Following are the bylaws proposed to be amended at the 2013 Annual General Meeting. The full Constitution and Bylaw resolutions received from associations and the provincial executive are published on the MTS website, [www.mbteach.org](http://www.mbteach.org). Copies can also be obtained from Michael Krauss, [mkrauss@mbteach.org](mailto:mkrauss@mbteach.org) or at 204-831-3082.

In brief, the bylaw and constitution resolutions, and where they originated, call for:

- The general meeting of MTS to be held every two years rather than every year. / *(Constitution 10(4) (page 5) Winnipeg Teachers' Association (WTA)*
- Reorganization of the entire MTS Bylaws and Policies. / *Provincial Executive*
- Election of the president by delegates at the Annual General Meeting rather than

by members at large. / *Bylaw III.C. (page 14) WTA*

- Allowing the vice-president to serve multiple terms and provincial executive members to serve longer than six years. / *Bylaw III. C. (page 14) WTA*
- Changes to the rules on nomination and election of the president, allowing for fully-paid release time for campaigning purposes, should the election continue to occur provincially. / *Bylaw III (pages 11-14) Louis Riel Teachers' Association (LRTA)*
- Changes to voting procedures of Presidents' Council and that it hold fewer meetings. / *Bylaw VI (page 17) Winnipeg*
- Modifications to the collective bargaining process to ensure MTS involvement in collective bargaining. / *Bylaw IX (page 18) LRTA, Brandon Teachers' Association*
- Clarification that liability insurance is provided for teachers doing Society business. / *Bylaw X.1. (page 19) Provincial Executive*

[www.mbteach.org](http://www.mbteach.org)

## Notice of Call

This notice is given in compliance with Bylaw II of the bylaws of The Manitoba Teachers' Society. The 94<sup>th</sup> Annual General Meeting of the Provincial Council of The Manitoba Teachers' Society will be held May 23, 24 and 25, 2013 at the Fairmont Hotel, Winnipeg. Provincial Council consists of representatives named by teacher associations and the Éducatrices et éducateurs francophones du Manitoba plus members of the current Provincial Executive. The number of delegates representing each associations depends on the number of members in that association.

— Ken Pearce, General Secretary  
February, 2013



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## Paul Olson acclaimed president



**M**TS President Paul Olson has been acclaimed to another two-year term.

The deadline for nominations to the position expired without any additional nominations being received.

Olson was also unopposed when nominated for his first term.

He says there are still many times he looks longingly at being back in the classroom, but MTS in the current climate is dealing with vital issues.

“I miss teaching a lot, but I also feel incredibly privileged to be part of the work we’re doing here.”

“The Society provides professional development and advocacy, and works for improved resources and better working environments so that teachers and students can do better work together,” he says.

“Teachers expect the Society to improve their working lives and support the best teaching they can do.”

And now, there are outside forces putting pressure on public service.

“Manitoba is—for now—one of a shrinking number of provinces where teachers and organized labour are not under direct attack by government; the political context gets uglier by the day.”

“I know how hard our members work to keep their classrooms running well, but I have to ask that we all pay attention to the news as well. The ‘storm’ isn’t coming—it’s already here.”

Olson has held numerous positions with MTS and the Winnipeg Teachers’ Association throughout his 23-year teaching career. Before becoming president he was MTS vice-president.

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Jim Martland is the co-author of several books on early numeracy and the director of the Mathematics Recovery Program in England, Scotland and Wales. He is Senior

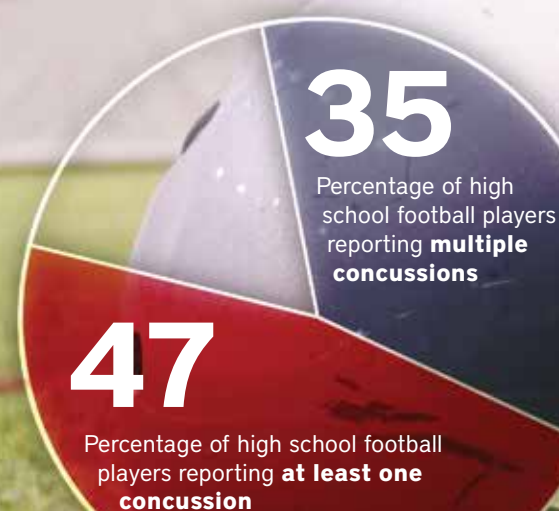
Fellow in the Department of Education at the University of Liverpool.



Gay Sul is a math consultant in Frontier School Division and the only accredited Math Recovery trainer in Canada. In 2009 she was voted Math Teacher of the Year by the Manitoba Association of Math Teachers.

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For further information, e-mail [gaysul@mts.net](mailto:gaysul@mts.net) or phone 772-9222.



# HEADSHOTS

BY ADAM WAZNY

**M**orris Glimcher didn’t waste any time with his answer. Not surprisingly, the subject has been on his mind.

The question: What can Manitoba high school athletic programs do to increase concussion awareness and prevention among its players, coaches and parents as head injury cases rise faster than solutions?

His response: Keep the conversation going.

“The biggest thing that we’re still trying to do is educate coaches and players,” said Glimcher, the executive director of the Manitoba High School Athletic Association. “We are limited by our resources but there are a lot of organizations out there that are hopefully educating parents, too—NHL players talking about concussions, football players dealing with concussions, things like that.”

In other words, while professional sports’ organizations have instituted mandatory

sideline protocols, medical intervention and reporting procedures to deal with potential head injuries, high schools leave the issue to the awareness of coaches.

It may not be enough.

While statistics at the high school level are scant, one recent survey suggests that hundreds of high school athletes may be missing weeks of school and extra-curricular activities because of concussions.

And at least one recent study has found that concussions are being vastly under-reported. In Manitoba, concussions have occurred in not just obvious high school sports such as hockey and football, but also volleyball, soccer and basketball. But nobody knows how many.

At the moment, protection of high school athletes mostly relies on what players, parents and coaches learn from professional sports.

When idols like Pittsburgh Penguins star Sidney Crosby struggle with post-concus-

sion syndrome, young hockey players pay attention. And when players like former Winnipeg Blue Bomber Doug McIver donate their brains to science (McIver was found to be suffering from degenerative brain disease after his death in January 2012), football youth take notice.

Because a concussion is an alteration in brain chemistry and not a simple, physical injury like a broken wrist, the uncertainty of the subject is not only scary but also hard to pin down. That’s why high-profile instances of concussions in sport are an important reference point in high school athletics, Glimcher believes.

“The Buck Pierce situation actually helped us,” he added, referring to the controversial “mild concussion” diagnosis the Bombers gave their quarterback during the 2012 season. “And I say that with all sincerity, of course. The conversation about his health following the big hits he took last season



raises awareness for our athletes. They see it on TV or read about it in the newspaper and maybe they think twice about going back (into a game) after receiving a big hit.”

Though floating through the scary uncertainty in a much smaller ship, the MHSAA is in the same choppy waters as the professional leagues when it comes to concussions. Like the pro game, immediate recognition of potential brain trauma is paramount.

The major difference: When a high school athlete gets hit in the head or takes a vicious body check, the urgency to identify a concussion through a series of tests on the bench or on the sideline exists, but with far fewer resources to determine a diagnosis.

In the high-impact high school sports—hockey and football—not all programs employ a volunteer athletic therapist or trainer to oversee potential injuries.

Bruce Sirrell has been the coach for the Kelvin Clippers boys hockey team (Winnipeg High School Hockey League) for 13 years. With no athletic therapist available to him during games, he has no other option but to play it safe when it comes to potential head injuries.

Identifying a concussion is a collective effort on the Clippers squad—from the coaching staff paying attention to a player’s habits on the bench and picking up on different behaviors to the player himself coming to the coaches with a health concern—there’s an open dialogue on the bench and in the room.

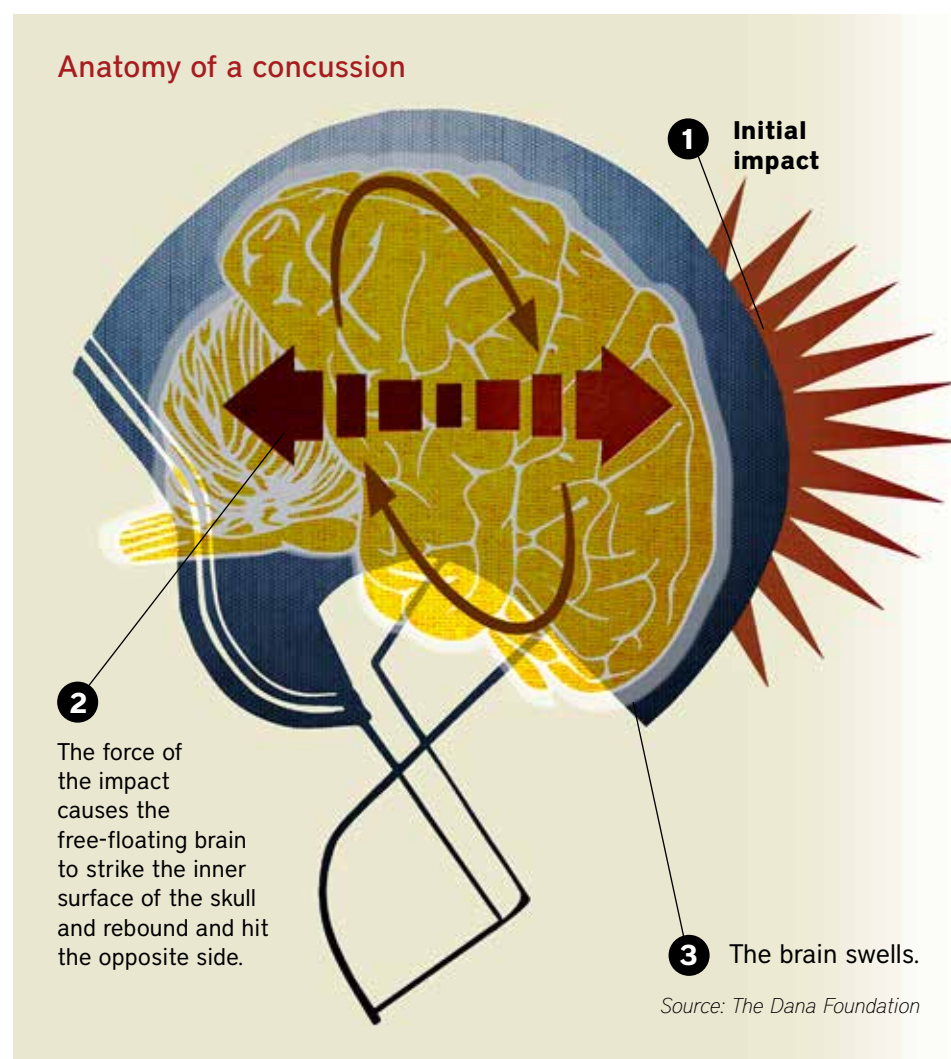
“We don’t mess around with it,” Sirrell said. “If there’s a guy who we suspect has a concussion we don’t play him that game and we require him to come back to us with a doctor’s note indicating he’s OK.”

A recent survey of student hockey players suggests that expectation might not even be possible if all coaches instituted such a rule.

The online questionnaire, a joint project involving the Winnipeg Jets Foundation, the University of Manitoba, the Winnipeg Regional Health Authority and Hockey Manitoba, reached out to 7,443 players between the ages of 13 and 21, 6,627 parents and 1,392 coaches, with questions on attitudes and scenarios regarding concussions.

Just over 800 players participated in the survey (11 per cent). More than half (61 per cent) reported they experienced signs and symptoms of a concussion during the 2011–12 hockey season.

“Education programs advocate that you see a physician and take precautions before a child returns to play; that would mean from our study there would be over a thousand physician visits from the small sample that



we took,” said Dr. Jeff Leiter, co-author of the study. “Where do we get the resources from to handle that type of workload?”

Also concerning to researchers: 34.5 per cent of those players were actively diagnosed with a concussion, with just 40 per cent of those officially cleared by a physician to resume playing. Leiter cautions that the player component of the study, from which a final report will be completed this year, sees a bias towards those who have suffered a concussion.

However, the figure that jumps out to him: Over one-fifth of those who experienced “concussion-like symptoms” missed 10 or more days of regular activity, including school and extra-curricular events. And that’s just hockey players.

“Most concussions resolve themselves within a couple days,” Leiter said, noting that basic tasks like working an iPad or watching television become difficult for some concussion sufferers. “Those symptoms that last into the 1–3 week range need to be addressed with appropriate medical attention.”

### Wrong

- Players often feel that they can only get a concussion if they’re hit on the head. A blow to the body can result in force that whips the head and causes a concussion.
- You don’t always lose consciousness when sustaining a concussion. When it does happen it is typically only for a few seconds and may not even be noticed.

And the figures could well be much higher. A recent, small study of 45 Canadian college hockey players, that involved physicians evaluating players after injuries, discovered concussion rates far higher than previous studies that relied on self-reporting or terminations from trainers and coaches.

The study, published last November in the peer-reviewed journal *Neurosurgical Focus*, found concussion rates three to five

times higher than those reported in scientific literature on collegiate hockey.

“Other studies have not been exclusively dependent upon prospective, direct, physician-based concussion identification, diagnosis and follow-up,” the authors said, adding that the results demonstrate the need “for improved and independent surveillance studies to be performed at all levels of sport.”

Beyond the problems of identifying concussions and appropriate action, coaches also face pressure from players and parents to ignore possible head injuries and get students back in the game.

Sirrell tries to counter players’ desires by holding a roster spot open for a player dealing with concussion symptoms so that the student doesn’t feel pressure (internal or external) to rush back into the lineup.

But dealing with some parents can be an even greater challenge, says the MHSAA’s Morris Glimcher.

“In a lot of these cases, it’s the parent who is saying ‘He’s OK, get him back in there’ or something along those lines,” he says. “If there’s a concussion worry, parents have to be very careful when it comes to pushing their son or daughter back into action. It’s all about next week’s game, not this week’s game.”

Some parents apparently still hold to the outdated belief that a blow to the head is part of the game.

Glimcher says he’s received calls from mothers and fathers complaining about a coach purposely withholding their child from games—even after admitting their child suffered a head injury. Those callers often demand the coach be fired or suspended.

One high school hockey coach said he’s thought about quitting more than once after run-ins with parents who can’t identify the importance of long-term health for their child.

So why does he continue to work behind the bench?

“I love the game and I love coaching the kids,” he said. “Sadly, the abuse from the parents is part of the job. Common sense usually wins out in those conversations. Sometimes it doesn’t, though.”

Kelvin hockey coach Bruce Sirrell has also had conversations with parents who would like to see their son back on the ice sooner rather than later. But as brain injuries get more attention in sport, those encounters are starting to occur less and less, he says.

“Speaking as a parent who has kids playing hockey, I see a lot more attention given to children from parents when they hit their

head or collide with another player,” Sirrell said, adding that specific rules prohibiting headshots in hockey have started to take root in the way the high school game is played.

Dr. Jeff Leiter, executive director of the Pan Am Clinic Foundation, says the only influence parents should have on a child dealing with a concussion should be that of precaution. Many players suffering concussion symptoms face an understandable internal pressure to get back on the ice or field early—they don’t want to let their friends down or risk losing their starting spot in the lineup—so parents have to serve as another set of eyes and ears for the coaches to ensure a safe return to action.

“No kid wants to sit out. They may have a headache or some other symptom and just keep it to themselves, so it’s up to the parents to recognize there might be an issue,” Leiter said. “Maybe they’re not right or something like that. At the time, missing a big game is terrible but sitting out a couple days until everything resolves could save you a lot of time on the sidelines or out of school afterwards.”

Like the WHSHL, there is no league-wide concussion policy in place in the Winnipeg High School Football League.

However, instances of medical staff on hand at football games are now more frequent.

Former WHSFL commissioner Paul Normandeau says “most schools” have a trainer or will ask a university athletic therapist student to volunteer and the coaches have been exposed to concussion awareness through the National Coaching Certification Program.

Normandeau, who resigned his post in December, noted very few programs establish a baseline test for their athletes at the start of the year; that’s something the WHSFL hopes to change next season. A baseline test provides a reference point for the examiner and is an important part of determining altered behavior of an athlete during a game.

The high school athletics’ association has also tried to bring more knowledge to the sidelines.

Morris Glimcher asked the Sport Medicine Council of Manitoba to put together a reference card to help coaches identify possible concussion symptoms during games.

Included on the card are some procedures from the Sport Concussion Assessment Tool 2 (SCAT2), a basic sideline concussion test used by numerous international sport governing bodies since its inception in 2005. SCAT2 measures include recent memory



### Concussions

When neural tissue is violently jostled it can directly damage the brain cells and blood vessels. The initial impact creates a cascade of biochemical reactions flooding the brain with calcium and potassium ions that cause blood vessels to constrict and hamper metabolism of glucose, which the brain uses for energy. The end result is described as an energy crisis in the brain that can last for weeks.

*Source: The Dana Foundation*

### Second-impact Syndrome: The Hit That Kills

After a concussion, energy-starved nerve cells are not able to perform at their peak and are vulnerable to further damage or death. If another concussion occurs before the athlete has recovered from the first, the consequences can be catastrophic. The Second-Impact Syndrome (SIS) is fatal in up to half of the individuals who suffer it and can cause long-term brain damage and/or disability. It has been found that 95 per cent of SIS victims are under the age of 18.

*Source: Dr. Robert Cantu, Boston University, The Dana Foundation.*

checks (“What venue are we at today? Did your team win its last game?”) and provides basic physical balance run-throughs.

Glimcher mailed out concussion management cards to all junior and high schools, including the superintendents, trying to get the information in as many hands as possible. The MHSAA, with the help of the National Federation of State High School Associations, is also considering an online concussion awareness program for students and parents.



# Guy recalls greatest of his teachers

BY JUDY OWEN

**G**uy Maddin's early school days included a crush, but not with the little girl who sat next to him.

When the Winnipeg filmmaker was in Grade 4 at Greenway School, teacher Tom Springman visited the students to introduce himself and tell them he'd be their teacher the following year.

"I got a little boy crush on him and thought he was great so I spent all summer just being excited about him," Maddin recalled.

His premonition that Springman would be a great teacher came true—he was funny, took the students on field trips, was demanding when needed and had a "humane" way of dealing with kids.

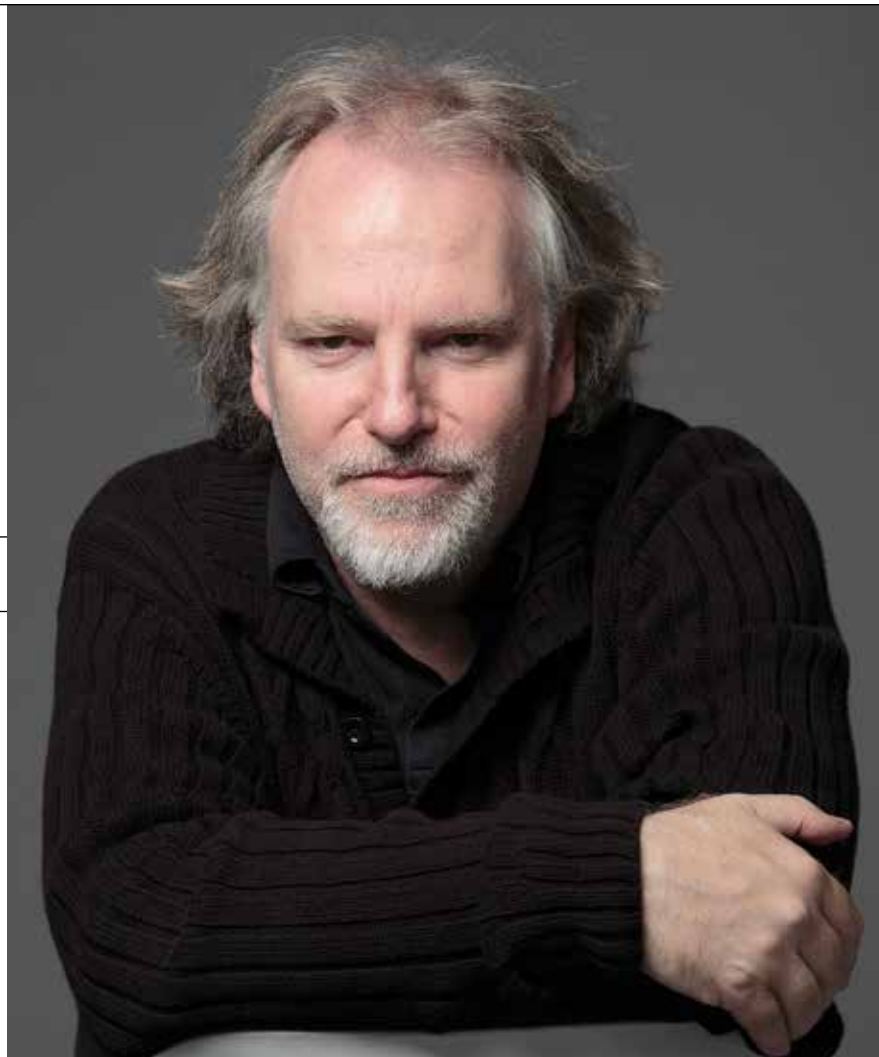
"He made little jokes," Maddin said. "Maybe the previous teachers that I'd had were more old school and strict. He was young and seemed to connect with us..."

"He seemed like the same age as James Bond—that sort of thing, like a man. He really knew how to entertain, as well as engage."

Maddin, who did some modeling for The Bay as a young boy, moved to General Wolfe School for grades 7–9 and then Daniel McIntyre for high school.

He and some other Grade 7 students visited Springman after he went to teach at Clifton School and Maddin was happy he remembered them.

"For years after I sort of imagined, especially when I started making films and started appearing in the paper, I assumed he was following my career with great pride," said Maddin, whose acclaimed



## Maddin is a Happy Medium

Guy Maddin's current project is out of this world.

The award-winning filmmaker is directing a project called *Séances* (or *Spiritismes*), which involves actors holding hands around a table while he casts a spell on them and invites the spirit of a lost movie to possess them so they can act out its long-forgotten plots.

"I don't believe in séances, I don't believe in the paranormal, but I don't think the mediums at most séances do, either—charlatans," Maddin said.

"I just noticed a metaphorical similarity between séances and movie making. And I think I'm like a medium, I'm a bit of a charlatan."

The word séance means deceiving in French, he said. When people go to a movie, they sit in the dark like a séance and watch something that appears before their eyes.

"They want to believe it, they want to be enchanted by it for the duration of the dark spell," he said. "And then when it's over, they decide how good the experience was, how good the medium was by how enchanted they were and they're either well-enchanted or poorly and then it's over."

His love of old movies has always been prevalent in his work. He notes 80 per cent of movies ever made are lost and that's why he wants to resurrect some of them.

He's already filmed 18 days in Paris, plans 20–25 days in Montreal in April and another 30 days this fall in New York. He'll blend the footage together and is aiming to load it to a website early next year.

works include *Dracula: Pages From a Virgin's Diary*, *The Saddest Music in the World* and *My Winnipeg*.

Umm, he was wrong.

Before *My Winnipeg* (2007) debuted in Winnipeg—and after it won Best Canadian Feature Film at the Toronto International Film Festival—Maddin located Springman.

He'd left teaching and had founded Spring Taxi. The two met in the company's office.

"He had no recollection of me at all," Maddin said. "He'd never given me another thought since that day in 1967 when I had tracked him down at Clifton."

It was, of course, a bit disappointing. "This boy crush was finally over," the divorced father of one said with a laugh. "At this point I was 52."

But then he got a surprise a few months later when he was about to narrate *My Winnipeg* at a local theatre.

"He sent some flowers to me just before I went on stage. It was very sweet of him," Maddin said, adding Springman died the following year (2008).

Maddin had other teachers that stand out in his memory, but not always for good reasons.

Admitting he wasn't always a keen student, he said he didn't like English and subjects where he had to write essays. Part of the problem may have been because he had a form of dyslexia, he explained.

"I wrote backwards a lot. I'm still a slow reader to this day."

After graduation, Maddin held jobs as a bank manager and house painter and got a degree in economics and mathematics at the University of Winnipeg.

He also took film classes at the University of Manitoba, sparking his career that includes screenwriting, producing, directing, acting and writing books.

He returned to the U of M in the fall of 2007 as its distinguished filmmaker in residence. This winter, he lectured twice a week for a master class in filmmaking.

He tries to be entertaining and engaging, yet strict and demanding—qualities he remembers from Springman's class.

"I kind of like the spirit of collaboration in Mr. Springman's playwriting class and that's always stayed with me."



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# LIGHTING THE SHADOWS

BY MARK HALSALL

While preparing his farewell speech as principal of Collège Sturgeon Heights Collegiate, Brent Corrigan wanted to offer more than mere platitudes to the 2012 graduating class—opting instead to talk about something “real”.

That something was Corrigan’s own struggle with mental health issues.

“I know there are many others out there who have the same struggles,” says Corrigan, who spoke about his own difficulties with anxiety and panic attacks and the need for students to take care of each other. “People like to know that there are other people who understand what they’re going through.”

“The kids I dealt with who have trouble at school—you know, the smokers, the group everyone seems to want to avoid—an awful lot of them suffer from anxiety or depression issues or just plain don’t feel good about themselves. The smoking or the drug use or whatever they partake in is reflective of those issues that are causing the difficulty.”

“I wanted to pass on a message that these aren’t necessarily bad kids.... an awful lot of them are struggling.”

Corrigan’s speech at last June’s high school grad prompted a five-minute standing ovation, a tribute to and a telling measure of the man who served Sturgeon Heights for 11 years, the past 10 as its principal.

But Corrigan believes the enthusiastic response was also tied to the message. That

was evident when several students thanked him afterwards for the speech. Corrigan says even more teachers expressed their thanks.

“One of the comments I made at the grad was that people need to be more aware of the prevalence of mental health issues. I think the stats are something like one in six people are going to have a panic attack sometime in their life.”

MTS Assistant General Secretary Bobbi Éthier was one of 1,500 people in the audience at the Winnipeg Convention Centre. She says Corrigan’s speech had a dramatic impact.

“My family and I were surrounded by other parents and friends, many of them in military attire,” says Éthier, who attended the event to witness her niece’s graduation. “When Brent started talking you could hear a pin drop—it had not been that quiet for any of the other speakers. His message was so poignant that the military man in front of me began to tear up, as did many others.”

“The standing ovation was incredible. I have attended at least 28 high school graduation events and I have never seen anything like this. Brent was courageous, kind, car-

ing... one of the most true examples of leadership and professionalism that I have had the pleasure to witness,” she says.

Éthier says she’s known Corrigan for years through MTS activities, but until the grad speech she had no idea about his struggles with anxiety issues.

Corrigan will tell you that was no accident. He says the stigma associated with anxiety and other mental health issues made his struggle that much more difficult. While his wife Anita has been a constant support, Corrigan says he felt there were very few others he could talk to about it.

“It’s kind of a dirty little secret in a sense. You don’t want people to question whether you’re capable of doing the work or not, so you don’t tell many people about it,” he says.

“I worked through all of this stuff but I kept it quiet. I was always able to present myself as being quite calm and reserved, and I think from the outside I am. I’m not quick to react to things. But I think people thought I was pretty calm and reserved inside too, which wasn’t the case.”

Corrigan taught for 18 years prior to moving into administration 15 years ago.

*“It’s kind of a dirty little secret in a sense.*

***You don’t want people to question whether you’re capable of doing the work or not, so you don’t tell many people about it,” he says.***

A 33-year veteran of the public school system, Brent Corrigan knows how stressful life can be at times for teachers and administrators. He believes the key to good mental health is to realize and appreciate that you’re not alone.

“My advice is to lean on each other and look for supports. Don’t think you’re alone if you feel overly stressed, or if you’re suffering from some issues,” he says.

“Try to keep as good a balance as you can in your life and try not to paint yourself in a corner and think you’re the only person who has some difficulties with these sorts of things.”

Dr. Angela Haig is a psychologist with the MTS Educator Assistance Program. She also talks about the significance of balance in helping educators reduce stress.

“One way for teachers and administrators to maintain that balance is to broaden their focus,” she says. “I often tell my clients—remember, you are more than your job.”

Haig says one definition of stress is taking responsibility for things over which you have no control—a common dilemma for many school staff. She says the solution is be clear with yourself about exactly what you can control, and do your best to let go of feeling responsible for things outside of your control.

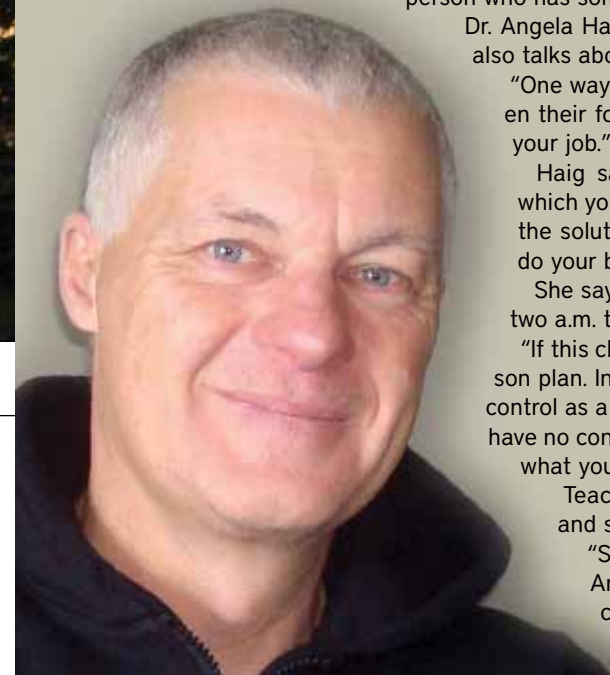
She says an example would be an eight-year-old student who stayed up until two a.m. the night before.

“If this child isn’t getting the lesson, it’s not the fault of the teaching or the lesson plan. In this case, it’s lack of sleep—which of course isn’t something you can control as a teacher,” she says. “You’ve got that child for six hours of the day. You have no control over what goes on at home. In order to cope, you have to focus on what you do have control over and work within those boundaries.”

Teachers and administrators often take on too much. Knowing your limits—and sticking to them—will also lessen stress levels.

“Saying no does not make you selfish,” she says.

Another tip: Take a deep breath at every school bell. This could help you calm down just a notch.



He says there’s a long history of anxiety in his family but he didn’t have any trouble himself until 1997. While delivering a presentation at that year’s SAGE, he experienced his first panic attack.

“I had never had a panic attack before,” says Corrigan. “That’s when anxiety became an issue in my life, and it’s something I struggled with the whole time I was in administration.”

Corrigan says he uses meds to help control anxiety. He also found help through the MTS Educator Assistance Program. Corrigan says the counseling he received from EAP was invaluable.

“When you have a panic attack, you feel like you might have a heart attack or pass out or whatever,” he says. “All these catastrophic things cross your mind.”

Corrigan says talking about worst-case scenarios with EAP psychologist Dr. Gene Degen helped him realize his fears were far worse than reality.

“That was part of the therapy I went through, to try to diminish the fear so you don’t get the same anxiety build-up.”

Corrigan was also urged to share his struggle with others.

“I confided in people when I really felt I needed to, although I was reticent at first. I didn’t come to that easily. Once I started telling a couple of people, it became easier. When I told my chief superintendent [Ron Weston] about it four or five years ago, that took some of the weight off... He was absolutely fine with it.”

Corrigan says his work with EAP helped him realize that challenging the stigma about mental illness reduces the shame and makes it easier to cope with anxiety.

“The more you can eliminate the ‘dirty little secret’ idea of it, the more liberating it becomes and the less of a problem it becomes,” he says.

Corrigan adds that EAP counseling enabled him to talk about broader issues and life in general, helping him maintain “a better big picture perspective” during stressful times.

“I would definitely recommend EAP as a resource because I think they provide a very useful service,” he says, adding he’s referred numerous staff experiencing a wide range of issues over the years. “I never told them necessarily that I went myself, but I always said I knew they did really good work.”

Corrigan says he misses being a principal, although not necessarily all the tremendous demands of the job.

“If it was possible to scale back the workload and continue to be a half-time or three-quarter time principal, I’d still be doing it,” he says. “There’s far more that I liked about the job than I disliked. I just felt it wasn’t necessarily a good thing for me personally to keep on working at that kind of pace.”

Since retiring, Corrigan has kept a hand in education, teaching courses at the University of Winnipeg and being an academic advisor to the university men’s volleyball team.

He’s also contemplating some things he’d always thought about trying, like politics. While he acknowledges that public speaking—the bread and butter of most politicians—has been anxiety provoking in the past, Corrigan says he won’t let that obstruct any aspirations he might have for public service and making a contribution to positive change.

“My desire is to keep trying to do things to improve,” he says. “I don’t want my anxiety to hinder the possibilities.”





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There are an incredible variety of projects and students we've recognized, and you'll find them all on our website at [mbteach.org](http://mbteach.org).

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We accept nominations from teachers, parent councils and charitable organizations. So, head to [mbteach.org](http://mbteach.org) and download the nomination form.

Your nominee and your school could end up in the limelight at our YHA celebration on May 22<sup>nd</sup> at the Fairmont Hotel in Winnipeg.

Major prize winners receive a beautiful medal, a certificate and \$1,000.

# PAINTS, CLAY AND COMMUNITY



BY MIREILLE THERIAULT

**A**cross Manitoba, student artists are making their mark—on walls, in hallways, on the sides of buildings, in schools and in the larger community.

It's all allowable. Young artists find their voices, gain confidence and handle critiques.

Sometimes it literally means getting comfortable in having your work out in the public eye.

Six years ago Fine Arts instructor Brad Bamford introduced an element of surprise to Lord Selkirk Regional High School through an installation art assignment that's become an anticipated annual event.



"I think in schools, especially larger ones, it can be easy for different departments to be locked away in their area doing their own thing," says Bamford. "The installation project is a neat chance to connect the school as a whole and showcase the creativity and talent going on in the art program."

I want to expose students to an art form that isn't as common to them as, say, drawing, painting or sculpture. And not only to see a piece of installation art or study what it is, but to do it."

Each year, students are given a simple but purposely vague theme. Some work alone, others in small groups up to three. The interpretation is often radically different and

that's part of the interest in the assignment for the artists and the public.

"It's become a bit of an event now where people know the installations are coming and talk about past years. "Do you remember that one [installation]... I wonder what the students are going to be doing this year? That sort of engagement is great."

Engagement is what it's all about because installation art is meant to activate more than one of the five senses, at times incorporating sound or tactile components. You can often enter the piece or be right inside the artwork. It's also often designed for a specific location. Throughout LSRS, the artwork transforms hallways, the cafeteria,

seminar rooms and stairwells. They exist for only one hour during lunch over two days.

The very limited time frame serves to make it a truly "don't miss it" event. Integral to the public showing is having the artist right there to talk or answer questions about their work. The public gains a better understanding of the process and what the artist intended. The artists benefit from feedback on how the public responds and interprets their work.

From the ephemeral to a mural that has survived beyond the last participating student artist leaving Oak Park High School, Art Teacher Reid Edgeworth shared his experience in co-ordinating a massive group project in 2009 at this year's SAGE conference.

At the start of his presentation, Edgeworth made it clear he was not the one to get the ball rolling.

"The whole idea for a mural in the school came from the kids and my initial reaction was 'No thanks!' I wanted no part of this huge project as I could see evenings and weekends with my own young family falling victim."

He held out, turning over responsibility to a group of grade 10 to 12 students. They had to approach the school administration and secure funding for materials. There was a good chance the project would grind to a halt, but the students persevered and, armed with incontrovertible proof that they had held up their side of the bargain, approached him again.

It was an offer he couldn't refuse.

The process of planning the mural involved students and teachers from other groups as the concept was to depict various activities and aspects of their school community. From September to May art students met with Edgeworth during lunch hours, spares and the occasional class time to share visions, present ideas and review sketches. There was discussion, disagreement and ultimately compromise in many cases.

By spring, the cafeteria wall had been professionally patched and primed. To avoid the mess and disruption from dragging on, 19 students in rotations worked 12-hour days, finishing in just one week.

"The whole school was excited. There were announcements all the time it was going on like watching the process also made them part of it. During peak lunch periods, the artists took turns being the spokesperson. Lots of kids I didn't even know, that weren't in the art programs would stop to ask questions and offer support. Kids were excited by art and saw it as contributing to the fabric of the school environment," says Edgeworth.

## *Kids were excited by art and saw it as contributing to the fabric of the school environment.*

Consciously transforming their school environment or greater community through art is not how most kids would describe their motivation to join a collaborative project. They're more likely to say they show up to be with their friends, have fun and enjoy the creativity.

Students attending John M. King School eight years ago likely didn't appreciate at the time that their mural would endure and even find a sense of immortality through a site like TheMuralsOfWinnipeg.com. Their mural is one of many examples of community collaborative art sponsored through non-profit arts programming where professional artists work with local youth.

Now an MA candidate with the U of M's Department of Environment and Geography, Karina Cardona-Claros was a facilitator in 2004 with the Mural Arts Mentorship program run through the West End Biz.

"The mural called 'Kids in the Kommunity' was the first I was involved with.

"Images that portrayed how those children played and related to their peers, parents and the community at large filled 13 8'x4' sheets of wood laid one after another. It began with drawings from the youngest first graders on the left all the way to the kids in Grade 6 on the right. In this particular case we created most of the mural indoors during winter, starting with sketches that explored all sorts of ideas.

"The next step was setting up in the gym to project the selected images onto the sections. The kids traced the images and when spring came we were able to mount them

outside. That's when the actual painting process began. Most of it we got done in a couple of weeks and then for one more month we did one more mural where kids could drop in and work on it as they wished.

That same summer there were two shootings on either side of that school and we were afraid that kids weren't going to come, but what we found is that it was a place for them not just to come but feel safe. It wasn't necessarily that they came to paint; it was that they came to talk, and to be with other kids.

Cardona-Claros, active in community arts initiatives for over 10 years, is also a board member of Art City, which offers high-quality workshops in the inner city, free of charge for all ages.

"As adults we forget that we have all this leeway to walk in and out of buildings all around us because we either have money to spend or we're old enough to be there. For the most part, there are few places on a city block that are welcoming to children. Community art centres are places they can go and be with people of all ages. That in itself is an important part of building a real sense of community because we are age-segregated so much of the time."

Although the centre is known for bringing in world-class artists of all disciplines, the emphasis is always on the process rather than the product.

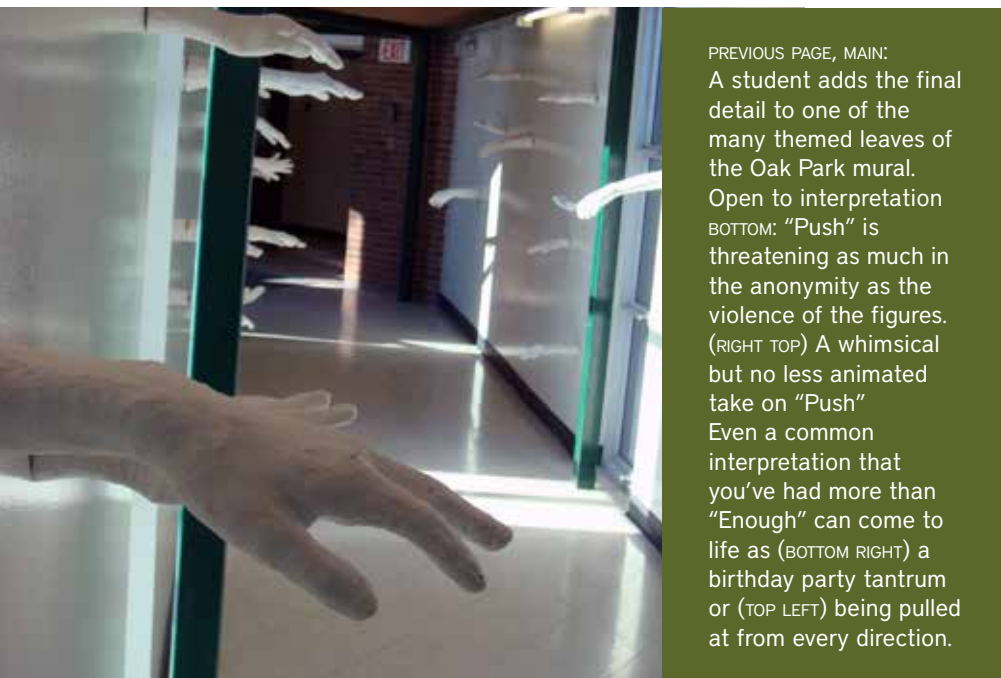
"The process is the key to building a sense of community, unity and inclusion," says Cardona-Claros. "The process is about kids participating, developing new skills, learning to use tools and being exposed to tech-

niques and technology they may not have a chance to use otherwise. Even the social skills like self-expression and confidence in presenting their ideas or their point of view and having those validated, heard, and understood are invaluable."

It doesn't mean that there aren't disagreements or disappointment here but that also builds tolerance and patience in the process. It's different from developing a callous or thick skin."

She says a large part of what they do is promote "art literacy" which leads to thinking more creatively overall.

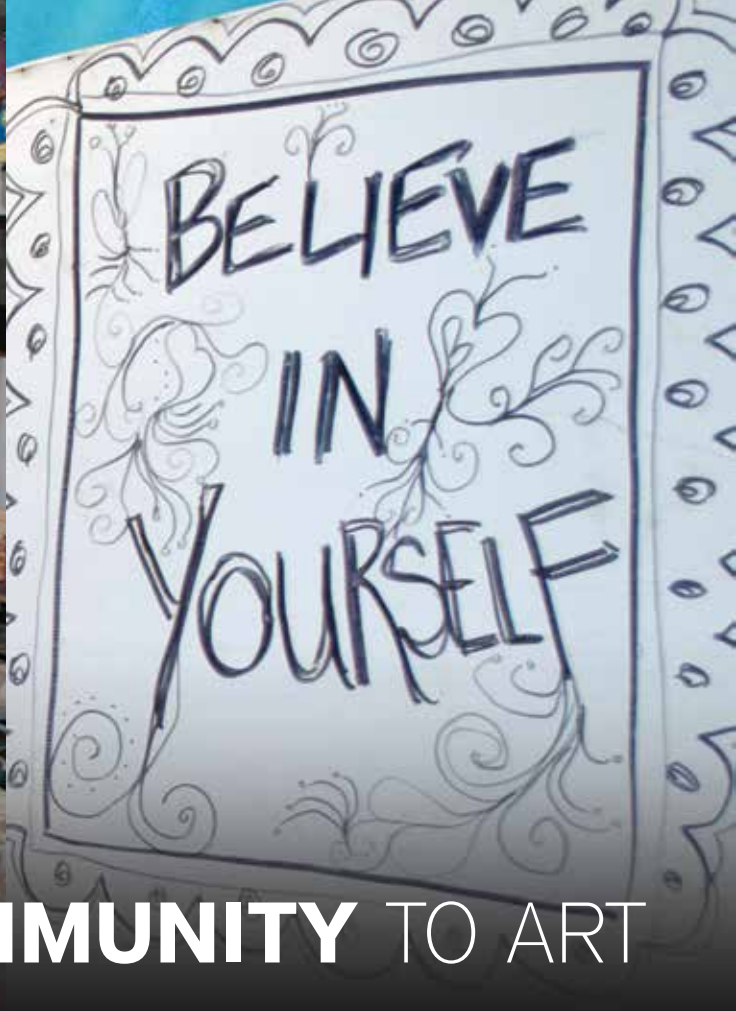
Through public exhibitions whether in their schools or the greater community, kids are also finding a voice when words simply are not enough.



PREVIOUS PAGE, MAIN:  
A student adds the final detail to one of the many themed leaves of the Oak Park mural. Open to interpretation  
BOTTOM: "Push" is threatening as much in the anonymity as the violence of the figures. (RIGHT TOP) A whimsical but no less animated take on "Push" Even a common interpretation that you've had more than "Enough" can come to life as (BOTTOM RIGHT) a birthday party tantrum or (TOP LEFT) being pulled at from every direction.







## BRINGING THE COMMUNITY TO ART

BY GEORGE STEPHENSON

As some public school students bring art into the community, one teacher is bringing the community into her studio to create art.

Tracy Woodward has converted her small Riverview garage into a studio where students and adults alike have come to plumb their creativity to transform blank paper and formless clay.

"I started the studio as a way to give kids a chance to express themselves in a tangible way," she says. "Every person has it in them to be artistic and creative."

She had noticed that kids in junior high had to choose between music and art and many chose music to play in a band. So, she started her studio for those kids who also wanted to be involved in art.

The idea of helping kids express themselves through art not only helped the students find new forms of expression but also set Woodward on a different path—to teaching.

As a local artist in Winnipeg, Woodward has been involved in many different projects such as working as programming co-ordinator with the Mentoring Artists for

Women's Art group. Along with that came her work with young people in the community and at home.

Looking around her garage studio, adorned with ceramics and drawings, she says working with kids had a major impact on her.

"In my work here I started to feel that this is something I wanted to do professionally."

She decided to go back to school to become a teacher.

Woodward strongly believes that kids' involvement in art helps them in all aspects of their education. She has seen kids who barely say a word become more animated when encouraged to create something in any artistic media.

"It's a matter of having them feel safe. It's my job to build trust, to create a safe environment, where they can express themselves without being judged. We can help children find themselves and become more self-aware, to contribute in a way that's meaningful to them."

Woodward encourages students to create from their imaginations rather than have

a preconceived idea as to what a project should look like in the end. She doesn't want students to reproduce what they've seen before, but to let themselves go.

And that might be one of the obstacles in leaving the studio and coming into the school setting.

"My work has really underscored how you have to let go of outcomes for each kid," she says. "You have to let them come out with what they want, not what you want. Kids are used to having a model of what they are supposed to do. It's something I am struggling with."

She sees, though, that art touches on almost all aspects of teaching, from writing about a project to the science of paints, sound, light and wind, to colour theory and the connections of art and history and social studies.

And art helps students, both young and old, gain confidence and to accomplish things they might not have had the courage to attempt otherwise, she says.

"It's not just about the process; it's about the internal joy of creating something."

# GRAFFITI ART

## AS A TOOL FOR COMMUNITY BUILDING

BY MARK HALSALL

As Bob Veruela will tell you, kids in Winnipeg's North End "grow up fast." "They all know about the gangs and the drugs and the violence... everything that's happening on the streets. But a 10-year-old shouldn't be talking about things like that," says Veruela, programs director at Graffiti Art Programming Inc. (GAP).

Since 1998, the non-profit youth art centre based in Point Douglas has provided a safe and accepting environment for young people through its wide range of free art programming.

"We give them a place where they can actually be a kid and step away from all that," says Veruela.

GAP puts on workshops at its well-known Graffiti Gallery and at neighbourhood schools and community centres, using art as a tool for community, social, economic and individual growth.

The Graffiti Gallery at 109 Higgins Ave. also provides an artistic outlet and exhibition space for the city's young emerging artists—many coming from the ranks of graffiti artists and taggers.

The gallery's artistic director is a former tagger himself. Pat Lazo was instrumental in helping found the studio back in its early days when it operated out of an Elmwood garage.

"We are a really accessible venue as far as exhibiting artwork in comparison to other galleries," says Lazo.

To that end, Lazo strives to include a range of artists in the gallery's group shows—everyone from professionals to Fine Arts students and young emerging artists. Budding artists are also brought together with curators, gallery directors and university professors at show openings.

"It's really cool to see the interaction between the new artists and the emerging and professional artists," says Lazo.

Over the years, more than 250 young artists have also performed or shown their work through the Graffiti Gallery.

In addition, 13 GAP artists have gone on to enroll in the Fine Arts program at

the University of Manitoba or Creative Communications at Red River Community College, with eight graduating so far.

Veruela says the value of GAP extends beyond art education or appreciation. Just as important are providing creative problem-solving lessons and important life skills.

"We teach youth that a lot of the energy that you apply to your art can be brought into every other aspect of your life as well," he says. "We give them something they can call their own and help them create an identity."

Graffiti and other urban art forms are vital aspects of GAP, but not its only genres. Aboriginal art, traditional art, contemporary art and performance art are all part of the mix.

"We've branched off from the visual arts into trying all forms of artistic expression," says Veruela, listing hip hop dancing, rapping, video making, animation and printmaking as some of activities provided by GAP.

"We want to provide things that the youth are interested in," he says, adding that GAP works with kids from aged 8 and up, to teenagers and young adults in their 20s.

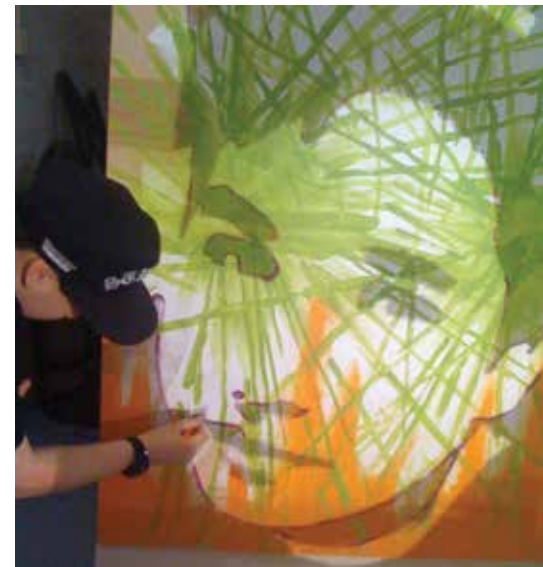
GAP plays an important role in connecting schools with the arts scene in their communities. Veruela says a great many elementary, middle and high school students have toured Graffiti Gallery over the years, as well as attending urban art workshops put on by GAP artists.

He adds the organization recently expanded into downtown Winnipeg, opening a studio in the Portage Place mall. Veruela is hopeful it will help expand GAP's reach by attracting young people from all over the city.

Briony Haig is an arts specialist teacher at Elmwood High School. She's attended GAP workshops and toured Graffiti Gallery along with her students.

"It's a cool place. Kids like it," she says. "It's got that edgy vibe."

Haig believes GAP plays an important role in community building by "connecting kids with caring adults who can introduce them to, at minimum, an interesting pastime, and possibly a passion."





# PORTFOLIO

The director of education at Canada's largest school board resigned after admitting he plagiarized parts of an opinion article written for a Toronto newspaper. Chris Spence said he regrets that he didn't set a good example for students.

Cut and Paste

Germany's education minister is under investigation for plagiarizing work in her Ph.D dissertation. A blogger cited questionable material on 92 of the dissertation's 335 pages of text. Two years ago the German defense minister resigned after it was revealed he plagiarized large chunks of text in his dissertation.

## But I know where Google is

A university professor at Memorial University of Newfoundland has discovered to her dismay that many of her students don't know the province is on the Atlantic Ocean or where England is located.

Judith Adler says she gives her sociology class, involving world cultures, a quiz on locations around the world. She asked such students to circle places such as South America and Europe on a map.

"A sizeable proportion of the class would reliably have no idea where the Mediterranean is. Some students would circle Africa and indicate it's Europe and if asked to locate England and Ireland, they would put them in Africa. I have had students that aren't able to correctly label the Atlantic Ocean, even though we are on it."



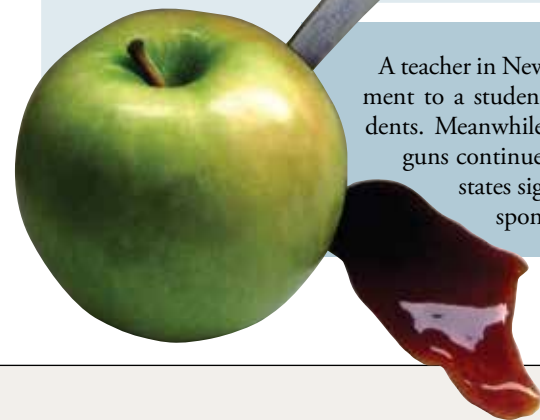
Rhode Island students were suspended from school 41,471 times during the 2011/12 school year, according to a study. One-third of those suspensions were because of truancy and absenteeism.

The American National Rifle Association, which blamed video games as one cause of school shootings, releases a shooting game for kids as young as four years old. NRA: Practice Range lets kids blast away at coffin-shaped targets using firearms from pistols to assault rifles.

Where irony goes to die

Actress Jody Foster accepts an award at the Golden Globes, before a worldwide audience, on live TV, in front of hundreds of reporters, dressed in a designer gown, accompanied by Mel Gibson and says she just wants privacy.

A teacher in New York is fired after making an off-hand comment to a student that she could just stab some of her students. Meanwhile, the campaign to arm U.S. teachers with guns continues to roll with more than 600 teachers in 15 states signing up for a free firearms training program sponsored by the Buckeye Firearms Association.



## Better than kitten videos

Dalhousie University in Halifax is helping students deal with exam times by offering them a room full of puppies.

Volunteers from Therapeutic Paws of Canada, which brings therapeutic dogs and cats into nursing homes, schools and other sites, accompanied the puppies.

"It fills a niche that people need right now because students are super stressed," said Michael Kean, a third-year environmental science student who proposed the idea.

The University of Ottawa and McGill have also brought in puppies to relieve student stress.



Somehow that's not very comforting

A nationwide American University poll of 4,000 high school and college students found that 50 per cent of students who described themselves as "depressed, stressed out or have difficulty making friends" plan to have a gun in their future households.

Overall, nearly 40 percent of students surveyed said they plan to own a gun when they have their own households. And another 20 percent said they're considering it.

## Then there are the **benefits** of being able to take **cheap shots**

BY GEORGE STEPHENSON

**W**ell, it must be school board tax time; the temperatures are rising, snow starts melting, birds start singing, teachers get dumped on.

In the absence of knowledge, based on incidentals like facts, the media roll their news wagons back and forth over teachers as school boards set their budget.

Teachers are, apparently, livin' large, like Uncle Pennybags cruising around the Monopoly board.

Said an editorial in the *Winnipeg Free Press*. "Teachers get near-guaranteed raises each year and enjoy richer benefits than those of private-sector workers."

Oh, please.

We'll ignore the toss-away line about "near-guaranteed raises", which, of course, are based on experience and qualifications. That's hardly unique to teachers.

But, how about taking a quick look at a typical teacher's contract and that of, oh, say, an editorial writer at the *Winnipeg Free Press*?

### Mandatory education to do those jobs:

- Editorial writer – none

- Teacher – Five years of university

### Salary after seven years of experience:

- Editorial writer – \$81,807.

- Teacher – \$82,561 (with a Master's Degree) \$78,156 (without Master's Degree).

### Hours of work:

- Editorial writer – Maximum 37.5 hours per week

- Teacher – Most teachers in the province do not have a set work day in their contracts.

### Overtime

- Editorial writer – Time and a half for the first three hours, double time after that.

- Teacher – None (In some divisions a teacher can get a day off for every 50 hours of extra-curricular activities.)

### Health Benefits

- Editorial writer – Health benefits generally shared by employer and employee.

- Teacher – The Manitoba Teachers' Society operates its own disability benefits plan totally paid for by teachers.

### Transfers

- Editorial writer – Can't be transferred without their consent.

- Teacher – Can be transferred without their consent.

And it goes on and on. Hardly the "richer benefits" the editorial writer imagines in their My Little Pony dreams.

Yes, teachers do get nine weeks off in the summer. However, there's zero doubt that teachers earn those weeks

through all the unpaid work they do. Then again, the editorial writer with seven years gets four weeks' vacation and if they've been at it for 22 years gets six weeks. A teacher with 22 years gets the same nine weeks.

So, you could go back and forth and back and forth. This isn't to complain about the plight of teachers. Nobody's eating cat food. But it underscores how ignorant some in the media and even in politics are when it comes to teachers, their salaries and their jobs.

### Exhibit A: Winnipeg city councillor Russ Wyatt

Wyatt says the province should allow teachers the right to strike as a way to curtail increasing salaries.

Well, Wyatt should take a look at compensation he approved if he thinks the salaries of teachers are too gargantuan. Many, many city police constables and firefighters earn more than \$90,000 a year in salary and overtime, well outpacing the above teacher with seven years'

experience, five years of university and a master's degree. According to the city's compensation disclosure the mayor's chief of staff alone received \$40,000 more than that teacher in 2011. Go plow your own garden, Russ.

Piling on, one TV station thought it was news that 85 per cent of the Winnipeg school division's budget was made up of teacher salaries.

Wrong, again.

It's closer to 50 than 85. Anyway, what's the shock that a large portion of the education budget is comprised of paying teachers? Isn't actual teaching the point? Doesn't most of the money in a TV station's budget actually go to paying people, like reporters, whether they understand budgets or not?

Then again, perhaps they would rather kids in the province be taught by editorial writers and broadcast journalists.

I shudder at the thought.

And I did both those jobs for many, many years.





# CMHR plans for education

Consultation is the driving force behind the Canadian Museum for Human Rights' educational program development, says Mireille Lamontagne, the manager of education programming.

"Teachers have told us that human rights can be one of the most challenging subjects for many reasons so we decided to build a program more robust than normally found at other museums. We thought if we don't get the teachers, we won't get the students."

Through the consultation process, teachers said there are lots of education resources that could be used to develop lesson plans but they're scattered and unorganized with no way of knowing how well the material would work in a classroom.

"We've already engaged ourselves to essentially become a clearing house for all human rights education resources, making them researchable by levels, by grade, theme and language and having them teacher-rated," says Lamontagne.

This museum has already developed some online programs in partnership with groups such as the Canadian Teachers' Federation.

"Our biggest and most substantial branch of programming by inauguration in 2014 will be online programming and that's because it will help us meet our national mandate immediately."

Under five core programs, detailed curriculum-based modules for students from Kindergarten to Grade 12 and post-secondary will be developed for delivery: the online program, the on-site class visits programs, the national students program, the outreach programs and the educators' program.

The onsite classroom program will offer both guided and teacher self-guided streams appropriate for early years, middle, high-school and post-secondary students in both official languages. The National

Student Program will serve as a point of further study for human rights streams.

The museum plans to work with groups such as the Asper Foundation's Holocaust and Human Rights Program, Rotary International's Adventures in Citizenship Program and the University of Winnipeg's Adventures in Global Citizenship program.

"Outreach will be the least developed branch of programming at the time of inauguration because, among other reasons, it is the most expensive to produce. We have a schedule where we can manage costs over time to offer edu-kits and resource, video-conferencing that could link classrooms across the country with experts in the field."

The educators' program would reach out to teachers and faculties of education across Canada, providing workshops, professional development opportunities and the opportunity to dialogue with other teachers. This month the museum hopes to create an advisory committee comprised of Manitoba teachers.



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A photograph of four students (three young men and one young woman) looking up in awe at a highly ornate, gilded ceiling in a museum or historical building. The ceiling features intricate carvings and a central circular medallion. The students are in the foreground, their faces illuminated by the warm light of the interior.

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