

**British Columbia Teachers for
Peace and Global Education**

*a Provincial Specialist Association
of the BC Teachers' Federation*

THE GLOBAL EDUCATOR

Summer 2012
WWW.PAGEBC.CA



Sandbox
6'x8', oil on canvas, 2007
by **Michael James Joyce**



BC Teachers Federation
WWW.BCTF.CA

Table of Contents

Submissions to *The Global Educator*

The Global Educator, journal of B.C. Peace and Global Educators (PAGE), is published twice yearly, and welcomes unsolicited articles and graphics by December 15 (for the winter issue) and June 15 (for the summer issue). Writers are highly encouraged to read the submission guidelines at pagebc.ca/pages/global-educator or by clicking *The Global Educator* tab on the main PAGE site.

Editor:

Patrik Parkes
pageditr@telus.net

Assistant Editor:

Robyn Joyce

REGULAR FEATURES

- 1 Editorial: Thank You, and Keep on Rockin' in the Free World!
Patrik Parkes
- 2 Cover Image: Statement on Sandbox
Michael James Joyce
- 3 President's Message
Susan Ruzic
- 4 What Would Gandhi Do? Because who would have read articles titled "What Would Pummy Do?"
Pummy Kaur
- 5 Forty Year Perspective
Pummy Kaur

PAGE BC

- 7 PAGE Financials Ending May 31, 2011
- 7 Get Involved!
- 8 Culture of Peace calendar art submissions needed
- 9 Gandhi Youth Award Nomination Form

FALL CONFERENCE

- 10 How to Create a Better World - The 2012 PAGE Fall Conference and Celebration
- 11 PAGE Conference 2012: Workshops

ISSUES AND IDEAS

- 12 Kick in the Eye's Guide to Third Wave Action
Marian and Donnie Lochrie
- 15 Oh Our Oil, Canada!
Pummy Kaur
- 17 Oxfam Canada and PAGE:
Supporting the Change Makers of Tomorrow
Manjot Bining and Simon Child
- 19 Indigenous Diplomacy and the Rights of Peoples:
Achieving UN Recognition by James (Sa ke j)
Youngblood Henderson
Louise Gonsalvez

SATIRE

- 20 Our Pension A Social Justice Issue

PageBC Executive 2011 - 2012

PAGE EXECUTIVE

Susan Ruzic, President
Phone: 604-936-0478 (w)
Email: sruzic@sd43.bc.ca

Donald Wilson, Past President
Work: dwilson@sd73.bc.ca

Greg van Vugt, Vice-President
Phone: 604-582-9231 (w)
Email: gvanvugt@hotmail.com

Scott Parker, Treasurer
Email: lakewood1131@yahoo.com

Robyn Joyce, Secretary
Email: robynjoyce@gmail.com

Patrik Parkes, Editor
Phone: 778-240-2680
Email: pageditr@telus.net

Betty Gilgoff, Web Administrator
Email: bgilgoff@gmail.com

Bob Bussanich, Member-at-Large
Phone: 604-436-0635
Email: bbussanich@telus.net

Navnit Dosanjh, Member-at-Large
Phone: 604-596-5533
Email: dosanjh_n@sd36.bc.ca

CONFERENCE COMMITTEE

Frank Bonvino
Email: fbonvino@shaw.ca

Roz Johns
Email: rjohns@sd38.bc.ca

Pummy Kaur
Email:
whatwould_gandhido@yahoo.ca

Harleen Gill
Email: harleen_gilltoc@sd34.bc.ca

Treena Goolieff
Email: tgoolieff@vsb.bc.ca



THE GLOBAL EDUCATOR

British Columbia Teachers for
Peace and Global Education

Provincial Specialist Association

“Global Education is education that opens people’s eyes and minds to the realities of the world, and awakens them to bring about a world of greater justice, equity and human rights for all.

Global Education is understood to encompass Development Education, Human Rights Education, Education for Sustainability, Education for Peace and Conflict Prevention and Inter-cultural Education; being the global dimensions of Education for Citizenship.”

The Maastricht Global Education Declaration, 2002

For more information about PAGE, visit our website: www.pagebc.ca

Editorial: Thank You, and Keep on Rockin' in the Free World!

Patrik Parkes

One of my favourite Devo songs goes like this: “It’s a beautiful world we live in / A sweet romantic place / Beautiful people everywhere / The way they show they care / makes me want to say / It’s a beautiful world / For you.” Indeed! Devo a strong point. But to whom does the second person refer? Is it the “99% of people” who, in the recent words of Czech humanist Slavoj Žižek, “are boring idiots”? (After which I am prompted to ask: am I one?) Or can we also find a connection here to John Ralston Saul’s observation of the environmental movement’s but one significant achievement? That is, its ideas are now “an integral part of [our] assumptions”, and yet, of 500 internationally recognized environmental agreements, “some” progress has been shown only in about 40, according to the UN Environment Programme. Or perhaps it’s a “beautiful world” for those conservatives whose beliefs only get stronger when confronted by contrary evidence (according to a study discussed on the Tom Hartmann show). This extends also to those who internalize assumptions about the progress of human rights in the world: mention US President Obama’s ‘kill list’, which defines enemy combatants as “all military-age males in a strike zone”, and you may soon find yourself looked on suspiciously by ‘progressive’ friends. Confronted with such tendencies, there is but one response: Neil Young’s invitation to “Keep on rockin’ in the free world”.

Sorry to get so dreary on you, but I’m just sayin’ – as they say. Conservatism – and I’m not talking about the political movement, but the thought process – is doing us in. This extends to so-called ‘progressive’ organizations – even our beloved BCTF – in which policy is determined as much by privilege and fear as by a desire to do good. I’ve never been under any illusion that, as an executive member of PAGE – one of the BCTF’s more truly progressive sub-

groups – we were going to change the world overnight. It’s been more like a game of whack-a-mole. But games exist because we like to be entertained. And that’s also the reason, for example, I have a subscription to *The Guardian Weekly*: so I can relax with my Saturday morning coffee, and read entertaining short stories about the world as a veritable William-Gibson-novel-come-

organizational leaders. Thanks to you, I’ve had lots of laughs, inspiration, and engagement. If there’s one place for teachers who are honest about wanting to engage young people in the project of a better world, it’s PAGE.

Here I’d specifically like to thank past Editor Gudrun Howard for helping me in my transition to the role in 2008, and Robyn Joyce for her recent

Thank you again to the PAGE Executive, and all PAGE members, for the chance to edit *The Global Educator* during the past five years. It has been a privilege, and a pleasure.

to-life. If ever a politician comes along who says that, from now on, all at once, all together, international travel will happen only with the power of the wind, that we’ll give up our cars, work less and more equally, etc. – they’ll get my vote. In the meantime, in a world with very little will and imagination, I’m happy just to observe, and to keep dreaming and planning for the outside chance those values will one day be called upon.

Here I’d like to thank BC Teachers for Peace and Global Education (PAGE) for the opportunity, over the last five years, to edit *The Global Educator*. Through my work as Editor, I’ve had a chance to read and think about the global responsibilities of teaching, and to reach out to writers and visual artists making the same considerations. As well, I’ve developed a network of like-minded friends – indeed, family. The PAGE Executive Committee gets my highest recommendation as a group of people who are serious about their pursuit of knowledge; sincere in their desire to make the world a better place, and know how to balance it with a good dose of the absurd; and without the ambition for power we often find among

help as Assistant Editor – not to mention her friendship. I consider all members of the PAGE Executive my friends, and I’m especially grateful for the excellent conversations and personal confidence I’ve had in Susan Ruzic, Greg van Vugt, and Pummy Kaur. Susan will be moving to a position at the BCTF, making way for Greg as PAGE President: I know you’ll both be superb in your roles. Pummy, I am sure, will keep writing and inspiring. And here I’d also like to thank Betty Gilgoff, who has given me a lot of useful feedback in my work as Editor, and takes full responsibility for our fabulous web presence; and Scott Parker, our Treasurer, for the great chats at Joe’s Café the occasional weekend morning; and I’d like to send greetings to Kim Meredith, Navnit Dosanjh, and Donald Wilson – who I hope will be disposed again to get involved.

In case it sounds like I’m going away, I’m not – and of course I’ll be available to help whoever takes over as Editor. It’s just that I’d like my PAGE commitments to be somewhat less time-intensive than they have been until now. The following year will require more responsibility in my role as Burnaby Teachers’ Vice President. As well, I look

Editorial

forward to keeping my weekends free for personal writing projects. Most importantly, I'm going to be a dad, and want to do my best to support my wife, Aya, and our baby – name to be announced.

Thank you again to the PAGE Executive, and all PAGE members, for the chance to edit *The Global Educator* during the past five years. It has been a privilege, and a pleasure. 🐼

LINKS:

Slavoj Žižek: 'Humanity is OK, but 99% of people are boring idiots' (Decca Aitkenhead in *The Guardian*)

<http://tinyurl.com/c49utag>

Secret 'Kill List' Proves a Test of Obama's Principles and Will (Jo Becker and Scott Shane in *The New York Times*)

<http://tinyurl.com/7fd7s3d>

Many treaties to save the earth, but where's the will to implement them? (John Vidal in *The Guardian*)

<http://tinyurl.com/d4tfn6k>

Canada's Spiritual Quest (John Ralston Saul in *Adbusters*)

<http://tinyurl.com/6lnbw7q>

As a member of PAGE, I've never been under any illusion we were going to change the world overnight. It's been more like a game of whack-a-mole. But games exist because we like to be entertained.

Cover Image: Statement on Sandbox

Michael James Joyce

The work is a humorous allegory of our current condition. It serves as an examination of the inherent falsehood

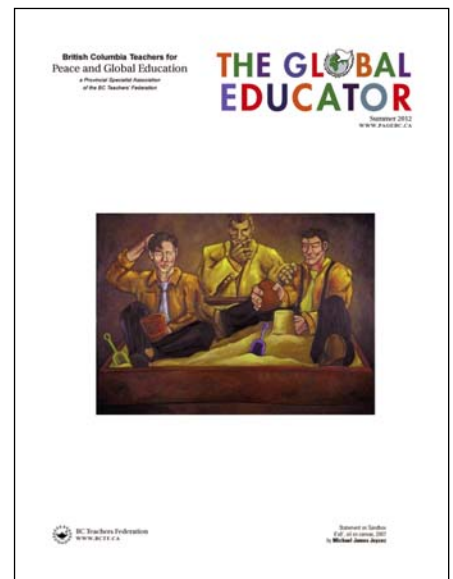
whimsy, fantasy or innocence instead of profit. A gentle reminder of the inherent value and values we had during

Too many likeminded people are patting themselves on the back.

in adult interactions and motivations: structure taking the place of carelessness and carefree, regimentation replacing experimentation, and ego trumping honesty. A satire of the corporate pretence: they are basing their work on

innocence when we valued "play". Too many likeminded people are patting themselves on the back.

Michael James Joyce is an artist and educator who lives in Nelson, British Columbia. 🐼



Sandbox
6'x8', oil on canvas, 2007

President's Message

Susan Ruszic

As 25 years of PAGE passes us by and we move forward into our 26th year, the struggle for a better world continues. With continued attacks on public education, democracy and basic human rights, both locally and globally, we as Global Educators always have a lot of work to do. We hope that this journal gives you a chance to get away from the madness, if only for a short while, and connect with like-minded individuals. I have

to work in your classroom, or join us at our AGM immediately following the conference. We would love to have your expertise on our executive, so don't be shy and please attend our AGM. Adriane Carr will be the keynote speaker following the AGM business.

I will be working at the BCTF building starting in August, as I have been hired as an Assistant Director of Social Justice programs. I look forward to working with you in this capacity. When you attend our conference, you

fall at our conference and if for some reason you are not able to attend, please renew your membership again. All PSA's rely on membership in order to bring you the journals, conferences and teaching resources that are offered. As the rights to our professional autonomy are being threatened like never before, belonging to a PSA gives you an opportunity to receive teacher directed workshops and materials.

I hope that you have a wonderful summer, with time to recuperate and rejuvenate. Namaste 🙏

With continued attacks on public education, democracy and basic human rights, both locally and globally, we as Global Educators always have a lot of work to do.

"Civil disobedience is not our problem. Our problem is civil obedience.

Our problem is that people all over the world have obeyed the dictates of leaders...and millions have been killed because of this obedience...

Our problem is that people are obedient all over the world in the face of poverty and starvation and stupidity, and war, and cruelty.

Our problem is that people are obedient while the jails are full of petty thieves... (and) the grand thieves are running the country.

That's our problem."

Howard Zinn

always enjoyed my time on the PAGE executive as it is a chance to meet with friendly colleagues who are on the same wave length.

My four year president's term has passed and in the fall a new president will be elected at our PAGE PSA conference. This year's theme, "How to Make a Better World", will be held at Eric Hamber Secondary in Vancouver. We have shortened the day so that you can network with colleagues, go back

will get a taste of some of our newer SJ workshops available, and if you find them suitable for your school's PROD days, please call the BCTF and book them. Although, I will be stepping down as president, I will be available on the executive as past president. Greg Van Vugt, our capable, knowledgeable vice-president will assume Acting President duties until the elections at the fall AGM.

I look forward to seeing you in the

What Would Gandhi Do? Because who would have read articles titled “What Would Pummy Do?”

Pummy Kaur

Gandhi lived a fairly long, productive life, making more positive differences in his lifetime than several generations of most families could claim to have done. By no means was he fault free; like the rest of us he had his warts.

adulthood and building a family, the third is of middle age for giving back to the community, and the fourth is of a spiritual giving back to the Divine. It was in the fourth stage of Gandhi’s life that returned to The Source of his being.

munity (children, educators, underdogs, activists, et al) with more books and seminars, and also to start training for giving back to the Divine. I will continue to write the *What Would Gandhi Do?* Series, and will still offer the occasional article – that is, unless readers send in questions on topics of concern to them and ask, “What Would Pummy Do?”

So, in this WWGD article I will practice WWPDP? As Pummy I would advise you all to cherish the stage in which you find yourself, and live it out fully. Even though these stages are not mutually exclusive, and not everyone will experience all of them, it is counterproductive to be hard on one’s self for not being in a different stage. You are where you are, and it is your obligation to do your best there. You will be much happier if you understand and accept this, and the world will be better off for it.

It has been a privilege to be a fixture of *The Global Educator*. Now you start planning to take over! 🐾

It has been a privilege to be a fixture of The Global Educator. Now you start planning to take over!

What set him apart was the exceptionally high standards he set for himself, based on his strongly held spiritual values, rooted in the Jain and Hindu faiths, with influences from the sacred scriptures of most major world faiths, spiritual traditions, and philosophies of life.

One of the spiritual practices that most influenced Gandhi was the understanding that life is divided into four major stages. These are not age determined, nor does everyone ever pass through all of them. The first is of childhood and education, the second is of

At the time of writing this I am three days away from retiring after a forty-year teaching career. I plan on moving into the third stage listed above. During the second stage of my life I had begun the series *What Would Gandhi Do?* for the PAGE Journal, about sixteen or seventeen years ago. Then a few years ago I wrote and published a book of the same title; a journey through global education for all ages and every aspect of life as humans.

In this next, third stage I plan to devote myself to giving back to my com-

Forty Year Perspective

Pummy Kaur

I started teaching in January of 1972, the same year that the BCTF came into being. Since then I have taught pretty much everything from K-12, summer school, Work And Learn, university students, teachers, and seniors, in several countries. The following are some observations:

I defy anyone to convince me that any high tech classrooms, schools and institutions have actually been more effective.

Forty years ago ...

... if a student was “high” it meant they were far on the right of the Bell curve
 ... teachers wore gym strip only when they were actually going to teach PE
 ... it was teachers who wore the expensive clothes, shoes and accessories, not the students
 ... teachers taught curriculum, not text books
 ... teachers taught children, not students
 ... teachers had to have an education, not just a schooling
 ... students passing notes was unacceptable, and now passing out is routine
 ... if a teacher called home the child was in big trouble. Now it is the teacher who is in big trouble with both the parents and administrators.

... children and staffs ate real food, drank water, and made little or no waste
 ... children were taught how to write on paper, not just fill in photocopied worksheets
 ... children were not passed on to higher grades to spare their feelings, or appease their influential or whiney parents
 ... children with serious difficulties were often overlooked and lost
 ... governments, educators, and parents were on the same team
 ... there was little waste of resources because there were few resources to waste
 ... men held the leadership positions, and women... well... pretty much like it is now
 ... the staff room was a peaceful place for a little R&R during daily preparation times
 ... schools were small and numer-

ous enough to know the entire student population
 ... administrators actually limited themselves to administering to the need of the teachers and children
 ... parents brought gifts, not perpetual fund raising activities and unreasonable demands
 ... human interaction was the norm, not virtual interaction
 ... communication in all its forms mattered, not just the computer generated kind
 ... children knew little of the bigger world
 ... sexism, racism, homophobia, elitism, classism, ageism etc. existed as a norm, now they are at epidemic levels, though with lower legal tolerance
 ... the highest tech thing in any classroom was perhaps a slide rule

And yet, we managed to send people to the moon and to the depths of the ocean; feed all our citizens with produce full of nutrients; have enough funding for health care for all; make movies, music and radio; create the Universal Declaration of Human Rights; provide an education and social assistance to all. In general, we somehow managed to develop our good, decent, productive Canadian citizens with low levels of crime and high levels of civic engagement; we did this without all the

high tech gadgets in the classroom, and the failed educational practices of the USA.

Teachers should be educators, not just teachers, in order to graduate from university with a license to teach. That is, they know how to cultivate “... *the balanced development of the emotional, physical, intellectual and spiritual interdependent parts of being human ...*,” and children are guided “... *to acquire skills needed to be human, skills that made a person literate in Life: such as*

procurement of food, shelter, safety, belonging, meaning and wellbeing within a community, without placing excessive strain on the natural systems...”. Kaur, *What Would Gandhi Do?* 2008.

This, being the primary purpose of schools, must guide every decision made today. Of course our modern technology makes many things easier, faster, and more accessible. But, I defy anyone

continued on page 6

Forty year Perspective

40 years ago human interaction was the norm, not virtual interaction.

to convince me that any high tech classrooms, schools and institutions have actually been more effective in cultivating the kind of child/student described above, or providing a better education, not just schooling. Given that some of the poorest countries in the world (India, China, Africa, Cuba amongst

them) turn out more professionals per capita than we do, and that these are often poached by our N. American corporations to head up our military R&D, hospitals, university departments etc., can we even claim to be schooling for the future?

This is not to suggest that the past

was perfect and to return to it. It now behooves us to be much more mindful of:

- 1 how we train our teachers
- 2 what we consider to be the prime purpose of schools
- 3 how we prepare the next generation

This is the challenge I leave to the next generation of teachers as I retire; become educators of global minded children, not teachers of students and subjects! 🐦

This is the challenge I leave to the next generation of teachers as I retire; become educators of global minded children, not teachers of students and subjects!

PAGE Financials Ending May 31, 2012

| Income | Percent Month | Current YTD | Current Budget | Original Used |
|------------------------------------|---------------|-------------------|-------------------|---------------|
| Income surplus | 0.00 | -6,070.45 | -6,070.00 | 100.00 |
| Conference surplus outside account | 0.00 | 0.00 | -3,158.00 | 0.00 |
| Memberships/subscriptions fees | -60.00 | -1,828.72 | -12,252.00 | 14.90 |
| BCTF grant | 0.00 | -5,000.00 | -5,000.00 | 100.00 |
| Interest Income | 0.00 | -23.88 | 0.00 | 0.00 |
| Other | 0.00 | -2,743.05 | 0.00 | 0.00 |
| Conference fees | 0.00 | -1,585.00 | 0.00 | 0.00 |
| Conference grants | 0.00 | 0.00 | -8,400.00 | 0.00 |
| Conference miscellaneous | 0.00 | -48.00 | 0.00 | 0.00 |
| Total Income | -60.00 | -17,299.10 | -34,880.00 | 49.60 |
| Expenses | | | | |
| Meeting-executive | 0.00 | 0.00 | 3,000.00 | 0.00 |
| Meeting-table officers | 0.00 | 0.00 | 300.00 | 0.00 |
| Meeting-council | 0.00 | 0.00 | 500.00 | 0.00 |
| Meeting-subcommittee | 0.00 | 0.00 | 500.00 | 0.00 |
| Meeting-annual general meeting | 0.00 | 0.00 | 750.00 | 0.00 |
| Meeting - TOC costs | 0.00 | 0.00 | 3,000.00 | 0.00 |
| Meeting-other | 0.00 | 0.00 | 1,000.00 | 0.00 |
| Publication-journal | 0.00 | 4,813.97 | 6,000.00 | 80.20 |
| Publication-other | 0.00 | 124.98 | 3,120.00 | 4.00 |
| Operating | 0.00 | 3,500.00 | 1,000.00 | 350.00 |
| Chapter support | 0.00 | 0.00 | 1,000.00 | 0.00 |
| Curriculum development | 0.00 | 0.00 | 2,580.00 | 0.00 |
| Scholarships | 0.00 | 500.00 | 500.00 | 100.00 |
| Miscellaneous | 0.00 | 40.00 | 2,130.00 | 1.90 |
| Conference-operating | 0.00 | 1,306.33 | 1,000.00 | 130.60 |
| Conference-facilities | 0.00 | 0.00 | 400.00 | 0.00 |
| Conference-catering | 0.00 | 0.00 | 1,500.00 | 0.00 |
| Conference-promotions | 0.00 | 0.00 | 500.00 | 0.00 |
| Conference-committee costs | 0.00 | 0.00 | 500.00 | 0.00 |
| Conference-entertainment | 0.00 | 0.00 | 1,200.00 | 0.00 |
| Conference-equipment rental | 0.00 | 0.00 | 100.00 | 0.00 |
| Conference-speakers | 0.00 | 3,000.00 | 4,300.00 | 69.80 |
| Total Expenses | 0.00 | 13,285.28 | 34,880.00 | 38.10 |
| Total | -60.00 | 4,013.82 | 0.00 | 0.00 |

Get Involved!

To ensure that PAGE continues its service to teachers and the community at large, there are a number of actions you can take:

1. Maintain your membership

Membership fees fund the journal you are reading now, the PAGE annual conference, and more. High membership numbers show the BCTF that BC teachers support PAGE, and help bring our voice to the table.

2. Write for *The Global Educator*

Share your ideas with PAGE members and the general public. To find out how, visit www.pagebc.ca and click on the tab for *The Global Educator*.

3. Take a leading role on the Executive Committee

Many hands make light work. Your help will be much appreciated, and you'll get to know some great people! Contact anyone on the PAGE Executive to ask how you can get involved.

4. Start a PAGE Local Specialist Association (LSA)

If you start a PAGE chapter in your BCTF local, your concerns will always be on the PAGE Executive Committee meeting agenda, and space is reserved for you in *The Global Educator*. What's more, you'll build local networks to support PAGE initiatives.

Please see the PAGE Executive list for contact information. 🐦



**Attention Educators & Parents
Peace Art Submissions by
Children & Youth Needed for
calendar to Promote a Culture of
Peace for the 2013 calendar year**

Any medium is fine as long as it is
photographed and emailed in jpeg format
with the artist's name, age, title of project,
to carriefroese@gmail.com

Check out www.wartoystopeaceart.org

All submissions become the property of Promoting a Culture of Peace
for Children Society (PC2). All proceeds of the calendar will be sold to
fund the societies educational projects for children and youth that
promoted peace education and understanding.

Gandhi Youth Award Nomination Form

Please print and complete the following for each nominee:

Name of nominee: _____ Date: _____

School: _____ Grade: _____

School District: _____ City: _____ Province: _____

Nominator(s): _____

Parent /Guardian: _____

Signatures of the following are required:

Nominator(s): _____ Date: _____

_____ Date: _____

Nominee: _____ Date: _____

Parent/Guardian: _____ Date: _____

Content of nomination letter: Please give examples showing how this nominee lives by some of the Gandhian Principles. (One – two sides of 8- 1/2 x 11 paper with 10-12 size font). Include any other relevant information you wish to.

Please send a hard copy and an electronic copy to the Surrey PAGE President Greg Van Vugt (vanvugt@sd36.bc.ca) at Fraser Heights Secondary, 16060 - 108 Avenue, Surrey, BC, V4N 1M1

The corporate state has nothing to offer the left or the right but fear. It uses fear to turn the population into passive accomplices. And as long as we remain afraid, or believe that the formal mechanisms of power can actually bring us real reform, nothing will change.

– Chris Hedges

(in the July/August 2011 issue of Adbusters)



**British Columbia Teachers for
Peace and Global Education
*Provincial Specialist Association***

www.pagebc.ca

How to Create a Better World The 2012 PAGE Fall Conference

Date: Friday October 19, 8:30-1:30pm
Location: Eric Hamber Secondary, Vancouver, BC
5025 Willow Street, Vancouver, BC V6H 2N9

Registration: To register, visit www.pagebc.ca and follow the links for BCTF members and non-BCTF members.

Program:

8:30 – 9:00 AM Welcome and Gandhi Award

9:00 – 10:30 AM Workshops: **First Half**

10:30 – 11:00 AM Coffee Break and Table Display Viewing

11:00 – 12:30 PM Workshops: **Second Half**

12:30 – 1:30 PM AGM and Guest Speaker Adriane Carr

Adriane Carr Biography:



Adriane Carr was elected to Vancouver City Council in 2011. Born in Vancouver, Adriane Carr earned a Master's degree in urban geography under David Ley and Walter Hardwick from UBC in

1980, writing her thesis on the role of citizen groups in building community spirit and shaping development in the neighbourhood of Kitsilano.

Councillor Carr taught for twelve years at Vancouver's Langara College, serving on the Langara Faculty Association Board and, for several years, as Chair of the Department of Interdisciplinary Studies. In 1989 she left teaching to join the executive team at Western Canada Wilderness Committee, a group founded by her husband, helping it grow into one of Canada's largest membership-based conservation groups.

Councillor Carr is a well known leader in Green politics. In 1983 she co-founded the BC Green Party, North America's first Green Party, and in 1984 co-founded the Green Party of Vancouver. From 2000 to 2006 she led the BC Green Party and became the first Green leader in Canada to be included in televised leaders' debates. Under her leadership the party garnered one of the highest levels of voter support of any Green Party in the world. In 2006, after co-chairing the successful campaign to elect Elizabeth May as leader of the Green Party of Canada, she was appointed as May's Deputy Leader, and ran for federal office in Vancouver Centre in 2008 and 2011.

Councillor Carr has two children in their twenties and lives in Vancouver's West End with her husband Paul George. She currently co-chairs the Canadian Women Voters' Congress non-partisan Women's Campaign School. ➤

PAGE Conference 2012: Workshops

Hand in Hand – Using Arts Based Social Activism Projects with the Power of New Technologies to Engage and Empower

(1.5 hours: First Half only)

This session will highlight successful arts-based activism projects (including but not limited to song, dance, street theatre, visual art, lip dub, short film, and flash mob) that can be used or adapted for social justice, social studies, or leadership classes. It will also connect how social media and mobile technology found in the average cell phone or iPod can be used as tools for student/community engagement and reflection, as well as way to connect to other like-minded groups throughout the world.

Ryan Cho is Curriculum Coordinator with the Pearson Seminar on Youth Leadership and teaches music and math at Terry Fox Secondary School in Port Coquitlam. He is an alumnus of the WUSC International Seminar on HIV/AIDS in Botswana, and spoke at the World AIDS conference when it came to Toronto in 2006. Ryan currently sits on the Board of Directors for the Vancouver based education non-profit Check Your Head, and is an alumni of NextUp, a leadership program partially sponsored by the CCPA focused on building capacity and networks amongst emerging leaders in BC's the progressive change movement.

A Season of Non-violence

(1.5 hours: Second Half only)

There are 64 days between the anniversaries of the assassinations of Mahatma Gandhi and Martin Luther King, two of the greatest peace activist of the last century, both assassinated violently. These 64 days begin and end on January 31st and April 4th, respectively. In between there are a number of days reserved for reasons of international, local, and spiritual significance.

We will examine the concepts of peace and security, some root causes for the lack of both in our world, and also our personal complicity in the absence of both for others and for ourselves. This workshop will examine the links between personal actions one may take during the season of non-violence to create peace in one's own life, and to further global peace. Other significant days during these 64 will briefly be discussed.

Ideas will be shared and developed on how this season could/should be promoted in our classrooms and schools. The workshop will include a small package with ready-to-use lesson ideas.

Pummy Kaur is director of the Global Education Center, dedicated to education as if life really matters. She taught for many years in several countries, and retired last year to focus on seminars and writing non-fiction. She has published several books, including the acclaimed best-seller, *What Would Gandhi Do?*

Strategies for discussing controversial issues

(3 hours: First & Second Halves)

Have you thought about teaching a controversial issue with your students but you're not sure where to begin? This hands-on workshop gives you practical strategies that you can use the next day in your classroom to discuss controversial issues in a respectful manner. Participants will learn key skills and ways to integrate this approach into their classroom. (BCTF facilitator)

Responding to racism through ADT and ally-building

(3 hours: First & Second Halves)

This is a skills-based workshop on effectively responding to discriminatory remarks and incidents of

racism, sexism, and homophobia. Based on the antidiscrimination response training (ADRT) program developed by Dr. F. Ishu Ishiyama (UBC), and Dr. Vikki Reynold's ally-building model, it is a powerful, practical way to promote awareness, empathy, and develop the skills to fight discrimination. (BCTF facilitator)

Linking thinking: Integrating environmental education into all classrooms

(3 hours: First & Second Halves)

This interactive workshop provides strategies and lesson plans that teachers can use to integrate environmental education into most aspects of the curriculum. This workshop may include sample lesson plans on environmental, social, and economic issues related to food, habitat loss, transportation, and water. The focus of the workshop is on making environmental education accessible to all teachers and on highlighting the links between curriculum areas and our local communities. Through the incorporation of environmental education into all classrooms, educators and learners alike will be inspired to think critically about consumption and ways to live more responsibly, thus reducing the overall impact humans have on the environment. (BCTF facilitator)

Global education: Creating cultures of peace

(3 hours: First & Second Halves)

With ever-increasing violence in our society, what can we do as teachers to create cultures of peace in our classrooms and schools? This interactive workshop will develop a deeper understanding of peace education, clarify the concepts of peace and violence, and provide hands-on activities and lessons for integration into the classroom. (BCTF facilitator)

Kick in the Eye's Guide to Third Wave Action

Marian and Donnie Lochrie

The following is a reprint of a newsletter by Kick in the Eye, a band comprised of Marian and Donnie Lochrie. In the past year, Kick in the Eye has performed at events hosted by PAGE and the Burnaby Teachers' Association, among others.

"Conforming to society's norms is no longer the right thing to do, when what's become normal is so obviously harmful" – Kick in the Eye

This newsletter is an introduction to Culture Jamming, the Third Wave, and the music of Kick in the Eye. We've included an Action Checklist / Scorecard to show you how you rate as a Culture Jammer, a list of fifteen experiences that can change your paradigm, and our commentary on selected songs from our new CD Sea of Bitterness.

THE THIRD WAVE ACTION CHECKLIST

The following steps may seem too simple to be revolutionary; yet, companies have spent billions on social engineering and propaganda to convince you to forget all about age-old practices. Since our steps run counter to corporate profit, they are very subversive. Historically, ideas like these have been suppressed because they ARE revolutionary.

Are you a Culture Jammer? Tick off all that apply and calculate your score at the end.

I. Practice Consumer Disobedience

- 1: Become a producer; not just a consumer.
(Learn a craft, trade or art, or produce an alternative to a consumer product.)
- 2: Trade with producers in your own community.
- 3: Trade with anyone you can.
- 4: Borrow or lend rather than buy.
- 5: Purchase as much as you can from local markets and producers.

- 6: Buy second hand.
- 7: Consume less: Reduce, Reuse, & Recycle.

II. Take Care of Your Health

- 8: Don't buy from publicly-traded corporations.
- 9: Eat organic.
- 10: Eat local, seasonal produce (100-mile diet).
- 11: Eat lower on the food chain.
- 12: Grow your own, or forage for food.
- 13: Find out more about toxins in your food, household products, and cosmetics.

- 23: Support or form a political group in your area that curbs corporate influence and presses for new initiatives. Write to local politicians.
- 24: Campaign corporations to take into account not only profits, but also people and the environment.
- 25: Talk to everyone around you about new ideas.

Calculate your score out of 25 and use the following scale to rate yourself.
0-5 Please use this checklist to help you on your way.
5-10 You are making a good start.
10-20 You are a culture jammer!
20-25 You are starting the THIRD WAVE!

Since our steps run counter
to corporate profit,
they are very subversive.

III. Avoid Compartmentalization

- 14: Avoid entertainment in isolation.
- 15: Use technology to initiate face-to-face contact, rather than replace it.
- 16: Find, make, or take back meeting space.
- 17: Reduce the time you spend in your car.
- 18: Make mealtime a social event.

IV. Form a Clan

- 19: Extend your "family" to include non-family members.
- 20: Do things as a group: socialize, work together (on what you're producing), join forces to fight for change.
- 21: Find other groups and form larger clans.

V. Press for Change

- 22: Gather with other "culture jammers" and promote a new sense of community and activism.

FIFTEEN EXPERIENCES TO CHANGE YOUR PARADIGM

Millions of people all over the world have experienced a sudden awakening, a "kick in the eye". Here are the fifteen experiences that led to ours:

1. *The Corporation* (DVD) The question: If the corporation has been declared a person under our laws, then what kind of citizen is that corporation? The answer: A psychopath. Further case studies reveal the collusion between government and corporation. The Corporation today is as powerful and omnipresent as Europe's Catholic Church a few centuries ago, and the evidence is literally all around us, all the time. The implication of this is that there's an omnipotent psychopath controlling everything around us, all the time.

2. *No Logo* by Naomi Klein (book) *No*

continued on page 13

Kick in the Eye's Guide to Third Wave Action

Logo chronicles the erosion of three pillars of society: employment, choice, and space. It also provides an in-depth analysis of modern corporations and society's failure to obligate itself to change what is happening. Even at universities, you would be hard pressed to find counter culture thought or action. Many students today think they have nothing to believe in and nothing to fight for. Naomi Klein redresses that imbalance with detailed accounts of corporate atrocities.

3. *Culture Jamming* by Kalle Lasn (book) Culture Jamming is action taken to disrupt the flow of corporate culture.

Millions of people all over the world
have experienced a sudden
awakening, a "kick in the eye."

Kalle Lasn suggests that we use the methodology of the corporations against them. Essentially, culture jamming is sabotage. This is an important book to read because it will define who you are: a culture jammer.

4. *The Third Wave* by Alvin Toffler (excerpt) The Third Wave is a revolution that is both highly technological and anti-industrial. This new civilization bridges the recent breach between consumer and producer, giving rise to "producer" economics, and it recognizes that the growing problems of our world cannot be solved within the framework of the old, industrial order. The Third Wave advances with an understanding of how to co-exist with Nature, not dominate or destroy it.

Natural Cures (That They Don't Want You to Know About) by Kevin Trudeau (book)

This book contains natural remedies to many of our modern ailments, but it is more important for the connections it makes between the government, the FDA, and the drug and food companies.

If you need any more proof that capitalist democracy is failing us, look no further. Let your common sense be your guide, and if you have the means and strength of conviction to follow what Kevin Trudeau says, you WILL become healthier.

6. *The Consumer Smart Cancer Guide* by the Labour Environment Association (guide) This guide identifies the many household and workplace products that contain cancer-correlated contaminants. There are cleaning products to avoid, a guide to reading the numbers on the bottoms of plastics, and a list of the vegetables that have the highest amounts

of pesticides in them. How could such toxic products have ever hit the marketplace? What's really our point here is that criminal, lackey governments should never have allowed these harmful products.

7. *An Inconvenient Truth* with Al Gore (DVD) Don't expect a rollicking, adventurous, fun-filled blockbuster movie experience, but do be prepared to sit at the edge of your seat. It's scary because it's NOT science fiction.

8. *Walmart: The High Cost of Low Prices* (DVD) There's something not quite right about buying a DVD player for twenty-five bucks. Find out where the costs are hidden, and then avoid Wal-Mart and big box stores like the plague. We have all asked ourselves, how could the Germans in Nazi Germany have turned a blind eye? Watch this movie and you'll understand how we all have been avoiding the truth.

9. *Who Killed the Electric Car?* (DVD) This movie identifies the culprits involved with the destruction and

defamation of the electric vehicle. One of the best pieces is actually a deleted scene that explains how corporations and government many years ago systematically destroyed the electric buses and tram system.

10. "The Great Transition" by Kenneth Ewart Boulding (essay) This is a very prophetic essay written in 1964. Boulding correctly identifies that we are in the midst of a Great Transition to a post-civilized society that is much different than our current society. Most people are so accustomed to giving the word civilization a favourable overtone that the notion of a post-civilization may seem frightening. But in his own words, civilized society is "a rather disagreeable state for most people living in it, and its disappearance need occasion few tears".

11. *The Future of Food* (DVD) This movie details the corporate attempt to dominate Nature. There is no doubt about the power of technology, but there must be more debate about its applications. The future of food is a world of suicide seeds owned by a few corporations, who in effect have the power to sustain or starve humanity. But will humanity have the ingenuity to save itself when something goes terribly wrong?

12. *The Ingenuity Gap* by Thomas Homer-Dixon (book) The powerful message of this book is that the further technology takes us away from Nature, the more ingenuity is required to sustain ourselves. Dixon also identifies the biggest obstacles facing ingenuity are powerful groups who stall or prevent key institutional reform. When that happens, civilizations begin to decay. The simple fact is that ingenuity requirements skyrocket as environmental problems worsen because societies need more efficient technologies to reduce pollutants and conserve resources. But the answer isn't necessarily in more sophisticated systems.

Kick in the Eye's Guide to Third Wave Action

13. *1491* by Charles C. Mann (book) If the ingenuity gap that Thomas Homer Dixon identifies is going to be quickly and efficiently closed, then we may have to adopt systems from the past that have shown themselves to be successful. In *1491*, Charles Mann reveals such amazing facts about past First Nations civilizations that readers are compelled to compare First Nations technological and social achievements with our own today.

14. *Nickel and Dimed* by Barbara Ehrenreich (book) This book chronicles a year in the life of a bourgeois professional attempting to survive by working for minimum wage. It is interesting to

tions by Thomas Kuhn (book) If you need proof of the inevitability of change, and the power of paradigms, turn to this classic.

KICK in the EYE's SONG COMMENTARY

Many of our songs appear to be about relationships, but there are actually many layers of meaning to uncover. They reveal our deeper impressions of the world.

Worseful Life (Track 1)

This song was inspired by our hatred of living in a modern metropolis. Life in

advertising assaults; no nature, no real art, no free space; jobs no one cares about doing; and a myriad of mental frustrations. Capitalism today has nothing to do with free enterprise, fair play, morality, community, or humanity. So, listen to this song as a boy meets girl scenario if you must, but understand that the bitter emotions that inspired it run very deep.

Red Army Overdrive (Track 3)

This song is written from the perspective of Russia during WWII. Russia is the girl "voice" in the song. We've alluded to many famous historical quotes: Hitler's – about Germany having only to kick in Russia's front door and the whole rotten structure would come "crumbling down"; Stalin's policy of "not one step back"; etc. We've even printed a picture of a T-34 Soviet tank on the cover of the single. The heroism of the forty million Russian men and women who gave their lives to defeat an enemy, who considered them less than human, has always been downplayed in the West. This is a morality tale: don't underestimate the power of the people. 🐻

Many of our songs appear to be about relationships, but beneath this surface are deeper impressions of the world.

see how the affluent baby boomers completely neglect the physical and emotional welfare of their fellow citizens.

15. *The Structure of Scientific Revolu-*

tions gave us a taste of the evils corporations bring: pollution; poor wages; compartmentalized, isolated living conditions; traffic nightmares; small business takeovers; MSG addictions;

Oh Our Oil, Canada!

Pummy Kaur

Lyrics for a possible future scenario: Oil Canada!

Oil Canada!
 Lost home and native land.
 True patriot lore, the myth makers command.
 Through burning smog we see thee not,
 With big banks strong and free.
 From hovels underground,
 Oil Canada, we dare not stand for thee.
 OMG, what's become of liberty?
 Oil Canada, gone to Bush and Chaney.
 Oil Canada, gone to Bush and Chaney.

Lyrics for a desired future scenario: Our Canada!

Our Canada;
 A safe and open land!
 Universal love in all our hearts command.
 Our heads, hands, and hearts do make thee rise,
 A true beacon strong and free.
 From far and wide,
 In Canada we stand for peace and security.
 Let's keep the world glorious and free.
 Oh Canada, we stand for global equity.

Oh Canada, we stand for all to be free.

Official Lyrics of *O Canada!*

O Canada!
 Our home and native land!
 True patriot love in all thy sons command.
 With glowing hearts we see thee rise,
 The True North strong and free!
 From far and wide,
 O Canada, we stand on guard for thee.
 God keep our land glorious and free!
 O Canada, we stand on guard for thee.
 O Canada, we stand on guard for thee.

O Canada, originally a patriotic poem by Sir Adolphe-Basile Routhier, was first sung in 1880 during a national convention of French Canadians in Quebec City.

In 1901 Whaley and Royce in Toronto published the music with the French text and a translation into English made by Dr. Thomas Bedford Richardson, a Toronto doctor. The Mendelssohn Choir used the Richardson lyrics in one of their performances about this time and Judge Routhier and the French press complimented the author.

Richardson version:

O Canada! Our fathers' land of old
 Thy brow is crown'd with leaves of red and gold.
 Beneath the shade of the Holy Cross
 Thy children own their birth
 No stains thy glorious annals gloss
 Since valour shield thy hearth.
 Almighty God! On thee we call
 Defend our rights, forfend this nation's thrall,
 Defend our rights, forfend this nation's thrall.

In 1908 Collier's Weekly inaugurated its Canadian edition with a competition for an English text to Lavallée's music. It was won by Mercy E. Powell McCulloch, but her version did not take.

McCulloch version :

O Canada! in praise of thee we sing;
 From echoing hills our anthems proudly ring.
 With fertile plains and mountains grand
 With lakes and rivers clear,
 Eternal beauty, thos dost stand
 Throughout the changing year.
 Lord God of Hosts! We now implore
 Bless our dear land this day and evermore,
 Bless our dear land this day and evermore.

The English version, widely accepted, was written in 1908 by R. Stanley Weir in honour of the 300th anniversary of the founding of Quebec City. It reads as follows:

O Canada! Our home and native land!
 True patriot love thou dost in us command.
 We see thee rising fair, dear land,
 The True North, strong and free;
 And stand on guard, O Canada,
 We stand on guard for thee.

Refrain

O Canada! O Canada!
 O Canada! We stand on guard for thee.
 O Canada! We stand on guard for thee.
 O Canada! Where pines and maples grow.
 Great prairies spread and lordly rivers flow.
 How dear to us thy broad domain,
 From East to Western Sea,
 Thou land of hope for all who toil!
 Thou True North, strong and free!

continued on page 16

Oh Our Oil, Canada!

Refrain

O Canada! O Canada! etc.
O Canada! Beneath thy shining skies
May stalwart sons and gentle maidens rise,
To keep thee steadfast through the years
From East to Western Sea,
Our own beloved native land!
Our True North, strong and free!

Refrain

O Canada! O Canada! etc.
Ruler supreme, who hearest humble prayer,
Hold our dominion within thy loving care;
Help us to find, O God, in thee
A lasting, rich reward,
As waiting for the Better Day,
We ever stand on guard.

Refrain

O Canada! O Canada! etc.

The Buchanan version became popular in British Columbia in early 1900s:

O Canada, our heritage, our love
Thy worth we praise all other lands above.
From sea to sea throughout their length
From Pole to borderland,
At Britain's side, whate'er betide
Unflinchingly we'll stand
With hearts we sing, "God save the King",
Guide then one Empire wide, do we implore,
And prosper Canada from shore to shore.

The version adopted pursuant to the National Anthem Act in 1980 reads as follows:

"O Canada! Our home and native land!
True patriot love in all thy sons command.
With glowing hearts we see thee rise,
The True North, strong and free!
From far and wide, O Canada,
We stand on guard for thee.
God keep our land glorious and free !
O Canada, we stand on guard for thee.
O Canada, we stand on guard for thee." 🐦

**The world is too much with us; late and soon,
Getting and spending, we lay waste our powers;
Little we see in Nature that is ours;
We have given our hearts away, a sordid boon!**

- William Wordsworth

Oxfam Canada and PAGE: Supporting the Change Makers of Tomorrow

Manjot Bining and Simon Child

The vast majority of socially-conscious individuals and student leaders, in my experience, will tell you that their engagement and commitment to social justice is marked by a committed professor, mentor, or teacher. BC Teachers for Peace and Global Education (PAGE) promotes the kind of socially aware teaching that plants the seed of curiosity and empathy in the minds of tomorrow's leaders. Teachers, as a socializing force in society, have the extremely unique and invaluable privilege, opportunity, and responsibility to mould compassionate and active citi-

zens. From offering resources about investing teacher's pensions ethically, to recognizing the work of activism work of students through the Gandhi Peace Award, PAGE in this regard leads by example.

social justice engagement. Now, as an organizer of Oxfam Canada's national CHANGE Leadership Summit I get the chance to see what youth engagement looks like on a larger scale, and I get to create opportunities for more youth like myself to become engaged. This year, CHANGE hopes to build support for Oxfam's new GROW campaign, focusing on the connections between climate change, women's rights, inequities in the global food system, and world hunger.

Leaders like Pummy are at the same time challenging two assumptions. Firstly, that the youth, particularly here

youth empowerment where we work together from the beginning of the planning process through to the end of the conference to develop new actions. We choose the kind of voice we want to have. This wouldn't be possible if Oxfam didn't take our voices seriously. I know it's an opportunity I'm so excited to have.

I first became a part of Oxfam a little over a year ago when I joined my campus group at the University of Toronto Scarborough. I wasn't quite sure how everything worked or what we'd be doing, so when I heard about the chance to attend CHANGE 2011 I figured it would be a good place to start learning. In the end, the conference turned out to be so much more than that. It was really the catalyst for my ever increasing involvement with Oxfam and engagement with social justice issues.

CHANGE is a place to openly share ideas. The kind of environment fostered during the conference allows everyone, delegates or facilitators, to learn from one another and build on each other's ideas. That's what made it so great for me last year. The agenda worked as a guideline to drive discussion, but we decided what we took out of CHANGE by the end of it. And it was really successful; the connections that were made created the basis for campus clubs to begin taking on coordinated national actions, both for World Food Day and International Women's Day. So even after CHANGE ended, we were all still talking, sharing our ideas, and moving forward.

CHANGE not only was a space for us to have our thoughts heard but also became the foundation for us to make those thoughts into actions. Students who have had the opportunity

- thanks to groups such as BC PAGE- to get involved and share their voice, now have opportunities to expand their platform of expression and

continued on page 18

Teachers, as a socializing force in society, have the extremely unique and invaluable privilege, opportunity, and responsibility to mould compassionate and active citizens.

zens. From offering resources about investing teacher's pensions ethically, to recognizing the work of activism work of students through the Gandhi Peace Award, PAGE in this regard leads by example.

In my own experience, as a high school student involved in several projects, I had the privilege of connecting with author and PAGE executive member Pummy Kaur. As a (some would say idealistic) high school student, my peers and I sometimes found it challenging to get the ear of adults when it came to talking about the issues of injustice that our world faces. However, Pummy and PAGE recognized that the work and passion of young students is also important, and that when given a place at the table (as I was), students also make contributions of great value. For example, the first panel discussion that I was ever a part of was thanks to Pummy and PAGE. That validation was invaluable for the development of my

in the Global North, are indifferent to the global and local injustices of the world they will soon inherit. Secondly, that if youth do begin to engage with these issues, older generations will dismiss them. PAGE is not "creating the change"; perhaps more importantly, they are creating the educational space for those who will create the change in the future.

Very much in the same spirit, Oxfam Canada provides the opportunities for socially conscious youth to become engaged in actions, creating structures for us to fit in and participate in important dialogue. One of the best of examples of this has to be our campus club network and National CHANGE. The conference brings together students across the country for a weekend to discuss how campus groups (and now, secondary students) fit into Oxfam's structure and how we can significantly contribute to Oxfam's campaigns. CHANGE is a forum of

Oxfam Canada and PAGE: Supporting the Change Makers of Tomorrow

action. Like any system, this builds on itself so that youth have a chance to show what they can do; simultaneously, they set the basis for becoming adults with the same kind of principles.

That's the beauty of this conference. I find that it creates a network for new

start sharing that input. The amount of empowerment youth have to create their own system of engagement is pretty amazing when you think about it, and it starts here at CHANGE for a lot of us. With the addition of high school students, CHANGE 2012 offers

The conference brings together students across the country for a weekend to discuss how campus groups (and now, secondary students) fit into Oxfam's structure and how we can significantly contribute to Oxfam's campaigns.

delegates to join and get involved in shaping what they want their engagement to look like. Coincidentally, it also reinforces and expands re-attending delegates' networks. However, there's more to it than that: CHANGE is anchored as the place for all campus groups to come and share new ideas for the next year. It's the guaranteed place to go and revitalize our programming and outreach. Essentially, all "Oxfammers" know that they have the ability to have input on how we work as a part of Oxfam's network and the place to go to

even more opportunity to expand and reinvigorate how we look at the campus group/youth network. Being someone who's gone from being a delegate to a planning team member, I have to say I'm extremely excited to see where we'll go this year. I know that CHANGE will be the start of another great year of youth action for Oxfam.

Manjot Bining and Simon Child are members of the Content Committee organizing Oxfam Canada's CHANGE Leadership Summit. 🐦

**All children are artists. The
problem is how to remain an
artist once he grows up.
- Pablo Picasso**

Indigenous Diplomacy and the Rights of Peoples: Achieving UN Recognition by James (Sa ke j) Youngblood Henderson

Louise Gonsalvez

James Youngblood Henderson is a member of the Chicksaw Nation and was involved in the twenty-five-year negotiations that lead to the 2007 United Nations Declaration on the Rights of Indigenous Peoples that Canada eventually signed in 2010. Using a decolonizing framework, Henderson looks at the struggles of

the Human Rights Covenants, which are binding multilateral treaties, Canada and other states have a duty to 'promote the realization of a right of self-determination and 'respect that right, in conformity with the provisions of the Charter of the United Nations'. Under Article 41 of the United Declaration on the Rights of Indigenous Peoples, sig-

on human rights".

In 2005, Henderson was honoured by the Aboriginal Bar Association to be recognized as an Indigenous Peoples' Counsel. His expertise in this field is top-notch and his understanding and vision for a postcolonial way forward is profound. This book is a must read not only for those interested in the decolo-

The courts are not the answer to the realization of the human rights of Indigenous peoples. As our elders teach, the Declaration, like our Aboriginal and treaty rights, is but one wing of Indigenous diplomacy. The other wing is political action and strategy. As with eagles and condors, both wings are necessary for flight, and these two wings are necessary for us to move toward our dignity and responsibilities ... Politics is the principle diplomatic force of human rights advocacy and implementation. Political inspiration is vision; it is also struggle, contests, and compromise. – James Youngblood Henderson

indigenous peoples to reaffirm their fundamental human rights by way of international human rights instruments and law. He explains the significance of the Declaration to Canadian law, the indigenous peoples of Canada, and all Canadians. For anyone interested in understanding the intersectionality of Aboriginal politics, law, and social justice and the current status of Indigenous rights in Canada, this is the book to read.

According to Henderson, " Under

natories are responsible to promote "full application of the provisions of the Declaration". The Declaration establishes a new standard for applying state law – it has some legal clout! It provides an instrument and mechanism to reform institutionalized colonialism. Henderson notes that for the Indigenous Peoples the Declaration is not only a declaration of rights, but it also represents an awakening of "the inner spirit of decent politics" and an aspiration for "an inclusive vibrant democracy based

nization project, aboriginal law, but also for anyone interested in human rights. The book is also an excellent resource as it includes copies of pertinent UN declarations, international covenants, and other global conference reports related to achieving the rights of indigenous peoples. 🐦

Our Pension A Social Justice Issue

Dear editor, I have very grave concerns I mean “grave” concerns about our AGM. There were some delegates that wanted to divest in our pension namely Lockheed Martin. A company they say makes unethical weapons but that’s not true. Actually some weapons are very “ethical” and so is the oil sands. What do you want to do just get oil from “Iran”!!! They have stoning and make women wear that heejab thing. And not even just for murder. These people want us to divest in “everything”. Walmart, weapons, forests, et al. We’d have nothing left for our retirement. Personally what’s the problem with Walmart. What am I suppose to do? Am I suppose to just “starve?” And their rude, too. One of them on the website said we’re conservative because we just get more harsh in our ways when we here there side. I’m a “liberal”! I take my kids to me to we but sometimes you can just go so far. It’s not true I just get more harsh in my ways when I here another opinion. Where’s the evidence for that there’s just none. Anyway I’m glad the AGM came to our senses and didn’t just divest of Lockheed Martin, a good company that yes makes some weapons – but not cluster bombs just the “delivery” systems!!! That’s right “DELIVERY systems” not the bombs. So that’s just not true. And what would we do without weapons you can’t say they’re all bad. Half of all medical discoveries come from weapons. And you know those “bicycle reflectors”! Even those were made by the Nazis so you can’t just say all weapons are bad.

Where would we be without freedom? Those soldiers fought for our “freedom”! Like “FREEDOM OF SPEECH”!!! So you can say what you want about Lockheed Martin it’s a free country, but don’t take away my pension.

That’s a social justice issue. 🐦



**Attention Educators & Parents
Peace Art Submissions by
Children & Youth Needed for
calendar to Promote a Culture of
Peace for the 2013 calendar year**

Any medium is fine as long as it is
photographed and emailed in jpeg format
with the artist's name, age, title of project,
to carriefroese@gmail.com

Check out www.wartoystopeaceart.org

All submissions become the property of Promoting a Culture of Peace
for Children Society (PC2). All proceeds of the calendar will be sold to
fund the societies educational projects for children and youth that
promoted peace education and understanding.