

THE  
**bulletin**

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*Newfoundland and Labrador Teacher's Association*

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Table of Contents

[Cover](#)

[A Real Difference](#)

*by Lesley-Ann Browne*

[Teacher Workload:](#)

The Reality

[NLTA Executive](#)

On Location

[Provincial](#)

[Pre-Retirement Seminars](#)

*by Wayne Noseworthy*

[Grievances and Arbitrations](#)

*by Edward Hancock*

[Steps For Personal Care](#)

*by Claudette E. S. Coombs*

[NLTA President Addresses AGM](#)

[Teachers Honored](#)

[Resolutions from AGM 1997](#)

[Child Poverty](#)

[This Is Me In Grade Nine Baby](#)

*by Trudy J. Morgan-Cole*

[Resources](#)

[Calendar of Upcoming Events](#)

# A REAL DIFFERENCE

*by Lesley-Ann Browne*

I am a firm believer in the right of the individual to express an opinion or viewpoint. I admire those who can and will take a stand on issues and publicly let this opinion be known. But what I have a great deal of difficulty with is individuals who make comments for the sake of making them, just to stir up further controversy, without thought of the repercussions or the effects upon peoples lives. In the last few months there have been many difficult issues facing teachers and the field of education. I have spent a great deal of time, on behalf of teachers, responding to editorials and press releases about the issues and the difficulties within education.

There have been several occasions recently where individuals have made comments without justification and without the facts about teachers and the issues facing education. In particular was an editorial by Gordon Laws that was quickly responded to, but unfortunately due to lack of space in the publication, our response did not get printed until over a week later. But the information used by Mr. Laws in his editorial was inaccurate, and was not the result of research on behalf of the author.

We also had comments recently by federal M.P. George Baker who, while putting his own slant to the number of teacher allocations released by government, announced that another 200 teachers would be receiving pink slips in the next couple of weeks. It is disappointing that this was done at teachers' expense just for the sake of election votes. We quickly got the word out that the numbers were not accurate but the stress level of teachers was unnecessarily increased.

I am even more dismayed at a recent article in The Evening Telegram by Peter Fenwick where he criticized the recent poll about the cut of 468 teacher positions in the province. It is disappointing to have some one belittle the survey that shows public support for teachers and that the public does not want any further cuts to education. What is even more disappointing is that I was once a firm believer in the preaching of Mr. Fenwick. During my last year of university when I was writing my honours dissertation in political science (for information purposes it was entitled The Role of The Church in Education in Newfoundland) I shared an office with Mr. Fenwick, with two other students, and was often "awed" by the information and the social conscience that he displayed. I was a young student and he was the experienced politician supposedly paving the way for others like me. There were many heated debates about the fishery, education, the poor, and the rights of people on welfare. But again it appears that the words were just an election platform.

I have to wonder -- does Mr. Fenwick have nothing better to do than pick apart a perfectly legitimate survey conducted by a highly reputable company. Perhaps Mr. Fenwick was not present for the political science class on statistical analysis, or then again he was probably campaigning that day. I challenge Mr. Fenwick to deal with the real issues. The fact that the loss of teachers to the schools will be detrimental to the education system, that the cuts to education will negatively affect the children of Newfoundland and Labrador, and that perhaps there are other more important issues for him to be spending his time writing about. Child poverty is one of the topics that comes to mind. He was certainly an advocate for all the controversial and important topics when I knew him in university. Unfortunately he, like a lot of others, seems to have lost touch with the real issues. It's too bad when they could probably have made a real difference.

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*Lesley-Ann Browne is Communications Officer with the NLTA.*

Shattering the Myth

# **TEACHER WORKLOAD: THE REALITY**

Teacher salary is based on days worked in school. Breaks, such as Christmas, Spring break, and summer vacation, are not included. Teachers receive pay during these periods because their salary is spread out over the full year. A day of work missed without pay equals 1/190 of the annual salary.

Teachers are not paid for school work outside-of-classroom hours, which is considerable.

The average hours worked by full-time elementary/secondary teachers in Canada increased from 39.4 hours in 1982 to 40.9 hours in 1992.

A November 1995 survey by the Saskatchewan Teachers' Federation reported an average classroom teacher worked 47.4 hours a week.

An additional 3.4 to 5.1 hours is spent on school work during weekends.

The "average" teacher spends 33-36 hours in the classroom per week; 11 hours in preparation (marking, developing tests and assignments, preparing labs and activities, etc.); and 3.6 hours on extra-curricular activities.

Teacher wages in Newfoundland and Labrador have been frozen since 1991.

Conclusion: taxpayers are getting much more than ever for their education investment.

# NLTA EXECUTIVE FOR 1997-98



*Back row, left to right:* Graham Butler, Clarendville; Michael Luedee, Corner Brook; Doreen Noseworthy, Holyrood; Winston Carter, Carmanville; Elizabeth Murphy, Parker's Cove; Don Ash, St. John's; Karen Warr, St. John's; Ted Murphy, Shearstown.

*Front row, left to right:* Fred Douglas, Marystown; Art Baggs (Past President), Badger; Brendan Doyle (President), St. Andrews; Fred Andrews (Vice-President), St. John's; Kevin Foley, Goose Bay.

## **La petite expérience française**

This past April, Grade 7, 8, and 9 French students at St. Francis Xavier Junior High, under the guidance of their French teachers, Debbie Olson and Michelle Porter-Rumbolt, held "LA PETITE EXPÉRIENCE FRANÇAISE" in the school auditorium. Pre-teaching of vocabulary, questions and answers were practiced in all French classes, after which students presented "mini-situations" to prepare for the "authentic day". All French classes were responsible for poster making, advertising, and bringing in sale items. Following the event, students were responsible for filling out activity sheets to be presented in an oral and written form.

Grade 8 students set up a "Casse-Croûte" where they sold a variety of sandwiches --; "rosbif, jambon et fromage, oeufs, dinde, salami", avec des condiments --; "de la mayonnaise, de la moutarde, des oignons, des cornichons". Grade 8 students also sold "toutes sortes de boissons" (Koolaid). The Grade 9 classes held a "Marché aux Puces" with a large assortment of donated and homemade items for sale. Grade 8 and 9 students also sold "Des Billets" on a painting by Mr. Fudge, a Grade 9 parent, and free videos from a local merchant, Andy Brake.

Ms. Olson and Ms. Porter-Rumbolt say a tremendous amount of effort went into this "EXPERIENCE" by French students and teachers alike and all purchasing had to be done in French --; even by teachers from other departments. "Quel travail, mais, ça vaut la peine!" they concluded.

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## **MOUNT PEARL**

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### **Students interview NLTA President**

This past January, three Grade 6 students from Morris Academy had an opportunity to interview NLTA President, Art Baggs, for a report for their school newspaper. Reporters Ashley Mugford, Matthew Lidstone, and Jonathan Law asked Mr. Baggs a variety of questions on his role as NLTA President, his teaching background, and his views on uni- versus interdenominational schools. Here are some excerpts from their report:

" Mr. Baggs stated that one of the best things about this job was being able to meet so many different people such as teachers, students, parents and even Department of Education people. Some of the negative things were the cutbacks and the lack of resources put in to education today. It makes it frustrating for people who want to make a difference in teaching.

When asked what he liked best about teaching, Mr. Baggs stated that he liked the day to day interaction with the students and that he was extremely proud to be a part of their education process. As for the negative aspect of teaching: he didn't like correcting!

When asked which he preferred --; teaching or the presidency --; Mr. Baggs stated that he liked both. There were lots of things about both that he really enjoyed. Although after two years away from the classroom he is eager to get back.

One last question which we asked Mr. Baggs was: Would you prefer uni-denominational schools or interdenominational schools? His answer was as follows: All students should be able to go to school together. We should be able to look after all religions in all schools. No student should be segregated because of religion."

In response to this last question, Ashley, Matthew and Jonathan said: "Mr. Baggs, we wholeheartedly agree."

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## CARBONEAR

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### **Every day is Earth Day at St. Clare's**

April 22 is Earth Day, but students at St. Clare's Junior High say every day is Earth Day at their school. For the past three years, students have been vermicomposting with the help of the Red Wiggler, a type of red worm. The worms were first purchased as part of the Grade 7 science curriculum, where students were studying the characteristics of living things. As the students cared for their bin of Red Wigglers, they were able to observe these organisms, as they grew, moved, reproduced, took in food, and responded to stimuli. Apart from being directly related to the Natural/Life Science curriculum, this project was connected to a study of ecosystems, food chains, decomposition, soil conditions, and aspects of recycling and care for the natural environment. During the past three years, several elementary classes who were studying topics on soil decomposition have also visited the Worm Bin at St. Clare's, as well as Beavers and Cubs from Carbonear, Victoria and Harbour Grace, who were participating in projects related to nature and recycling.

Brian Manning, Principal at St. Clare's, says besides studying the decomposing process, students have been learning about the many kinds of organisms that co-exist in this micro-ecosystem, turning organic kitchen waste into rich useful humus. He says the students have also studied the texture and structure of soil, and the qualities that enable soil to retain nutrients, moisture, and air for the beneficial use of humankind. "The students have developed an appreciation of nature. They now realize that compost (vermicompost) is more than fertilizer, more than a soil conditioner --; it is the symbol of continuing life, a replicate of nature's restoration process. Besides learning the value of recycling, students have come to understand the importance of soil for every living organism on this planet," he says.

In an attempt to get the message of "care for the environment" and the necessity of recycling out to the public, Gerard Butt, lead teacher for Technology/Computer Education at St. Clare's, has published several brochures on vermicomposting, and has posted numerous articles on the Internet with the message that "the soil and the organisms in it are the very centre of life, and should not be a concern for environmentalists only". St. Clare's Vermicomposting Project can be accessed on the World Wide Web at [www.k12.nf.ca/stclares/worm.htm](http://www.k12.nf.ca/stclares/worm.htm), and a home composting reference page can be found at [www.k12.nf.ca/stclares/compost.htm](http://www.k12.nf.ca/stclares/compost.htm).

As part of its ongoing Computer Education program, St. Clare's has recently installed an additional Internet hook up in the Computer Lab, and has received complimentary Internet access from Cable Atlantic's Zone for the remainder of this school year. With these 240 Internet hours, Mr. Manning says all students at St. Clare's will be able to access the Internet to conduct research on various educational topics associated with the curriculum.

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## ST. JOHN'S

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### **Lord Mayor of Bristol launches Education Week 1997**

On March 3, The Lord Mayor of Bristol, Joan McLaren, officially launched Education Week 1997 at the Opening Ceremonies hosted by St. Mary's Elementary School in St. John's. In keeping with the Cabot 500 celebrations taking place in the province, this year's theme was Sail to Success Discover New Worlds. The

Master of Ceremonies for the event was Dr. Myrle Vokey, Executive Director of the Newfoundland and Labrador School Boards Association. The event was attended by all students and staff at St. Mary's, several parents and school committee members, education officials and many dignitaries and special guests.

Following a warm welcome by St. Mary's Principal, Eric Hiscock, the Honourable Roger Grimes, Minister of Education as well as NLTA President, Art Baggs, addressed the audience. The Lord Mayor of Bristol also addressed the audience and gave an informative talk about "The Matthew" and its impending voyage to the province this summer. Students, staff and guests were treated to a rousing performance of "The People of Cabot" by Peter MacDonald and Ronald (Hutton) MacDonald. The St. Mary's Challenge Choir entertained the assembly with two vocal selections, and the St. Mary's Rappers also presented their "rap" which they wrote to celebrate Newfoundland and Labrador's historical ties with Britain.

The Honourable Roger Grimes and Art Baggs then joined the Lord Mayor in the signing of the Education Week proclamation to officially launch Education Week 1997 in Newfoundland and Labrador. Following a cake cutting ceremony, students, parents and guests were invited to the Resource Centre for cake and refreshments, served up with a smile by the Cabot 500 Senior Ambassadors. Judy Mallam, Vice-Principal at St. Mary's, and a member of the Education Week Coordinating Committee at the school, says it was an exciting beginning of a wonderful Education Week at St. Mary's Elementary.

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## LEWISPORTE

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### **The bare facts**

Norm Austin, a teacher at Ralph Laite Academy in Lewisporte, sent us the following true story --; a story we felt was worth sharing with other teachers:

A couple of years ago while teaching Physical Education at Ralph Laite Academy, the students were accustomed to seeing me in my gym attire; however, one morning I arrived at school wearing a shirt, tie, dress pants and a sports jacket. As I entered my classroom, one of my students looked at me, ran from the class and shouted: "Come quickly, sir is here with his clothes on!"

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## FOGO ISLAND

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### **Teacher takes a ribbing**

Clem Dwyer, a teacher at Fogo Island Central High School in Tilting, sent us this humorous story which recently took place in one of his classes:

Last Monday morning my Junior High students came into class for period one. Almost immediately one of the students pulled a bottle of prescription pills from his shirt pocket. It was obvious he wanted me to notice. I did. Calling the person by name, I asked him his problem. He proceeded to tell me he had gone to the local hospital the previous day with a bad side. I then asked him what diagnosis the doctor had made. The student replied: "The doctor said I got information on me ribs!"

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## NEWFOUNDLAND & LABRADOR

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### **STEM~Net/SchoolNet launches on-line newspaper for students**



Recently, STEM~Net, in a partnership with SchoolNet in Ottawa, launched its new collaborative project called SchoolNet News (SNN), which is an on-line newspaper for K-12 students. Teachers can use the SNN project as a cutting edge learning tool. SNN combines both traditional and technology-based learning. This allows students to sharpen their communication skills by writing and interviewing, and to learn computer skills through on-line research, Web page design, and even word processing.

Allison Morgan, a Grade 12 student at Eugene Vaters Collegiate in St. John's, says, "What is special about SNN is that students get their work published. This way, students have the ability to reach the world, providing information for the entire planet --; a great opportunity for learning, as well as for getting their work recognized."

SchoolNet News is looking for new writers for their newspaper. Interested individuals should check out the SNN web site at <http://www.stemnet.nf.ca/snn> for details.

### Winners announced in Cardboard Boat Race and Video Challenge

The Newfoundland Science Centre has announced the winners of the Cardboard Boat Race and Video Challenge which was held in St. John's, Corner Brook and Gander in celebration of National Engineering Week and Education Week, March 3 to 8, 1997.

In St. John's, Brother Rice paddled away with top honours while two teams from St. Kevin's placed second and third. In Gander, the winning crew came from G. Shaw Collegiate with Musgravetown High finishing second and King Academy Central High placing third. In Corner Brook, Canon Richard's High was the winner with two teams from Elwood Regional High placing second and third.

Approximately 150 students from across the province participated in this first annual Newfoundland Science Centre --; Campbell's Soup Company Cardboard Boat Race and Video Challenge. The 30 pre-registered teams accepted the challenge showing up empty handed to construct boats using just cardboard, duct tape, contact cement, twine and a paper clip. These boats were then paddled across a 25 metre pool. The surviving crews had to pile more members in their boats to compete in a weight test while the sinking teams were faced with a lengthy swim to the finish. Each team decorated and named their boats, with many teams dressing up in their school colors. One school even brought a jazz band to see their boat off. The video portion of the event challenged teams of students to make a seven minute documentary on the event.

The event was made possible with the support of Newfoundland Power, the Association of Professional Engineers and Geoscientists, Maritime Paper Products Limited, LePage & Canadian Adhesives Limited, Marineering Limited, the Newfoundland and Labrador Teachers' Association, the Department of Education, the Cabot 500 Celebrations Committee, and of course, Campbell Soup Company Limited.

Rhonda Normore of the Newfoundland Science Centre says the race provided a carnival atmosphere with members of the media, parents, students and board members cheering on the teams. "The race was a huge success and the Newfoundland Science Centre plans to stage the event again next year; however, some of the sinking crews suggest it be changed to a submarine race, giving them more of a chance!" she concluded.

### Winners announced in "Capture the Spirit of Cabot" Contest

The Newfoundland Historical Society has announced the winners of the "Capture the Spirit of Cabot" Contest held in celebration of Cabot's 500th anniversary.

In the Visual category, first place went to Victoria Collins, a Level 2 student at Cape John College in La Scie, and second place was awarded to Michael Sutton, a Level 1 student at Beaconsfield High School in St.

John's. Honorable mentions went to Wendy Hopkins, Level 3, Herdman Collegiate in Corner Brook, and Paul Chafe, Level 1, Beaconsfield High.

In the Creative Writing category, all three awards went to students at Mount Pearl Senior High. Amanda Winsor, Level 3, took first place, while Colin Clark, Level 2, and Jennifer Kelly, Level 3, placed second and third respectively. Honourable mention went to Colleen O'Rourke, a Level 3 student at Holy Spirit in Manuels.

In the category of Other (Music), first place went to Cyrena Eddy, a Level 3 student at Beaconsfield High School, and an honourable mention went to Tracy Smith, a Level 1 student at St. Lawrence Central High. Cyrena was also the overall winner of the grand prize, sponsored by the Royal Commonwealth Society, of a trip for two to Bristol, England, to witness the departure of the Matthew, and to Bonavista to witness its arrival.

The contest, which was open to all Grade 10 to 12 students in the province, invited students to capture the spirit of Cabot in a painting, poster, essay, musical composition, sculpture, poem, or any other artistic work. The deadline for entries was February 15, 1997. Cash prizes for the contest were donated by the Johnson Family Foundation. Jespersion Press and Dicks and Co. donated books for the students with honourable mentions.

### **Students discover John Cabot**

Over two years ago an ambitious project was fostered within the Newfoundland Historical Society to make 1997 a very special year for students graduating from high school. The Society wanted students to be aware of both their futures before them, and their roots and history in this year of celebration. With the generous sponsorship of the Johnson Family Foundation, as well as the assistance of the Canadian Studies Programme of the Department of Canadian Heritage, and the John Cabot (1997) 500th Anniversary celebrations, a copy of the Society's book, "John Cabot and Newfoundland", by Alan Williams, has been placed in the hands of every one of the 8,515 Level 3 graduates in Newfoundland and Labrador. Special ceremonies were arranged throughout the province by Dr. Malcolm MacLeod, a past president of the Historical Society, and members of the regional committee created last year. In many areas the ceremonies formed part of the Education Week activities in early March and featured music, presentations on local history, and even on occasion, Giovanni Caboto himself. Special guest presenters included mayors, members of local heritage societies and historians.

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A LOOK AHEAD

# PRE-RETIREMENT SEMINARS

*by Wayne Noseworthy*

During the Fall of 1996, NLTA hosted five Pre-Retirement Seminars --; one in Corner Brook, one in Gander, and three in St. John's. These seminars were held in accordance with Association policy as part of its overall program of pre-retirement counselling.

Information sessions dealt with topics such as the Teachers' Pension Plan, NLTA Group Insurance, Psychological Preparation for Retirement, Financial and Estate Planning and the Canada Pension Plan. As well, time was set aside for individual counselling of prospective retirees by the various consultants. The total number of prospective retirees in attendance during the Fall of 1996 was 431; this is a significant increase over the previous year where the total was 297. Approximately 60 percent of participants had spouses in attendance which meant we were able to present information and hold discussions with approximately 700 individuals this past Fall.

From all reports, the seminars were regarded as quite successful. Notwithstanding this, there have been a number of recommendations for improvement and our plans for the Fall of 1997 will try to incorporate those various suggestions. In fact, the issue of increasing number of participants has already been dealt with by the Provincial Executive at its meeting on January 10-11, 1997. Preparation is already underway to hold seven seminars altogether during October, November and early December 1997, on the following basis: one seminar in Corner Brook, one in Grand Falls-Windsor, one in Gander, and four in St. John's.

The sessions will be two days in duration. The program begins with registration from 8:45 to 9:30 a.m. on Day One. The first agenda item begins at 9:30 a.m. with the afternoon session concluding at approximately 3:30 p.m. On that first evening, there is also a 7:00 p.m. session devoted to Psychological Preparation for Retirement, which runs for approximately two hours.

Day Two of the seminar commences at 9:00 a.m. and concludes at approximately 3:30 p.m. Leave is provided for two days, with pay, in accordance with the Collective Agreements. The agenda will include items referenced above as commentary with regard to the 1996 seminars.

The full text of the NLTA Policy on Pre-Retirement Seminars, as it has been amended over the past few years, is contained within this article; prospective retirees are urged to read closely these policy provisions and be aware of their application. The registration form for attendance at the 1997 seminars can be found on the following page. Potential participants are reminded that, in order to attend, they must register for a particular seminar. Only those teachers eligible to retire during the school years 1998-99 and 1999-2000 will be eligible to attend. Furthermore, registration must be received at the NLTA Office at least four weeks in advance in order to ensure approval of attendance. Given the increasing numbers of teachers eligible to retire, we must adhere strictly to the requirement for early registration. As a result, the Association will reserve the right to refuse acceptance of registration forms at any particular seminar if the registration has not been received at the NLTA Office in accordance with Association policy.

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

In order to ensure that seminar participants are able to gain maximum advantage from the presentations, it is our intention to make every effort to keep the seminars to a reasonable size. This means, in effect, that we

reserve the right to limit the number of people who will be granted access, depending on the physical facilities available at each site. Consequently, it is imperative that teachers plan ahead and register early in the event that registrations have to be taken on a first-come-first-served basis.

### **NLTA Policy on Pre-Retirement Seminars**

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

7. Teachers attending a pre-retirement seminar must attend the seminar location closest to their place of residence, except in cases where the mode, cost or availability of transportation necessitates otherwise. Such determination will be made by the Benefits and Economic Services Division.
  8. Directors and Assistant Directors, and spouses, are welcome to attend one pre-retirement seminar, but no expenses will be paid in accordance with this policy.
  9. All participants, in order to attend, must register for a particular seminar. Registration must be received at the NLTA office at least four (4) weeks in advance in order to ensure approval of attendance.
  10. The funding mechanism and program content for pre-retirement seminars will be reviewed annually by the Benefits and Economic Services Committee with recommendations being made to Executive as required.
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*Wayne Noseworthy is Administrative Officer, Benefits and Economic Services, with the NLTA.*

# GRIEVANCES AND ARBITRATIONS

*by Edward Hancock*

NLTA policy on grievance and arbitration cases states, in part, that "the Association will not publish specific details of grievance or arbitration cases using names, places or dates. A general report will be made annually to Convention by Executive and will be published in the NLTA Bulletin. The report will contain only the number of cases handled, the number still not resolved, the number resolved to the teacher's satisfaction, the number resolved to the satisfaction of the other party(ies), and the articles of the Collective Agreement which were involved". In accordance with this policy, the following is a brief report on grievances and arbitrations initiated over the last 12 months.

One of the primary functions of the NLTA Benefits and Economic Services Division is to ensure that the Collective Agreements are administered properly. As part of that function, grievance and arbitration procedures are provided in the Collective Agreement.

A total of 168 grievances have been initiated since February 1996 when the Executive Report to AGM 1996 was prepared. In addition, grievances which were reported in the 1996 report as "proceeding" or "moved to arbitration" have continued to be actioned or, in most cases, brought to completion. This total of 168 grievances is comparable to the numbers of 189 in 1994-95 and 113 in 1995-96. But these numbers are vastly greater than the 50-60 grievances averaged per year from 1990-91 to 1993-94. The major cause of the increase in the past three years is the large number of grievances filed as a result of various redundancy, reassignment and layoff decisions continuing to be made by school boards following the loss of the 2% Savings Clause in the Spring of 1994. Also occurring in significant numbers this past year were grievances related to the provision of redundancy benefits (Article 56) and disciplinary actions by school boards.

Of the 168 grievances, 159 were from the Provincial Agreement and nine from the Labrador West Agreement; they relate to the following areas: Redundancy, Reassignment and Layoff: 115; Disciplinary Action: 13; Redundancy Benefits (Article 56): 10; Provisions of Substitute for Teacher on Leave: 5; Hiring (Article 6): 5; Hiring Right of Laid Off Teacher to Recall: 4; Workload: 3; Sick Leave: 3; Injury on Duty - Reduction in Benefits: 3; Evaluation: 2; Termination of Contract: 2; Denial of Paid Leave Branch President: 1; Improper Use of Transfer: 1; Salaries Incremental Credit: 1; Termination of Probationary Contract: 1; Teachers' Attendance During Weather Closure: 1; Improper Use of Term Contracts: 1; Reimbursement of Expenses re Medical Referral: 1; Secondment: 1; Leave Without Pay Assignment Upon Return: 1; Deferred Salary Leave: 1; Hiring Consideration of Prior Substitutes: 1; Salaries Pay for Hours Worked: 1; Travel Allowance: 1. (Note that the total number of grievances is greater than 168, since some grievance cases involved more than one article of the collective agreement.)

A summary of the status of grievances initiated since February 1996 is as follows: Total Grievances: 168; Resolved to Grievor's Satisfaction: 74; Withdrawn/Not Pursued: 43; Resolved by Mutual Agreement: 22; Grievances Proceeding: 23; Moved to Arbitration: 6. Total Arbitrations: 6; Arbitrations Ongoing or Awaiting Report: 3; Resolved in Favour of Grievor: 2; Resolved in Favour of Employer: 1.

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*Edward Hancock is Administrative Officer, Benefits and Economic Services, with the NLTA.*

Surviving to June and Beyond

# STEPS FOR PERSONAL CARE

by Claudette E.S. (Boyd) Coombs

Survival appears to be the focus in our current environment of turmoil and uncertainty. Ideally we want more than mere survival but it's difficult to progress beyond that if we are trapped in thoughts of meeting basic needs.

Although we can't change all things happening around us, we do control our attitude and reactions toward them. Looking realistically at a situation and our options, we can decide to create positive outcomes to compensate for the negative ones. However, before we can release our creative energies, we must actually understand what is happening to us.

## **Listen To Your Body**

Until you learn to do this, listening to family and friends will help. "What's wrong with you today?" "Get up on the wrong side of the bed?" "You don't seem yourself, anything bothering you?" Do these queries sound familiar? In case you hadn't noticed before then, now is the time to stop and take an inventory of things happening in your life. Sometimes we are so busy looking after other things that we don't notice their impact on us. Listen to your body. Notice the signals it is sending and start paying attention to them. Are you feeling tired, overwhelmed with everything that has to be done? Is your energy or interest level lower than normal for you? Are you irritable, less tolerant of yourself and others, or overreacting to situations? Do you have new, or recurring aches and pains (head, stomach, chest, back, legs)? Do you want to withdraw from the world and minimize contact with everyone?

These are all indicators that things are not running smoothly. They are attempts to get your attention and have you make changes to improve the situation. The earlier you recognize these signals and take action, the less negative their impact will be on you.

## **Interpret Messages and Count Costs**

What does all this physical and emotional information mean? You be the judge. Analyze what's currently going on, how things have changed, over what time frame and what new stressors have been introduced into your life or environment. Another birthday, new family member, job insecurity, physical illness, interpersonal conflict, financial strain and the hundreds of other issues you identify can each be demanding mental and physical energy with or without your conscious awareness. Determine your issues, then quantify their impact on you. For example, maybe the greatest influence is fall out from educational reform. How much is it costing you to think about and deal with the consequences? Is it affecting your health (eating, sleeping, recreational habits)? Is it interfering with personal, family or professional relationships? Does it present new financial problems because of job loss or school change? How satisfied are you with the way you are handling your issues?

By calculating the cumulative costs of these issues, you may decide that it is finally time to take some cost-cutting measures of your own!

## **Re-establish Personal Priorities**

What is most important to you? What in your life do you want to protect and at what expense? You know you can't have everything so what are you willing/not willing to do without? There are serious decisions to be made and delaying such decisions can actually increase the costs. Daily we make decisions about how to react in relationships, which parts of the curriculum to emphasize, and where and how to spend our time, energy and money. These decisions are based on our values and what we feel we are responsible for doing. We make choices continuously in order to meet our priorities. If there's a family concert on the evening of

parent-teacher interviews --; we make a choice. If we want to save for a summer holiday but enjoy eating out and going to movies --; we make a choice. If we're trying to improve personal and family relationships while trying to spend more time on work commitments --; we make choices. Unfortunately, sometimes we make the choices thinking in a rigid "all or nothing" manner, or without thoroughly considering the consequences. Frequently we make choices because of the consequences. We can handle a family upset because of missing a concert but cannot accept a professional reprimand for missing parent-teacher interviews.

### **Seek Creative Alternatives**

You aren't "supposed" to have all the answers, but for your own health and peace of mind you need to feel certain that you have done what you can, to find the best answers for you. Generally that means involving others in collecting and processing information, generating options, considering consequences, and planning and supporting action. Sharing the "burden" can yield very positive results.

When salary, job security, repayment of student loans or raising a family have become significant financially, many teachers have discovered that they have very marketable skills and qualifications and have changed jobs or started their own businesses. When time has been the most constricting factor for other teachers, they have used the opportunity to incorporate lifestyle changes, relinquish some responsibilities or share tasks with others.

### **Plan --; Then Take Action**

Know the changes you want to make. (Knowing where you want to go makes the planning and the journey much simpler!) Start with things that aren't too difficult to achieve. This builds a sense of accomplishment and encourages greater challenges. When encountering big changes, or ones which you expect to have "significant" impact on you, don't try to deal with all aspects at once.

Break down your planned response into small, manageable, sequential steps. Be sure to acknowledge each step achieved, since looking at the progress gained can be more uplifting and motivating than considering the distance yet to travel.

Change will happen with or without our approval, support or participation but its impact is somewhat dependent on our expectations, attitudes and adaptation skills. We can modify our thinking and behaviors to enhance coping abilities and take a proactive approach to change. How much are you willing to change in this equation? (Situation + Personal Skills + Attitude + Personal Reactions = Impact.)

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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).*



# NLTA PRESIDENT ADDRESSES AGM

Each year the NLTA President addresses the delegates to AGM. This year President Art Baggs discussed the many issues facing the teachers of Newfoundland and Labrador, including changes to the education agenda, negotiations for a new collective agreement, and cuts to teacher allocations. The following are excerpts from his address.

## **Cuts to Teacher Allocations**

One year ago we were encouraged by the words of the Minister of Education at this annual assembly. We thought we had turned the corner with the election of a new government and the appointment of a new minister with positive comments for the future. We were ready for that better tomorrow. We were encouraged by the words that we could not cut, cut, cut our way to prosperity.

How things change in only one year? Recently, our Minister tried to argue that in this province we enjoy a new pupil-teacher ratio a 14.8-to-1 pupil-teacher ratio. We'd love a 14.8-to-1 pupil-teacher ratio in our classrooms. We invite anyone to go into our classrooms and find these class sizes. Especially politicians who make their desk-thumping decisions to use the money saved from the elimination of 468 teachers to pay outstanding school board debts.

The truth of the matter is that there is a 23-to-1 pupil-teacher ratio in the schools of this province. I challenge the Minister and his colleagues to come to the classrooms in our urban schools and find classes of 23 students per teacher. And in our small rural schools, I challenge the Minister and his colleagues to seek out examples of classes with 14.8-to-1 unless there are two or more grades in that classroom or students with special needs. Where did he find the 468 teachers who are not needed in September of 1997?

Because of all the cuts that teachers have been facing, we are concerned about the morale of our teachers. Everything is under attack:

Our pensions. Government says it will not repay its pre-1980 debt until we agree to make changes in our plan. Remember our collective agreements that we signed. Who accepted this unfunded liability in the Teachers' Pension Plan? Teachers know that it was successive governments who accepted this responsibility, and it is government that is now eager to get a portion of this debt off their books.

Our salaries. One salary increase in this decade! A monumental effort on the part of all public sector workers in this province will be required to get another in this decade.

Our job security. How can teachers be expected to cope with this uncertainty and be involved in long-term planning to address educational needs? The recent budget only serves to increase the uncertainty to our teachers.

Our professional lives. We know we are unable to respond to the needs of the students we teach. And there will be fewer of us to respond to those needs next year.

Our personal lives. We know the stresses of our work every day. Teachers will have to make some important decisions about how they will move to protect their own well being, knowing that the employer does not seem to care about the challenges we face every day.

What are the results of these attacks? Experienced teachers are tired, and talking about retirement when they've never been more needed. They want "out" in numbers we have never known in the past. Young

teachers with their energy and enthusiasm are prevented from entering the profession because of the downsizing occurring in our schools.

### Building Partnerships

In the past year we have built and developed a positive working relationship with the Newfoundland and Labrador Home and School Federation. With the support and assistance of its President, Marie Law, we are building a partnership with the parents of this province. Together we have to stop the cuts to education. At one time only the teachers were complaining, and we were always dismissed as a special interest group only out to protect teacher jobs. Today, not only teachers are complaining. If parents and teachers continue to build on this partnership, we will indeed be a powerful force. But these cuts will continue until the public says they will stop. I long for that day. The encouraging part is that the voices are growing!

### Teacher Successes

It has been said that "teachers are expected to reach unattainable goals with inadequate tools. The miracle is that at times they accomplish this impossible task." And this is proven every day by the teachers of this province. Did we have successes in the past year? As always, the answer is yes.

Again this year we had teachers honoured for their outstanding work through the Prime Minister's awards, the Roy C. Hill awards, Readers Digest awards, and we acknowledge other teachers here today through the Bancroft award, the Special Recognition award, and the Barnes award. These are but a sampling of teachers honoured for inspiring students and enabling them to achieve their very best. Something we all do every day.

The Third International Mathematics and Science Study (TIMSS) was released this year. Newfoundland and Labrador students had outstanding results and were ahead of several other provinces in Canada. The Profile '96: Educational Indicators, recently released by the Department of Education announced plenty of good news for our education system. More students are graduating; basic skills have improved; reading and writing skills have improved. The teachers of this province have a great deal to be proud of as the successes of our students are evident.

### Article 9

We are pleased that several of our concerns with the Schools Act have been addressed through consultations with the Minister and his officials. Despite the many disagreements we have, there has been progress on some of the priority issues for this year. However, the powers given to uni-denominational sub-committees under the new Schools Act have the potential to be very divisive both in the general public and among teachers. Certainly, there is the potential for continued human rights violations against teachers. This major irritant remains and will engender much debate at this AGM and in the weeks to come. How did we ever put into law the power of sub-committees of a board to override the power of the total board? Where else in the civilized world would this occur? When the Minister, his department, the School Trustees' Association, the CEOs of the school boards, the Home and School Federation, and the vast majority of the people of this province want Article 9 of our collective agreement to apply in the reassignment of teachers, why is it that it may not occur? I implore you, Mr. Minister, and the Premier and the government of this province, to stop this injustice.

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# TEACHERS HONORED

In keeping with past tradition, the efforts of a number of teachers who have made significant contributions to both their profession and their Association were recognized at this year's Annual General Meeting. The following provides information on the awards and winners. We congratulate everyone!

## **H. Jack Reid ● Roy C. Hill Award Winner**

H. Jack Reid of Dildo, Trinity Bay, is the recipient of a provincial Roy C. Hill Award for his project entitled *The Flanker*, an annual student publication containing school and community interest stories and creative art and writing. The magazine, which has been published annually since 1993, involves students, aged 15 to 19, who are registered in the Language 3101 writing course at St. George's High School in New Harbour.

The objective of the project is to assist in the development of mature writing skills in high school students. *The Flanker* provides an opportunity for formal presentation of writing, therefore motivating students to produce their best work. Students research, write and revise their own articles before submitting them for publication consideration. Outside the core group of writers, art students and advanced writing students also have a forum for their creative work. As well, computer students are trained to use Publisher Program to typeset articles and ads, and business students are organized to market the magazine through advertising, sales, collections, and circulation.

*The Flanker* provides an important link with the community and is the only medium that commonly serves the nine communities represented by St. George's School. It incorporates many in-school disciplines and draws from many people in the community who are interviewed for stories. The project has encouraged the students at St. George's to broaden their perspectives and to realize that if they commit to apply themselves, many other innovative things are possible.

## **Sheila Flynn-Healey and Patricia Mercer ● Roy C. Hill Award Winners**

Sheila Flynn-Healey of Paradise and Patricia Mercer of St. John's are also recipients of a provincial Roy C. Hill Award for their project entitled *Friendship Club --; Volunteer Program*. The *Friendship Club* allows Grade 5 and 6 students at St. Matthew's School in St. John's to volunteer their time to work with developmentally delayed children between the ages of five and 18. Every day the volunteers give an hour of their day during recess, lunch time and SMART time (a daily silent reading program), to challenge and motivate students in the Developmental Unit at St. Matthew's.

The objective of the project is to provide an atmosphere of caring, sharing and camaraderie and to provide a daily integration for the developmentally delayed students at the school. The project also encourages the development of social skills during integrated activities such as concerts, sports days, religious celebrations, school assemblies, birthdays and seasonal activities. Developmentally delayed students are provided an opportunity to work with Grade 5 and 6 students under the guidance of the developmental unit staff. The Grade 5 and 6 students have an opportunity to acquire a working knowledge of such attributes and qualities as respect, dedication, understanding, appreciation and responsibility. As the program progresses throughout the year, it is constantly monitored and adapted to ensure maximizing the potential of both groups of students.

This volunteer program allows Grade 5 and 6 students to see the world through the eyes of children with challenging needs and teaches them that each of us can make a profound difference in another's life.

### **Thomas Maddox ●Special Recognition Award Winner**

Throughout a teaching career that spans 31 years, Thomas Maddox has been extensively involved in the community. He served as secretary of the King's Cove and Area Waste Disposal Committee from its formation in 1987 until 1991. In 1991 he was elected chairperson of that committee, a position he still holds today. Mr. Maddox has been a member of the Local Volunteer Fire Department since 1970, serving as secretary for the past seven years, and treasurer since February 1996. In 1990-91 he organized initial meetings of representatives from five communities in the area to lobby government for funds for a new fire truck. In 1991 the lobbying efforts paid off when \$100,000 was granted on a 75/25 cost- shared basis to buy a new fire truck. Last fall he was awarded a 25-year service pin from the Newfoundland Government for his service to the fire department. Mr. Maddox has also been a member of the King's Cove Community Council since 1969, serving as chairman (mayor) of the Council for the past 22 years. He was a founding member of the King's Cove Recreation Committee in 1965, a committee which has made major contributions to recreation for King's Cove and the surrounding communities. Mr. Maddox has been an active member of the Msgr. Williams Council #8640, Knights of Columbus, since 1984. As a youth director for the Council, he has received numerous awards at the local and provincial level for his dedication and commitment to the youth in his area, including State (Provincial) Knight of the Year in 1987-88.

Other community involvements include: charter member, Bonavista Peninsula Crime Prevention Committee (1990-92); community director, Bonavista South Rural Development Association (1985-87); leader, 4-H Council (one year); and secretary, King's Cove Historical Society (1992-Present).

Mr. Maddox has also been actively involved at the branch level of the NLTA, serving on the executive of the Bonavista-Port Union-King's Cove Branch as Communications Officer for a number of years. For 12 years he has served the local branch as Political Action Officer. Mr. Maddox is currently Vice-Principal of St. Mark's All Grade in King's Cove.

### **Malcolm Wells ●Barnes Award Winner**

Malcolm Wells of Gander started his teaching career in 1968 at Gander Collegiate, and has been a co-ordinator with the school boards since 1970. He is a founding member of the Physical Education Special Interest Council (PESIC) of the NLTA which was formed in 1970. He has been involved in PESIC in a number of capacities including: President (1971-75; 1985-87); Past-President (1975-76; 1987-89), and Editor (1978-79). He has been instrumental in the establishment of Regional Councils for physical education throughout the province, including the Ganova Regional which he has served as president and editor.

Mr. Wells has been involved extensively at the District, Regional, Provincial, Atlantic, and National level in professional development activities for physical education. He has chaired several PESIC Conferences and has been a presenter at many professional development days. In 1986 he co-chaired the Physical Education and Sports Symposium held in Gander, the largest and considered the most successful professional development activity ever conducted for physical education teachers and teacher-coaches in this province. From 1972 to 1979 he served on the executive of the Atlantic Provinces Health, Physical Education and Recreation Association as Newfoundland representative, and participated in all their conferences during that time. Since 1974 he has attended most national conferences of CAHPER and promoted the 1980 Newfoundland CAHPER Conference at the 1979 CAHPER Conference held in Winnipeg. He has also attended four national conferences of the American Association for Physical Education, Recreation, Health and Dance and reported back to PESIC.

Mr. Wells has received a Merit Award from PESIC for outstanding professional competence and an Honour Award for outstanding contribution to the profession of Physical Education. In 1981 he received an Honour

Award from the Atlantic Provinces Health, Physical Education and Recreation Association for distinguished service to the profession and for significant contributions to the advancement of the Association, and in 1984 he was recognized with a CAHPER Fellowship Award for his long-standing, continuous membership and professional contribution to that Association.

Mr. Wells is presently a co-ordinator with the Nova Consolidated School District with greatly reduced responsibilities for health and physical education and increased responsibility for Co-operative Education, student retention, indicators and standardized testing, and school councils. He continues to be involved in Physical Education and supports the implementation of a new provincial curriculum framework for physical education.

### **Florence Hurley ● Bancroft Award Winner**

Florence Hurley of North River has been a teacher since 1973. She first became involved with the NLTA at the branch level in 1976, serving as Secretary for the Bay Roberts Branch. Since that time she has served in almost every capacity, including President, Past President, Member at Large, Communications Officer, Gender Equity, and presently as Vice-President. Ms. Hurley has also been a member or chairperson of almost every committee within the Branch including Education Week, Social, Retirement Banquet, Hospital Visitations, Janeway Day, Professional Development, Literacy Walk-a-thon, Resolutions to AGM, Delegate Preparation for AGM, Branch and Provincial Voting, Substitute Teacher Rebate Forms, Development of Branch By-Laws, and Branch 100 Year Celebration. Ms. Hurley also attended six consecutive Annual General Meetings from 1980 to 1986.

Other branch projects and activities include: Member, Branch organizing committee for 1978; International Inter-visitations Program (1977-78); Member, committee to establish and update Branch By-Laws in accordance with provincial guidelines (1982-83); Member, organizational committee for first Branch Professional Development Day (1987-88); Chairperson, Social Committee to celebrate the Centennial of the Branch level (1989-90); and Member, organizational committee for second Branch Professional Development Day (1992-93).

Ms. Hurley is well known and respected throughout the Bay Roberts area and is active in All Hallows Parish and a member of both the church and community choir. She is a dedicated teacher, Department Head of English at Bishop O'Neill Collegiate in Brigus, and organizer of extra-curricular functions such as Drama

### **Club, Graduation Committee, and Yearbook Committee. Dr. Harry A. Cuff ● Honorary Member**

Dr. Harry A. Cuff began his teaching career in his home town of Bonavista. He later moved to Grand Falls where he taught for ten years. It was in Grand Falls that Dr. Cuff developed an interest in publishing, an interest that continues until today. In 1962, he joined the staff of the Newfoundland and Labrador Teachers' Association as Assistant General Secretary. During his time with the Association Dr. Cuff worked on a number of issues for the benefit of teachers. Three of these issues set the basis for benefits that teachers now take for granted. Dr. Cuff was instrumental in bringing stacking of the Canada Pension into the Teachers' Pension Plan. He also played a major role in introducing the Group Insurance Plan to teachers and the current concept of our teachers' salary scale.

While with the Association, Dr. Cuff's interest in publishing resurfaced and he took over the editorship of the NLTA Bulletin and the Journal. In 1966 he became the editor of the Newfoundland Quarterly and left the Association to become the first Director of Student Teaching with the Faculty of Education at MUN. While in this position, he established the link between the Faculty and the Harlow Campus in England.

In 1981, Dr. Cuff began Harry Cuff Publications, a business that continues to function in spite of difficult economic times. He has written a history of the Newfoundland and Labrador Teachers' Association up until 1930.

After 19 years with the Faculty of Education, Dr. Cuff retired. He continues to be very active in his retirement. He is involved with a number of charitable foundations, serves on a panel which has replaced citizenship judges, is in the process of writing two books and still has the Newfoundland Quarterly as his pet project.

Over the years Dr. Cuff has been recognized for his contributions and efforts. He received the Canadian Education Association's Fellowship to study in London, England, and is a Member of the Order of Canada

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# RESOLUTIONS FROM AGM 1997

More than 83 resolutions were presented at the NLTA Annual General Meeting held in St. John's in April 1997. Resolutions that were Carried, Amended and Carried, or Referred to Executive are included below; the resolutions that were Defeated can be found in your Convention Bulletin.

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## **Category A: Professional Development**

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### **Curriculum Materials**

1. That NLTA lobby the Department of Education to provide adequate funding for curriculum materials and provide guidelines for non-categorical and Criteria C special needs students. (AMENDED & CARRIED)

### **Special Needs Policy**

2. That NLTA put pressure on government to implement the special needs policy to provide sufficient human resources in the form of qualified teachers to meet the needs of learning disabled students in our schools. (CURRENT POLICY)

### **Professional Development for Special Needs Teachers**

3. That NLTA pressure government to provide funding that would enable school boards to provide adequate inservice and professional development for all teachers to ensure that the needs of learning disabled students are appropriately addressed. (CARRIED)

### **Teacher Certification**

5. That the NLTA actively work to have the following included for teacher credit and certification: a) professional development done privately and/or at other sites than university; b) the possibility of the seventh grade not being contingent upon a masters degree; c) and the possibility of including an eighth grade for certification, etc. (REFERRED TO EXECUTIVE)

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## **Category B: Association**

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### **Association Response to Government Actions**

6. That the President of the NLTA respond publicly and quickly to any negative comments made by government concerning education, e.g. pupil/teacher ratio. (CURRENT POLICY)

### **Annual General Meeting**

13. That AGM sessions begin at 8:30 a.m. and finish at 5:30 p.m. (AMENDED & CARRIED)

14. That debate on resolutions at the AGM be limited to three minutes per speaker. (CARRIED)

15. That the rules of order and debate at AGM be properly and strictly enforced. (CARRIED)

16. That, at the AGM, when three speakers have spoken in succession on one side of a motion, a call be made for a speaker on the other side and if there are none, then the vote would take place immediately. (CARRIED)

### **Support for Newfoundland Labour Movement/Public Service Sector**

22. That the NLTA become active in promoting the importance of the public service sector of society in light of increasing privatization and corporate domination. (CURRENT POLICY)

23. That the NLTA take immediate measures to promote unity in the labour movement in Newfoundland and Labrador. (AMENDED & CARRIED)

24. That NLTA coordinate and sponsor a public symposium on the future of public services in Newfoundland and Labrador. (AMENDED & CARRIED)

### **Student Internship at MUN**

25. That NLTA request the Faculty of Education at Memorial University to a) reduce tuition for internships, and b) provide one free course tuition for the cooperating teacher or the cash equivalent. (AMENDED & CARRIED)

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## **Category C: Benefits and Economic Services**

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### **Professional Negotiator**

26. That the NLTA hire a professional negotiator(s) to assist the NLTA's bargaining team in collective bargaining with the government. (REFERRED TO EXECUTIVE)

### **Labrador West Contract**

27. That NLTA explore the discontinuing of a separate contract for the teachers of Labrador West and that their concerns be addressed when negotiations for the rest of the province are carried on. (AMENDED & CARRIED)

### **Collective Bargaining Information**

28. That members be informed about negotiations and pensions as soon as information becomes available. (REFERRED TO EXECUTIVE)

### **Pensions Negotiations**

29. That if negotiations break down on the pensions issue before the end of the present school year, that the NLTA negotiating team set a date for legal actions to commence. (REFERRED TO EXECUTIVE)

### **Pensionable Service**

31. That teachers be able to retire with 25 years of service. (REFERRED TO EXECUTIVE)

### **School Viability**

32. That for three years following the closure of a school due to non-viability, there be no reduction in the teacher allocations provided to that school board than would have been provided had that school remained open. (AMENDED & CARRIED)

### **Length of the School Day/Definition of Workday**

33. That in the current round of negotiations NLTA look at redefining the length of the school day for teachers. (REFERRED TO EXECUTIVE)

34. That NLTA negotiate a definition of "workday" and that all school business occur within the school day time frame determined in this workday. (CARRIED)

### **School Closures for Weather, Etc.**

35. That the words "in the system" be deleted from Article 28:03(b). (CARRIED)

### **Tenure for Teachers on Term Contracts**



36. That teachers who have worked for two or more years in the same position under term contracts be granted tenure with the same school district. (REFERRED TO EXECUTIVE)

### **Labrador Benefits Package**

37. That the Labrador Benefits Package be opened for re-negotiation. (CARRIED)

### **Teacher Compensation**

38. That teachers who have been assigned interns be given a training allowance or honorarium. (CARRIED)

39. That a new salary scale (step) system be investigated for teacher remuneration as a response to multi-year provincial budgeting. (REFERRED TO EXECUTIVE)

40. That a remuneration system be established for teachers elected to serve on school councils. (CARRIED)

41. That the NLTA undertake negotiations with government to increase the number of paid statutory holidays from the current three to a maximum of ten. (REFERRED TO EXECUTIVE)

42. That the NLTA undertake negotiations with government to include the payment of vacation pay within our contract. (REFERRED TO EXECUTIVE)

### **Teacher Hiring/Reassignment/Dismissal**

43. That NLTA strongly support the position that hiring/reassignment/dismissal be based on seniority and capability only. (REFERRED TO EXECUTIVE)

### **Teacher Leaves**

44. That sick days taken by teachers to visit specialists out of town or to obtain tests available only at out-of-town hospitals not be included in the seven sick days currently available to teachers for which no medical certificate is required. (REFERRED TO EXECUTIVE)

45. That women who are on maternity leave receive a) the same benefits as any member of our Association who is on sick leave for the period of time they are deemed medically unable to resume teaching duties, and b) the remaining period of maternity leave be compensated through a negotiated "top up" salary agreement. (AMENDED & CARRIED)

### **Reinstatement of Leaves for Professional Development**

46. That NLTA seek from government a commitment for the reinstatement of professional development for teachers as soon as possible. (CARRIED)

47. That NLTA lobby government to ensure that sufficient funding is made available for substitute teachers so that classroom teachers can take part in professional development. (CARRIED)

### **Teacher Allocations**

48. That additional staff outside the regular teacher allocation be allocated for oral and other alternate testing required by students with specific learning disabilities. (CARRIED)

### **Provision of Substitute Teachers**

49. That when any teacher is away from his/her regular place of employment for any period during the school day, a substitute shall be provided. (AMENDED & CARRIED)

### **Supervision of Students**

50. That the NLTA negotiate with government and school boards ways to provide paid supervisors for students on school lunch periods so that teachers are not responsible for lunch hour supervision.

(CARRIED)

### **Teachers' Rights**

52. That teachers who are parents be permitted to speak as a parent on educational changes affecting their children without jeopardizing their relationship to their employment. (CARRIED)

### **Comparisons of Changes Resulting from Educational Reform**

53. That NLTA develop and present to the general membership a comparison chart comparing the provisions of the previous collective agreement and the revisions that have occurred as a result of negotiations and/or legislative and regulatory amendments. (AMENDED & CARRIED)

### **Group Insurance**

54. That NLTA immediately investigate insurance rates for health and dental coverage with other companies to determine if better rates are available and report to teachers as soon as possible. (REFERRED TO EXECUTIVE)

55. That in the next health plan renewal, consideration be given to the adjustment of NLTA health travel benefits to be more equitable to all teachers in all parts of the province. (AMENDED & CARRIED)

56. That NLTA review the salary continuation insurance program and inform the membership of the requirements/conditions under which salary continuation can be received, giving clarification of benefits and the number of teachers who have utilized the program. (AMENDED & CARRIED)

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### **Resolutions from the Floor**

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**FL1** That educational leave without pay already purchased as pensionable service be credited as worked service without any additional cost. (CARRIED)

**FL2** That under article 9.10(c) the word "substitute" be deleted, such that article 9.10 (c) would then read as follows: "Teachers who are laid off and are on recall shall, subject to article 6.03, be given priority for [substitute,] replacement and term positions; however, rejection of offers of such positions does not eliminate the teacher's right to recall for available permanent positions." (REFERRED TO EXECUTIVE)

**FL3** That written reports of NLTA Executive and NLTA Committees, identifying the workings of these Committees, be presented to the full membership in the form of an Annual Report in the non-Convention year as well as in the Convention year. (REFERRED TO EXECUTIVE)

**FL4** That the Association form an Investment Committee to maximize investment potential of funds such as the Emergency Fund. (REFERRED TO EXECUTIVE)

**FL5** That the Convention Bulletin be distributed to schools in the quantity of one copy for each teacher in the school. (REFERRED TO EXECUTIVE)

**FL6** That, in order to expedite the implementation of the professional development goals contained in the Strategic Plan, an advisory committee consisting of five SIC Presidents be established to provide direction and coordination to all Special Interest Councils. (CARRIED)

**FL7** That effective September 1997, teachers will no longer provide lunch time supervision of students in schools (beyond that normally done as per school board by-laws) and that this information be immediately communicated to school boards and government to allow time for those agencies to make alternate

arrangements for the lunch time supervision of students for the next school year. (REFERRED TO EXECUTIVE)

**FL8** That the policy of funded alternates at AGM be discontinued. (REFERRED TO EXECUTIVE)

**FL9** That at Convention when three speakers have spoken in succession on one side of a motion, a call be made for a speaker on the other side and, if there is none, then the vote would take place after the mover on the original motion has had the opportunity to close debate. (REFERRED TO EXECUTIVE)

**FL10** That NLTA make a statement to the membership indicating clearly the total amount of money government owes the TPP inclusive of the amount they "borrowed" from teachers, the amount they were required by past agreements to match and the amount of interest that would have accrued as of April 1, 1997, had this money been placed in the TPP. (REFERRED TO EXECUTIVE)

**FL11** That NLTA make a statement to the membership showing clearly that portion of the "unfunded liability" that can be attributed to the amount by which benefits exceeded total contributions during the years 1950-1980 and 1980-1990, as separate amounts. (REFERRED TO EXECUTIVE)

**FL12** That NLTA provide the membership and the public with the dollar value of pensions concessions made by teachers since 1990 (e.g. increased contributions, benefit reductions because of changes in accrual rate). (REFERRED TO EXECUTIVE)

**FL13** That NLTA provide the membership and the public with the dollar value (to date) of the cancellation by government of salary increases that were negotiated in the collective agreement of 1990-93 and were not applied due to the 1991 and 1992 wage freezes. (REFERRED TO EXECUTIVE)

**FL14** That in schools where the number of copies of the NLTA Bulletin is inadequate to satisfy the demand of members, additional copies sufficient to provide up to one copy per member will be provided upon request to the NLTA office. (REFERRED TO EXECUTIVE)

**FL15** That the negotiating team be directed to attempt to negotiate with government a clause within our agreement to share in any future government budgetary surpluses, for the purpose of increasing teacher benefits. (REFERRED TO EXECUTIVE)

**FL16** That Convention sessions begin at 8:30 a.m. and finish at 9:00 p.m. (REFERRED TO EXECUTIVE)

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## **New Business Resolutions**

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**NB1** That teaching experience in other provinces be credited towards seniority in this province. (REFERRED TO EXECUTIVE)

**NB2** That a copy of the NLTA Policy Handbook be provided to all NLTA school representatives. (REFERRED TO EXECUTIVE)

**NB3** That the opening and closing dates of school be chosen so that there can always be a two-week break at Christmas, a two-week Spring/Easter break and flexibility left for more long weekends during the year. (REFERRED TO EXECUTIVE)

**NB4** That government's present approach to IQ testing for category "C" students be vigorously opposed by NLTA. (REFERRED TO EXECUTIVE)

**NB5** That at least one representative from the Special Interest Council Presidents selected by the SIC Presidents be invited to attend all Joint Council Meetings. (REFERRED TO EXECUTIVE)

**NB6** That at each Convention a report be provided on future career opportunities and needs within the teaching profession of Newfoundland and Labrador. (REFERRED TO EXECUTIVE)

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## **Notice of Motion for By-Law Changes from the 1996 AGM**

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Resolutions 72 and 73 which were brought to the AGM as NOTICE OF MOTION FOR BY-LAW CHANGES were withdrawn by the sponsoring branch.

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## **Proposed NLTA Act and By-Law Changes from Provincial Executive**

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The following proposed NLTA Act and By-Law changes were accepted by the 1997 AGM and deal with:

- i) Changing to a biennial Convention (every second year);
- ii) Changing the term of office of the President and Vice-President to one two-year term;
- iii) Reducing the number of Executive members; and
- iv) Accepting the Association's budget for a two-year period at each biennial Convention.

### **1. CHANGES TO THE NLTA ACT**

- a) That Section 5.(2) (b) of the NLTA Act be amended by replacing the words "an annual" with the words "a biennial".
- b) That Section 5.(3) of the NLTA Act be amended by replacing the words "an annual" with the words "a biennial".
- c) That Section 5.(4) of the NLTA Act be amended by replacing the words "the annual" with the words "the biennial" wherever it appears in the section.
- d) That Section 9.(1) of the NLTA Act be amended by replacing the words "an annual" with the words "a biennial" and by deleting the words "in each calendar year".
- e) That Section 13 of the NLTA Act be amended by replacing the number "15" with the number "12" and by adding the sentence: "In addition, the immediate past president shall be an ex officio executive member for the year following completion of his/her term of office as president..
- f) That Section 14 of the NLTA Act be amended by replacing the words "annual meeting" with the word "Convention".

### **2. CHANGES TO THE NLTA BY-LAWS**

- a) That By-Law II --; Notices, be amended by replacing the words "annual meetings" with the word "Conventions".
- b) That By-Law IX --; Local or Regional Branches and Special Interest Councils, be amended in Subsection E.(3) --; Special Interest Councils, by replacing the words "annual general meeting" with the word "Convention" and by replacing the word "AGM" with the word "Convention".
- c) That By-Law X --; Convention, be amended by replacing the word "an annual" with the words "a biennial" and by deleting the word "annual" in the second sentence of the by-law.

d) That By-Law XI --; Nominations and Election for Executive, be amended in Subsection D by replacing the word "twenty" with the word "seventeen"; by replacing the word "annually" with the word "biennially"; by replacing the number "12" with the number "10"; by adding the words "where applicable" before the words "form the Executive Council"; and by deleting the following sentence: "When no person shall hold office under XI.A.(2), the 13 who have the greatest number of votes shall, with the President and the Vice-President, form the Executive Council."

e) That By-Law XII --; Nominating and Election Procedures for Officers, be amended by replacing the word "AGM" with the word "Convention" wherever it appears in the by-law, and by replacing the word "annually" with the word "biennially" in Subsection F.

f) That By-Law XIII --; Duties of Officers, be amended by replacing the word "AGM" with the word "Convention" wherever it appears in the by-law; by rewording Subsection A.(1) --; Office of the President, to read: "The term of office shall be for a two-year period from August 1 in the year the President is elected to July 31 of the second year following."; and by deleting the words "more than" in Subsection A.(3).

g) That By-Law XIV --; Duties of Executive Council, be amended by replacing the words "Annual General Meeting" with the word "Convention" wherever it appears in the by-law.

h) That By-Law XVII --; Finance and Property Committee, be amended by replacing the words "an annual" with the word "a"; by adding the words "next two" before the word "succeeding" in the last sentence; and by replacing the word "year" with the word "years" in the last sentence of the by-law.

i) That By-Law XIX --; Branch and Special Interest Council Funds, be amended by replacing the word "AGM" with the word "Convention"; by deleting the word "annual" in the first sentence; and by replacing the word "year" with the word "period".

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# CHILD POVERTY

*by Kathy LeGrow*

As Chair of the educational poverty alliance, Responsibility for Educating and Assisting Children in Hunger (REACH), I was asked to write an article on the origins of our alliance and how I came to be involved. At the 1996 Annual General Meeting of the Canadian School Boards Association (CSBA), representatives from school boards across the country agreed to endorse the elimination of child poverty in Canada. As second Vice President of CSBA, I attended a Board of Directors meeting in Ottawa in November 1996. We decided to pursue the resolution passed at our Congress in July by developing a resource kit on children in poverty and by initiating partnerships and actions toward public awareness at the national, provincial, and local levels.

I returned committed to do my part to address this critical issue. I contacted NLTA President, Art Baggs, and Marie Law, President of the Newfoundland and Labrador Home and School Federation. We met and agreed to form an educational alliance which would expand to include other key resource people in the education community. We recognized that while there were numerous satellite activities and groups endeavoring to address the issue of hungry children, there was no strong educational voice to speak out about how these children impact on the classroom, the teacher, and the resources of schools. As well as a vulnerable population, these children have no voice or vote to articulate their suffering and needs.

Newfoundland and Labrador has the highest rate of child poverty in Canada. This has become a silent crisis in each of our schools. Some say we experience poverty differently in our province, but we know this is not the case.

As teachers, you know the quiet ways you singularly and collectively try to address the problem of poverty. You probably feel frustrated at times with the parents and you understand that when one is poor, survival becomes one's preoccupation. You know how hungry children, and children not ready to learn, impact on the classroom. Just initiating a school meal program often increases attention span and settles distractive behaviour.

REACH has dialogued with individuals such as Dr. Patricia Canning, author of "Special Matters" and Susan Green, Co-ordinator of the Provincial School Lunch Foundation, who have considered and addressed this issue. We have gathered and researched a great deal of literature on the subject. Our intention from the beginning was to become fully informed so that we could focus our efforts appropriately and effectively. We recognized that whatever direction we took would require a sustained commitment. We plan to continue to dialogue with people researching and working in the field. This Bulletin invites articles from teachers who are presently engaged in programs or activities that they have developed to address the needs of these children and their families. In that way we can share the information and stimulate others to try similar initiatives. The information gathered will also be shared nationally and CSBA has volunteered to act as a clearing house.

Finally, we plan to approach government, both federally and provincially, to develop early intervention programs and to utilize a more integrated service approach to meet the needs of these children. I am pleased to say that our educational alliance in Newfoundland and Labrador is leading the country in our initiative. This is a reflection of the energy and commitment of our members. I would like to congratulate and thank the Newfoundland and Labrador Teachers' Association for their extensive support through the use of The Bulletin, staff and physical resources. Other members of REACH are: Myrle Vokey, Newfoundland and Labrador School Boards Association; Eva Whitmore and Marie Law, Newfoundland and Labrador Home and School Federation; Tomi Cleal, Avalon East School Board; Art Baggs, Wayne Russell and Lesley-Ann Browne, Newfoundland and Labrador Teachers' Association; and Janet Andrews, St. Pius X Parent-Teacher Association.

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*Kathy LeGrow is second Vice President with the Canadian School Boards Association.*

# THIS IS ME IN GRADE NINE, BABY

*by Trudy J. Morgan-Cole*

It was about a year ago now that I saw Bob Forsey's article in The Evening Telegram entitled "Where Education Fails". Of course I read it avidly. As a teacher, I am always eager to know what I'm doing wrong, and since most people have an opinion on the subject, I never lack for reading material.

I found out that what I was doing wrong was stifling the "curiosity, creativity, and enthusiasm for learning" of the students who might, save for me, have become tomorrow's entrepreneurs. By giving them "excessive negative feedback" about their behaviour, I was molding them into "dependent, low-spirited" underachievers who were "docile, subservient, and lacking in initiative", ill-equipped to cope in today's competitive, demanding economy.

"Subservient" and "docile" are not words that spring readily to mind when I think of any of my students, but it was my Grade Nines whom I thought of at once. True, the process of education does tend to favour conformity and undervalue individuality, but here I have a group of students poised to enter high school who are still as creative, energetic, curious and individual as the fresh-faced kindergartners they once were. And have I been nurturing their growth? Have I been fostering the creativity of these future entrepreneurs? Well, sadly, no. My recent encounters with them have been heavy on such phrases as "sit down", "be quiet", "do your assignment", "stop throwing things", and "let go of Johnny's head, Debbie". Though I try to structure class assignments that will take advantage of the Grade Nines' genuine eagerness to learn, I somehow seem to spend most of our precious instructional time forcing them to do those assignments.

I go to class on Monday morning with a new attitude. I will be positive to the Grade Nines! I will affirm them!

Miraculously, after answering the questions, "What book do we need?" and "Can we do something fun today?" seven times each, I manage to get them quiet for two minutes "So I can tell you something exciting and good."

I briefly recap Forsey's article --; briefly is about all we can handle in Grade Nine --; planning to tell them at the end that they really do have some good points, that they're creative and enthusiastic and that's valuable. Unfortunately, Malcolm beats me to it. When I get to the part about how students enter kindergarten "at the peak of their curiosity, creativity, and enthusiasm", and that education "gradually stifles and erodes their self-esteem and self-confidence", Malcolm punches a fist into the air and screams "WE NEVER LOST IT!!"

Other voices erupt in agreement. "That's like us, isn't it miss? We're still like that."

I agree that they are, though the punch line falls a little flat. They are already erupting into cheers at the thought of their uniqueness. I'm still not sure how unique they are. While I'm fairly sure that every teacher, every year, has at least one class like my Grade Nines, most of my other classes have at least become docile and subservient enough that an assignment of six short questions can be completed within a 40 minute class period. My Grade Eights, in fact, are so docile that they will do the assignment in 20 minutes and demand to be allowed to play MindTrap in the other half of the class period. But this is Grade Nine, and now that I've affirmed them, I have to get them to do the assignment.

The questions are short, comprehension-type questions on the poem "The Shooting of Dan McGrew", which we read and discussed in class Friday. The plan is that in a future class they will write their own narrative poems, using Robert Service's classic as one of their examples. For today, my goal is to ensure that they

have grasped the basic story of the poem and some of its nuances.

Having given the assignment, I sit down to answer any queries that might arise while the Grade Nines work on their questions.

"What's a villain?" Olivia shouts, seconds after reading the first question.

"You don't know what a villain is?" James retorts. "How stunned are you?"

"I didn't know! I thought it was a villager!!"

I briefly explain what a villain is and contrast it to a hero, another word found in the same question.

Joshua: "I'm a hero! I saved someone's life! No --; no, I really did! Have we got skating this week?"

"Miss, you should go skating sometime! Who cares if you can't skate? Joshua couldn't skate a year ago and now he's real good!!"

"I could so skate!!! I'm better than you!!!"

"Yeah, well, I'm the best!"

Long argument ensues about who's the best skater.

"Miss, it says here a woman screamed. That missus couldn't have shot either of them if she screamed, could she?"

I raise my voice above the din to reread the last two verses of the poem and discuss who seems to have shot whom and what, exactly, is the role of the lady who's known as Lou.

"Miss, that lady named Lou is a two-timer!"

"Yeah --; she set that up you know --; she got them to fight over her just so she'd get the gold!"

"Yeah, she's a two-timer!"

"No, a three timer --; no, a two-timer "

"She's a flirt."

"She's a ho!" (Johnny, in the back, sotto voce.)

"She's like them women down on Water Street."

"How do you know what kind of women are down on Water Street?"

Nicole jumps up and flounces towards my desk. She's carrying her exercise book, but what she actually shows me is her outfit.

"Miss, do these look like bell-bottoms? Malcolm said they did, that's why I'm not talking to him today."

"Miss? How did they mine for gold if it was winter?"



While I try to answer that, a disturbance erupts in another corner. Choking and gagging noises alert me that Malcolm has once again broken wind. He smiles broadly at his accomplishment (remember, this is Grade Nine and we have a slightly different definition of "accomplishment").

Someone has hit another question --; one that asks about the role of greed for gold in the poem and whether money is the root of all evil.

"Miss, money isn't the root of evil, it's how people want it, right?"

"It's what you do with it --; you got to use it wisely, like I do."

"You can use it for good or evil."

"I like to use it for evil!"

Olivia again. "Miss, why would the missus shoot Dan McGrew if she loved him?"

And again, it's James who replies. "Look, it says --; her love was a devil's lie. That's like, you know, you couldn't trust her. Like you couldn't trust me."

"Oh miss! I spelt miner wrong. With an 'or' not an 'er'. That's the wrong kind of minor, ain't it?"

Debbie has apparently just arrived where the others have already been. "Miss! I think it's the money, you know, because if it wasn't there, people wouldn't want it, would they?"

"It's some cold out today."

"That buddy, you know --; who was that buddy, miss, you know? The one who predicted stuff he predicted all the popes."

"Nostradamus?"

"Yeah, him, Nostradamus."

"Nostra-WHO?" says Victoria.

"Nostradamus," repeats James, confident now. "He predicted every pope there was, right up to this one, and then there's two more and then the end of the world. Anyway, he said in the winter of 1996 Canada was going to have 60-foot snowdrifts and Scandinavia would freeze over."

"Miss? How is that some people has dreams, you know, like prophecies?"

"I heard there was a buddy dreamed his own death, and he died."

"Miss? When the groundhog comes out of the hole, on groundhog day, if he sees his shadow do that mean winter's over, or there's going to be more winter?" asks Jessie.

And finally, the bell. One-third of the students actually place their assignments on my desk. The rest take them home for homework; another third will hand them in the following day and the final third will be forgotten on the bottom of lockers, never heard of again. And the Grade Nines are gone, except for James, Malcolm and Joshua, whom I have asked to stay behind so that I can escort them down to the principal's office to discuss the constant throwing of small projectiles that has been going on in the back rows for the past 15 minutes. But they are cheerful, accepting that they have violated the rules and been caught, so the

visit is relatively painless except, perhaps, for the principal.

And when I am back at my desk, I think this was a good class, by Grade Nine standards. I think some of them understand the poem better than they did, though there are gaps in their comprehension that still amaze and scare me. And, as often happens, the ones who got the assignment done included Olivia and Debbie, who talked non-stop for 40 minutes, as well as Edward and Christine who have been diligently working without a word. I'm not sure what lessons any of us can take away from that.

I'm delighted, as usual, by the breadth of their interests and enthusiasms skating, Nostradamus, prophecy, greed and groundhogs and, as usual, totally unclear as to how I'm supposed to tap those energies to help them actually learn more within the Grade Nine English curriculum. I've run the gamut of emotions from wanting to laugh hysterically to wanting to wring a neck or two. I didn't lose my temper at anybody, and none of the students hit each other today, but my own comments throughout class most of which I've edited out here, as they seemed so peripheral to what was going on did lean heavily towards "negative feedback" like "This is very interesting, but could we get back to the assignment?" I started the class by affirming them, and I know they liked that, but I ended it by trying to make them docile and subservient enough to stop flicking Skittles across the aisles at each other.

I feel as if the Grade Nines and I have spent 40 minutes up to our knees in mud and barbed wire, dodging artillery fire to recapture the same hundred yards of ground we lost yesterday. What we've done here doesn't seem to bear much resemblance to the bold, clear, and ultimately victorious battle plan Mr. Forsey showed me. But then, we often feel like that down here in the trenches.

**(Note: Students' names have been changed to protect the guilty.)**

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*Trudy Morgan-Cole is an English teacher at Seventh Day Adventist Academy in St. John's.*

# RESOURCES

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## **The CCPA Education Monitor**

This new quarterly publication of the Canadian Centre for Policy Alternatives carries thoughtful, well-researched, in-depth reports on the economic, political and social developments that affect our public school system. The first two issues offered critiques of standardized testing, business-education "partnerships", charter schools, privatization, funding cutbacks, and the misuse of the Internet to turn kids into corporate clients. Subscriptions cost \$25 for one year or \$40 for two years (plus GST). Contact: Canadian Centre for Policy Alternatives, Suite 804, 251 Laurier Avenue West, Ottawa, ON, K1P 5J6.

## **The Accessible Canadian Library II**

This newly revised publication has been prepared in consultation with librarians and specialists devoted to improving facilities and services for clients with visual, hearing and mobility problems. The Accessible Canadian Library II is an information resource for library decision makers and staff aiming to assure clients of the highest possible standards of accessibility. This publication provides readers with a comprehensive list of options and practical directions for making appropriate choices. The workbook also includes a directory of related organizations, agencies and electronic and printed sources of pertinent information. To receive a free copy, contact Marketing and Publishing, National Library of Canada, 395 Wellington Street, Ottawa, ON, K1A 0N4; Tel: 613-995-7969; Fax: 613-991-9871; TTY: 613-992-6969; Internet: [publications@nlc-bnc.ca](mailto:publications@nlc-bnc.ca).

## **The Stress of Teaching, Relieving the Pressure**

The Stress of Teaching, Relieving the Pressure helps teachers understand and relieve their stress. It covers the topic of stress and its symptoms, then offers advice, information and strategies on coping with and relieving stress. This 48-page booklet includes sections on relaxation, communication and understanding and avoiding burnout and also includes a series of typical problems that cause teacher stress and gives examples of possible solutions to those problems. The Stress of Teaching is available for \$5 (and can be purchased in quantity for as low as \$1.90) from Energeia Publishing Inc., P.O. Box 985, Salem, OR, 97308-0985, Tel: 1-800-639-6048; E-mail: [Energ123@aol.com](mailto:Energ123@aol.com).

## **Guide to Environmental and Global Education Resources**

The Green Brick Road (GBR) is a non-profit, non-government group founded in 1990 and run by volunteers. It has been growing steadily since its birth and has now become a broad network of students and educators working for environmental improvement. Recently, GBR has expanded its services to offer The Guide to Environmental and Global Education Resources and make titles available for purchase. To order a copy of this resource directory, contact The Green Brick Road at 1-800-473-3638.

## **CANUC:S 1996 Edition**

The 1996 edition of CANUC:S lists approximately 180,000 social science and humanities serial titles held by the 400+ Canadian libraries which contribute to the National Library's Union Catalogue. CANUC:S is produced on microfiche and updated annually. It is issued in Register/Index format. The Register contains bibliographic records arranged in alphabetical order, with Canadian library locations and holdings. The Index refers users from valid International Standard Serial Numbers (ISSN) to Register records in which the numbers appear. CANUC:S can be ordered for \$80.95 from Canada Communication Group --; Publishing, Ottawa, ON, K1A 0S9, Tel: 819-956-4802; Fax: 819-994-1498.

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# CALENDAR

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## TOURISM AWARENESS MONTH May 26 - June 20, 1997

Hospitality Newfoundland and Labrador invites all schools in the province to join us in celebrating Tourism Awareness Month. Get involved! Organize tourism-related contests and events for your schools. For more information and assistance with planning activities, contact: Vanessa House or Shelley Hynes, Hospitality Newfoundland and Labrador, 107 LeMarchant Road, St. John's, NF, A1C 2H1, Tel: 709-722-2000 or 1-800-563-0700; Fax: 709-722-8104.

## CONGRESS OF LEARNED SOCIETIES May 31 - June 14, 1997

Memorial University of Newfoundland, St. John's. Scholars in the fields of education, language, communications, the arts, and others, will be presenting papers on their research on a wide variety of topics. For further information, contact: Dr. David Graham (co-ordinator) or Joanne Myrick-Harris (associate co-ordinator), Learned's Secretariat, second floor, Spencer Hall, Memorial University of Newfoundland, Tel: 709-737-4360; Fax: 709-737-4449; E-mail: [learneds@morgan.ucs.mun.ca](mailto:learneds@morgan.ucs.mun.ca).

## "CABOT AND HIS WORLD" SYMPOSIUM June 11-15, 1997

St. John's and Bonavista. Information packages are now available. To receive a copy by mail, contact Cabot 500 Celebrations at 709-579-1997 or the Newfoundland Historical Society at 709-722-3191.

## NATIONAL SCHOOLS CONFERENCE June 13-14, 1997

St. John's. This conference is a project of The Small Schools Network from the University of Toronto in cooperation with the NLTA Small Schools Council. To register call Dr. John Davis, Tel: 416-923-6641, Ext. 2757 or Kirk Anderson, Tel: 709-453-2343 or Fax: 709-453-2460.

## INTERNATIONAL TEACHERS' SAFARI July 5-15, 1997

Southern Kenya. The Kuku Field Studies Centre welcomes student and adult educational groups from around the world to participate in experiential programs centered on environmental and global education in an African context. For further information, contact: Director, Kuku Field Studies Centre, Box 429, Red Deer, Alberta, Tel: 403-340-8802; Fax: 403-309-3499; E-mail: [tourism@ccinet.ab.ca](mailto:tourism@ccinet.ab.ca).

## CANADIAN EDUCATION ASSOCIATION CONFERENCE September 8-10, 1997

Westin Harbour Castle Hotel, Toronto. Theme: Creating School Success. Discover national and international perspectives on innovative programs and strategies for school success; attend plenary sessions, workshops, discussion groups; renew old friendships and create new networks from across Canada. Keynote speakers: Dr. Ursula Franklin, John Ralston Saul, Lise Payette. For program details, write or call: CEA, Suite 8-200, 252 Bloor Street West, Toronto, ON, M5S 1V5, Tel: 416-924-7721; Fax: 416-924-3188; E-mail: [acea@hookup.net](mailto:acea@hookup.net).

## RELIGIOUS EDUCATION / SOCIAL STUDIES October 16-18, 1997

St. John's. Contact: Rick Thorne, Tel: 709-944-7628 or Jeffrey Booth, Tel: 709-944-7628.

## SCHOOL COUNSELLORS ASSOCIATION OF NF (SCAN) November 5-7, 1997

Delta Hotel, St. John's. Contact: Jack Jardine, Tel: 709-364-1234.

**SMALL SCHOOLS COUNCIL AGM / CONFERENCE  
CALL FOR PRESENTERS Spring 1998**

Gander. There are many of you with significant, new, tried and true ideas to share. Contact Kirk Anderson, Bonne Bay Academy, Woody Point, NF, A0K 1P0, Fax: 709-453-2460.

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