



# Chalk Talk

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## Letter from the Editor

Dear Subscribers:

Why is it that adults inevitably ask children the question “What do you want to be when you grow up”? When I was a kid, this question was usually posed by relatives that hadn’t seen me for awhile, and was invariably preceded by the very benign “What grade are you in now”? The follow-up question was the one that I dreaded. I would cringe as I marvelled at my cousins who would pipe up immediately with a clear career choice — Doctor, Lawyer, Teacher, Accountant. Everyone was sure they were going to be a professional of some kind. Me, I had difficulty imagining myself as a grown up let alone having a vision of what I would **BE** someday.

This somewhat feeble attempt on the part of my relatives to encourage us to focus on setting goals for the future would leave me dumb-founded. I knew that I liked to read books and to write stories but living in a small town, I had about as much awareness about how to **become** a writer as I might have had about becoming an astronaut. They would counter my inability to come up with an answer by enthusiastically suggesting that I might consider becoming a ‘nurse’, or perhaps work in an office. I could only respond that at the age of eleven, I really couldn’t say for sure. But as I moved through high school, I became increasingly aware of how important coming up with the right answer would be for my future success.

In the 19th century, career choices may have been of the “Butcher, Baker, and Candlestick Maker” variety. These gave way to the assembly-line, building and service sector jobs of the 20th century. In recent years, the technology field has emerged as the fastest growing job sector. Each month, I am fascinated to read the “Job Titles of the Future” in the magazine [Fast Company](#), which features jobs that are currently held by real employees, such as, “Director of Ethical Hacking”, “Change Agent”, “Idea Ambassador”, “Chief E-Cubator”, “Web Archeologist”, and “V.P. of Talent”.

The marketplace is constantly changing, devising new and different ways for people to apply their talents and skills. Young people who are in the process of preparing themselves to enter the workforce need to approach today’s marketplace

## Scholarship Deadline May 12!



RBC Royal Bank® Financial Lifeskills Scholarships honour the achievements of senior students across Canada pursuing studies in any field. They recognize hard work, innovation and solid career direction.

To be eligible, students require a minimum grade average of 65 per cent and acceptance into a Canadian college or university (and/or CEGEP in Quebec) for full time study in the 2006 Fall/Winter session. Ten awards of \$2,006 will be distributed to students across the country. The application deadline is **May 12, 2006**.

Download application [here](#).

**Please forward this information to your Guidance Counsellors and Career Planning Teachers, now!**

The RBC Royal Bank® Financial Lifeskills Education Program offers a free seminar kit designed to help educators provide senior students with some clear direction on the path to financial literacy. Seminar One — **The Rest of Your Life** and Seminar Two — **Financing Your Education** are designed to cultivate in students an interest in financial and career planning.



The free **Senior** educational program for grades 10-12 includes: 2 seminars, student worksheets, scripts, and poster. Order here: [www.4edu.ca/tors/RBC](http://www.4edu.ca/tors/RBC).

***Without leaps of imagination, or dreaming, we lose the excitement of possibilities. Dreaming, after all, is a form of planning.***

— Gloria Steinam

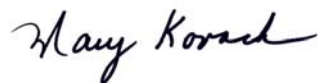


**QUOTES OF THE WEEK**

process of preparing themselves to enter the workforce need to approach today's marketplace with an 'open' mind, to imagine what kind of career would suit their specific interests, talents and skills. This week's *Chalk Talk* features an excellent educational resource that provides senior students with the tools — including scholarship information — they will need to plan for their post-secondary education and to help them choose the right career direction.

CoEd Communications is dedicated to supporting the important work of teachers by providing resources on a range of topics for the classroom. We invite you to visit our website at [4edu.ca](http://4edu.ca) to view the many free teachers' resources on offer.

[As always, your thoughts are appreciated.](#)



Mary Kovack

## QUOTES OF THE WEEK

*A bit of advice given to a young Native American at the time of his initiation: "As you go the way of life, you will see a great chasm. Jump. It is not as wide as you think".*

— Joseph Campbell

*The first step to getting the things you want out of life is this: Decide what you want.*

— Ben Stein

**How have your students been preparing for the transition to post-secondary education? Tell us about discussions you may have had in your classrooms and you may be featured in an upcoming issue of Chalk Talk! Just email us a description of about 150 words — include a photo if you have one — to [maryk@coedcomm.com](mailto:maryk@coedcomm.com).**

## Facts & Figures — Post-Secondary Education At-A-Glance



- Approximately 40% of young adults (20 to 24 year-olds) in Canada are currently attending some sort of schooling.
- 57% of the working-age population has completed some form of post-secondary education.
- 56% of employers provide some form of structured job training.  
[\[Source: Canadian Council on Learning Poll, April 27, 2006, CNW News Release\]](#)
- Between 1981 and 1998 there were 5 million more jobs available for Canadians with a post-secondary education.
- At the same time, the number of jobs with a high school education or less dropped by 2 million.
- The average annual income for a high school graduate is \$19, 000. Students who drop out of high school average only \$16, 000 annually.  
[\[Source: RBC Royal Bank @ Financial Lifeskills Scholarships & Seminars\]](#)

## Education News

[Time of transition for students](#) – Editorial, The Toronto Star, May 2, 2006

"As the post-secondary school year winds down, many graduating students, including me, find ourselves reminiscing about our journey through Canada's education system. After all, we have spent a majority of our lives within the walls of some sort of educational institution. At each stage within this system there has always been a transition to the next level of learning. With this change comes a departure from the familiar to the unknown and uncertain. Foreign surroundings and fresh new faces are the consequences of such a shift. However, interestingly enough, we adapt. The once strange surroundings become home and unfamiliar faces become friends. The transition from secondary school to post-secondary school is often the last one for many students. This is the final place where we are formally equipped to handle the "real world."

[How students fund their postsecondary education: Findings from the Postsecondary Education Participation Survey](#) — Statistics Canada, 2002 [updated April 2006]

"This study looks at the education costs and financial support for 18 to 24 year old students (17 to 24 in Quebec) pursuing post-secondary studies in Canada during the 2001-2002 academic year. Taking into account the basic costs of post-secondary programs (tuition fees, books and supplies), this study also

Quebec) pursuing post-secondary studies in Canada during the 2001-2002 academic year. Taking into account the basic costs of post-secondary programs (tuition fees, books and supplies), this study also looks at how students pay for their studies.”

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[Only Alberta Gives Big](#) — Léo Charbonneau, *University Affairs*, May 2006

“Alberta budget shines while universities in other provinces learn to make do. It was a tale of two budgets: Alberta’s and everyone else’s. With all of the larger provinces’ budgets for 2006-07 unveiled by the end of March, Alberta’s stood head and shoulders above the rest, its government showering munificence on the post-secondary sector and elsewhere. In other provinces, universities had to settle for moderate to minimal increases to university funding. From west to east, here are the highlights for post-secondary education.”

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[Teaching the Teachers](#) — Brian Bethune, *Macleans*, February 9, 2006

“Even at elite schools, he argues, students too often graduate with little progress in writing skills, numeracy or foreign language proficiency – all goals widely sought after in North American academia. The reason for these poor outcomes, according to Bok, is not that professors don't care, but that they don't know what they're doing. Literally. Unlike, say, a Grade 1 teacher, an aspiring academic receives no instruction in *how* to teach, Bok points out. "It's astonishing, a major failing, that the universities do not teach their future teachers. Academia is the only professional system that doesn't instruct its newcomers in how to do what they will spend most of their time doing.”

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