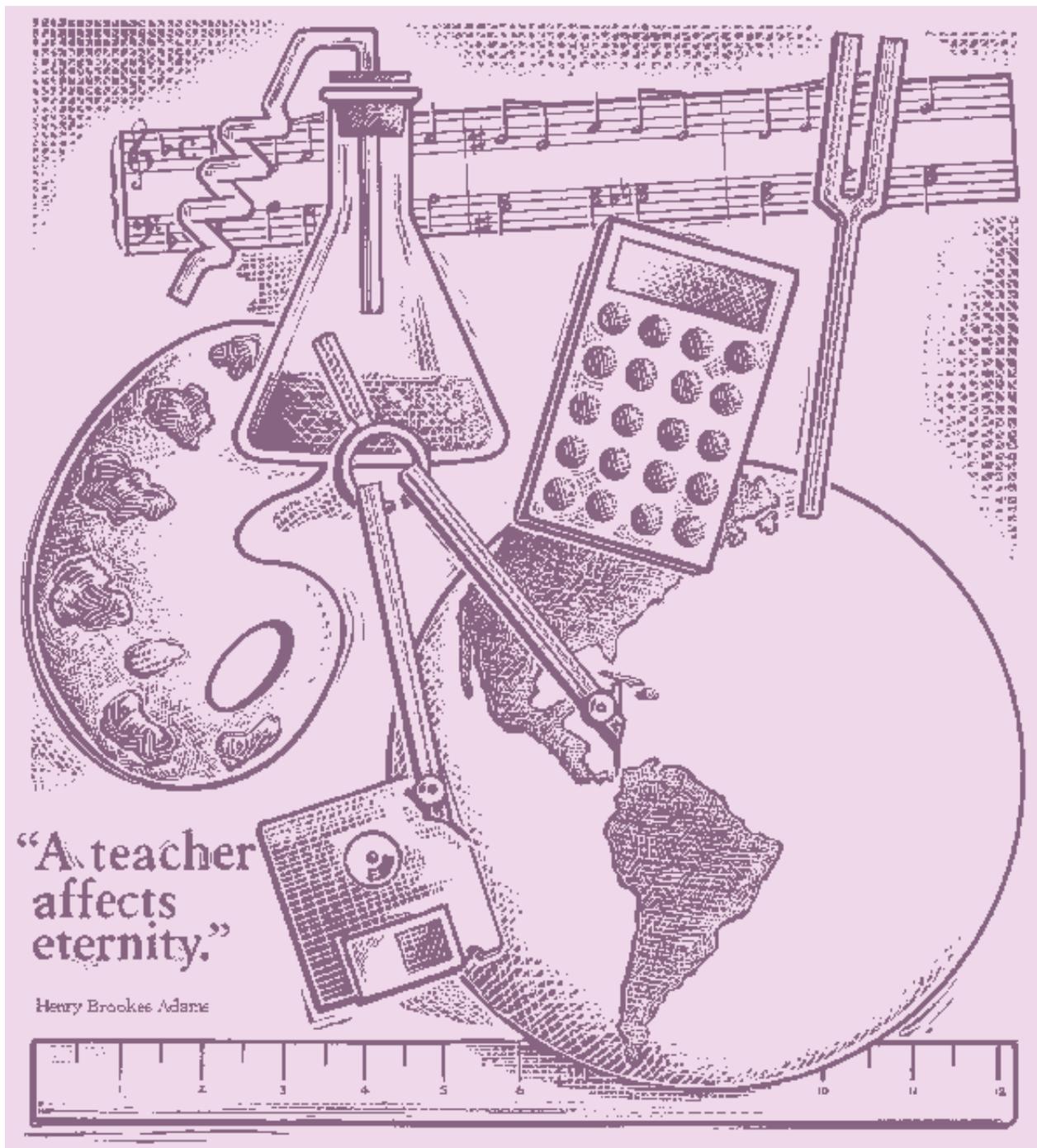


THE
bulletin

Newfoundland and Labrador Teacher's Association

Vol. 41/ No. 6 April 1998



**"A teacher
affects
eternity."**

Henry Brookes Adams

SPRING IS HERE

by Lesley-Ann Browne

The suggestion of spring creates distinct ideas for different people. A time of new growth, of renewal and, of course, warm weather. One poet's impression of spring is summed up as follows:

*New peas and beans and baby beets
Must still await July,
But already tiny rhubarb shoots
Give promise of the pie;
And tips of young asparagus
Their joyful message fling
And hens will once more lay again -
It's spring, it's spring, it's spring!*

--; Paul Hiebert, Willows revisited, 1967

I don't think, however, that this author was writing about spring in Newfoundland and Labrador. By the time you read this editorial the seasons will have changed and it will be officially Spring. But Heibert's description of Spring sounds more like the conversation I had with my sister in Atlanta last week. She described her garden and how the flowers were in bloom and that the lawn needed to be mowed already. And, she even complained about the heat!

As I listen to the forecast of freezing rain and drizzle and feel the wind creeping in through my windows, I have to believe that a better description of spring in Newfoundland and Labrador would be something like this:

*March warm winds
And April showers
Always two months late
In this damn province of ours.*

Although this is my warped version of another's verse it is certainly more indicative of spring in my part of the world.

But although spring will be late and we will curse the last few snowfalls and the ice and wind and rain that will set upon us for the rest of April and May, Spring will get here. It will be short-lived but it will get here.

I feel a certain urgency to see the seasons change and to shed the outer layer of boots, coats, hats, mittens, and scarves, which have been littering my front hallway since November. The new season is a time for growth, a metamorphosis, and after the dreary winter I am in desperate need of fresh air, sunshine, and change.

[Lesley-Ann Browne](#) is Communications Officer with the NLTA.

LETTERS

Support Friends of Ed Smith Campaign

In response to a recent request, the Newfoundland and Labrador Teachers' Association will be providing support services and in kind services to the "Friends of Ed Smith" campaign.

As you are probably aware, Ed was a great supporter of the NLTA and served as Vice-President of the Provincial Executive Council in the early 1970s. A recent car accident has resulted in Ed being severely injured and a quadriplegic.

Besides the in kind services from the NLTA, teachers are also encouraged to support the campaign. If you feel so inclined, information on how to make contributions is listed below.

We know you join us in offering best wishes and encouragement to Ed.

Brendan Doyle
President, NLTA

Contributions to the "Friends of Ed Smith" campaign can be made by any of the following means:

1. Contact any branch of the Bank of Nova Scotia.
2. Call the Downhomer at 709-588-6353 or toll free at 1-888-LUV-NFLD. Contributions can be made by VISA, Mastercard or cheque.
3. Mail your contribution to:

Friends of Ed Smith
10 Brinex Avenue
Springdale, NF A0J 1T0

Janeway Says Thanks

It is with great pleasure that I send warm greetings and a huge "Thank You" to the NLTA, students and teachers all across this province for your thoughtfulness toward the children of Newfoundland and Labrador.

Your annual Janeway Day in the Schools fundraiser is a tremendous project that has raised substantial dollars (over half a million since 1986) to benefit children. That is absolutely incredible and proves what a difference people working together can make when they combine a simple idea and a big heart. Your contributions have been put to good use over the years to help us provide the best of equipment for the sake of our kids' health.

Your kindness is really something special and has become something that we rely on each year. This year your donations will go towards equipment like the MRI Multi-monitor (\$95,000) which monitors heart and respiration during MRI testing on critically ill children and the Heart Echo Machine (\$250,000) which is used to perform an ultrasound of the heart to determine the structure and functional abnormalities.

This is just a few of the many valuable pieces of equipment that group efforts such as yours provide to the children of the Janeway. A special thanks once again to the students who at a young age are making a tremendous difference in children's lives. Fondest wishes to you all.

Marie Ridgeley
Managing Director
Janeway Children's Hospital Foundation

FLAT BAY

A penny for your thoughtfulness

Students at St. Anne's Elementary School in Flat Bay held a penny drive this year to help raise funds for Janeway Day in the Schools. For two weeks in February students brought in their pennies for the cause. They counted and rolled the pennies on a day-to-day basis and charted their success, class by class, on a graph that stood in the hallway. On February 13 an assembly was held to announce the total of all the pennies collected. A grand total of \$295 (29,500 pennies) was collected. Jill Benoit, Principal at St. Anne's, says this effort was incredible on the part of the students since St. Anne's enrollment is only 49. "Way to go St. Anne's!"

BURLINGTON, GREEN BAY

Celebrating Education Week

M.W. Jeans Academy in Burlington held a variety of activities during Education Week 1998 this past March. Debra Lush, Principal at M.W. Jeans, officially opened the week with the reading and signing of the Education Week proclamation during an opening assembly of students and teachers. The significance of this year's theme, Celebrating Human Rights, as well as the history behind it, was explained by Grade 5/6 teacher, Garland Morris. Following the assembly, students from Grades 3, 4, 5, and 6 held a reading marathon in the gym, while the primary students from Grades K, 1 and 2 held their own reading marathon. The day concluded with a short party to celebrate the retirement of Special Needs teacher, George Easo.

Students from Grades 4, 5 and 6 travelled to Middle Arm on Tuesday to play floor hockey against elementary students in that community. Ms. Lush says it was a chance for students to make some new friends who they will have as classmates in a year or two when they move on to junior high school. Meanwhile, back at M.W. Jeans, primary students took part in their own sports activities including the three-legged race, bean bag throw and bead in spoon relay race.

During mid week, the school held its annual Science Fair. Student entries were judged by Clar Brown, Co-ordinator with the Baie Verte-Central-Connaigre School District. Mr. Brown says he was very impressed at the caliber of the projects, the presentations and the neatness of the layouts, and stated that several of the projects would compare to what he would expect from Grade 7 and 8 students. "Our school has been having Science Fairs for the last number of years," says Ms. Lush, "and we have been building on the process and quality each year to where we are satisfied that students are doing and giving their best in this aspect of school life."

Thursday night was "Appreciation Night" at M.W. Jeans Academy. All residents of Burlington and Smith's Harbour were invited to the ceremony which was held at the Faith Pentecostal Church in Burlington. The festivities were emceed by Ms. Lush and Mr. Morris, and included a Citizenship Ceremony whereby all students reaffirmed themselves as Canadian citizens by reciting the "Oath of Canadian Citizenship". Appreciation certificates were presented to School Council members, Literacy Council members, school personnel, and volunteer workers who have given of their time and energies in different ways. "We are very much appreciative of all people who are striving to make our students and the school have the greatest amount of success that we can," says Ms. Lush. "Thank you from the bottom of our hearts and let's continue to work together in the future. Our school is only as good as the community makes it."

On Friday, students were encouraged to wear clothing representing the Canadian colors. The Grades 5 and 6 classes had been studying the theme, Citizenship and Heritage Week --; Celebrating Human Rights, and spent time doing readings, activity sheets, art work, research and watching videos related to the Universal Declaration of Human Rights and the Canadian Charter of Rights and Freedoms. "All in all, it has been one fantastic week of activities and celebrations at M.W. Jeans Academy," concluded Ms. Lush.

CARBONEAR

A whale of a project

Anita Noseworthy's Grade 6 class at St. Joseph's Elementary School in Carbonear had a whale of a time this past March creating a 55 foot humpback whale in their gymnasium. The idea for creating the whale came from Ralph Jarvis, manager of Salmonier Nature Park. Mr. Jarvis had helped high school students in Swift Current make a whale some years ago through a program called "Project Wild", so last year St. Joseph's invited him to bring the whale to their school for a viewing. Ms. Noseworthy says her students were so impressed with the actual size of the whale that they asked Mr. Jarvis if he would come back this year and help them create their very own whale. Mr. Jarvis was eager to assist the students with their project, so two weeks prior to making the whale, black greenhouse plastic, measuring 100 feet by 50 feet, was ordered from Halifax Seed in Halifax, Nova Scotia.

Before construction began on the project, each student had to research a whale of their choice and gather facts that they could display on chart paper. They were also asked to write whale poetry. Once the research was completed, the students were ready for their whale making adventure. Mr. Jarvis arrived at the school on Monday, March 2 at 9:30 a.m., and by 2:30 p.m., "Blubber" the whale was ready to be inflated.

"This was a fantastic learning experience for the students," says Ms. Noseworthy. "They had to learn how to do a grid for the whale's body and it's flukes and how far back the dorsel fin was on the whale's back. They then had to use the scale from this grid to actually cut the outline of the whale. They realized that a whale is symmetrical so all they had to do was double over the plastic four times and cut out one side of their whale. When it opened up, there was our whale." For safety reasons, teachers glued the sides of the whale together using hot glue. Students then held on to the sides so that the whale could get turned inside out. The whale was inflated a little so that two students could crawl inside the whale all the way down to grab the tail, crawl back with it and turn the whale inside out. Two house fans, inserted into the mouth of the whale, was sufficient to inflate it.

Later that week, all students in the school and the parents of the Grade 6 students were invited to come inside the whale for an experience of a lifetime. Ms. Noseworthy says this kind of hands-on experience makes for life long learning for students. "You could see how proud they were of their project. To see Grade 6 students working together in such a cooperative manner made the whole project worthwhile. Bringing the classroom alive for students and letting them take ownership for their projects make the learning environment much more exciting and positive," she concluded.

ST. JOHN'S

Equity Issues Committee sponsors student conference

This past March, 29 Grade 8 students from the Avalon East School District participated in a conference

which was held at The Fluvarium in St. John's. The conference, held in conjunction with International Women's Day, was hosted by the Equity Issues in Education Committee, one of the five standing committees of the NLTA. The conference theme was Equity Issues: Why Should I Care?, and included sessions on decision making, body image, healthy lifestyle, school violence and homophobia. The following are some student responses to the wrap-up activity in which they completed the phrase: "Equity issues: I should care because ": Society would be in better order and some of the problems now will not be in the future because people will have learned at a younger age how to deal with them. (Katie Burke, Mary Queen of Peace, St. John's); How we treat people affects everyone. (Ashley Singleton, Holy Family School, Paradise); What goes on around me is just as much my business as everybody else's. (Danielle Cossar, I.J. Samson School, St. John's).

1998 Christmas Card Contest winner announced

Meghan O'Leary, a Grade 5 student at Cowan Heights Elementary School in St. John's, has been chosen as the winner of the 1998 NLTA Christmas Card Contest. Meghan was recently presented with a \$75 cash award and a framed copy of her winning entry. Meghan's winning design will appear on the NLTA's official Christmas card which will be sent to schools, businesses and other groups. The theme for the 1998 contest was "All I Want for Christmas Is ".

Second place was awarded to Jenny Dwyer, a Grade 5 student at St. Kevin's Elementary in the Goulds. Third place was awarded to Rebecca Harris, a Grade 5 student at St. Joseph's Elementary in Carbonear.

Students reach for the stars

This past February, ten students from the Newfoundland School for the Deaf participated in a first ever career related live satellite conference hosted by Gallaudet University in Washington D.C. This satellite conference was made possible by the generous donation of technology, and the expertise of Wayne Squires, owner of The Electronic Centre, and meeting space from D.J. DelRizzo, owner of Rockwater Adventures Inc. The conference allowed the students to obtain helpful tips and insights into today's job market as it relates to the Deaf consumer. Jack Jardine, Guidance Counsellor at the Newfoundland School for the Deaf, says the students were introduced to successful Deaf people who are making their mark in the world today. Social activists, business owners and people in a variety of professional areas told of their success and the pitfalls that faced them in their chosen career paths.

Students were challenged to learn what skills they will need to get the jobs they want, find out what skills employers are looking for and to learn more about future job trends. A major focus of the satellite conference was to help students understand the need to be assertive as they move from high school to higher education and the job market. "All of this was accomplished utilizing successful Deaf people who shared their stories and the keys to their success," says Mr. Jardine.

Information Celebration Fair 1998

Students of Co-operative Education and Youth Internship Programs throughout the Avalon East School District held their first Information Celebration Fair this past March at the Avalon Mall in St. John's. The purpose of the Fair was to share information with the general public and to celebrate a "collaborative synergy" between district high schools and the more than 700 community partners who have participated in the programs.

Students shared their unique on-the-job experiences as well as the insights they had gained as a result of their participation in the 28 Co-operative Education and Youth Internship Programs being offered throughout the Avalon East School District. Students from different schools set up information display

booths and answered questions from the public on their particular Co-operative Education and/or Youth Internship Program. They encouraged the public to ask questions by offering any person who asked a question a chance to win a variety of prizes that were donated by their community partners.

John Hennebury, Regional Facilitator, Educational Partnerships with the Avalon East School Board, says the Information Celebration Fair also provided students with an opportunity to encourage other students to consider doing a Co-operative Education and/or Youth Internship Program at another high school other than the one they are presently attending. He explained that high schools, under the jurisdiction of the Avalon East School Board, have agreed to "share" their Co-operative Education and Youth Internship Programs with all students throughout their district. This agreement allows interested students to remain in their own school for their regular academic courses while participating in another school's Co-operative Education/Youth Internship Program, and allowing them access to an increased selection of programs that are linked to enriched learning opportunities.

"The Information Celebration Fair also provided an opportunity for schools to celebrate the leadership, dedication and commitment of more than 700 community partners who continue to provide their students with challenging on-the-job learning experiences," says Mr. Hennebury. "This significant community involvement provides students with opportunities to enhance both their academic and employability skills and assists them in making informed career decisions about their future."

A poster contest was held in conjunction with the Fair. Deidre Pike, a Youth Internship student at Holy Heart of Mary High School, and emcee for the Opening Ceremonies of the Fair, received a \$100 Avalon Mall gift certificate for her winning poster. Students also provided a number of exciting demonstrations for the public that reflected the kind of learning they were involved with at their work sites. These demonstrations were also eligible for a \$100 Avalon Mall gift certificate. This prize was awarded to Roger Lawson, a Youth Internship student at Beaconsfield High School.

In addition to the Co-operative Education/Youth Internship displays, a group called "Partners for Career Development" also hosted a booth. This group comprises members from Human Resources Development Canada, Human Resources and Employment, Ability Works, YMCA/YWCA, Marine Institute, and the Avalon East School Board. Visitors to the booth were provided with information and activities that focused on supporting career development in a variety of community settings.

Speaking on behalf of the Avalon East School Board, Mr. Hennebury extended a sincere thank you to Sue Freake, Manager of the Avalon Mall, who not only provided the location for the Fair, but was also instrumental in providing advice on how to best organize the event. "A special word of thanks must go to our educational partner, Human Resources Development Canada, who have been supporting these programs and similar initiatives since 1990. And on behalf of the more than 34,000 students in our schools throughout the Avalon East School District, we offer our sincere thanks," he concluded.

Students receive top marks in international Internet project

French students at Prince of Wales Collegiate (PWC) in St. John's, recently took part in an international Internet competition which focused on their knowledge of francophone issues. March 16 to 20 was "Semaine Internationale de la Francophonie", a week which highlights issues relating to francophone cultures, countries and challenges. Within the framework of this focus on francophone issues, the Centre Internationale pour le Développement de l'Inforoute en français (CIDIF) and Réscol (SchoolNet) collaborated to present "La Nuit du Web", a "virtual race", via the Internet. Teams of two students between the ages of 14 and 30 throughout approximately 30 countries that comprise the francophone world,

participated in the competition which took place over a 12-hour period. Students who were registered over the Internet by their school were provided access to a French web site where they found 30 questions relating to "la Francophonie". Questions focused on history, geography, the Internet, culture, the media, the economy, politics, science, and education. For each question, students had to find the exact answer in one of three francophone sites provided to them once they began the competition. The winning teams were those which correctly answered the most questions. Participants were eligible to win prizes such as a visit to the Kouru Space Centre in Guyana, a trip to Dakar or Paris, and a wide range of other team prizes such as CD-ROMs.

Valerie Pike and June Ann Manning, French Immersion teachers at PWC, say the experience has given their school every reason to be extremely proud of its participants. When the results of the competition were finally released on March 25, they revealed some very interesting facts. Of the 5,000 teams registered, only 1,000 teams, or 20 percent, were able to correctly answer any of the questions. PWC had 40 teams registered and an impressive 82.5 percent of the teams were recorded as having registered correct responses. As well, PWC finished with 10 of their 40 teams receiving the top 20 scores worldwide. Ms. Pike and Ms. Manning say these team members should be recognized and congratulated for their outstanding performance. The teams and their placing are: 9th place internationally and 7th place in Canada --; Daniel Hurley and Suzanne Drodge; 14th place internationally and 11th in Canada --; Alasdair Graham and Katherine Noel; 15th place internationally and 12th in Canada --; Ainsley Dicks and Deborah Croston; 16th place internationally and 13th in Canada --; Laura Wellon and Laura Janes; 17th place internationally and 14th in Canada --; Leann Montgomery and Donica Sharpe; Jennifer Leloche and Elise Morin; 18th place internationally and 15th in Canada --; Sally Housser and Isolde Neis; and 20th place internationally and 17th in Canada --; Nick Herder and Matthew Norris; Philip Johnson and Mike Cooper; Meghan Carter and Maryann Connors.

Ms. Pike and Ms. Manning sincerely thank the faculty and administration of PWC who assisted them throughout the day, as well the parents who arranged for their children to stay late into the day. "But most of all, we would like to congratulate all PWC students who participated in this event. We are clearly ecstatic and extremely proud of our students," they concluded.

AVALON PENINSULA

Schools participate in violence awareness campaign

Junior high schools in the Avalon East District took part in a Violence Awareness Campaign this past February. Students Against Violence Everywhere (SAVE), which was sponsored by the Victim Services Committee of the Provincial Department of Justice, was designed to increase awareness among students about the prevalence and consequences of the violence they and others are exposed to. Dave Philpott, Principal at the Alexander Street School and a member of the Victim Services Committee, held an in-service with the Guidance Counsellors of the participating schools to discuss the details of the project. The participating schools included Ecole St. Patrick, Pius X Junior High, Beaconsfield Junior High School, St. Kevin's Elementary, Stella Maris High School and Mobile High School.

Students were asked to form small groups and be as creative as possible in expressing their disapproval of violence, the seriousness of the problem or anti-violence promotion. They could get their message across by writing a song, story or poem, or by creating a poster. The student body from each school then chose several projects to represent their school at a display for the general public which took place at the Avalon Mall during Family Violence Prevention Month in February. CBC's Here and Now also provided some

coverage of the event with a live broadcast during their weather segment with weatherman, Karl Wells.

The Committee awarded the following prizes to the participating schools: École St. Patrick --; CD-ROM, Fax Modem; Beaconsfield --; VCR, \$100 gift certificate; St. Kevin's --; CD-ROM, Fax Modem, \$100 gift certificate; Stella Maris --; VCR; and Mobile High --; CD-ROM, Fax Modem. Each school also received a Certificate of Appreciation from Victim Services to display in their school.

Members of the Victim Services Committee are: Renee Rendall, Seniors Resource Centre; Jocelyn Elliott, Family Life Bureau; David Philpott, Principal, Alexander Street School; Fran Cumby, Adult Probation; Sue Meehan, Renee Byrne and Pam Thomas, Regional Coordinators with Victim Services.

NEWFOUNDLAND AND LABRADOR

Maîtrise en français, Memorial University

Le Département d'études françaises et hispaniques offre deux programmes de maîtrise au campus de St.-John's: le M.A. (5 cours plus mémoire d'environ 80 pages); le M.Phil. (Études françaises --; 10 cours, pas de mémoire). Les cours couvrent plusieurs domaines des études littéraires, linguistiques et culturelles (le cinéma, par exemple).

Une aide financière considérable peut être offerte aux étudiantes et étudiants inscrit(e)s à plein temps, mais il est possible aussi de suivre un programme de maîtrise à temps partiel. Le Département fera tout son possible pour trouver des heures qui conviennent aux besoins des personnes employées comme professeurs de français dans les écoles de notre province, si ces personnes ne peuvent pas se libérer pour suivre le programme à plein temps.

Branchez-vous sur le site Web de M.U.N.: <http://www.mun.ca> qui vous renseignera sur les deux programmes de maîtrise en français et sur l'École des Études supérieures --; ou contactez le Coordonnateur des Études de Maîtrise), Prof. Neil Bishop, Department of French and Spanish, Memorial University of Newfoundland, St. John's, NF, A1B 3X9, voix: 709-737-7636/4322; fax: 709-737-3594/4000; nbishop@morgan.ucs.mun.ca; <http://www.ucs.mun.ca/~nbishop>.

Food Foundation programs making a difference

Susan Green of the School Children's Food Foundation of Newfoundland and Labrador says students who do not eat breakfast have actually been fasting for 18 hours. This results in a drop in blood sugar which means a drop in alertness and ability to concentrate. If you think your students would benefit from a child food program (whether breakfast, lunch or snack), the Food Foundation encourages you to contact them. Ms. Green says they can link you up to talk with a school of similar size which already has a program in place. Clyde Jackman, Principal of Jacques Fontaine All Grade says: When I started the program, I thought it would be complicated, but it was so simple. When I approached the community for support, it was there. Whatever you want is out there, all you have to do is ask. It is not a very expensive program to run. The staff have been very supportive. Robert Matthews, Principal of St. Francis Elementary in Parsons Pond, says: When the students are not hungry, they are more able to pay attention in class. We have very few behavior problems, and students are more focused and on task because of a complete breakfast. Various students have improved their attendance since the start of the program. For information on a food program for your school, contact the School Children's Food Foundation of Newfoundland and Labrador, Tel: 709-722-1996; Fax: 709-753-2702; e-mail: meals@thezone.net.

Hospitality Newfoundland and Labrador and Canadian Heritage sponsor high school essay contest

May is Tourism Awareness Month in Newfoundland and Labrador and this year's theme is Your Year to Stay Right Here. In conjunction with Tourism Awareness Month, Hospitality Newfoundland and Labrador and Canadian Heritage are sponsoring a high school essay contest. The theme of the contest is Where I Would Like to Vacation in Newfoundland and Labrador and Why. The contest is open to all high school students in the province and only one entry per student will be accepted. Essays must be centered around the theme and cannot exceed 500 words. Submissions should be typed and double spaced and must be accompanied by the student's home address, the school's address, and should be signed by a teacher or the principal. Essays will be evaluated based on grammar, content and originality. The first prize is \$300, sponsored by Canadian Heritage, and a one year student membership for Hospitality Newfoundland and Labrador. Second and third prizes include a print from Heritage Canada and a one year student membership for Hospitality Newfoundland and Labrador. The deadline for submissions is 5:00 p.m., May 22, 1998.

Submissions can be mailed or faxed to Hospitality Newfoundland and Labrador, 107 LeMarchant Road, St. John's, NF, A1C 2H1, Fax: 709-722-8104. Winners will be announced on May 29, 1998. For further information, contact Tracy Puddester, Hospitality Newfoundland and Labrador, Tel: 1-800-563-0700 or 709-722-2000; e-mail: tpudd@newcomm.net.

OTTAWA

An insider's view of Parliament

This past November, six Social Studies teachers from Newfoundland and Labrador attended the Institute on Canadian Parliamentary Democracy in Ottawa. Anita Noseworthy, Chris Wright, Wallace Penney, John Vietch, Rick Thorne and Gerald White were six of the 70 teachers chosen from hundreds of applicants across Canada. The Institute is designed to bring Social Studies teachers in direct contact with Parliament and its players to give them the insider's view. In turn, these teachers pass their knowledge and experience on to young people and other teachers in every region of the country. "To teach effectively about modern Parliament and its intricacies, teachers have to rely on creative and first hand materials and they have to be very creative and innovative in their teaching strategies," says Ms. Noseworthy. It was this same thinking that prompted House Speaker, Gilbert Parent, who had a long career as a teacher, to launch this unique four-day professional development opportunity in 1996.

During the four days participants had interactive sessions with Senators, Members of the House of Commons, experienced parliamentary staff and senior public servants, briefing sessions with the Speaker of the House of Commons, the Speaker of the Senate and procedural officers of both Houses in their respective Chambers. They also participated in plenary sessions on the public policy process and small group work on sharing ideas and developing teaching strategy initiatives.

Ms. Noseworthy says she and all her fellow Newfoundland participants found the Institute to be a very valuable experience. "Our students learn best by doing and seeing and teachers are no different," she says. "The interaction and sharing with one's peers is the type of professional development needed to revitalize teachers. We recommend that teachers apply for this very productive and beneficial Institute --; an Institute that will help you bring Canadian democracy alive in your classroom."

Further information on the Institute can be obtained by calling 613-992-4793; Fax: 613-992-1273; or by e-mailing your local MP.

A Look Ahead

PRE-RETIREMENT SEMINARS

by Barbara J. Lewis

During the Fall of 1997, NLTA hosted seven Pre-Retirement Seminars --; one in Corner Brook, one in Gander, one in Grand Falls and four in St. John's. These seminars were held in accordance with Association policy as part of its overall program of pre-retirement counselling.

Information sessions dealt with topics such as the Teachers' Pension Plan, Severance Pay, NLTA Group Insurance, Psychological Preparation for Retirement, Financial and Estate Planning and the Canada Pension Plan. As well, time was set aside for individual counselling of prospective retirees by the various consultants.

From all reports, the seminars were regarded as quite successful. Notwithstanding this however, there have been a number of recommendations for improvement and our plans for the Fall of 1998 will try to incorporate those various suggestions. Preparation is already underway to hold seven seminars during October, November and early December 1998, on the following basis: one seminar in Corner Brook, one in Stephenville, one in Grand Falls-Windsor, one in Gander, and three in St. John's.

The sessions will be two days in duration. The program begins with registration from 9:00 to 9:30 a.m. on Day One. The first agenda item begins at 9:30 a.m. with the afternoon session concluding at approximately 3:30 p.m. On that first evening, there is also a 7:00 p.m. session devoted to Psychological Preparation for Retirement, which runs for approximately two hours.

Day Two of the seminar commences at 9:30 a.m. and concludes at approximately 3:30 p.m. Leave is provided for two days, with pay, in accordance with the Collective Agreements.

The full text of the NLTA Policy on Pre-Retirement Seminars, as it has been amended over the past few years, is contained on page 14 of this Bulletin; prospective retirees are urged to read closely these policy provisions and be aware of their application. The registration form for attendance at the 1998 seminars can be found on the following page. Potential participants are reminded that, in order to attend, they must register for a particular seminar. Only those teachers eligible to retire during the school years 1999-2000 and 2000-2001 will be eligible to attend. Furthermore, registration must be received at the NLTA Office at least four weeks in advance in order to ensure approval of attendance. Given the increasing numbers of teachers eligible to retire, we must adhere strictly to the requirement for early registration. As a result, the Association will reserve the right to refuse acceptance of registration forms at any particular seminar if the registration has not been received at the NLTA Office in accordance with Association policy.

It is the responsibility of the individual participant to make arrangements for hotel accommodations, should any be required. When you contact the hotel in question, please reference the fact that you are attending an NLTA function and this should provide a reduced rate which is available to persons travelling on Association related business.

In order to ensure that seminar participants are able to gain maximum advantage from the presentations, it is our intention to make every effort to keep the seminars to a reasonable size. This means, in effect, that we reserve the right to limit the number of people who will be granted access, depending on the physical facilities available at each site. Consequently, it is imperative that teachers plan ahead and register early in

the event that registrations have to be taken on a first-come-first-served basis.

NLTA Policy on Pre-Retirement Seminars

1. The NLTA will make provision for an ongoing program of pre-retirement counselling through the involvement of Benefits and Economic Services staff in branch workshops, branch meetings, and small group sessions as requested. Elements of the Benefits and Economic Services program relating to retirement planning will be communicated through the use of the NLTA Bulletin, Infosheets, and special publications.
2. The NLTA will provide a special program of pre-retirement counselling to teachers in the form of annual pre-retirement seminars. Only those teachers who are eligible to retire within two years of the expiry of the school year in which the seminars are held will be permitted to attend. Exceptions will be allowed in the case of teachers required to retire on disability pensions.
3. Pre-retirement seminars will be planned each year by the Benefits and Economic Services Division. The location and number of seminars will be determined on the basis of Association policy as determined from time to time by the Provincial Executive Council.
4. Expenses will be paid (or not paid) for teachers and spouses who attend the pre-retirement seminars in accordance with the following stipulations:
 - (a) No meal expenses will be paid during travel to and from or at the seminar itself.
 - (b) No accommodation expenses will be paid during travel to and from or at the seminar itself.
 - (c) No child care expenses will be paid for seminar participants during travel to and from or at the seminar itself.
 - (d) Travel expenses shall be reimbursed in accordance with the following provisions:
 - i. Participants shall be reimbursed the lesser of travel by private vehicle or public transportation.
 - ii. Payment for private vehicle shall be at the rate of 6.4¢ per kilometre for the return trip from residence to seminar site.
 - iii. Travel by public conveyance shall be reimbursed at the rate of 80 percent of ferry, taxi, or economy airfare; in the case of airfare, the lesser of excursion (seat sale) or 80 percent of economy airfare will be paid, where excursion (seat sale) fares can be arranged. Receipts shall be required for all reimbursement.
 - iv. No expenses will be paid to participants living or teaching in the community where the seminar is held.
 - v. The participating teacher and spouse are expected to travel in the same private vehicle and, consequently, only one claim will be entertained for car meterage.
5. Expenses for the spouse of the retiring teacher shall be provided in accordance with Association policy as stipulated in Section G (Pre-Retirement Counselling).
6. Expenses will be provided for one pre-retirement seminar only per teacher participant. A teacher participant shall be permitted to attend one seminar only. (Notwithstanding this, a teacher may attend a second seminar as a spouse.)
7. Teachers attending a pre-retirement seminar must attend the seminar location closest to their place of

residence, except in cases where the mode, cost or availability of transportation necessitates otherwise. Such determination will be made by the Benefits and Economic Services Division.

8. Directors and Assistant Directors, and spouses, are welcome to attend one pre-retirement seminar, but no expenses will be paid in accordance with this policy.

9. All participants, in order to attend, must register for a particular seminar. Registration must be received at the NLTA office at least four (4) weeks in advance in order to ensure approval of attendance.

10. The funding mechanism and program content for pre-retirement seminars will be reviewed annually by the Benefits and Economic Services Committee with recommendations being made to Executive as required.

[Barbara Lewis](#) is Administrative Officer, Benefits and Economic Services, with the NLTA.

1998 PRE-RETIREMENT SEMINAR

REGISTRATION FORM

Surname Mr. Mrs. Ms.

Given Names

Social Insurance Number

Home Address

Postal Code

Home Telephone

School Name

School Telephone

Which Session will you attend?

- Oct. 7-8 --; Albatross Hotel, Gander (709-256-3956) Nov. 26-27 --; Holiday Inn, St. John's (1-800-465-4329)
- Oct. 15-16 --; Holiday Inn, Corner Brook (1-800-465-4329) Nov. 30-Dec. 1 --; Holiday Inn, St. John's (1-800-465-4329)
- Oct. 29-30 --; Holiday Inn, Stephenville (1-800-465-4329) Dec. 7-8 --; Holiday Inn, St. John's (1-800-465-4329)
- Nov. 12-13 --; Mt. Peyton, Grand Falls-Windsor (1-800-563-4894)
-

Will your spouse be attending? Yes No

Name of spouse (if attending)

Earliest date you are eligible for pension benefits

Have you attended a previous pre-retirement seminar? Yes No

Any teacher who is eligible to retire by June 2001 is invited to submit this registration form for a Pre-Retirement Planning Seminar. Return to:

Melanie Jaster, Benefits and Economic Services Division,
Newfoundland and Labrador Teachers' Association,
3 Kenmount Road, St. John's, NF, A1B 1W1,
Fax: 709-726-4302

Note: Participants must reserve their own hotel accommodation. Travel costs will be paid under policy. Retain receipts where applicable.

FOR NLTA OFFICE USE ONLY

Date Received	Confirmation Sent	Information Package Sent	Information Requested

JOB ACTIONS AND SENIORITY

by Edward Hancock

Article 9.01(d) of the Provincial Collective Agreement [Article 1.01(h)(iv) in Labrador West] states as follows: During a legal work stoppage, no teacher covered by this Agreement shall accumulate seniority.

Questions often arise from members, on a regular basis, concerning the applicability of this clause to the provincial job actions in 1983 and 1994, and the effect of the clause on the comparative seniority of teachers who taught with different school boards at those times.

It should be recognized that this clause was added to the Collective Agreement in 1994 and has an effective date of April 1, 1994. It was placed in the Agreement to equalize the effect of a job action on teachers' relative seniority. At the time it was added to the Agreement, the NLTA had an agreement with the Pentecostal Teachers Fellowship (representing Pentecostal teachers employed by the Pentecostal School Board) to allow them to continue working during a job action but to forego any salary earned during that time. At that time, the consolidation of school boards was imminent and 9.01(d) was added to the Collective Agreement to ensure that teachers' accumulation of seniority was on an equal footing during a job action. In addition, this clause ensured that teachers who happened to be on leave during the job action (e.g. maternity leave, deferred salary leave, university study leave) would not gain seniority credit ahead of teachers who were involved in the job action.

It should be noted that this clause applies only to job actions as of April 1, 1994. Therefore, the clause does not apply to seniority credit that may have accumulated to such teachers during the 1983 provincial job action. That is, the clause is not retroactive. But, as of April 1, 1994, no teacher covered by the Agreement is to accumulate any seniority during a legal work stoppage.

Occasional enquiries from members also concern the number of days of seniority credits which teachers should have in the 1993-94 school year as a result of the effect of the job action on their seniority in that year. Specifically, enquiries revolve around why some teachers would have 171 days of seniority accumulated during that year while other teachers would have 170. The answer to this lies in the number of school days which fell within the period of the job action for different school boards. The job action in 1994 lasted from May 16 to June 10, inclusive. For most teachers, this included four full weeks of school or 20 working days. Those teachers would have accumulated 170 days of seniority in that school year. (The May 24th paid holiday occurred within the time of the job action and thus constituted a working day out of the 190 day school year.) However, several school boards had scheduled a four-day May 24th weekend, utilizing one of the non-teaching days which boards have the flexibility of placing anywhere within the school year after the Department of Education sets the opening and closing dates of school. Since such an additional holiday is a non-paid day for teachers, the teachers in those boards lost only 19 work days during the strike. That is, they accumulated 171 working days outside of the period of the strike.

It should be noted that the effect of 9.01(d) is to prevent the accumulation of any seniority by a member covered under this Collective Agreement during the period of a legal work stoppage. The clause does not remove from any individual days of seniority which they would have accumulated outside of the period of the legal work stoppage, by virtue of different holiday schedules in different Boards. Additionally, teachers in the Labrador West bargaining unit, because they are not covered under the Provincial Collective Agreement, would continue to accumulate seniority during a Provincial work stoppage, in the same manner

as teachers under the Provincial Collective Agreement would continue to accumulate seniority during a Labrador West work stoppage.

Any teachers with questions on this matter should contact an Administrative Staff Officer in the Benefits and Economic Services Division.

[Edward Hancock](#) is Assistant Executive Director (Responsible for Benefits and Economic Services) with the NLTA.

Straight Talk About Long-Term Disability

TEACHER STRESS AND BURNOUT

by Barbara J. Lewis

Illness/Disability Benefits for teachers are covered under a variety of programs. These include: 1. Sick Leave --; Collective Agreement; 2. Disability Pension --; Provincial Legislation; 3. Long-Term Disability Insurance --; NLTA Insurance Program; 4. EI Sick Benefits --; Federal Legislation; and 5. CPP Disability --; Federal Legislation.

Each of these programs contains a different definition of illness/disability and coverage under one does not automatically ensure eligibility for coverage under any or all of the others. For example, a teacher may be granted full sick leave coverage under the Collective Agreement, but may not meet the medical requirements for any or all of the remaining programs.

The following questions and answers focus specifically on the Long-Term Disability Insurance Program under the NLTA Group Insurance Plan.

Q. What is deemed a disability under this insured benefit?

A. Under the terms of the insurance policy, an insured must be totally disabled in order to qualify for benefits. Totally disabled means: An employee who is wholly and continuously disabled due to an illness or accidental bodily injury and, as a result, is unable to perform the duties of: a) his/her normal occupation during the qualifying period and the succeeding 24 months; and b) thereafter, any occupation for which he/she is, or may become, fitted by education, training or experience. The insured must also be under continuing medical supervision and active treatment considered satisfactory to the insurance company.

Q. Where does teacher stress fit into this illness/disability program? Is the inability to continue teaching deemed to be a disability?

A. The classroom of the 90s and the demands, expectations and pressures placed on teachers are quite different from those most teachers experienced 10 or 20 years ago. Some teachers find they simply aren't able to cope with these new classroom realities and exhibit classic signs of burnout-anxiety, impatience, loss of control, etc. At times, work-related pressures force teachers to seek medical or counselling help to deal with such problems. Some physicians or counsellors advise, based on the immediate presenting symptoms, that teachers take some time off work, usually through sick leave, to deal with anxiety, burnout and stress. In the majority of cases, after some time away from the classroom and with the support of a counselling and/or medical treatment program, the affected teachers are able to continue professional duties. There are, however, some teachers who are advised by their counsellor or attending physician that they not return to classroom duties. This recommendation might be based on a number of factors, including: 1. The teacher no longer feels comfortable before a group of students; 2. The teacher cannot control his/her temper or actions in conflict situations; 3. The teacher has lost his/her self-esteem among his/her colleagues and students; 4. The teacher realizes that the demands of the teaching profession are simply beyond his/her coping ability, etc.

However, a teacher exhibiting one or all of such symptoms may not necessarily be deemed "medically disabled" according to the criteria established under sickness/disability insurance coverage.

Q. Who makes that judgement?

A. The medical adjudicators used by the insurance company make the judgement. A definable medical illness must be documented and the teacher must be undergoing a medical treatment plan. Simply being deemed "unfit or unsuitable for teaching" or, being advised not to return to teaching, is not in itself a sufficient medical criterion without supportive evidence of a disabling illness --; permanent, recurring or temporary. In some cases, and sadly, teachers discover after much time in the profession that they are unable to continue teaching. Perhaps some have chosen the wrong career. Perhaps some have not grown with the career. Some realize it is time for a career change.

But is a disability insurance plan designed to provide income benefits in such circumstances? The answer is NO, unless there is documented medical evidence to meet the criteria of "disability." **Disability benefits are not automatic simply because a person is no longer deemed able or suitable to teach.** Either a bonafide medical condition exists or it doesn't. A teacher is not necessarily medically disabled if he/she dislikes the job, cannot cope with the classroom, gets impatient with students, cannot keep up with the pace of the job requirements of the 90s or gets anxious even thinking about returning to work.

The fact that someone who pays into a disability program is deemed unable or unsuitable to continue teaching does not, by virtue of premiums paid, guarantee that benefits will be received. Teachers must meet the criteria of having an illness/injury, documented by an attending physician, and approved by the benefit providers (i.e. the insurance company). The insurance company can only assess the documentation provided by the teacher's physician. If that documentation is vague or incomplete, the claim will most likely be denied. NLTA staff can only help ensure that the proper process is followed by the insurance carrier in assessing the claim. **NLTA cannot guarantee that a specific application for benefits will be approved.** It is the teacher's responsibility, not the union's, to ensure that all and sufficient medical information is provided. Such medical documentation must be specific regarding the illness/injury, symptoms and treatment. With the escalating cost of providing disability benefit programs, it can be anticipated that very close scrutiny of each case will continue. Unless there is adequate medical evidence of illness/disability, the claim will most likely be denied. In the absence of such evidence, some teachers may have to reconsider their career choice and conclude that what is needed is a career change.

[Barbara Lewis](#) is Administrative Officer, Benefits and Economic Services, with the NLTA.

The Body, Mind, & Spirit Connection

A BALANCING ACT OF SELF-CARE

by Kathy Burford

Many teachers throughout Newfoundland and Labrador during this time of year are still feeling the effects of winter. Those things that seem to affect us can include, but are not limited to, lack of sunlight, cold and wind, poor air quality and high noise levels at school, or just the everyday stresses of teaching and living.

While there are numerous circumstances that tend to arise during the winter months, many we just don't have a lot of control over. But we can take the time to assess and control our own lives and determine just how well we are taking care of ourselves. How are you doing and how effective are you in currently maintaining your health and well-being?

A good place to start is taking a holistic approach and perspective by assessing the following main areas of your life: physical health, mental health, relational health and spiritual health. As an example, an individual might give the following assessment of how well they are doing at the moment.

Physical Health --; I am operating at about 50% of my capacity. I have physical aches and pains and am feeling more tired than usual. I have not been exercising or walking as much, nor sleeping well. I haven't had a physical examination in some time nor do I have any idea what my blood pressure, cholesterol and blood- glucose levels might be. In the meantime, I have started being aware of my eating habits and have begun eating less fatty foods.

Mental Health --; I would give myself a 90% score in this area. I look forward to going to school each day as it gets my mind off other areas of my life. My students challenge me to be creative in my approach to teaching. I tend to associate and work with colleagues whom I have known for 15 years and who are supportive and see the lighter side of life. When I tend to catch myself thinking negatively, I stop myself and change my thinking to more pleasant thoughts.

Relational Health --; Outside of teaching, I would not give myself high marks in this area, maybe a 40%. I am not happy nor pleased with my family relationships. My spouse and I have not been close lately and my teenager's grades have declined significantly this past year. I volunteer much of my free time to various community groups since I have a hard time saying "no" to requests for help. I like my volunteer efforts because I feel needed and I get along well with my fellow volunteers.

Spiritual Health --; I have done relatively well in this area and would give myself an 85%. My involvement in my church is high and I have continued to attend services on a regular basis throughout my adult life. I pray for a better life but can get into a pattern of being somewhat judgmental towards others.

As you read through these four areas, how would you rate yourself on how well you are doing? Did you notice any responses in the examples on which you shared a similar or different opinion? Are there any areas that you could see are in need of attention or improvement? Is there an area where you focus most of your energy and time? Is it at the exclusion or the expense of another area? Don't be too hard on yourself if, in your assessment of yourself, you find an imbalance. Because life is not perfect and neither are we, it is easy to get our lives out of balance every now and then. The important thing is to take stock of where we are and take action where needed. For example, we may know that our blood pressure is high but just have

not made the time to make that appointment with our physician to have it checked out. While medication may be one solution to bringing it down to a normal level, we also need to look at lifestyle factors including: eating habits, level of exercise, and relational or other stressors which may be contributing to the physical health problem.

We all determine what our health priorities are at any given time based on our values and beliefs. These values and beliefs can be powerful determinants of our overall physical health and well-being. We may staunchly defend them or accept them at face value without the benefit of reviewing them throughout our lives. For example, we might think, "Healthy eating is for the birds. This is my personality and I can't change my personality." Throughout our lifetime, we need to be open to review our priorities, values and beliefs and make choices for a plan of action before difficulties become chronic.

Okay, you may be thinking to yourself that, indeed, my life is out of balance at the moment in a large way. But I just don't know where to begin, or it just feels too overwhelming to change anything. But consider where will you be six months to a year from now if you don't make changes? And, more importantly, what is the price you pay in terms of your well-being if your life is out of balance? One way of starting is to borrow from the A.A. philosophy, and "take one day at a time." For example, choose an area of imbalance. Perhaps one that is less overwhelming and choose small and different sets of actions for improvement. It is not uncommon for an individual to take a small step for change in one area and be surprised to find it affecting other areas, or to find that by the time they begin to focus on a harder area, the "big" issues have become smaller and more manageable.

Let's come back to our original individual assessment example. The individual may decide to do the following:

Physical Health --; I will make an appointment to see my physician to get that long overdue physical. There could be some health problems that I'm not even aware of which are causing my aches and pains and low energy. At the same time, I can start taking short daily walks, and make the time in my schedule for rest and relaxation. I will continue to improve my eating habits and examine my diet in greater detail.

Mental Health --; In spite of difficulties in other areas, I seem to be doing fairly well in this area. I will continue to be buoyed by the satisfaction I get from my creative teaching style and will continue to be aware when my thinking starts turning towards negativity. A good strategy for me has been to change my negative thoughts to more positive ones. I will continue to remain in contact with supportive and positive colleagues since this boosts my spirit.

Relational Health --; This is currently a problematic area in my family life. While it may take more effort over a period of time and perhaps require professional help at some point, I can take a small step by acknowledging the problem honestly to myself. I will communicate my concerns to my spouse on where I'd like things to change. I will work on stating my concerns in a non-judgmental manner and focus on solutions rather than lay blame. I will be open to consider the possibility that our child's difficulty with grades may be the result of the problems in our family relationships. While my volunteer work has its rewards, I have had a hard time saying "no" to requests for my help. For the time being, I will maintain a limited contact with my volunteer friends but will cut down on my volunteer work. Instead, I will start to focus more of my time and energy on the difficulties at home.

Spiritual --; This is an area where I receive a lot of strength and will continue to be connected to my church and my God. I might seek to exercise my beliefs in a more charitable way by being less judgmental towards

others. Perhaps, I might do some "random acts of kindness", or offer a kind or supportive word to someone during the course of my day.

Whatever your answers to the questions posed, they are between you and yourself. Change is also a personal matter of choice. A general rule of thumb is to take a moment to stop what you are doing, take a breath, reflect, and choose to create your own wellness and healthy survival kit by analyzing your own four areas of personal health.

Kathy Burford is an EAP Coordinator with the Employee Assistance Program for teachers. For confidential assistance contact [Kathy Burford](#) (ext. 242), or [Claudette Coombs](#) (ext. 265).

STEM~NET UPDATE

As STEM~Net enters its fifth year of operation, it continues to strive to meet the needs of teachers and students in all parts of Newfoundland and Labrador. This update on activities is the first of what will be a regular STEM~Net related feature in The Bulletin and its intent is two-fold. One is to respond to recent requests for information about STEM~Net and the other is to encourage more direct teacher and school input into the needs that STEM~Net may be able to serve. STEM~Net and the NLTA recently conducted a brief survey of teachers about access options in areas of the province served by Sympatico. The results of this survey were very close to an even split on the two options and so no immediate action will be taken.

STELLAR Schools: Getting Teachers and Students Connected

STEM~Net serves several roles for K-12 education in Newfoundland and Labrador. One is, of course, the provision of Internet access for teachers. All full-time active K-12 teachers are eligible for a STEM~Net account with 10 hours per month dial-in access. In addition, STEM~Net has supported the development of school and student access to the Internet through programs such as STELLAR Schools and the DirecPC satellite dishes. As of the time of writing, there are 178 STELLAR Schools in the province, each of which are receiving up to four years free backbone Internet access, compliments of Cable Atlantic. Any school that is within local-dial access of a Cable Atlantic Internet node can become a STELLAR School. More information about STELLAR Schools can be found at www.stellar.nf.ca. In St. John's and surrounding areas, this access is through a 4 Mbps cable modem. In many of the more rural schools (and a large number of the STELLAR schools outside St. John's), the speed on Internet access has been augmented through the installation of DirecPC satellite dishes. STEM~Net has supported the installation of over 100 of these dishes and others have been put in place by various schools and districts. More information about the DirecPC dishes can be found at <http://www.stemnet.nf.ca/Training/satproject/>. For schools which are outside of local-dial Internet access areas, STEM~Net now provides a 1-800 SLIP service for school and student access. All long-distance area schools qualify for 20 free hours a month through the program. Additional hours are available for schools who participate in GrassRoots projects and schools can also purchase additional connectivity time on their school SLIP account. Applications for this service can be found at <http://www.stemnet.nf.ca/grassroots/accessapp.htm>.

The STEM~Net Web Site

STEM~Net continues to use the web as its main means of communication to teachers. There are some changes planned for the site over the coming months and all input is welcome. Any ideas or comments re the site should be sent to: feedback@stemnet.nf.ca. The STEM~Net main web site at www.stemnet.nf.ca hosts most of the STEM~Net programs and services. A couple of things are particularly worth noting. On the STEM~Net main page there is a link to What's New. All teachers should check this site on a weekly basis. It provides information on everything from warning about when the system will be down or when problems are occurring to notices of upcoming events, projects and contests. Another popular feature is the STEM~Net Help site. In particular, instructions for setting up a Windows 95 machine to access STEM~Net can be found at <http://www.stemnet.nf.ca/troubleshooter/w95main.shtml>.

STEM~Net servers also host three other web domains. First is the STELLAR Schools site at www.stellar.nf.ca which contains a list of all the STELLAR Schools and the three projects that each of them are undertaking this year. It also now includes some project summaries of completed projects. A second site is www.k12.nf.ca which hosts the web site for any K-12 school in Newfoundland and Labrador which want to make use of the service. A list of all schools in the province with links to all available web sites can be

found by clicking on school home pages from the STEM~Net main web page. STEM~Net also hosts the Newfoundland Heritage web site which can be found at www.newfoundlandes.nf.ca.

STELLAR Heritage Web Fair

STELLAR Schools and the CRB Foundation announce the STELLAR Heritage Web Fair 1998, open to all K-12 students in Newfoundland and Labrador. The STELLAR Heritage Web Fair offers a hands-on opportunity for students to use new computer technologies while learning more about Canada's heritage. Students are invited to create an original web site dedicated to any topic related to our Newfoundland or Canadian heritage. This web fair coincides with the CRB Heritage Fair being held in St. John's on May 22 and 23, 1998. There is no limit on the length or the scope of the project. Students can work as individuals, as a group, or as a whole class. They can also include sound clips, video clips, original artwork, images whatever they want. Creativity is the key!

Cable Atlantic has donated a copy of Frontpage 98, and Keltic ISG Technologies has donated a Hewlett-Packard Colour Inkjet Printer. Also, one participating student from Grades 5-9 will win a trip to the National Heritage Fair in St. Boniface, Manitoba in July. Visit <http://www.stemnet.nf.ca/heritage>.

GrassRoots

STEM~Net users! Get cash or online time for your students to do online projects. Canada's SchoolNet, in cooperation with STEM~Net, coordinates the GrassRoots Program which helps teachers and students across Newfoundland and Labrador create and run curriculum-specific, Internet-based projects. GrassRoots offers \$300 or 40 hours of online time (through the 1-800 SLIP program) to schools for each Internet-based, interactive, teacher-created classroom project they run. These projects promote excellence in learning. They also foster the development of employability skills in Canadian youth, of which a strong command of information and telecommunication technologies is key. GrassRoots projects are a unique and valuable resource as they are teacher-designed, and tailored to the learning needs of the youth in today's classrooms. The Program provides a vehicle to showcase Canadian best practices in the implementation and integration of information and telecommunication technologies at the classroom level by Canadian teachers and students. For applications and more information, see <http://www.stemnet.nf.ca/grassroots>.

GrassRoots Cyberpal Internet Adventure

The GrassRoots CyberPal Internet Adventure is an exciting Internet-based project that, in conjunction with the Canadian Capital Cities Organization's CyberPal Pursuit activities booklet, will see Grades 4 to 6 students and teachers across Canada collaborate to build an elaborate network of web sites showcasing all of Canada's 13 capital cities. The web sites will highlight the history, geography, economics and culture of each city as well as involve thousands of students around the world in over 50 interactive online classroom activities. Visit: <http://www.stemnet.nf.ca/cyberpal>.

SchoolNet News Network

The SchoolNet News Network (SNN) and its French counterpart, Redaction de Rescol (RDR), is a national K-12 student journalism project supported by Canada's SchoolNet and developed and managed by STEM~Net. It is open to participation by all Canadian K-12 students. SNN is designed to stimulate students' interest in the media, current events, and writing. It is a project designed to get students from elementary to high school grades hooked on the net but, more importantly, writing in a journalistic style specifically for the Internet and make a forum for news-based ideas. The main feature of SNN is an online newspaper which publishes monthly and which contains articles written by students from across the country. SNN also can accommodate a wide variety of formats for pictures, sound files and video clips which make it a true multimedia publication. Another exciting aspect of the SchoolNet News Network is the mentorship program

where students are paired with professional journalists who help them with their articles.

SNN is designed to be integrated into the school curriculum at various grade levels and is available in urban and rural schools in all parts of Canada. For more information, see <http://www.stemnet.nf.ca/snn>.

"We Will Remember" War Monuments in Canada World Wide Web Site

Canadian war monuments are a poignant reminder of the price Canadians have been willing to pay to preserve our democracy. Many of these are falling into a state of disrepair. The War Monuments project is an attempt to preserve the history surrounding the hundreds of war monuments across Canada in digital format and to make it available to a wide audience through the Internet. The development of this web site is being carried out by STEM~Net, at Memorial University of Newfoundland, with the assistance of Eugene Vaters Collegiate, St. John's, and with the support of funding from Industry Canada. We are now in the process of collecting information about as many monuments in Canada as possible. Each web page about a monument contains a set of basic information about the monument including a picture, where it is located, when it was constructed and who it is constructed in memory of. There are presently over 300 monuments now online at <http://www.stemnet.nf.ca/monuments>. If you wish to send us information about the ones in your area, please contact us at: War Monuments Project, Memorial University of Newfoundland, Room E5038, Education Building, St. John's, NF, A1B 3X8, Tel: 709-737-3559; Fax: 709-737-2179; monuments@stemnet.nf.ca.

A Profile of Persalvic Elementary
ONE STEP AHEAD
by Lesley-Ann Browne

When you walk through the doors of Persalvic Elementary in Victoria, Conception Bay North you are greeted by a large sign that states: **Persalvic Elementary is dedicated to providing education that meets the needs of every student in a pleasant and supportive learning environment. This is followed by four belief statements:**

- Students should be happy and should always try to do their best.
- Learning should be a continuous, rewarding experience occurring at home, at school and in the community.
- Teaching should be interesting and productive, meeting the needs of all students.
- School should be a friendly and safe place where children want to learn.

This mission statement concludes with **Go For the Gold.**

It is evident upon visiting Persalvic Elementary that these beliefs are paramount throughout the school and the goal of every teacher and student.

Persalvic Elementary opened in September 1975. Like most community schools, it had a great deal of support from parents and teachers especially in the area of computer technology. Technology has brought forth many developments in the educational lives of children in Persalvic Elementary and in their community of Victoria.

Since January of 1997 technology has taken off at Persalvic. This development is due to several reasons. Most of the equipment that the school presently uses was given to the school from Bethel Pentecostal Elementary and Persalvic High School. When these schools closed, the equipment and resources were pooled into Persalvic Elementary. In addition, the school has invested an enormous amount of its own budget to the growing technology.

With the assistance of the Avalon West School Board, Persalvic was able to purchase much needed software and a digital camera for student use in Language Arts and other school activities. All classrooms have a computer that is capable of accessing e-mail and the World Wide Web. As well, the World Wide Web is accessed through a high speed satellite system purchased by the school and is subsidized by the Federal Government's "Internet for Schools" program.

"The key to all of this is early exposure," states Principal Philip Wood. "We have computer classes for all students from the Kindergarten to Grade 7 classes. Word processing is taught at the Kindergarten level and highly technical web page development and Internet usage for Grades 4 to 7. All students from Grades 4 to 7 have personal web pages and have their own e-mail account. The school also has in place the very first e-mail server in the province that is working with the DirecPC Satellite system."

There have been many projects in the school that have made direct use of and benefitted from technology. The school newspaper and countless instructional resource units have been enhanced like the Grade 1 Unit "Penguins" and the Grade 5 Unit "Castles." There is a clear mandate to integrate all of this technology throughout the curriculum. From music assignments, where students are writing their own musical compositions, to Language Arts Instructional Units.

Persalvic's Home Page is interesting and gives information about all school activities and events. In this web page you will find all of the recent activities of the school. An emphasis is made to have anything that happens at Persalvic on the Home Page the day after the activity takes place. As well, the communities of

Salmon Cove, Perry's Cove and Victoria have their own Home Pages researched by Chris Snelgrove, the school technology teacher, and incorporated into the school web site.

The community benefits in other ways as well from, the technology at the school. The "Bridges to Education" project, funded by Human Resources Development Canada and sponsored by the Avalon West School Board, is also in place at Persalvic Elementary. Parents from the community are taught after school computer courses free of charge.

Comments from students concerning their school and the use of the technology sums up the attitudes and the endless possibilities that are open to them. Jarratt Rose, a student in Grade 5 states: "We are also ahead in technology, we have made electrical circuit boards, we set up our web pages and more!"

Laura Clarke states: "We have a computer in every class, and a whole bunch in our computer lab. We even have a satellite dish. Mr. Snelgrove hooked that up, like he did all our computers. He helped us make our web pages and we even have our pictures on them."

Stephanie Lockyear, a Grade 7 student states: "The technology here is very cool. We were the first school in the province to have a satellite dish and e-mail.

We get to have our own e-mail accounts, home pages, we get to read and write e-mails and our technology teacher, Mr. Snelgrove, is a great teacher."

The children use the Internet for many subject areas and to find current information on the Internet. Students also completed a Grassroots project funded by STEM~Net. Students took pictures of landmarks in their town and wrote a small description of them. A school in Aurora, Illinois, did the same. Persalvic students then downloaded their pictures and text from the Internet and the Illinois students did the same. Then students made a pamphlet of each other's communities.

"The benefits of such a system have been many," says Mr. Wood. "The fact that we are running a Windows NT Lab is allowing all of the computers to print to one central printer, thus saving the cost of purchasing a printer for every computer in the school."

Although technology is an important aspect of the school, it is not the only one. As summed up in the words of a Grade 7 student: "Technology isn't the only thing that Persalvic has that is great. The teachers and students are fun, and educational, the resource centre has lots of great books to read, as well as lots of information on history, arts, science projects, and news from around the world, and, of course, the students, such as myself, are great to get along with."

This student's description and the mission statement posted near the front door of the school certainly exemplify what Persalvic Elementary is all about.

This article was written in conjunction with Principal Philip Wood. Persalvic Elementary can be reached at www.k12.nf.ca/persalvicelem.

NLTA SALUTES AWARD WINNERS

In keeping with past tradition, the efforts of teachers who have made significant contributions to both their profession and their Association were recognized this year. The following provides information on the awards and the winners. Congratulations to everyone!



Barry Pearce, a Social Studies teacher at Bishop White All Grade in Port Rexton, is recipient of the 1998 Roy C. Hill Award.

His award-winning innovative project is S.T.E.P.-TV (Student, Teacher, Enterprise Productions). This project is a unique educational project which allows students the opportunity to develop communications skills, interpersonal skills, technology skills, employability skills, entrepreneurial skills, and an increased social and cultural awareness of their community. This is accomplished through a community channel operated as part of the school curriculum. Students are responsible for local program development, overall operations, sales and promotion.



Patrick Wells a teacher and Science Department Head at Bishops College in St. John's is also a recipient of the 1998 Roy C. Hill Award.

His innovative project is a virtual Intertidal Zone Field Trip. It is a web site designed for Level III students in Biology 3200. This virtual field trip is an important part of the Survey of Plants and Animals, Ecology Curriculum and the Fisheries Elective. Within these curricula the virtual field trip is accessed by all students in preparation for actual field trips. The goal of the virtual field trip is to increase the quality of learning for students.

This award was established by the Roy C. Hill Charitable Foundation and is administered by the Canadian Teachers' Federation Trust Fund. The Roy C. Hill Awards Program was established to encourage and reward active classroom teachers who have developed new ideas for the improvement of teaching practises.

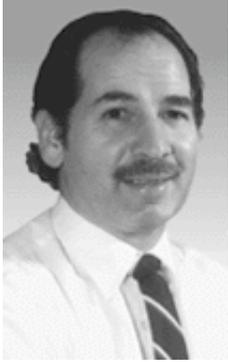


Bill Cooze of Durrell, is recipient of the 1998 NLTA Bancroft Award. This award recognizes outstanding service at the branch level of NLTA for the betterment of education and professionalism for teachers.

Bill taught for 31 years and held numerous volunteer positions within the Association and worked diligently in this capacity on behalf of teachers. He served on the Provincial Executive Council, was chair of committees dealing with political action, retirement, communications, branch awards as well as numerous others.

Besides his work as a teacher and his extensive volunteer work with NLTA, Bill is also very committed to his community. He has been involved with scouting, minor hockey, figure skating, hospital auxiliary, recreation commission, and served on his town council in the position of councillor,

deputy mayor and mayor.



Joseph L. Keating of Marystown is recipient of the 1998 NLTA Special Recognition Award. This award was instituted by Johnson Incorporated to recognize the 100th anniversary of NLTA and is presented annually to a teacher who has made a major contribution to the cultural, social and/or the community life of Newfoundland and Labrador.

Throughout his teaching career Joe has been active in the Marystown Recreation Commission as organizer of activities and coaching minor hockey, soccer and basketball. He has played a tremendous role in the development of sports in the Marystown area and his name is synonymous with sports, recreation and youth. He is presently retired.

Joe has received a Certificate of Merit from the Government of Canada and was inducted into the Marystown Hall of Fame in 1990, the Burin Peninsula Hall of Fame in 1993, and the Newfoundland Soccer Hall of Fame in 1994.

Besides his extensive sports involvement he has also been organizer of or founder of the Youth Advisory Commission, the Canadian Interchange Program, the Young Voyageurs Program, the Kinsmen K-40 Club, and the Marystown Come Home Year Committee.

CHILD CORPORAL PUNISHMENT

by Ailsa M. Watkinson and Anne McGillivray

In 1996, the United Nations Committee on the Rights of the Child gave Canada its first report card marking our compliance with the Convention on the Rights of the Child. We got a zero on one central issue. This is the Criminal Code defence which allows parents and teachers to use force to correct a child. Section 43 states that: Every school teacher, parent or person standing in the place of the parent is justified in using force by way of correction toward the pupil or child, as the case may be, who is under his care, if the force does not exceed what is reasonable under the circumstances.

Section 43 provides a defence to assault if the degree of force used is 'reasonable under the circumstances' and the motive of the assault is 'correction'.

Corporal punishment is used most often for disobedience or where there is a threat to a person, including the child punished, or to property. In its origins, corporal punishment had nothing to do with punishment or protection. The defence goes back to early English common law. It can be traced beyond this into Roman law and Greek practices. It reflects the old belief that children must be 'broken' like horses and hawks to the will of adults. It was believed that obedience to authority must be instilled through regular beating. Without this, children cannot and will not learn. This belief is no longer held by educators.

Section 43, the United Nations Committee said, offends Article 19 of the Convention on the Rights of the Child, which requires states to "take all measures to protect the child from all forms of physical or mental violence, injury or abuse while in the care of parents(s), legal guardian(s) or any other person who has care of the child." It offends Article 28, which requires states to "take all appropriate measures to ensure that school discipline is administered in a manner consistent with the child's human dignity." It offends Article 37, which requires that states ensure that "no child shall be subjected to torture or other cruel, inhuman or degrading treatment or punishment."

Although Section 43 is a legal defence to assault, the courts have never been able to define what force --; in degree or in nature --; is 'reasonable in the circumstances'. No 'circumstances' are defined. Bodily and emotional injury --; bleeding, bruising, chipped teeth, long-term pain and psychological trauma, the sexual humiliation of young girls --; have been excused in very recent years under Section 43 by Canadian courts. Punishment which would be seen as cruel and unusual for adults, even in the days when corporal punishment of adults was permitted, is frequently excused in the case of children. Neither Section 43 itself nor the criminal cases in which the defence is raised offer guidance to teachers or parents on what is the reasonable use of force.

The Canadian Teachers' Federation opposes the use of corporal punishment in public schools but "supports the retention of Section 43 of the Criminal Code of Canada". In a 1993 Discussion Paper, the CTF expressed concern that repealing Section 43 would criminalize child care. Using force to break up a fight between students, for example, could lead to assault charges and without Section 43 there would be no defence.

We hope that teachers will re-examine this recommendation, on three grounds. First, there are other defences to the use of force. Section 43 is not needed. Second, Section 43 offends the Canadian Charter of

Rights and Freedoms, which reflects the values and goals of our society for fair treatment. Third, Section 43 is contrary to educational principles and works against educational goals.

Other Defences

The elimination of Section 43 will not leave teachers defenceless to assault charges. The Criminal Code provides defences to force that is used to stop violent or dangerous behaviour directed at oneself or another person, to prevent the commission of a crime and to prevent damage to property (see sections 34 through 41). For example, Section 37 states that: Everyone is justified in using force to defend himself or any one under his protection from assault, if he uses no more force than is necessary to prevent the assault or the repetition of it.

If Section 43 were repealed, a teacher or parent will still have a defence to a charge of assault, whether the force is used to protect the parent, teacher, child or any other person, to protect property, or to prevent the commission of a crime.

Constitutionality

Section 43 presents serious constitutional problems. It violates Section 15 of the Canadian Charter of Rights and Freedoms, the right to equal treatment by the law and equal benefit of the law guaranteed to every person in Canada. Age-based discrimination is an automatically suspect category. Children are the only group of people in Canada against whom corporal punishment can be used. Only if the discrimination in fact benefits those discriminated against --; such as proactive employment policies --; can the discriminatory law be upheld. Corporal punishment does not benefit children. It exposes them to serious risk of harm and causes actual bodily harm.

Because Section 43 places no limits on the circumstances of assault, it also violates the rights of the child to security of the person which is protected by Section 7 of the Charter. Because the punishment is arbitrary and variable, it violates the right of the child to be free of cruel or unusual punishment, a right protected by Section 12 of the Charter.

Legislation which violates a Charter right can be upheld under Section 1 if it meets a valid state objective and is tailored to closely fit that objective. There are two reasons why Section 43 cannot be justified under Section 1. First, it is too broad. It does not specify the circumstances of its use, as do other defences in the Criminal Code. Not only does it fail to give parents and teachers notice of what is allowed, it also endangers children. It is not tailored to the objective of teaching, correcting or training children. Second, Section 43 does not benefit children, nor is it closely tailored to their needs. It hurts them, in the short term, and it does not correct their behaviour in the longer term. In fact, it makes their behaviour worse.

The Goals of Education

Recent research shows a linear relationship between frequency of corporal punishment and frequency of aggression toward siblings and parents among samples of preschoolers, school-aged children, and adolescents. Children who are physically punished are more than twice as likely to repeatedly and severely attack a sibling than those not physically punished. Theft rates are higher among youth who were physically punished than those who were not. Youth who were physically punished as children are three times as likely to assault non-family members as those who were not. They are also more likely to assault their parents. Adults who were frequently physically punished as children are far more likely to assault spouses and children than those who were not. Longitudinal studies confirm the correlation between child corporal punishment and violent and aggressive behaviour in adolescence and adulthood.

These behaviours are manifested in the schoolyard. One study found that children who were physically punished at home had double the rate of physical aggression against other children in school. Other studies have shown a negative and statistically significant relationship between the use of corporal punishment and academic achievement. High school dropouts, one study showed, "were more likely to have experienced moderate to severe corporal punishment than were college students or professionals".

Incidents of violence are more prevalent in schools that use corporal punishment. Using violence toward children as punishment for using violence escalates violence. This finding correlates with findings in studies of its use by parents that "one of the most consistently shown side effects of corporal punishment is that its victims will more often engage in physically aggressive behaviour than those people who were never subjected to such punishment". This is explained as resulting in part from a child's tendency to emulate the aggressive behaviour of adults, especially "when the adult's actions are seen as effective in getting what the adult wants". Corporal punishment causes the very harms that educators seek to avoid.

Prohibiting the use of corporal punishment in homes and schools will assist teachers in the work we all do. Children who are not subjected to corporal punishment will be less aggressive, more able to attend to work, less likely to disrupt classrooms and schoolyard play, more likely to stay in school, more likely to go on to further education, less likely to break the law as teenagers. They will be more skilled in seeking peaceful negotiated solutions because this, not violence, is what they will have learned through the application of alternative forms of training and discipline.

Canada is at the forefront of human rights, as signer and ratifier of the United Nations Convention on the Rights of the Child and as a leader in the promotion of human rights throughout the world. Although Section 43 is identified as a central human rights problem in Canada, repeal is not about protecting our international reputation. It is about protecting children from injury, violence and debasement. It is about respecting human dignity where it begins --; in childhood.

Ailsa Watkinson of Saskatoon, has a Ph.D. in Educational Administration and works as a Researcher and Equality Rights Consultant. She is co-editor of "Systemic Violence in Education: Promise Broken" and "Systemic Violence: How Schools Hurt Children". Currently she is writing a book on the impact of human rights laws, including the Charter, on the rights of students. Ailsa has launched a Charter challenge to Section 43 of the Criminal Code. The case is being put forward by Justice for Children and Youth in Toronto and is expected to proceed sometime this spring.

Anne McGillivray is Associate Professor of Law at the University of Manitoba. She teaches Criminal Law, Children and the Law, Law and Literature and Legal Ethics. She is the author of some 20 publications in the areas of child abuse, children's rights, domestic violence and the criminal justice system, and professional ethics.

RESOURCES

LearningExpress Study Guides

LearningExpress is a new approach to helping students master the basics. An innovative 20-step self-study program helps students learn at their own pace. Study guides in the series include: Grammar Essentials; How to Study; Improve Your Writing for Work; Math Essentials; Practical Spelling; Practical Vocabulary; Read Better, Remember More; and The Secrets of Taking Any Test. Each guide retails in book stores for \$13.95. For information on these and other LearningExpress products, contact: LearningExpress, 900 Broadway, Suite 604, New York, NY, 10003, Tel: 212-995-2566; web site: www.learnx.com.

Hit the Books 1998

This year's newly designed activity books continue to use the popular baseball theme to guide students through challenging and informative literacy activities. Complete with posters, stickers and bookmarks, these products are a popular resource with both students and teachers. All items are bilingual. Due to the continued support from the National Literacy Secretariat, the Canadian Teachers' Federation (CTF) is pleased to offer these resource materials free of charge. To order, contact CTF, 110 Argyle Avenue, Ottawa, ON, K2P 1B4, Tel: 613-232-1505; Fax: 613-232-1886; web site: www.ctf-fce.ca.

God in the Classroom

In *God in the Classroom*, author, Lois Sweet, sets out to address the thorny issue of religion and education. Under no illusion that there are easy solutions, she argues that the public classroom and what is taught there is crucial to the development of a healthy pluralism one that respects and includes everyone. Acknowledging that the spiritual is an important part of the human search for meaning, she sees the informational teaching of religion and open communication about it as one of the keys to a multicultural future. Copies of *God in the Classroom* are available in book stores for \$29.99.

Statistics Canada Publications

The 1997 Statistics Canada Catalogue contains reference information on topics like employment, income, trade and education, as well as specific research studies like adult literacy in Canada or products shipped by Canadian manufacturers. This guide also includes details on a wealth of print publications (and their alternate formats, where available) covering: primary industries; manufacturing; transportation, communications and utilities; commerce, construction finance and prices; employment and labour income; education, health, culture and social issues; demographic and intercensal studies; and general and reference information. Copies are available for \$16.00 (plus 15% HST). Please quote Catalogue No. 11-204-XPE, issue #97000.

The 1996 Census Catalogue provides full product descriptions including information on the release date, price, medium, table titles and catalogue numbers. How to order these print and electronic products is fully explained and an order form is provided to make it simpler. You'll also find descriptions of the various services available to census data users with a complete list of Statistics Canada contacts. The 1996 Census Catalogue is available for \$15.00 (plus HST). Please quote Catalogue No. 92-350-XPE, issue #96000.

To order either the 1997 Statistics Canada Catalogue or the 1996 Census Catalogue, contact Statistic Canada at 902-426-9538 or toll-free at 1-800-263-1136.

1998 World Food Day Kit

Oxfam Canada's 1998 World Food Day Educational Kit takes a look at the issues of what global hunger is, food as a market commodity, how the world's coffee trade works, and others. These kits will be available in early June on-line at www.oxfam.ca or you can order a copy from Oxfam Canada, P.O. Box 18000, St. John's, NF, A1C 6C2, Fax: 709-753-4110; e-mail: stjohns@oxfam.ca. There will be \$10 postage and handling charge.

CALENDAR OF UPCOMING EVENTS

Educational Partnerships Council AGM

April 27, 1998

NLTA Boardroom, St. John's,
3:30 p.m.

The Council provides "limited assistance" to paid-up members of the Council to attend workshops and conferences. If you are interested in applying, fax/mail written documentation to: Barbara Anne O'Keefe, President, Educational Partnerships Council NLTA, 147 Gower Street, St. John's, NF, A1C 1P4, Fax: 709-726-4626.

Substitute Teachers

May 22-24, 1998

St.
John's

Contact: Jill Howlett, Tel: 709-576-4061 (s) or 709-739-6397 (h).

Educational Reform: What's Happening in the Classroom

May 30, 1998

Beaconsfield High School, Waterford Bridge Road, St. John's.
9:00 a.m. to 1:30 p.m.

Sessions on curriculum changes for September 1998. Come hear specialists from the Department of Education speak on the new courses in K-12 English, Math and Science to be implemented in September 1998. Registration fee: \$5. Sponsored by the Newfoundland and Labrador Branch of the Delta Kappa Gamma International, "Key Women Educators". Contact: Ann Marie Cleary, St. Peter's Elementary, Tel: 709-368-0189/0180.

CEA/CSBA CONGRESS '98

July 9-11, 1998

Québec Hilton,
Québec City

Canadian Education Association (CEA) and Canadian School Boards Association (CSBA) invite members of the education community to attend the first shared Congress on Education. Theme: Beyond 2000. Emphasis will be placed on two major issues --; the use of new information technologies and the reform of our governance structures. Contact CEA, Tel: 416-924-7721 or CSBA, Tel: 613-235-3724.

Summer Institute in Environmental Education

August 16-21, 1998

Killdevil Camp, Gros
Morne Park.

Preference will be given to full-time teachers and teachers at the high school level. Registration fee: \$250 (includes accommodations, meals, travel assistance). For registration, contact: Sheila Robinson, Western Newfoundland Model Forest, Tel: 709-637-7304; Fax: 709-634-0255. Registration deadline: May 31, 1998.

Graduate Courses in Education of Blind or Visually Impaired Students**Summer/Fall 1998, Winter/Spring 1999**

Courses provided by Mount Saint Vincent University. Graduate courses in the education of students who are blind or visually impaired. Contact: Ann MacCuspie, Atlantic Provinces Special Education Authority, 5940 South Street, Halifax, NS, B3H 1S6, Tel: 902-424-8500, Fax: 902-424-0543.

Modern Languages Council**October 22-23, 1998**

Delta Hotel, St.

John's

Contact: Paul Edwards, Tel: 709-754-0083.

Math/Science**November 19-20, 1998**

Gander.

Contact: Clar Brown, Tel: 709-489-2168; Fax: 709-489-6585 or Earl Crowther, Tel: 709-944-7731; Fax: 709-944-6834.

Canadian Vision Teachers Conference '99**May 6-9, 1999**

Halifax, Nova

Scotia

Relevant topics will be of interest to itinerant, classroom and resource teachers. Contact: Sandra Sackett, APSEA, 5940 South Street, Halifax, NS, B3H 1S6, Tel: 902-424-8520, Fax: 902-424-0543, e-mail: sacketts@apsea.ca. Call for Papers: papers, workshops, poster sessions or research findings to be presented should target areas of interest to teachers of students who are blind or visually impaired. Submissions should be sent, no later than May 30, 1998, to: Dr. John McConnell, Student Services, Department of Education, King's Place, 3rd Floor, P.O. Box 6000, Fredericton, NB, E3B 5H1, Tel: 506-444-4737, Fax: 506-453-3325, e-mail: johnmcc@gov.nb.ca.

Council for Exceptional Children**November 11-13, 1999**

Memorial University, St.

John's

The Newfoundland and Labrador Council for Exceptional Children will be presenting an institute entitled "Special Matters Beyond 2000: Newfounde Frontiers". Contact: Ross Newhook, Tel: 709-227-2041.

Note: Contact the Professional Development Division at the NLTA for any changes or additions to NLTA Special Interest Council workshops/conferences.