

THE  
**bulletin**

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Newfoundland and Labrador Teachers' Association

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# AS TIME GOES BY

by Lesley-Anne Browne

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When you stare at a clock, a minute seems to take a very long time, but when everyday activities are carried out, time passes quickly by. How often do we say "it only seems like yesterday when ," and "time went so fast"? I reflected on this over the Christmas season when the countdown to the big day began. Each morning a radio announcer would state the number of days left till Christmas. At first there were over 100, and yet now here we are.

What is the meaning of time? According to my old faithful word book, time means the indefinite continuous progress of existence, events in past, present, and future regarded as a whole. There are timeliness, time-clock, in one's own time, at the same time, ahead of time, time and a half, time-signal, in time and about time. And of course --; once upon a time.

I have worked at NLTA for three years and it seems like yesterday that I walked through the door. My daughter has just turned seven, and we are in the last year of the 20th century. Thinking about these things leaves me with an uncomfortable feeling that one day I will be looking back over the time that has passed and will ask "where did all the time go?" In *The Paradox of Time*, Austin Dobson states: "Time goes, you say? Ah no! Alas, Time stays, we go." Not a very comforting thought!

How often are these phrases used --; it was only the other day when . . . it seems like yesterday . . . I remember when . . . how time flies! More often lately I have been using these phrases and have become aware of how often others are using them. I'm not quite sure if it is an age thing or not, but time has become a major concern and utmost in my mind.

I guess this stems from the fact that I do not want to wake up one of these days and realize that my time is up. I do not want to be old and have nothing to show for my time spent, and even more unsettling, have no time left in which to do anything worthwhile. This is not a preoccupation with death but a fear that I will be insignificant and will have missed a great deal. There are so many things to see, learn and explore. Will I ever make the time or will I grow old and regret what I did not do?

I feel the following verse by John Quincy Adams sums up my feelings quite well.

Alas! How swift the moments fly!  
How flash the years along!  
Scarce here, yet gone already by,  
The burden of a song.  
See childhood, youth, and (adulthood) pass,  
And age with furrowed brow;  
Time was-Time shall be-drain the glass-  
But where in Time is now?  
John Quincy Adams, The Hour Glass

Although this expresses my feeling of helplessness when it comes to the inability of controlling the passage of time, it offers nothing in the way of how to deal with the frustration. I guess I must sort that out --; in my own time.

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## Masters Program and Graduate Courses

### Newfoundland Summer School 1999

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Northern College of Education is an institution within the Scottish University Sector offering either a full M.Ed. Program or individual graduate courses by Supported Distance Learning. The College has developed its own unique program of courses in professional development, which have been designed or adapted for direct delivery by ICT supported distance learning to the rural and remote communities of Northern UK.

Areas of study available: **Early Education, Educational Management, Educational Studies, ICT and Learning, Primary Education, and Special Educational Needs.**

#### Features

- Courses agreed by the Newfoundland and Labrador Department of Education as appropriate for approval and credit towards upgrading.
- Distance courses may be commenced at any point in the session.
- All assessable work is guaranteed to be designed to allow completion at a graduate level with a practical focus relevant to school commitments.
- Each individual course costs C\$950 including teaching materials, extensive tutor support by e-mail, fax or telephone and access to Northern College library support.

#### NEWFOUNDLAND SUMMER SCHOOL

In recognition of the 30-40 NLTA teachers currently within our Masters Program, Northern College is planning to run a Summer School in July 1999 in St. John's. This will teach and support a course suitable for all Masters students.

#### "Understanding and Using Research"

Our intention is to offer a 2-3 week school where this course will be the taught focus with opportunities for allied discussion and support in other courses along with the production of P.L.A. evidence/portfolios.

Whether you are within the program or considering studying with us for the first time, please help our planning by e-mailing Iain Maclean, Director of Development, at i.e. [maclean@norcol.ac.uk](mailto:maclean@norcol.ac.uk) and express an interest.

#### For further details please contact:

i.e. [maclean@norcol.ac.uk](mailto:maclean@norcol.ac.uk)

Tel: 01144 1224 283504;

Fax: 01144 1224 283900

Northern College committed to the development of teachers

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## WHITBOURNE

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### **A day to remember**

On November 13 a special Remembrance Day commemoration was held at the Newfoundland/Labrador Youth Centre. Many students wrote poems, made posters, and filled out post cards for veterans in our local area. Other students participated by reading at the service. Representatives of the local Blaketown Legion, including veterans and a representative of the RCMP were in attendance. The community choir, The Inland Singers, under Cecilia Mahalia, provided the music, and the group was led in prayer by Father Keeping. All who participated found the service to be a memorable event for our Centre.

Visitors from the community and guests went away with a more positive view of the Centre and for youth in custody. George Day and Sharon Mugford, organizers of the event and teachers at the Youth Centre said, "students were pleased and happy that so many people came to make their Remembrance Day special for them. One student who played guitar and sang had a string break, yet returned to finish later. As one guest commented, this was a great accomplishment."

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## MOBILE

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### **Consciousness raising**

In November of last year, 25 Senior Peer Counsellors from Mobile Central High School attended a full day presentation on the topic of Homophobia by Ann Shortall. The workshop made use of role play and lecture to explore the topic. The students were intrigued by the subject matter and stated that their consciousness was raised about the significance of this issue. "Students developed a greater appreciation of the concerns of the homosexual community and have learned that idle comments can be very hurtful," states Fred Colbert, Guidance Counsellor at Mobile Central High School. One participant stated: "I thought that you have succeeded, not because you talked to our group, but because you changed me and my way of thinking."

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## ST. JOHN'S

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### **Hands on health fair**

The Grade 3 students of Holy Cross Elementary concluded a health unit by holding a health fair at the school. The guest presenters for the fair were Dr. Chandra from MUN, Cheryl Renouf from Public Health, Dental Hygienist Anne Clift from the Janeway, and Fire Inspector Paul Sears. Each of these speakers provided information as well as hands on experiences on such topics as human anatomy, vision, hearing, dental hygiene and fire safety. The day concluded with nutritious snacks for all. "According to what the students wrote in their journals, it seemed to be a great learning experience," says Sharon Reddy, Grade 3 teacher. "Hopefully we will be able to repeat the activities for our next health unit."

### **Jazz band plays to victory**

On December 4, members of the Gonzaga Viking Jazz Band performed at the St. John's Maple Leafs game against Portland at Memorial Stadium. Buddy the Puffin joined the band on drums with an exciting performance of "Wipeout". Buddy was then treated to a rendition of "Happy Birthday", played by the Jazz Band. Students were chosen to play at this event based on their outstanding attendance record. "We had a great deal of fun at the game," said Ron Collins, music teacher at Gonzaga. "And to make it even better, the Leafs won the game that night."

### **The sound of music**

Sounds of the season could be heard at the Arts and Culture Centre in St. John's from December 7 to 10, 1998, as the Eastern Division of the NLTA Music Council hosted its 23rd annual Christmas Suite. While a regular annual event that usually runs itself, the 1998 Christmas Suite witnessed several changes --; the addition of a fourth night accommodating the increase in the number of participants, the increase in music teacher volunteers, and the hidden emcee talents of our very own Music Council Vice-President, Ms. Susanne O'Keefe, as she took over from Ms. Shirley Newhook on the final night.

Young musicians from the community and 40 school music groups, which included soloists, small ensembles, choirs, bands and orchestras, participated during the four evening extravaganza, bringing the total number of students involved to approximately 2,400. These students and their directors were provided with the opportunity to perform publicly outside their school concert, and also to perform for and hear other school groups. With the high quality and variety of performances by each ensemble, no one was disappointed.

This Christmas tradition, initiated just 23 years ago, has enjoyed another successful year with increased proportions. Bravo to all this year's participants on a job well done and thanks to the many teacher volunteers.

### **Pancake breakfast**

On December 22, students at Bishop's College were treated to breakfast and an extra fun day. In an effort to keep students in school on the final day before their Christmas holidays, teachers at school served pancakes to the students followed by a student run variety show.

Students paid \$2.00 for their pancakes and money raised was donated to charity. A total of \$800 was raised for the Community Food Sharing Association. Brian Vardy, Bishop's Co-Op Education and Enterprise teacher said, "The event is a real spirit builder. It's really uplifting and a good way to end the school year."

### **Orchestra Fest 98**

On November 7 to 9, Memorial University's School of Music hosted Orchestra Fest 98, a festival for 265 young string players from across Atlantic Canada. Student participants were assigned to one of six newly formed orchestras. Throughout the three days, participants were involved in rehearsals, sectionals, masterclasses, and attended concerts by the Atlantic String Quartet, Faculty of Memorial School of Music and MUN Chamber Orchestra, the NSYO, and the Hampton School District Six String Orchestra. Students attending came from the Dartmouth, Halifax, and Kingston, Nova Scotia school systems, as well as from PEI, Hampton, New Brunswick, and Newfoundland and Labrador.

The Orchestra Fest 98 guest conductors and clinicians included Carolyn Davies, conductor of the PEI Symphony, Dr. Andrea Rose, MUN Professor of Music Education, Peter Gardner, conductor of the Newfoundland Symphony Sinfonia, Dr. Nancy Dahn, MUN Professor of Violin, Andrew Kolb, MUN Professor of Cello, and John Clement, conductor of the Singing Strings, PEI. The 20+ string experts who worked with students in sectionals were comprised of string performers, educators, and private teachers from Newfoundland and Labrador, Nova Scotia, New Brunswick, and Prince Edward Island.

The festival culminated with a two hour final concert featuring all the participants. "Feedback from teachers and students regarding their experience here has been overwhelmingly positive," said Dr. Nancy Dahn, one of the primary organizers of the event. "Orchestra Fest has been an important event in so many ways --; for students who were exposed to higher playing standards in an intense and positive learning environment; for Memorial University's School of Music, which had the opportunity to demonstrate first hand its strong teaching resources and facilities; and finally for the teachers/clinicians involved who worked together on a project whose purpose they all invested --; the promotion and development of young string playing in Atlantic Canada."

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## **NEWFOUNDLAND & LABRADOR**

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### **Diploma Programme in Technology Education**

The Faculty of Education is now accepting applications for the Diploma in Technology Education to be offered in the 1999 Summer Session in St. John's. The courses address the development of skills and competencies in the technological curriculum areas of communications and information, design and problem solving, control, production, power and energy, and integrated technology. Many course components utilize computer-based systems, competence with which is developed starting in the first summer. Nine of the ten required Diploma courses are offered over three summer sessions.

If you are interested in applying for this programme, contact the Office of Undergraduate Student Services within the Faculty (709-737-3405) for the appropriate information. Space in the program is limited. Note that additional information is available at: [www.mun.ca/educ/fac\\_web/dip\\_tech.html](http://www.mun.ca/educ/fac_web/dip_tech.html), or by contacting the Programme Coordinator, Dr. Dennis Sharpe at 709-737-7549.

### **Cross cultural education campaign**

Every person has a role in combating intolerance in all its forms: prejudice, racism, homophobia and sexism. The Newfoundland and Labrador Human Rights Association has chosen the theme Intolerance: What Can One Person Do? for this year's Cross Cultural Education campaign in the schools. This campaign is designed to educate students about the evils of bigotry and racism. All activities and resources associated with this Campaign focus on the same issue: the responsibility each of us has to promote tolerance and cross cultural understanding. Activities are designed to highlight the International Day for the Elimination of Racial Discrimination, March 21, 1999.

In February, the Human Rights Association will be circulating to every school in the province an educational kit containing information on resources and activities for teachers and students. The kit offers activities for every part of the school system, from Kindergarten to Level III. These activities include the Young Writers Competitions for junior and senior high school students, the Internet Ideas Competition, the "All My Friends" school reading program for primary students and the Key Elements in Human Rights presentations for elementary students, as well as a host of resources for students. These resources and activities are specifically designed to focus on key points in the curriculum at the various grade levels.

Information on these activities and how you can participate can be obtained by contacting the Newfoundland and Labrador Human Rights Association, P.O. Box 6203, Stn. "C", St. John's, NF, A1L 1C1, Tel: 709-754-0690; Fax: 709-754-0690; e-mail: [nlhra@nf.sympatico.ca](mailto:nlhra@nf.sympatico.ca); website: [www.stemnet.nf.ca/nlhra](http://www.stemnet.nf.ca/nlhra), or by watching for your kit.

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## **OTTAWA**

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## **New CTF General Secretary**

Jan Eastman, President of the Canadian Teachers' Federation, is pleased to announce the appointment of David M. Eaton to the position of Secretary General of the Federation.

A native of Newfoundland and Labrador where he completed his elementary and secondary education, David moved to the mainland and graduated from the University of Windsor with a Bachelor of Commerce degree, obtained his Master of Education at the University of Toronto and spent a year in Doctoral Studies at Arizona State University where he completed the course work and competency examinations in Education Administration.

After graduating, David worked with Shell Canada before joining the staff of the North York Board of Education where he became Chairperson of the Business and Commercial Department. Having served as Secretary and Treasurer of the North York District of the Ontario Secondary School Teachers' Federation, he joined the staff of OSSTF in 1968. David's administrative and innovative talents saw him establish OSSTF's first staff department devoted solely to personal counselling services. During that time, he also gained his Supervisory Officer's Certificate and served as Governor of OISE.

In 1987, David was appointed General Secretary of OSSTF, a position he held until an early retirement in 1995. There, his skills as a consensus maker with a sharp mind served him well. Throughout his Federation career, David has impressed others with his combination of humour, sound financial sense, and his ability to bring out the best in whoever happens to be working with him.

David's demonstrated ability to make quick decisions, to assimilate complex information rapidly, his people skills and ability to find consensus are all qualities that will serve him well as CTF's Chief Administrative Officer.

In 1995, David Eaton's remarkable contribution to education at the provincial, national and international levels was recognized by his peers who conferred upon him CTF's Special Recognition Award.

This brief biographical outline cannot even attempt to cover the many ways in which David has worked to improve education and the lives of teachers in Canada through his writings, speaking engagements, committee work and volunteer work. He has also represented Canadian teachers at countless meetings and conferences around the world and his opinion has always been widely sought. His colleagues wish him well in his new challenge at CTF.

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# ARTICLE 5

by Lloyd Hobbs

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Article 5 of the Collective Agreement states: 5.01. Unless otherwise mutually agreed by the parties concerned there shall be appointed for each School Board, a School Board-Teacher Liaison Committee. This Committee shall be comprised of four (4) representatives, at least three (3) of whom shall be School Board members, and one (1) of whom may be an employee of the School Board, other than a member of the bargaining unit, appointed by the particular School Board, and up to four (4) representatives who are employed by the School Board appointed by the Association.

Throughout the province there are School Board-Teacher Liaison committees appointed within the intent of this Article and shall meet three times per year in accordance with Clause 5.03. Within Clause 5.05 the role of these Committees is defined: 5.05(a) The Committee shall concern itself with matters designed to improve the teaching and learning situation, or other matters of mutual interest and concern at the school level.

5.05(b) The Committee shall not deal with grievances nor discuss the modification of the Collective Agreement or any other matter properly left to the normal collective bargaining process. No agreement, decision or action of the Committee shall be construed by any party as an interpretation or modification of this Agreement.

Your Association sees these Committees as being valuable avenues for dealing with employer/employee issues at the local district level and the Association's policy has been revised in an attempt to make them more functional. To that end, new committees have been appointed to reflect the reorganization of school districts. As well, NLTA's representatives will now be branch presidents or their designates and one of these branch presidents has been selected to coordinate the group and establish contact with the employer in setting the time, place and agenda of the first meeting.

As teachers, there are constantly issues at the local level that impact on work life yet are not grievable items under the Collective Agreement. These can include policy issues of the board, physical conditions of the school, curriculum issues, and holiday schedules, just to mention a few. It is suggested that you bring such items to the attention of your School Board-Teacher Liaison Committee and request that they appear on the agenda of a meeting. Because the school board representation is made up of three (3) elected board members and one (1) board staff member, this is an opportunity for teachers to bring concerns directly to the elected people who make the decisions of the board.

To assist you in accessing these committees you will find on the following page the NLTA representatives for each school district. They welcome your concerns and suggestions as they use the School Board-Teacher Liaison Committee to benefit all teachers throughout the province.

Note: District #11 --; Conseil Scolaire Francophone Provincial de Terre-Neuve et du Labrador --; is a province wide board. In consultation with this board, it has been agreed that a different structure apply when appointing School Board-Teacher Liaison Committee members. There will be two (2) teachers and two (2) School Board representatives appointed annually from one region of the province to address all concerns of this board. For this year, the Committee will be in the Port aux Port region and the representatives are identified on the list on the following page.

As well, District #1 (Labrador), administers two Collective Agreements. Therefore, the teachers in Labrador West will have a separate Committee from the rest of that District.

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# 1998-99 SCHOOL BOARD - TEACHER LIASON COMMITTEE

\*(C) = CHAIRPERSON

## **District #1 - Labrador**

### **Nutak Labradorimi**

Bill Wheaton  
PO Box 308  
Nain A0P 1L0  
922-2813 (s); 922-2163 (h) 922-2119 (f)

### **Coastal Labrador South**

Dave Gatehouse  
PO Box 7  
Cartwright A0K 1V0  
938-7291 (s); 938-7268 (h) 938-7467 (f)

### **Labrador North**

Jeff Thompson (C)  
PO Box 1544 Stn B  
Goose Bay A0P 1E0  
896-2431 Ext 233 (s)  
896-8079 (h); 896-9638 (f)

## **District #1 - Labrador West**

### **Labrador West**

Darryn Cramm (C)  
PO Box 633  
Wabush A0R 1B0  
944-7731 (s); 282-3378 (h) 944-3105 (f)  
Katherine Burgess  
PO Box 492  
Wabush A0R 1B0  
944-7731 (s); 282-6650 (h)  
Nelson Larson  
50 Alderdice  
Labrador City A2V 2M7  
944-7731 (s); 944-5769 (h)

## **District #2 - Northern Peninsula/ Labrador South**

### **Aurora**

Ernest Simms (C)  
PO Box 241  
St. Anthony A0K 4T0  
454-8324 (s); 454-0026 (h) 454-0003 (f)

### **Belle Mer**

Robert Major  
PO Box 54  
Green Island Brook A0K 2V0  
456-2219 (s); 475-3161 (h) 475-3222 (f)

### **Mount St. Margaret**

## **District #6 - Lewisporte/Gander**

### **Fogo Island**

Rick Duffy  
PO Box 75, Fogo A0G 2B0  
266-2560 (s); 266-2952 (h)  
266-2384 (f)

### **Ganova**

Dave Wicks  
43 Grandy Avenue  
Gander A1V 1B3  
256-2581 (s); 256-7831 (h)  
651-2986 (f)

### **Hamilton Sound**

Wayne West (C)  
PO Box 52  
Carmanville A0G 1N0  
534-2840 (s); 534-2463 (h) 534-2076 (f)

### **Notre Dame**

Jim Small  
PO Box 460  
Twillingate A0G 4M0  
884-5931 (s); 884-5141(h) 884-5281 (f)

### **District #7 - Burin Peninsula**

### **Burin-Marystown**

Gordon Brockerville  
PO Box 895  
Marystown A0E 2M0  
891-2063 (s); 279-2009 (h) 891-1555 (f)

### **Granforline**

Frank Crews  
PO Box 813  
Grand Bank A0E 1W0  
832-2320 (s); 832-2866 (h)  
832- 0201 (f)

### **Rushoon-Terrenceville**

Jackie Maloney (C)  
PO Box 1530  
Marystown A0E 2M0  
443-2293 (s); 279-4063 (h) 443-2323 (f)

## **District #8 - Clarenville/ Bonavista**

### **Landfall**

Gordon Broderick  
PO Box 126  
Catalina A0C 1J0

Brian Bartlett  
General Delivery  
Black Duck Cove A0K 1M0  
247-2008 (s); 877-2495 (h)  
247-2207 (f)

**Northern Light**

Nath Moores  
PO Box 87  
Lanse au Clair A0K 3K0  
931-2190 (s); 931-2022 (h)  
931-2076 (f)

**District #3 - Corner Brook/Deer Lake/St. Barbe**

**Deer Lake**

Dana Burridge  
43 Garden Road  
Deer Lake A0K 2E0  
686-5091 (s); 635-2477 (h) 686-5654 (f)

**Long Range**

Jean Murphy  
General Delivery  
Cow Head A0K 2A0  
243-2252 (s); 243-2064 (h) 243-2169 (f)

**Humber**

Bernie Meiwald (C)  
26 Wilson Drive  
Corner Brook A2H 6W4  
639-8945 (s); 632-5454 (h) 639-1698 (f)

**Taylor's Brook**

Diane Curtis  
PO Box 147  
Jackson's Arm A0K 3H0  
482-2413 (s); 459-5451 (h) 482-2413 (f)

**District #4 Stephenville/ Port aux Basques**

**Appalachia**

Wayne Lee  
14 Keating Place, Stephenville A2N 3R6  
643-9672 (s); 643-4718 (h) 643-5044 (f)

**Burgeo**

Ruth Tucker (C)  
PO Box 66  
Burgeo A0M 1A0  
886-2543 (s); 886-2786 (h) 886-2731 (f)

**Port aux Basques**

Charlie MacPherson  
Box 18, Site 3, RR 1  
Doyles A0N 1J0  
955-2940 (s); 955-2838 (h) 955-2620 (f)

**Rameaux**

468-2323 (s); 469-2309 (h) 468-1116 (f)

**Clarenbridge**

Wayne Dawe (C)  
PO Box 28  
Lethbridge A0C 1V0  
467-2785 (s); 467-2250 (h) 467-4357 (f)

**Trinity, T.B.**

Barry Pearce  
PO Box 104  
Port Rexton A0C 2H0  
464-3501 (s); 464-3334 (h) 464-3243 (f)

**District #9 - Avalon West**

**Bay Roberts**

Florence Hurley (C)  
PO Box 151  
North River A0A 3C0  
528-4446 (s); 786-7546 (h)  
528-4411 (f)

**Lower Trinity South**

John Warren  
PO Box 87  
Heart's Content A0B 1Z0  
583-2335 (s); 583-2928 (h)  
583-2344 (f)

**Placentia**

Ed Moore  
PO Box 278  
Placentia A0B 2Y0  
227-2911 (s); 227-2515 (h) 227-2924 (f)

**St. Mary's Bay**

Charlie Dillon  
PO Box 87  
St. Mary's A0B 3B0  
525-2330 (s); 525-2705 (h)  
525-2777 (f)

**District #10 - Avalon East**

**Bell Island**

Ken Kavanagh (C)  
PO Box 996  
Bell Island A0A 4H0  
488-2828 (s); 488-2221 (h)  
488-3800 (f)

**Conception Bay South**

Eugene Noble  
5A Abraham St.  
St. John's A1B 2P7  
834-9847 (s); 754-1841 (h)  
834- 6069 (f)

Hartley Cutler  
PO Box 114  
Ramea A0M 1N0  
625-2283 (s); 625-2567 (h) 625-2151 (f)

**District #5 - Baie Verte/ Central/Connaigre**

**Baie Verte Peninsula**

Chris Ford  
PO Box 412  
Baie Verte A0K 1B0  
532-4288 (s); 532-8059 (h) 532-4199 (f)

**Bay d'Espoir**

Edith Organ  
PO Box 272  
St. Albans A0H 2E0  
538-3524 (s); 538-3813 (h) 538-3004 (f)

**Exploits Valley**

Sean Noah (C)  
48 Muir Avenue,  
Grand Falls-Windsor A2A 2H9  
539-2466 (s); 489-6177 (h) 539-2497 (f)

**Green Bay**

Everett Pitts  
PO Box 33  
Springdale A0J 1T0  
673-3796 (s); 673-4889 (h) 673-4480 (f)

**Southern Shore**

J. Kevin Dobbin  
505 Backline Road  
Goulds A1S 1E3  
334-2525 (s); 368-1241 (h)  
334-2078 (f)

**St. John's Centre**

Paul Matthews  
18 Gander Crescent  
St. John's A1E 5R8  
579-6465 (s); 745-4303 (h)  
745-7280 (f)

**District # 11 - Conseil Scolaire Francophone  
provincial de Terre-Neuve et du Labrador**

**Joseph Benoit (C)**

La Grand Terre A0N 1R0  
642-5771 (s); 644-2804 (h)  
642-5164 (f)

**Louis Pitre**

La Grand Terre A0N 1R0  
642-5771 (s); 644-2037 (h)  
642-5164 (f)

**Marc Cormier**

Cap St-Georges, A0N 1R0  
644-2180 (s) 644-2600 (f)

# FEDERAL COURT RULES

by Lloyd Hobbs

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Whenever the Association gives advice to teachers regarding Employment Insurance, it is always accompanied with the cautionary note, "rulings constantly change". Therefore, a ruling made today could be overturned upon appeal and what appears to be a similar case upon initial examination may be quite different when examined in detail. The most recent uncontested rulings should be applied to a claim.

A November 2, 1998 ruling of the Federal Court of Appeal on the case of a Manitoba teacher could have an impact upon all applications for Employment Insurance benefits for term contract teachers. In docket A-101-98, the court heard the appeal of Annemarie Ying who had held a half-time teaching position which terminated on June 30, 1996. On June 17, 1996, she was offered a permanent contract to commence August 26, 1996. Therefore, she filed for EI for the period July 1, 1996 to August 25, 1996.

The insurance officer felt that the teacher's contract was continuous and she was not entitled to benefits. Upon appeal, the Board of Referees felt "the appearance of a continuous contract did not exist" and thus upheld the teacher's appeal. The Commission appealed this decision to the Umpire who found "the parties intended to create a continuous relationship and Ms. Ying's contract of employment for teaching had not terminated within the meaning of paragraph 33(2)(a) of the Employment Insurance Regulations".

This decision was then appealed to the Federal Court who decided in favor of the teacher stating "the facts indicate that there was a termination of claimant's term contract of employment on June 30, 1996 and her next contract of employment did not begin until August 26, 1996. We emphasize that the language of paragraph 33(2)(a) of the Employment Insurance Regulations allows for benefits in such circumstances if 'the claimant's contract of employment for teaching has terminated'. We conclude that there was a period between June 30, 1996 and August 26, 1996 when the claimant could not have been said to have a contract of employment in operation".

This ruling certainly appears to open the door for teachers who complete term contracts at year end and then get permanent contracts for the following September to be eligible for EI during summer months. Therefore, any term contract teacher who has been denied EI under similar circumstance should appeal the decision using docket A-101-98 as evidence to support the appeal. The NLTA will assist with such an appeal upon request.

The NLTA thanks the Manitoba Teachers' Society and the Canadian Teachers' Federation for circulating this ruling for our use in this province.

# SCHOOL CLOSURE AND SALARY

by Perry Downey

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If a substitute teacher is contracted to work at a school on a particular day and that school is subsequently closed due to inclement weather, lack of heating, or other cause specified under Section 32, then the substitute must receive salary for that period of time. This holds whether or not the teacher received prior notification of the school closure before leaving for school or arriving at school.

Article 49.04 of the Collective Agreement deals with this issue and it distinguishes between situations when the school is closed for weather or any other cause (under Section 32 of the Schools Act), as compared to situations when the school is still open but previously contracted substitute services are not required for some other reason.

Article 49.04 (a) states that: "For salary purposes, substitute teachers shall be deemed to have kept school on any day or part thereof where the school is closed pursuant to Section 32 of the Schools Act." That section of the Schools Act requires that a teacher in a school shall, for the purpose of determining payment of salary, be considered to have taught on a day or part of it when the school is closed for any of the reasons contained in that section. These reasons would include: inclement weather, by order of the Minister of Health for health reasons, school repairs, failure of the sewage system or other cause of a similar nature, lack of heat, etcetera. Thus, if school is closed, under Section 32 and Article 49.04 (a), previously contracted substitute teachers are "deemed to have kept school" and must receive salary.

However, if the services of a substitute teacher are not required for reasons other than school closure under Section 32, and the teacher is notified before arriving at the school, then the substitute teacher doesn't receive pay. For example, if a substitute teacher was contracted to substitute for another teacher who would be attending a workshop, and the workshop was cancelled, the substitute teacher would not be paid for the day, provided prior notification (i.e. notification prior to reporting for duty) was given.

These latter situations are covered under Article 49.04 (b), which states that: "For salary purposes, substitute teachers shall be deemed to have kept school on any day or part thereof where previously contracted substitute services are not required for any other reason(s), and the substitute teacher is not notified prior to reporting for duty at the school that his or her services are not required."

Additional information on this issue can be found in the NLTA Infosheet "Substitute Teacher Member and Benefits." Inquiries on this matter should be directed to the Benefits and Economic Services Division at the NLTA office.

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# CHANGE IN CANADA SAVINGS BONDS PROCEDURES

by Don Ash

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As of December, 1997, procedures for Payroll Savings have changed. To buy bonds through payroll deduction, you must complete the enrolment form if you want to open a new plan, or you want to change the amount deducted per pay for your existing plan, or you want to stop deductions for your existing plan.

Your regular payroll deductions will continue in future years to purchase new series of bonds unless you tell your employer otherwise. In other words, payroll deduction for bonds is continuous. For example, when you enroll in Canada Savings Bond payroll deduction, you no longer enroll to buy a \$1,000 bond. You are enrolling to have a certain amount deducted each pay period. This deduction will continue until you instruct the employer to stop deductions. The deductions, plus interest, accrue in the Bank of Canada.

The bonds have no certificates. You will not, as in the past, receive certificates in the mail. You may withdraw any portion of your money at any time. Redemptions can be made by contacting the Bank of Canada. You should have your Social Insurance Number, and the number of your bank account available when you call.

For further information or to open a new plan, contact: Government Securities Services, Bank of Canada, 234 Wellington Street, Ottawa, ON K1A 0G9, Tel: 1-800-575-5151

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Don Ash is Administrative Officer, Benefits and Economic Services, with the NLTA.

New and Improved  
**THE 1999 MODEL**  
by Claudette E.S. Coombs

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In the marketplace, market forces drive the revision of current consumer products or the introduction of new ones. Sometimes a product loses its distinctive appeal in an environment being bombarded with shiny new versions. Other times, an original becomes lost in a world of imitations. Sometimes an ingenious entrepreneur recognizes an unfilled niche, and fills it. In any case, a decision is made that the consumer world is ready for a change!!

### **Motivation for Change**

We also experience our reasons for change. When motivation is high enough and benefits of change outweigh benefits of the status quo, then we are ready for something new. The triggers that motivate us range from trivial events to drastic life traumas. Think of the following. Have you ever been influenced by any of them to change thoughts, a behaviour or an approach?

- ... the first page of a new exercise book.
- ... the end of an old year and beginning of a new year.
- ... the threat of, or results from, a medical visit.
- ... illness or death among family or friends.
- ... an unsatisfying work environment.
- ... difficult home conditions.
- ... a personal moral dilemma.
- ... new financial challenges.
- ... an accident, which did have, or could have had, significant consequences.
- ... an unexpected confrontation.

We use these triggers and numerous others to kick start our efforts for improvement. We may have already thought about making changes and these give added incentive; or, we may have been surprised by an incident and suddenly realize that things have to change quickly!

### **Areas Open for Revision**

We can easily create a list of areas for beneficial change. The mental and physical energy required to make change happen varies, as does the magnitude of the impact of our changes. The following are common, everyday examples of areas in which we frequently try to initiate and maintain change.

- ... lifestyle -- nutrition; fitness; substance use (prescribed or not).
- ... interpersonal relationships -- communication; trust; security; mutual understanding; conflict resolution.
- ... personal growth -- positive thoughts, attitudes, conversation and activities; forgiveness; emotional coping.
- ... personal skills -- organization; time management; goal setting; stress reduction.
- ... professional enhancement -- knowledge; skills; techniques; relationships.

Increased medical information or a specific health problem often leads to a decision to replace current practices with healthier choices. Reducing caffeine and increasing activity are two choices which make our bodies healthier but also provide psychological benefit.

Interpersonal relationships present one of the greatest sources of stress for teachers. This becomes a terrible cycle when difficulties at work lead to stress which then impacts negatively on relationships at home or, the reverse. Identifying flaws in the patterns of interaction, then learning the skills to enact change can produce rewards which go far beyond the originally defined problem area.

Maslow describes "self actualization" as the ultimate goal for humans. We may dream of reaching our



potential in each of our roles in life but we rarely believe that we will ever do that. For some of us this is enough to give up trying. However, when we experience a level of success, we feel a renewed sense of accomplishment and may once again believe that self improvement is worth the effort. Reading, observation and self-monitoring are valuable ways to identify personal areas to explore.

Enhancing personal skills can lead to a greater sense of satisfaction with our daily lives and the way we manage the world around us. Learning to re-establish and accept priorities gives us emotional freedom to do the things we believe are most important, rather than feel guilty for all of the other things we are unable to accomplish.

The most significant limitation in our professional development quest is not necessarily the strength of motivation, but is instead related to our access to necessary resources, including time. This often causes frustration and a feeling of futility. Don't waste the energy there. Instead, selecting a favourite (or the most critical) area and establishing a workplan and timeline can help to incorporate professional growth into even the most restrictive of schedules.

### **Readiness for Change**

We are not likely to make changes, especially if they are difficult; require a lot of effort, time or resources; or, if we really don't believe that we need to change. Yet, when we are determined that we want things to be different, we can make things happen. Change can be viewed as a process with several consecutive steps.

The first step is an awareness of the issue and a recognition that there is some value in change. However, this is only the beginning and it does not guarantee action. After all, everyone knows that smoking is a health hazard, but there are many people who do not want to change their smoking habits.

The next step relies on the personal belief that "I" can benefit from a change and I have the intention to make the change. Although this is an essential next step, it also does not guarantee action. If we learn that our cholesterol level is borderline, most of us intend to change our eating patterns. At least we did intend to change until we were faced with a special treat at a dinner party or the option of homemade french fries at lunch.

So how do we get to that magical point where we actually do something? Well, that's the next step. We prepare for the change and make a commitment to start. There really is nothing magical about it, so don't bother waiting for the lightning to strike. At this point we check out the fitness schedule, buy the right socks and go to the first class.

Have we finally arrived? No, not quite yet. Now the work begins! It's called "maintenance". We have recognized the benefit of change, learned how to make it happen, and have even practiced it. Now we must incorporate the new way of thinking or behaving into our daily life so that it actually becomes the natural and preferred way to respond. We are creating new attitudes and habits which lead to **the new and improved '99 model**. Have you ever decided to have more patience or communicate differently with a colleague, partner or child? Have you also discovered that after the first attempt you revert to old ways, either automatically or deliberately? If your answer is yes, then welcome to the real world of change. Even though we believe that it is important to behave differently, and we want to do it, and we really do try, it is still hard work. We are trying to replace well established ways with new, sometimes uncertain, ways. It takes strong commitment and lots of repetition to get it right. For most personal changes, the key to success is being able to stick with our decision. The awareness, the skills and the test run are essential pre-requisites, but the commitment to action is mandatory in order to achieve results.

Consider your triggers for change: a health concern? a threat to your relationship? unexpected difficulties? private discontent? conflict?

Now consider your motivation for change: the potential benefit outweighs the cost; the risk of waiting or not acting isn't personally justifiable; a belief that life can be better.

Where do you stand? Are you ready to start the process of gathering the information, learning new skills, then practicing and incorporating the changes into the revised '99 model? Good luck in creating a model that will be a match for the challenges of the year 2000!

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

# NEWS FROM STEM~NET

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## **GrassRoots**

STEM~Net is giving students and teachers a chance to develop online educational projects and earn money for their schools at the same time. The GrassRoots program helps schools create interactive, curriculum-based Internet projects. This program is sponsored by Canada's SchoolNet, and in Newfoundland and Labrador, is developed and managed by STEM~Net.

GrassRoots gives teachers and students a chance to earn \$300, \$600 or \$900 for their schools once they've developed their online projects. Last year, schools from this province completed more than half of the GrassRoots projects done in the entire country.

STEM~Net has hired GrassRoots representatives to work in each of the province's 11 school districts to help teachers and students with the technology they need to produce Internet projects. For more information, contact the GrassRoots coordinator, Rosalie Corrigan at 709-737-2649 or by email at [rosalie@stemnet.nf.ca](mailto:rosalie@stemnet.nf.ca). Check out the GrassRoots website at: [www.stemnet.nf.ca/grassroots](http://www.stemnet.nf.ca/grassroots).

## **Communities@ca**

STEM~Net and SchoolNet are getting ready to launch GrassRoots Communities@ca, an expanded version of last year's CyberPal Internet Adventure ([www.stemnet.nf.ca/cyberpal](http://www.stemnet.nf.ca/cyberpal)).

The program encourages K-12 students and their teachers from across Canada to research their communities and create online projects that highlight each community's unique qualities. Communities@ca allows students to blend the Social Studies component of the curriculum with the development of computer skills.

For more information, contact coordinator Eileen Brazil at 709-737-2649 or by email at [ebrazil@stemnet.nf.ca](mailto:ebrazil@stemnet.nf.ca) or visit: [www.communities.ca](http://www.communities.ca).

## **Hook Line and Net '99**

The conference committee is hard at work planning this year's Hook Line and Net conference which will be held in Stephenville. A general call has gone out asking for a variety of suggestions including dates, sessions and a "Name that Conference" contest which ended January 22. The winner will receive free conference registration and \$200 for travel. A call for presenters will begin in February. For more information, please visit the conference website located at: [www.hln.nf.ca/hook99](http://www.hln.nf.ca/hook99).

## **SchoolNet News Network**

SNN, the online media network for K-12 students, starts the new year with correspondents from British Columbia, Alberta, Saskatchewan, Manitoba, Ontario, Nova Scotia and Newfoundland. We also have a new section dedicated to younger students (K-5). The Junior Reporters section joins the regular news, sports, entertainment, opinion, and science and technology sections on the main page of the current issue. Meanwhile, SNN is gearing up for coverage of the Canada Winter Games in Corner Brook in February. To get your students involved in SNN, visit the site at [www.stemnet.nf.ca/snn](http://www.stemnet.nf.ca/snn) or contact coordinator Beth Ryan at 709-737-2611 or by email at [bkryan@stemnet.nf.ca](mailto:bkryan@stemnet.nf.ca).

The new and improved SNN site won a great review in a magazine for Internet users called Sympatico Net Life. In the November/December 1998 issue, SNN received a four-star rating in the Kids and Teens section, making it one of the magazine's "Top Sites". The review has already attracted several new writers.

Teachers who are interested in media studies and journalism are welcome to subscribe to our listserv for SNN board members, teachers, mentors and advisors. The list allows teachers to get advice and share ideas

on how to integrate media studies into the curriculum. To subscribe, just send an e-mail to: [majordomo@stemnet.nf.ca](mailto:majordomo@stemnet.nf.ca) and put the words "subscribe snn-advisors" in the body of the message.

The latest issue of Réddaction de Rescol, SNN's French counterpart, features a special collaboration between students in Quebec and Belgium. French schools and French Immersion classes in Newfoundland and Labrador can get involved in RDR by contacting coordinator Helene Davis at 709-737-2426 or by email at [hjdavis@stemnet.nf.ca](mailto:hjdavis@stemnet.nf.ca).

### **CRB Heritage Fairs and Stellar Heritage E-Fairs**

The CRB Heritage Web site is in the process of getting a face lift. Teachers will find it easier to navigate through the site and learn about school CRB Heritage Fairs. Please keep your eye on <http://www.stemnet.nf.ca/heritage/> for updates to the CRB Heritage Fairs.

Cable Atlantic will once again support the electronic version of the Heritage Fairs, otherwise known as the Stellar Heritage E-Fair. Teachers should consider designing GrassRoots projects around the E-Fair. That way you can get GrassRoots funding for your Stellar Heritage E-Fair project, and be eligible for great prizes too! The new site for the Stellar Heritage E-Fair is <http://www.stellar.nf.ca/heritage>.

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For further information, contact: Beth Ryan, Coordinator, SchoolNet News/Réddaction de Rescol, STEM~Net, Room E5038, Education Building, Memorial University of Newfoundland, St. John's, NF A1B 3X8; Tel: 709-737-2611(o) 709-737-2179(f); email: [bkryan@stemnet.nf.ca](mailto:bkryan@stemnet.nf.ca); webpage: <http://www.stemnet.nf.ca/snn/>.

# School Programs

The Newfoundland Science Centre (NSC) is proud to offer school programs with curriculum connections. These school programs have been developed to compliment your science and technology curriculum and offer students hands-on, interactive and fun opportunities to enhance their science learning. Book your group today and choose a workshop to complement your visit. Spend forty-five minutes engaged in hands-on science fun, followed by another forty-five minutes exploring our interactive exhibits.

**Please note that workshops are not restricted to the suggested grade levels.**

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## Electrifying Electricity

(Grades 5 & 6)

Learn the difference between static and current electricity in this "shocking" workshop. Witness a Star Wars battle during the exciting Tesla Coil demonstration, turn a nail into a magnet by building a simple circuit and power up your very own vehicle. It's bound to be a hair-raising experience!

Curriculum Connection:  
Electricity

## Gravity Grabbers

(Grades 2 & 5)

Ever wonder what happens if an astronaut burps in space? Remember gravity is a real "downer"! Grab hold of gravity as you experiment with free fall and weightlessness, put an object into orbit and estimate earth-moon distance.

Curriculum Connection:  
Forces and their Effects  
Space Science

## Bugs and Buddies

(Grades 2 & 5)

How do you know when you're looking at an insect? Did you know an Asian Walking Stick and a Fiddle Crab are cousins? This workshop gets up close and personal with Arthropods and Amphibians and explores a spider's math and science skills in a web making activity.

Curriculum Connection:  
Life Processes and the Organization of Living Things

## Wings & Flying Things

(Grades 3, 5 & 6)

What does an uninflatable balloon have to do with flying? It's all about air and air pressure. Build and test your own wing design and learn about the Bernoulli principle and forces that affect flight during this high pressure workshop.

Curriculum Connection:  
Flight, Forces and their Effects

## Inside Out

(Grades K& 1)

Did you know that you have an organ in your body - and its not a musical instrument!? During "Inside Out" learn about the similarities and differences in your body's organs, experiment with your muscles and touch preserved body parts.

Curriculum Connection:  
Life Processes and the Organization of Living Things

## Seesaws and Simple Machines

(Grades 1, 4 & 6)

Use our Science Centre seesaw to explore the basic principles of levers! Overpower the teacher and make water flow uphill using simple machines. End your investigation by building the NSC mystery machine. What simple machines are at work to propel this invention through the water?

Curriculum Connection:  
Forces and their Effects  
Forces and Simple Machines

## Ludicrous Luminescence

(Grades 2, 3 & 5)

Learn about light, mirrors, reflection and refraction, chase a laser and experiment with a stroboscope during the "Lasers, Lights and Mirrors" demonstration. Then get absorbed in an illuminating activity.

Curriculum Connection:  
Light: Characteristics and Matter

## Chemical Craziiness

(Grades 4, 5 & 6)

Decode a friend's secret message and discover the revealing nature of chemistry! Watch a demonstration of flaming flour and have a chilling experience as you learn about gas production, chemical and physical reactions in this wacky workshop.

Curriculum Connection:  
Properties and Changes in Matter

## Admission Fees

There is a minimum booking requirement of  
15 students to receive this discounted rate.

Visit: \$3.00 Workshop: \$1.00

*NEWFOUNDLAND*  
SCIENCE CENTRE

The Murray Premises, 5 Beck's Cove  
St. John's, NF  
Phone 709 754-0823

# THE BEST CURE FOR ILLITERACY

by David Hickey

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We are reprinting this article with corrections to several grammatical errors. The editor apologizes to Mr. Hickey for these errors which occurred during processing and for any embarrassment this oversight may have caused.

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In September 1999, a number of schools in the province will begin implementing the latest school reforms for high school. It is expected that by the year 2001 every high school student from New Brunswick, all the way to the Southern Shore of the Avalon Peninsula, will be under the same spell. This hoped-for uniformity is the result of an agreement among the four Atlantic provinces, known as the Atlantic Provinces Education Foundation (APEF). This body will oversee a complete overhaul of the curriculum from Kindergarten to Grade 12. Education in English —; what many call Language Arts —; is set to undergo a radical transformation.

Here, then, is the future of English education in Newfoundland high schools, brought to you by the APEF:

- fewer instructional hours in reading;
- physical segregation of so-called 'general' students;
- the overall downgrading of literature study.

Now, add to this our own Newfoundland government's contribution to the future of education:

- larger class sizes;
- fewer resources for remedial instruction;
- inferior textbooks.

All this —; and more besides —; courtesy of the forward-minded Atlantic Provinces Education Foundation and our own peculiar brand of inept educational leadership. A perverse mix of philistinism and elitism, with large doses of segregation, discrimination, labelling —; this is the new order for the study of literature and language.

Paradoxically, the APEF's two major documents outlining the new Language Arts curriculum tell a different story. Their document entitled "Foundation for the Atlantic Canada English Language Arts Curriculum" states that the concept of literacy in 1997 is considerably broader than even 20 years ago (p. 1). And the APEF "Senior High Language Arts Curriculum Guide" claims that the new program will provide "greater opportunities for all students to become literate" (p. 3) and then goes on to argue that language is "[t]he most powerful tool students have for developing ideas and insights, for giving significance to their experiences and for making sense of both their world and their possibilities within it." (p. 5).

This is what they say. But, instead of the seven English credits currently required (a substantial number of students in the province now take nine), the APEF is requiring only six English credits.

That is one glaring contradiction. Here is another: on paper APEF praises a learning environment which is "inclusive," ("Guide," p. 12) and which emphasizes "that diversity enhances everyone's experience of learning" ("Guide," p. 11). The Foundation document calls for "students to value individual variation among members of their classroom community" and draws attention to the need for "opportunities to communicate

with others who may differ in attitude, knowledge, point of view and dialect" (p. 42). And yet, education authorities here still intend to segregate students according to their so-called abilities.

It would appear that the Department of Education is speaking with a forked tongue. They want to increase literacy by **decreasing** the number of hours students spend learning how to read. And, having once promoted a policy of integrating all students into a common classroom, they now seem intent on weeding out the lower stratum, keeping them only functionally literate, keeping them from studying alongside their peers, keeping them from great art, and exciting and original ideas. Now the widening chasm in the possession of cultural capital —; to say nothing of income levels —; will be made even wider. Welcome back to the 1950's.

The future is clear: education in English in this province is about to be severely mutilated.

Despite the fact that all anyone talks about today is math, science, computers and sports, reading and writing are still **the** essential tools of learning and none of the other academic subjects could even be taught without them. But, most importantly, we need to realize, once and for all, that one does not learn how to read and write and then stop doing so in order to go on to concentrate on other school subjects. Reading and writing skills have to be continually improved upon. As the mind grows, and as the complexities of life present themselves to the growing individual, (complexities in science and social studies, for example) language growth must also be maintained. Furthermore, reading and writing matter because we **think** with language. So, a mind starved for language is a mind thinking below its capacity.

But nurturing language growth beyond a level of mere functional literacy is a much different matter than the current debates about phonics and spelling and the how-many-books-can-you-read-in-an-hour programs would lead us to believe. There is really only one sure way to maintain consistent and steady language development: to study the best language our civilization has to offer. "To study" means to read, reread, analyse, and respond to. "The best language" is, of course, literature.

Literature —; the one art form accessible to everyone —; can be defined simply as language used to the best effect. From the pun you used to break the tension at the dentist's or the verse on your mom's Mother's Day card all the way to the lines from **Romeo and Juliet** that you still remember: "Romeo, Romeo, wherefore art thou Romeo," finely tuned language continues to make a difference in the quality of our lives. And it is in high school that most of our future citizens establish or fail to establish their relationship with literature.

A funny way to put it: "establish their relationship with literature." Unfortunately, as we all know, such awkward language is often inescapable in discussing education. Schooling is an awkward and unnatural enterprise. One does not naturally bond with literature, no more than one bonds naturally with quadratic equations or the names of the capital cities of the ten provinces. Education is the unnatural harnessing of energies, the unnatural fostering of interests and the painfully unnatural repetition of meaningful experiences. This is the way learning is established. This is how English is learned, too.

It has always been challenging, this process of helping the resisting student form a relationship with literature. And how well are my colleagues and I succeeding at it? In the context of universal public education —; a phenomenon not even 100 years old —; we **were**, up until now, doing pretty well, considering what we're up against. Since the Reorganized High School Program was introduced in the early 1980's, we have been able to find better and better ways to meet the needs of more and more English-resisting students. These curriculum reforms were actually working, despite the fact that students were being brainwashed to believe that only math and science guaranteed them a future.

For the past 14 years the Reorganized High School Program has expanded English education in the high school through a separation into Literature study and Language study and broadened the approach by



increasing the number **and** varying the focus of English courses. Thus, English teachers now have a menu that makes it possible for all students to achieve real improvement as well as continuous success alongside their peers, regardless of their learning handicaps. This is important because English study is the study of the human community. (Disgruntled religionists please note: literature is one of the greatest repositories of our civilization's values and ideals. Literature teachers still discuss kindness and truth and an awareness of things greater than ourselves.)

But more important still has been the gradual **humanization** of the study of literature, thanks to the philosophy of the Revised High School Program. While once a student coming out of Grade 9 was directed into either a matriculation stream or a 'general' stream, it has become the policy of schools to integrate all students into a common program of study. It was no longer pedagogically or ethically defensible to label a student as 'slow' or 'special ed' or 'general'; every student studying English could now share the same intellectual, emotional, and social experiences.

And then, in 1989, the Department of Education opened even wider the doors of opportunity with the publication of the **Exploring New Pathways** document. This document outlined the procedure for modifying **any** course in the curriculum for **any** student. It was now no longer necessary to isolate struggling students, or handicapped students, or learning disabled students in their own little segregated universe. A true sense of school community was now officially the policy of our educational institutions.

Now we haven't yet constructed a Utopia by any means —; resources are scarce, social problems still make their way into the schools, and the education bureaucracy is still sometimes less than satisfactory. But overall, students themselves are better served and literature lives.

This is as it should be. Literature, the most humane of the humanities, belongs equally to all. I believe it is wrong to suggest that there are two classes of students: those for whom literature is a birthright and another, subordinate, class for whom literature appreciation is an impossible dream. But this is precisely what our Department of Education is now suggesting. Their vision for English education in Newfoundland is regressive and reactionary and will lead us back to the practice of ghettoising the disadvantaged.

And don't let them tell you "Nova Scotia made us do it." They will try that. And don't let them hide behind "fiscal realities." They will try that too. Don't accept their claim that "smaller schools need two streams or classes become too large." You're bound to hear that one too. And don't let them get away with the old lie that "streaming helps the weaker students."

The truth is that we are not being bullied by the other Atlantic provinces; nothing in the APEF agreement prevents Newfoundland from enriching the Maritime's common curriculum. And the so-called "fiscal realities" as they pertain to education are made right here in Newfoundland, and any government that settles for a second-class system of education is only engendering more "fiscal realities" of a grim sort. As for their claim that without a general stream small, rural schools will end up with one —; overcrowded —; English class, ask them where they intend to get the other teacher for their new general stream. And to the lie that streaming according to abilities is the only fair way, tell them we threw out that elitist, colonial, class-bound system once already and ought not to have to do it again.

Let us not deceive ourselves; this is a serious matter. Without a shared experience of our literary heritage, without a thorough study of great literature, our young suffer in two ways. First, their ability to process complex thought is permanently impaired. Second, young people become alienated from each other and from the social forces that it is in fact their responsibility, in a democracy, to manage. If only for our own self-interest, we had better not be complacent about such alienation: if future generations feel cut off from the values of the human community, will they feel obligated to us in our time of need?

It is all well and good to say that technical subjects such as math and science guarantee employment. By themselves they won't. But more to the point: wouldn't you prefer that children receive an education that helps create a richer life when they **aren't** punching time behind a counter or sitting in front of a computer? Who still needs to be told that if we educate for jobs alone, we will end up with drones only?

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David B. Hickey is English Department Head at Roncalli High School in Avondale.

## ERNEST WARREN RETIRES

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On December 31, 1998, Ern Warren retired after 25 years of loyal and dedicated service to the Newfoundland and Labrador Teachers' Association.

Ern, (also known as Uncle Ern, Ernie, and Mr. NLTA), held various jobs before moving into the education field. In June 1958, he started his job at Bishop Feild School. When they opened Bishop's College in September, he was hired and remained there for a number of years. He then worked at Booth Memorial until 1973 when he started with NLTA. For 25 years Ern worked at 3 Kenmount Road taking care of the staff and the building as if they were his own personal property. He was a welcome sight each day as he went about his duties with care and consideration. In his daily activities Ern was neither without an act of kindness or a thoughtful word.



Besides his job as caretaker of NLTA, Ern managed to make time for his family and numerous outside activities. He is a member of the Orange Society and is past Worshipful Master of his primary Lodge. He is Past Grand Master of the Right Worshipful Grand Orange Lodge of Newfoundland and Labrador and is now Deputy Grand Master of the Grand Black Chapter of British America (in Canada). He should be assuming the position of Grand Master of the Grand Black Chapter of British America (in Canada) in June 1999. The following are excerpts from the memory book prepared by friends and colleagues. The quotes sum up quite adequately the role and influence Ern Warren had at NLTA.

The atmosphere of good will and the pleasant ambiance that existed with the NTA Building was largely due to Mr. Warren's work and his character. I wish him the happy and productive retirement he deserves!

—; Bernice Morgan

From all the institutions and groups with which I have been associated over my years, I can't recall ever encountering a person more dedicated and trustworthy than you have been.

—; Brian Shortall

... so many people, especially Executive members and staff, valued your friendship and companionship, is testimony to the trust and respect these people have for you. I am proud to say that I include myself in this group.

—; Brendan Doyle

whenever I saw you, after I left NLTA, even at a distance, I felt such a sense of pleasure. "There was Ern, going about his business. All was well with the world."

—; Pat Cowan

Dear Poppa,

I'm glad you've done your job. I hope you can pick me up one day so I can watch TV and you can give me lots of treats.

—; Cameron Raman-Nair (5 years old)

Happy Retirement Ern!

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# EXPLORING POSSIBILITIES

by Karen Goodnough

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If you were asked to brainstorm a list of words to describe educational research, what images and ideas would your mind conjure up? In all likelihood, the list would include words or phrases such as statistics, boring, experimentation, hard data, time-consuming, finding the truth, control groups, and professional researchers. This list reflects an approach to educational research, rationalistic research, that is based on the philosophical belief that universal truths, as they apply to education, exist, and it is the role of the professional researcher (university-based) to unveil these truths. Adherents to this paradigm use quantitative research methods, for the most part, to gather and interpret their data. Teachers, in this approach to educational research, are subjects and do not take an active role as researchers or co-researchers.

In contrast, many other forms of educational research utilize qualitative approaches that consider the perspectives (beliefs, values, ideas) of the research participants. Some educators would argue that education, a human, dynamic endeavour, cannot be understood by following the research methodology of the hard sciences (quantitative or rationalistic research). Human interactions can only be understood from the perspective of those (practitioners, for example) intimately involved in a particular research context or setting; teaching is a dynamic, complex process that cannot be easily quantified.

One approach to educational research that attempts to bridge the abyss between theory and practice and to place practitioners at the centre of the research process is action research. In the last issue of *The Bulletin* (December 1998) Gordon Brockerville provided a clear, concise explanation of action research and described its potential as a vehicle for professional development. Action research is systematic inquiry into one's own practice for the purpose of understanding and improving that practice, with the ultimate goal of enhancing student learning. In addition, action research can contribute to the growing knowledge base in education by sharing classroom research findings with other educators. This sharing can take many forms, such as publications in local newsletters or refereed journals and/or presentations at local, regional, or national conferences. Sharing of classroom research is extremely important, but is only one aspect of action research. In practical terms, how do teacher-researchers conduct action research? How does it manifest itself in classrooms? The following section will provide a brief description of how one teacher, Nancy, an elementary Grade 5 teacher, engaged in action research. She started small and enlisted the help of a colleague and a local university faculty member.

After two months into the school year, Nancy felt that several of her students did not seem to be motivated during the day, especially when they worked on social studies or science. She identified a problem in her classroom and wanted to implement a change that would stimulate more student enthusiasm and interest in the curriculum. Nancy considered herself to be an innovative teacher and receptive to new ideas. She had recently attended a workshop session on Howard Gardner's theory of multiple intelligences and was impressed with the theory. Gardner, in *Frames of Mind: The Theory of Multiple Intelligences*, introduced a pluralistic view of intelligence, identifying seven distinct intelligences (verbal-linguistic, logical-mathematical, visual-spatial, musical-rhythmic, bodily-kinesthetic, interpersonal, and intrapersonal). Gardner believes that everyone possesses all seven intelligences, but each person has each intelligence developed to differing degrees. In the workshop Nancy attended, the theory was used to make teachers more aware of their teaching style and how they could diversify their teaching approaches to meet the needs of a variety of students.

Nancy had just finished a graduate course in which she had been introduced to the concept of action research. This concept intrigued her and she decided she would enlist the help of a university faculty

member to help her get started on her action research project. Having identified her problem, she spent considerable time studying multiple intelligences theory and how it has been used by other educators. She also explored action research in much more detail and learned more about how she could systematically collect data. Nancy always engaged in reflective practice, changing and adapting her practices based on daily events and personal beliefs. Action research, however, would allow her to be more systematic; it would continue to include her reflective practices.

Having gained support from her faculty liaison about how to collect and analyse data, she decided to implement an action plan —; to develop and deliver an interdisciplinary unit (while adhering to the prescribed curriculum) that would allow students to accept more responsibility for their learning. Students learned about multiple intelligences theory explicitly and were expected to show what they had learned by developing portfolios. In designing the lessons and activities, Nancy included a variety of activities that addressed all intelligences. At the end of the four-week unit, students included five mini-projects of their choice in their portfolios, reflecting at least five of the seven multiple intelligences.

Before starting the unit, Nancy decided she would record field notes, reflections, and thoughts in a journal. She wrote in the journal every two to three days. In addition to journal writing, she invited a colleague to visit her classroom and observe her and her students when they were working on the unit. Post-meetings with her colleague after the observations provided valuable feedback about her teaching and her students.

After completing the unit, Nancy's analysis of her data proved that the use of multiple intelligences theory in the unit had been a success. Students were more animated during class, contributed more to discussions, and produced some high quality project work. Because students were given the opportunity to accept more responsibility for their learning by providing them with choice in the development of their portfolios, they were more motivated. The quality of many students' work improved and the classroom became energized.

Nancy may choose to share her findings with other educators. She may make a presentation at a staff meeting and write a short article for her professional organization's journal. Starting with a small project that was manageable, Nancy engaged in action research that led to a greater understanding of her practice and enhancement of learning for her students. In the near future, she is hoping to work with some colleagues in her school on another area in the curriculum.

The action research project portrayed in this article seems very neat and sequential; however, action research can often be a non-sequential process. Initiating a new approach to teaching may necessitate several changes and modifications before any change is evident. An action research project may confirm that something a teacher is already doing is an effective practice. This in itself is of value. As well, action research projects may address many other aspects of classroom or school life, such as issues related to classroom environment, school culture, assessment, or evaluation, to name a few.

Action research can take many forms, and this short anecdote describes but one form that involves a teacher-as-researcher. Teachers need to view themselves as researchers —; after all, they are in the best position to observe their students and study classroom interactions. As Fischer in *Open to Ideas: Developing a Framework for Your Research*, 1996, states, "action research is a natural part of teaching. [Action research] is a personal as well as professional quest, a journey toward making sense out of and finding satisfaction in one's teaching. It is the work of teacher-researchers" (p.33). Action research is a not a panacea for all educational woes; it is, however, a viable, empowering approach that has the potential to foster personal and professional growth within the teaching profession.

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Karen Goodnough is currently a full-time student at the Ontario Institute for Studies in Education of the University of Toronto, on leave from the Avalon East School Board. She may be contacted via e-mail at [karenwarr@roadrunner.nf.net](mailto:karenwarr@roadrunner.nf.net).

Vista School District

# READING RECOVERY

by Theresa Pittman

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Through the generous support of Human Resources Development Canada, Vista School District is one of four school districts in the province of Newfoundland and Labrador to implement a Reading Recovery Program. During the 1996-97 school year a teacher was sent to Toronto to train as a Reading Recovery teacher leader at the Canadian Institute of Reading Recovery. In the 1997-98 school year this Reading Recovery teacher leader returned and trained eight teachers from seven schools across the school district as Reading Recovery teachers. Plans are currently in place to train five more teachers in the 1998-99 school year.

Vista School District has recently implemented a strategic educational plan which addresses a number of district needs. The district has identified Reading Recovery as an effective way of dealing with the needs of children who are potentially at-risk of not learning how to read and write. Following, is a brief description of the program and one teacher's reflections on her training year as a Reading Recovery teacher. Reading Recovery is an early intervention program designed for first graders who are at risk of not learning how to read and write. It is a second chance prevention program delivered at the end of the first year of school. Young low achieving children have in addition to regular classroom instruction, daily, individual teaching which brings them to average levels of achievement for their classes in a short time. When children have made sufficient progress and are judged to be able to cope well with reading and writing in their classroom, their Reading Recovery program is discontinued. Reading Recovery is designed for children who are the lowest readers in an ordinary classroom without exception.

Reading Recovery was developed in New Zealand by educator and psychologist Dame Marie Clay, and has been successfully implemented in eight countries since 1984. The training of teachers is essential to the implementation of a successful Reading Recovery program. The year long course provides guidance in administering the Observation Survey (an early literacy assessment) and is followed by bi-weekly inservice sessions to train teachers in the use of Reading Recovery procedures. At the same time and throughout the year the teachers teach Reading Recovery children, learning on the job. Following the training year, teachers meet every six weeks for support sessions. Reading Recovery teacher leaders organize and provide training for Reading Recovery teachers and offer professional support for trained Reading Recovery teachers working in the field.

The following article was written by Goldwyn Mercer, a Reading Recovery teacher at Matthew Elementary in Bonavista. In the article she reflects on the training model and her own professional growth throughout the process.

## **Mirrors and Windows: Reflections on the Training Model for Reading Recovery Teachers in Training**

It's Thursday afternoon, October twenty-third.

I happen to be the first of nine Reading Recovery Teachers in Training to conduct a real thirty-minute lesson with a real child while a dozen other people watch from the opposite side of a two-way mirror.

My palms are sweating. My voice is shaking. The redness in my neck and face glare back at me from the mirror which I try desperately to avoid. Tick. Tick. Tick. I'm entirely conscious of the timer.

Now and then I am aware of muffled voices. I try not to let it distract me. I have to get on with the lesson. What are they saying? What did I do wrong? What stupid thing did I just say? From the top right corner of

the mirror hangs a microphone, larger than life —; feeding every sound into the adjoining room.

I picture them on the other side, seated in two rows, their noses nearly pressing the window watching, listening, analyzing every decision. I keep wondering if I've forgotten some component of the lesson or if I have them in the right order. I should have conquered at least that much at this point. Tick. Tick. Tick. I have to make it under that thirty-minute deadline.

Roger is nervous too. He's anxious to finish so he can get to that promised treat at McDonald's. He's usually quite attentive during our lessons. But today, he's spent nearly two hours just getting here. And, he has a new distraction —; a gigantic mirror less than two feet away. Tick. Tick. Tick. He doesn't remember how to write any of the words in the fluent writing review. That got us off to a great start. I know he knows them. Why does he have to forget now?

He's reading much more slowly than usual. Tick. Tick. Tick. I spend too much time on letter identification. Tick. Tick. Tick. Now it's time to write a story. I try a conversation about the trip to Clarendville. That leads to nothing he wants to write about. What now? Tick. Tick. Tick. We have to come up with something quick. Finally, I get a sentence out of him —; all of five words. He can do better than that. I can do better than that. I stick with it because of the time. I forget to take a word to fluency.

Roger yawns all through the writing and now he doesn't want to reassemble his cut-up story. I can tell he's tired. Tick. Tick. Tick. Come on, Roger. We still have a new book to introduce. Tick. Tick. Tick. We're halfway through the introduction when the dreaded moment arrives —; rinnnggggg! I ignore the noise and tell him to keep reading. Joyce gives us a couple of minutes worth of mercy.

### **Same mirror. Opposite side.**

Now my nose is nearly pressing the pane. I sympathize with Sandy. She's feeling as flustered as I did just moments ago. But it doesn't show. She glances up at the microphone. Joyce turns up the speaker. We all watch and listen. I keep thinking back to what I did. I reflect on what I've been doing every day —; comparing, questioning, evaluating.

It's thirty minutes later.

We all return to our circle. I get first go at describing how I thought the lesson went. I still can't think straight. My palms are still sweating and my voice is still shaking. I make a few comments about what went wrong and how I was too concerned with the time ticking away.

Then the discussion begins. Mary-Lou likes the rapport that I seem to have with the child. Kim likes the way the components of the lesson flowed into one another without disruption. Lisa likes the way I reinforced Roger's self-correcting behavior. Joyce says I didn't allow my frustration over the time to interfere with the lesson. Paula suggests that I use the cards described in the guidebook to work on phrasing and fluency. It's working well with one of her students. Joyce thinks Roger is ready to use sound boxes and suggests I start with them tomorrow.

My previous experience as a teacher has presented me with so many children who have failed at reading and writing simply because we have never found the right way to teach them. By the time they have reached fourth or fifth grade, they have experienced so little success that the spark for learning is gone. Like many other teachers, I have been faced with the challenge of having to teach them to read and write; sometimes not knowing how or where to begin. There have been small pockets of success here and there, but I have always been more than dissatisfied with what I could do to help them. What can I do differently?

I have looked to various forms of professional development for answers. Most always, professional development experiences have been repeated scenarios where, like the empty sponge, I sit quietly, ready to

soak up whatever it is that the experts think I ought to know. I wait with expectancy for some profound revelation that will change the way I teach as well as the way my students learn. Each time, I return to my classroom feeling more disappointed and often more confused than ever.

This past September I became a Reading Recovery Teaching in Training. Finally, Reading Recovery was offering some promise for at-risk children. I think it was the notion of early intervention that drew me most. I admit that I was not completely sold on some of the practices, but with an odd mixture of hope and skepticism, I began a new chapter in my career as a teacher and as a learner. Surprisingly, it wasn't just the concept of Reading Recovery that had an impact. I quickly discovered that it was the training model for teachers that was most intriguing.

Suddenly, mirrors and windows became significant in my professional development as a teacher. Observing myself and others in a new way became a welcome, an exciting, and a most powerful learning experience. According to Merriam Webster's dictionary, a window is defined as an opening in a wall to let light or air in. Webster also defines it as an interval of time during which certain conditions or an opportunity exists. A mirror, according to the same source, is a polished surface which forms an image by reflection; a true representation.

Finally, here is a chance to catch that window of opportunity that exists for children who are at-risk of not learning to read and write. It is possible that I can get to them before they begin to form and perfect habits that will prevent them from becoming good readers and writers. I finally have a chance to do something before that energy and enthusiasm for learning is lost.

Part of our training requires daily and weekly reflection on our own teaching. Through this process, we are forced to see ourselves on a continuing basis. After each day of teaching we take time to look closely at our lesson records. We look not only at what the child has done but more importantly what we have done to help them. What did Mark learn today about letters or words or the features of print? What did Charles learn about composing a message? What did I do to teach them? What can I do tomorrow based on what I have seen today? What changes have I seen in the past few weeks? How can I build on what each child already knows? In analyzing and evaluating what our students are doing, we are taking a critical look at our own teaching.

Watching other teachers teach is also a major component of our training. Our training center is equipped with a two-way mirror. In each training session, we watch two of our colleagues do back-to-back lessons while we discuss their lesson components and their on-the-spot teaching decisions. We also make exchange visits between neighboring schools where we watch our Reading Recovery colleagues teach. We observe a lesson and reflect on what we have seen. We offer and ask for suggestions. We clarify our own understandings. We come up with new questions. We get excited about things that are working well and try to retrace our steps when something isn't working out the way we would like. For each of us, windows on others become mirrors on ourselves. Suddenly, new light is cast on things to which we had been blind.

We have often talked among ourselves about how valuable this process has become to us and how it impacts what we do every day in our own classrooms. We have talked about how this type of experience could be beneficial for teachers in any classroom. Ordinarily, how often have we been allowed the time and the opportunity to observe a colleague doing what we do? How often have we been encouraged to allow a colleague to observe us in action? Many of us consider the mere thought of it a threat. However, given the opportunity to experience it, we can truly appreciate the benefits. The initial anxiety that we felt about being under such scrutiny has diminished. We have learned to trust our colleagues and to welcome their opinions and advice. The growth we have experienced as a result is becoming more and more evident in the progress of our students.



Finally, here is a professional development model that is far-reaching in its influence. It is a simple model, but one that truly works. In the past, we have felt that our own beliefs, knowledge and experience were somehow undermined because the experts were the ones who had all the answers. Those experts still have a place here. They have become valuable and respected resources. But we too can begin to feel like the professionals that we have always been, capable of guiding our own learning, taking from others what is useful and practical, and sharing our own understandings without fear of personal attack. We learn best from people most like us —; people who do what we do.

A few years ago, Bill Gates introduced to the world of technology, a new computer program —; Windows. The book titled Windows '95 for Dummies, by Andy Rathbone, suggests that Windows is just another computer program, but one that changes the way in which we work with computers. Consider the impact this program has had on the advancement of computer technology throughout the world. It has truly revolutionized the way we work in business, industry, education, medicine, even entertainment. And the list goes on and on.

This training model that is part and parcel of Reading Recovery Training is one that changes the way in which teachers work with each other and with their students. Ultimately, the benefit is more informed and more powerful teaching which provides more positive learning experiences for children. Such a model, implemented for teachers in all kinds of circumstances, could have an influence that reaches far beyond the boundaries of Reading Recovery. It has the potential to revolutionize teaching and learning in all our classrooms.

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Theresa Pittman is Partnership Facilitator with the Vista School District. For further information on the program contact Theresa Pittman at 709-466-3401, ext. 243 or Joyce Rodway, ext. 251.

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# RESOURCES

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## **Coaker of Newfoundland**

The Sir William Ford Coaker Heritage Foundation, with the consent and encouragement of the Smallwood Family and the financial support of the FFAW, has re-published Coaker of Newfoundland, Joseph R. Smallwood's 1927 biography of Sir William Coaker, founder of the Fisherman's Protective Union (FPU) and one of the most important political figures in 20th century Newfoundland to mark the 90th anniversary of the founding of the FPU. Articles by Edward Roberts and Dr. Melvin Baker introduce this special edition. As much as the book tells us about the remarkable career of William Coaker, it is just as significant for the glimpse it provides of its young author and the times in which it was written. For more information, contact Sir William Ford Coaker Heritage Foundation, Tel: 709-469-2207; Fax: 709-469-2271.

## **Grow-A-Tree Program**

Trees for Life Canada has developed an environmental education program for elementary school children called the Grow-A-Tree Program. It provides children with the opportunity to grow their own trees from seed while learning basic concepts in science and ecology. Each program includes: biodegradable planting cartons for each student; tree seeds for each student; a workbook for each student; and a teacher's manual. Contact: ICOC Trees for Life Canada Inc., Box 79006, Garth RPO, Hamilton, ON, L9C 5V0, Tel: 905-540-8894; Fax: 905-540-8868; e-mail: [trees4life@hwcn.org](mailto:trees4life@hwcn.org); website: [www.trees4life.ca](http://www.trees4life.ca).

## **Leafs in the Classroom**

Leafs in the Classroom is an initiative of the Maple Leafs, St. John Bosco, Gonzaga High School and network services provided by Stellar Schools that provides schools throughout the province with an educational teaching supplement by linking schools into the St. John's Maple Leafs homepage ([www.sjmapleleafs.nf.ca](http://www.sjmapleleafs.nf.ca)). The program teaches basic skills and problem solving through hockey and Maple Leaf related questions in the areas of Math, English, French, Science and Social Sciences. The purpose of Leafs in the Classroom is to employ the Internet and more specifically the Maple Leafs homepage to deliver curriculum reinforcing class activity materials to teachers. Teachers will be able to use Internet technology, if available to the students or simply download the teaching modules.

## **Curriculum Connections at the Newfoundland Science Centre**

The Newfoundland Science Centre (NSC) has a new program: Curriculum Connections, designed for grades K-6 and involves interactive, hands-on workshops and exploration time on the exhibit floor. There are eight workshop topics to choose from: Seesaws & Simple Machines (Gr. 1, 4 & 6) Make water flow uphill using simple machines; Inside Out (Gr. K, 1) An exploration of the human body "inside out"; Ludicrous Luminescence (Gr. 2, 3 & 5) Chase a laser and explore reflection; Gravity Grabbers (Gr. 2, 5) What happens if an astronaut burps in space?; Bugs & Buddies (Gr. 2, 5) Visit with insects, arachnids and amphibians; Wings & Flying Things (Gr. 3, 5 & 6) Forces that affect flight and the Bernoulli principle; Electrifying Electricity Static and current electricity and circuits; Chemical Crazy Chemical and physical change and gas production.

The school program includes a 45 minute workshop and 45 minutes of interactive fun on the exhibit floor. Background information and materials are provided for the completion of the activities. Contact Lynne Sheppard, Program Coordinator, Tel: 709-754-0807; Fax: 709-738-3276; E-mail: [ldsheppa@stemnet.nf.ca](mailto:ldsheppa@stemnet.nf.ca). The Newfoundland Science Centre is located in the Murray Premises, downtown St. John's, (bus parking available).

## **Building Better Learners**

Written for parents, by a parent, Building Better Learners is the Association for Teacher-Librarianship in

Canada's newest publication, designed to help parents better understand the impact of the school library in developing information literate students who will be prepared to cope in today's information rich society. This publication is ideal for sharing with parents at orientation programs, parent/ teacher meetings, School Council meetings, etc. To order a copy or for further information, contact ATLC Press, P.O. Box 9, Pouch Cove, NF, A0A 3L0, Fax: 709-335-2978.

### **Bringing Canadian History and Culture to Life**

Students throughout Canada have the opportunity to be part of history as they follow the progress of three bicycle teams traveling across the country in the Canadian Heritage Interactive Journey (CHIJ). Software publisher, Ingenuity Works, has teamed up with Industry Canada and the BC Ministry of Education to bring the Canadian Heritage Interactive Journey to Canadian schools. For more information on the CHIJ and a list of registered schools, go to [www.chij.com](http://www.chij.com). For a password to restricted areas of the site or for more information such as school contact members, e-mail Cris Leykauf at [cleykauf@ingenuityworks.com](mailto:cleykauf@ingenuityworks.com) or call 1-800-665-0667 ext. 1335.

### **The International Day for the Elimination of Racial Discrimination**

March 21 is the International Day for the Elimination of Racial Discrimination. To help stop racism, plan an activity or project in your community for March 21. Then promote the concept throughout the year. Products available for March 21 include brochures (bilingual), Teachers' Guides (Elementary and Secondary levels), resource list, stickers, cyberpetition, poster, information booklet, "Stop Racism" national video competition newsletter, and ad mat. Call toll free at 1-888-MARCH 21 to order these free products. You may also visit our website at [www.march21.com](http://www.march21.com) to download information instantly.

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# CALENDAR OF UPCOMING EVENTS

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## **Margaret Williams Trust Fund Award**

March 26, 1999 (application deadline)

Applications are now invited for the Margaret Williams Trust Fund Award which has been established to promote the development of librarianship in Newfoundland and Labrador. Funds are awarded on a competitive basis to applicants seeking funding for library related projects or assistance in pursuing graduate studies in Library Science. Annual awards generally approximate \$1,000. Contact: Richard Ellis, Chairman, Board of Trustees, Margaret Williams Trust Fund, Queen Elizabeth II Library, Memorial University of Newfoundland, St. John's, NF, A1B 3Y1.

## **Eastern Newfoundland Regional Science Fair**

April 1999

St. John's. Contact: Ronda Dillon,

Tel: 709-737-2682; e-mail: [rondad@morgan.ucs.mun.ca](mailto:rondad@morgan.ucs.mun.ca) or mail to Ronda Dillon at Seabright Corporation Limited, Memorial University of Newfoundland, Spencer Hall, St. John's, NF, A1C 5S7.

## **Focus '99: Believe in the Healing**

April 11-13, 1999

Victoria, BC. Presents a cross cultural approach for those wishing to reach beyond the causes of youth violence and rebuild communities and schools. The conference is about working together to offer alternative solutions and effective strategies for healing and thriving in today's society. For additional information contact: Barbara Smith and Associates Ltd., #300 - 3060 Cedar Hill Road, Victoria, BC, V8T 3J6 e-mail: [Barbara\\_Smith@bc.sympatico.ca](mailto:Barbara_Smith@bc.sympatico.ca); Tel: 250-598-1039; Fax: 250-598-2358.

## **Technology Education**

April 29-30, 1999

Battery Hotel, St. John's. 1999 Annual TESIC Conference and AGM. "Designing the New Millenium". Contact: Garland Jennings, Tel: 709-579-4107. Additional information may be found at [www.stemnet.nf.ca/tesic](http://www.stemnet.nf.ca/tesic).

## **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](mailto:sacketts@apsea.ca).

## **REaD**

May 13-14, 1999

Contact: Brian Vardy, Tel: 579-4100 Ext. 236; e-mail: [bvardy@bishops.ntc.nf.ca](mailto:bvardy@bishops.ntc.nf.ca).

## **School Administrators (in conjunction with CAP)**

May 19-21, 1999

St. John's. Contact: George Tucker, Tel: 709-726-3682 or Richard Harvey, Tel: 709-834-2081.

## **Program Specialists**

May 26-28, 1999 (tentative)

Gander. Contact: Pat Collins, Tel: 709-786-7182.

## **Small Schools Institute**

August 9-11, 1999

St. Anthony. Contact: Barbara House, Tel: 709-635-2337 (s), 709-634-2205 (h).

## **Small Rural Schools in the Global Community**

August 11-15, 1999

St. Anthony. An international symposium on rural education and telelearning featuring keynote speakers and presenters from islands and countries of the North Atlantic Rim. Sponsored by The Centre for TeleLearning and Rural Education, Faculty of Education, MUN, in partnership with NLTA, the Department of Education, and the Northern Peninsula/ Labrador South School District. Contact: René Wicks, Tel: 709-726-3223 Ext. 245; Fax: 709-726-4302; e-mail: [rwicks@nlta.nf.ca](mailto:rwicks@nlta.nf.ca).

## **Humanities**

October 7-8, 1999

St. John's. Contact: Geoffrey Booth, Tel: 709-944-7628.

## **Learning Resources**

October 14-16, 1999

Corner Brook. Contact: Kathy Rowsell, Tel: 709-634-6837.

## **Music**

October 15-16, 1999

St. John's. Contact: Mary Dinn, Tel: 709-745-1253.

## **Primary**

October 20-22, 1999

Gander. Contact: May Keats, Tel: 709-256-7785 (w); 709-679-2162 (h); e-mail: [mkeats@stemnet.nf.ca](mailto:mkeats@stemnet.nf.ca). Ideas or suggestions for presenters would be welcome.

## **Council of Special Services (in conjunction with Council for Exceptional Children)**

November 11-13, 1999

St. John's. Special Matters Beyond 2000: Newfounde Frontiers. Join us as we explore frontiers in the provision of special services to exceptional children for the year 2000 and beyond. Come and learn from what the many national and local presenters have to offer, and why not be a presenter yourself. Contact: Ajit Bedi (COSS), Tel: 709-738-4081; Dr. Wayne Nesbit (CEC), Tel: 709-737-8606; or David Philpott (CEC), Tel: 709-739-7443.

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