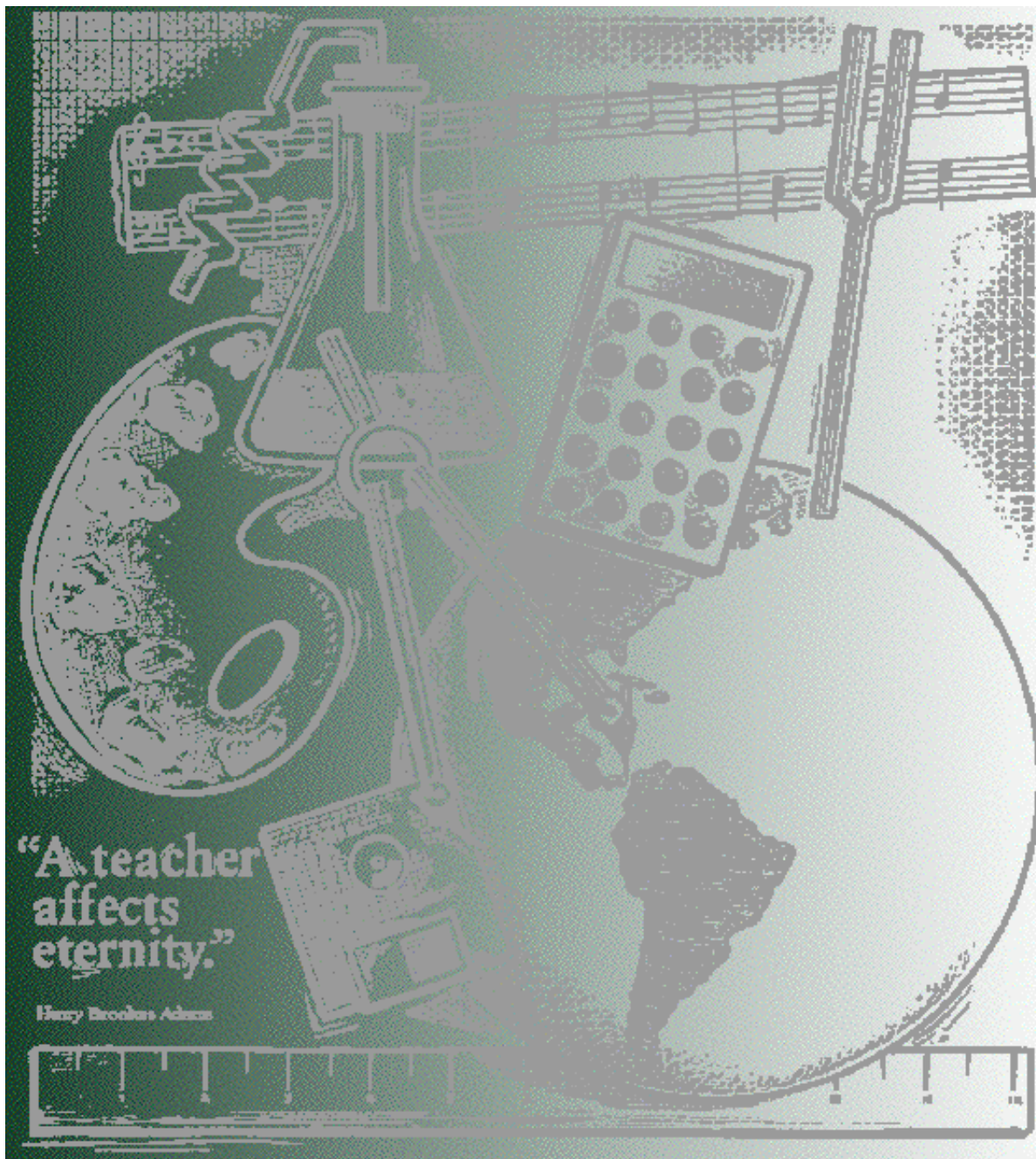


THE
bulletin

Newfoundland and Labrador Teacher's Association

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**"A teacher
affects
eternity."**

Henry Brooks Adams

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AT MY EXPENSE

by Lesley-Ann Browne

In the span of a few short weeks the expression "at my expense" has taken on new meaning. Besides expenses out of my pocket it has also involved leaks, roofs and embarrassment. I offer the following by way of explanation.

My car was broken into twice in a period of two days. The first time was at my daughter's primary school. The "thieves" removed a brief case that the police figure was mistaken for a lap top computer. To get this case "they" had to damage the door and break the lock. Hardly worth it, I think, for a pile of papers. My family is inconvenienced and we have to pay to get the lock fixed. Even more infuriating was the next day when my daughter found a pile of papers under the back seat. They were stolen from our neighbour's car the night before. While the thieves were rummaging through our car the unwanted items were left behind.

I, therefore, spent the following weekend shopping for alarm systems and outdoor spotlights because my personal property was violated on two and probably more occasions in the past month. We had to explain to our six-year-old what had happened. A child should not have to be frightened or intimidated by the actions of these types of people. Although the events were minimized for her benefit, they are still present in her mind.

If I am ever destitute I would resort to selling everything I own before I steal from someone else, and if that includes what nature supplied me with, then so be it. Stealing and causing damage to other people's property does not fall into my realm of thinking.

I remember having a debate at University, in a social studies course, about how one would deal with being absolutely destitute. The options were simple --; would one steal or become a prostitute. The discussion became heated as people felt that morally it was wrong to sell your body and that they would steal from someone else. Well I have a real problem with this attitude. I understand the moral side of it but I do not and cannot understand why someone would take from their neighbours. I have my doubts if the person or persons who broke into my car were destitute. They are just inconsiderate, irresponsible, and unprincipled. People who steal do so out of greed and wanting. If I thought I was helping feed a hungry child or senior, I could justify the act, but I know that it was not for any of these reasons.

My next weekend was spent in another capacity. Over the holiday weekend we received an urgent call to help with a flood at my daughter's school. We quickly responded --; my husband to help at the school and I did some calling to other parents. The rain was extremely heavy and "coming down in buckets". I was, therefore, justifiably startled when I heard a loud drip between the walls of the den and my daughter's bedroom. It sounded like it was getting worse and I decided to check the attic. Without my husband, who is considerably taller than me, it was necessary for me to pile the toy box on top of a chair and wiggle into the attic. No leak was in sight. I thought of water damage and insurance adjusters and ceilings collapsing. I donned my raincoat and boots and was ready to climb on the roof but could not find anything high enough to get me up there. I admitted defeat and called my husband. He said he would deal with it when he got home as he was ankle deep in water removing desks and supplies from the flooded classrooms.

A short while later the drips were louder and sounded more like a constant flow. I phoned him again. Once he heard the sound over the phone he was home in no time. Like me, he could find no evidence of water leaking but the sound was distinct. He also climbed into the attic, checked the walls and then thought perhaps it was the electric heater. I turned off the electricity but the water sounded like it was pouring in even quicker. As I was again outside surveying the roof the sound of laughter reached my ears. Actually it was more than laughter, more like uncontrolled hysterics. Cold, wet and frustrated I hurried into the den and

watched as my husband switched off the button to the small portable stereo. The batteries were going and the thing was making odd noises --; water dripping noises. Now if he had not heard "the leak" for himself he would not have believed me. It was at my expense but the embarrassment quickly turned to relief that it was not a leak after all.

The sun will shine again. A well-deserved break is just around the corner and I wish you a safe and happy summer break. See you in September!

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

MEMBERS SOUGHT FOR 1998-99 COMMITTEES

President Brendan Doyle has established a committee structure for the 1998-99 school year to assist the Provincial Executive Council in conducting the business of the Association. These committees, chaired by members of the Executive, prepare recommendations to Executive on a wide range of issues which affect both Association policy and action. The participation of teachers as members of the committees is essential in providing a link between the Executive and the membership of the Association.

Committees will meet approximately four times per year. Meetings may be held on weekends or after school hours; some may be held via teleconferencing. Teachers are reimbursed for out-of-pocket expenses for travel, meals and child care as per NLTA policy.

You are asked to consider volunteering to serve as a member of a committee that is of interest to you. Committee members are usually drawn from the same geographic location (within 90 km) as the chairperson. Committee members are chosen by the chairperson early in September of each year.

If you are interested in becoming a committee member, please fill out the form below and mail it to the NLTA office.

COMMITTEES, 1998-99	CHAIRPERSON	LOCATION
Curriculum	Graham Butler	Avalon Pensinsula
Equity Issues in Education	(to be decided)	St. John's
Membership Benefits and Services	Winston Carter	Central NF
Communications	Ted Murphy	Avalon Peninsula
Professional Issues in Teaching	Mike Luedee	Western NF

1998-99 NLTA COMMITTEE VOLUNTEER

I wish to serve on the following committee: _____

Name _____

Address _____

Postal Code _____

School _____

Telephone (Home) _____

Telephone (School) _____

Return or e-mail to: [Geraldyn Costello](mailto:Geraldyn.Costello@nlta-nfld.com), Assistant to the President
Newfoundland and Labrador Teachers' Association
3 Kenmount Road, St. John's, NF, A1B 1W1
Fax: 709-726-4302

ON LOCATION

PILLEY'S ISLAND

Mooving experience for students

This past February, students at Dorset Collegiate helped promote the importance and nutritional value of drinking milk during a day of activities organized in conjunction with the School Milk Foundation. Seven school spirit teams helped promote the day with fun-filled events such as moo-sical chairs, milk chug-a-lug, Milky Way obstacle race, and a pudding eating contest. The celebration was capped off with free milk for all students and staff, compliments of the school.

BURGEO

School/community partnership

St. John Central High School in Burgeo has become the site for three partnered, connected initiatives in the community. The Community Adult Education Technology Project was officially launched this past April at a ceremony at the school.

St. John Central High, the Burgeo Public Library, as well as other interested parties in the community have entered into a partnership to provide access to the Internet. Dr. Barbara Barter, Principal at St. John Central High, says the layout of the school and declining enrolments have allowed them the opportunity to make the ground floor accessible to the public. The floor now houses all the library resources from both the Burgeo Public Library and the school, a technology lab, a photo-processing lab, and a networked computer system for accessing the Internet.

As a second initiative of the project, a large room on the second floor of the school has also been designed as an Adult Drop-In Centre. This room has ten computers which allow for individualized learning programs, equipment to receive distance education programs, and a leading edge machine for scanning printed material. "This offers an opportunity for adults, students-at-risk, and special needs students to access education programs," says Dr. Barter.

A third phase of the project involves the Bright Sights Youth Club. Students are now provided access to the school gymnasium and main corridor to carry on recreational activities during the weekends, thereby providing them a place to socialize without being exposed to drinking and/or illegal drug usage. Dr. Barter says it is essential in rural communities to have a facility that can benefit all members of the community. "In geographically isolated communities such as ours, we need to pool our resources to create a facility that is community-based and promotes life-long learning," she concluded.

FOXTRAP

Maple Leafs go back to school

Shawn Carter and Yanic Tremblay, members of the St. John's Maple Leafs, went back to school this past October to speak to students at Frank Roberts Intermediate School in Foxtrap. The visit was organized by the 1996-97 homeroom students of Grade 8 teacher, Mike Hipditch. The players spoke to approximately 70 students from Mr. Hipditch's homeroom class of 1996-97 and 1997-98.

Mr. Hipditch says the players gave a brief history of themselves followed by a question and answer session.

The players then held an autograph session where they signed pictures, cards, jerseys, bookbags, and jackets. The players also signed two Maple Leaf banners which the 1995-96 Grade 8 class made for a similar visit by two Maple Leafs players.

Principal Luke Barfitt later welcomed the players to the school on the PA system. "This caused a lot of excitement when the players were leaving the school as literally hundreds of autograph seeking students converged upon my class," says Mr. Hipditch. At the height of all this excitement, however, the players did find time to visit the challenging needs students who were boarding their bus at the time. "This was a tremendous success and thanks go out to the St. John's Maple Leafs hockey team and Michelle Collins, Promotions Coordinator, who gave us the opportunity to have the players in our school," concluded Mr. Hipditch.

STEPHENVILLE / PORT AUX BASQUES

Vive le français!

Students and teachers from schools across District 4, Stephenville/Port aux Basques, celebrated French Week from March 9 to 13. Denise Francis, French Programs Specialist with District 4, says each school was invited to participate in whatever capacity they chose, and by all accounts, French Week was a great success.

French Week was not limited to the schools, however. Along with invited guests and teachers, students representing schools from Upper Ferry to Rose Blanche spent an evening speaking French at the Soirée Française sponsored by the Southwest Coast Regional Modern Languages Council. Students representing schools in the Stephenville area prepared announcements in French and English promoting the importance of learning a second language which were aired by CFCB Radio. The District also sponsored poster, essay and poetry contests for which several entries were received. "It was a great week with about 50 percent recorded participation," says Ms. Francis. "We made great strides in the promotion of French and of the importance of learning a second language. There still remains more work to do and perhaps next year even more schools and classes will participate."

CORNER BROOK

Students introduced to non-traditional careers

What do the premier of our province, a helicopter crew, a six foot puffin, the owner of a McDonald's restaurant, a city mayor, and a figure skating coach have in common? "Usually nothing," says Allan Skanes, Principal of J.J. Curling Elementary in Corner Brook. "But, for a few days in the life of some Grade 2 students, these people formed an integral part of their learning process."

Each year, Grade 2 students and their teachers at J.J. Curling Elementary participate in a unit of work which focuses on various occupations and careers in society. Mr. Skanes says this year's resource-based unit attempted to make students aware of some non-traditional career roles. Teachers and students worked together to determine the people they wanted to learn about and then devised a series of questions to ask their guests. When each guest visited, a panel of students, acting as reporters, asked a series of questions which focused on the person, his/her career role and why the role was chosen as a career.

"We were extremely fortunate in attracting a wide variety of interesting guests," says Mr. Skanes. Premier Brian Tobin visited the students one morning and spent an hour conversing with them. He also took some time out to take a tour of the school. Students were visited by the a four member crew of the Air Search and Rescue Squadron 103 from Gander. The landing and take-off of the helicopter were watched by all the

school and Grade 2 students enjoyed a tour of the helicopter as well as interviewing crew members. Other guests included Tauttuit, the official mascot of the 1999 Canada Winter Games, Barry MacKinnon, owner-operator of the McDonald's Restaurant in Corner Brook, figure skating coach, Lisa Young, and David Luther, mayor of Corner Brook.

"This unit of work fits into one of the goals of J.J. Curling Elementary School --; the use of resource-based learning," says Mr. Skanes. "Resource based learning puts the children in the centre of the learning process and utilizes a wide variety of methods and resources. Having resource people as guests to the classroom is a powerful way for students to learn. One needs only to think about the impact of reading about a helicopter crew as compared to having the helicopter land on the school parking lot. The real beauty of the process was that students enjoyed themselves and were learning at the same time," he concluded.

SAC AGM highlights tough issues

The School Administrators Council (SAC) held its Annual General Meeting and banquet at the Glynmill Inn in Corner Brook in April. The conference, which was attended by principals and vice principals across Newfoundland and Labrador, highlighted many of the tough issues facing administrators today. Dr. Tom Williams, a professor at the school of policy studies at Queen's University in Kingston, Ontario, gave the keynote address entitled, The Political Principal Skills for the New Millennium. Other speakers included Dr. Alice Collins from Memorial University who spoke on parental involvement in school governance and Dr. Ken Stevens, also from Memorial University, who gave an address entitled Technology and the Schools Charting New Directions.

Another highlight of the meeting was the awarding of honorary lifetime memberships to Lloyd Mercer of Corner Brook, former principal of Herdman Collegiate; Sister Seana Lee of St. John's, a former principal at All Hallows Elementary School in Corner Brook; and Bob Warren of Pasadena, a former vice-principal at Pasadena Academy.

LABRADOR CITY

Voyage au Québec

This past January, 23 students from Grade 7 and 8 French Immersion classes from Labrador City Collegiate (LCC) boarded a bus and headed to Ontario and Quebec on an education adventure. "We were about to change the world, or at least visit a little bit of it" says Fraser Drover, French Immersion Teacher at LCC and one of two chaperones for the trip. Geoff Booth, Program Specialist with the Labrador School Board, was a second chaperon.

After a long 15-hour bus ride from Labrador City to Québec City, students checked into their hotel and went for a short walk. "We walked through Old Québec and marvelled at the snow sculptures and really ancient buildings," says Mr. Drover. The following day the group walked again through Old Québec, climbing down over 350 steps to the Lower City. From there, students caught the ferry across the St. Lawrence River to Lévis on the South Side. "The Funiculaire (outside elevator) was not working at this time so we contented ourselves with looking at ice sculptures and trying not to faint as we reclinced those 350 steps to the Boardwalk behind the Chateau Frontenac," recalls Mr. Drover. The evening was spent at Mount Stoneham, a ski resort about 30 minutes from Québec City. Many of the students were anxious to try snowboarding for the first time, and Mr. Drover says it was a group of tired and sore students who boarded the bus for the return trip to the hotel.

The next day it was off to Montreal for another fun-filled day. Students visited the Biodome where they were awed by four different climatic zones along with their respective flora and fauna. Along the way to Ottawa the following morning, the group stopped in Old Montreal to view Notre Dame Cathedral and to

look at some of the older buildings. Upon arrival in the nation's capital, students set out for a skate on the Rideau Canal. Later they took a tour of the Parliament Buildings and climbed the Peace Tower. "The view was great and the explanation of this monument was given with relish by a security guard," says Mr. Drover. While on Parliament Hill, students also visited the office of their federal MP, Lawrence O'Brien. Mr. O'Brien was unavailable; however, his assistant, Pamela, gave the group a grand tour and presented them with mementos to take home. In the evening, the group went to the Corel Centre to watch the Ottawa Senators play the New York Rangers. "The highlight came when our students appeared on the screen --; not once, not twice, but three times," recounts Mr. Drover. "As you can well imagine they were very enthusiastic performers."

The next morning the group arose early for a long journey home. The bus pulled into Baie Comeau late that evening, and most went directly to bed for a good night's sleep before heading back to Labrador City the following day. The group arrived in Labrador City at about 6:00 p.m. and were met with waiting cars. "We would like to thank all the students who travelled for their wonderful enthusiasm and great behaviour during the trip," says Mr. Drover, speaking on behalf of himself and Mr. Booth. "A special thanks to our bus driver, Garry Pretty. Hopefully we can all do it again sometime."

For information on arranging a similar trip for your students, contact Fraser Drover, Labrador City Collegiate, at fdrover@calvin.stemnet.nf.ca.

MOUNT PEARL

Teacher honored for commitment to parental involvement in education

Linda Harnett, a Kindergarten teacher at Morris Academy in Mount Pearl, has received the newly established Teacher's Award presented by the Newfoundland and Labrador Federation of School Councils (formerly the Newfoundland and Labrador Home and School Federation). One award will be presented each year to a teacher who demonstrates commitment to parental involvement in education. Ms. Harnett was nominated for the award by the Morris Academy School Council for her significant contribution to the sense of partnership and cooperation that exists between staff and parents at Morris Academy. Her parent volunteers can be seen supervising children's work, preparing materials, supervising field trips and listening to children read. Two other teachers were also nominated for this year's award --; Diane Hawco of St. Stephen's Elementary in Stephenville and Elizabeth Vardy, also of Morris Academy.

School hosts medieval banquet

Following an indepth study of the drama "Macbeth", Literature 3201 students and staff at O'Donel High School in Mount Pearl captured the spirit of the medieval period this past March during its second annual Medieval Banquet. Approximately 170 students, staff and guests, dressed in period costume, were served a four-course medieval meal while being entertained by jugglers, musicians, singers, fencers, storytellers, as well as demonstrations of martial arts and heavy weapons combat. Dean Williams, English Department Head at O'Donel, says the event helped enhance the students' appreciation for literature and especially for the play, "Macbeth". The event was organized by teachers Carol Wadden, Mary Sullivan, Maureen Singleton, and Cathy Penney.

ST. JOHN'S

Curling Funspiel a great success

Rose Foley, a Grade 3 teacher at St. Kevin's Elementary School in Goulds, says this year's NLTA Curling Funspiel was an exceptionally well run tournament. "When you see things fall in place as they did, you realize how much time and effort was put forth," she says. There were 96 teams from the Avalon East

School Board involved this year and all games were run on schedule. Ms. Foley says the prizes, food, coffee and hospitality were over and above and the banquet went over well with an exceptionally nice meal. The children's curling event was also a great success. "I would like to thank Charlie Decker, Rick Slaney, Bob Cantwell, Peter McDonald, Kathy Noseworthy, Karen Warr, Paul Matthews, Kyran Dwyer, Mario Simon, Ross Arlett, and any individuals that I may have forgotten for their time and effort," concluded Ms. Foley.

Students winners in national poetry contest

Two students from Ecole Saint-Patrick in St. John's have achieved distinction by having their original poems included in an anthology of the best of today's Canadian poetry, published by the Poetry Institute of Canada. Susanna Doherty, a Grade 8 student, won fourth place in Canada in the 13-18 year category. Her poem, entitled "In Time", will be published in *Memories For Today*. Grade 7 student, Jaime Ryan, won third place in the 12 and under category. Her poem, entitled "Anger", will be published in *From a Magic Place*. The Poetry Institute of Canada, located in British Columbia, is a four-year-old society that is enthusiastic to encourage local Canadian poets. The Institute sponsors yearly contests which are open to the public.

In Time

A girl at one seemed to be,
Just like me at two and three.
She'd dance all day and sing all night,
And start again in dawns bright light.

Her load seemed light and dreams a
plenty,
And she lived them out when she was
twenty.
And as the years and months rolled by,
Her goals were set and her hopes were
high.
And give up she would not do,
Until the best of her dreams came true.

In a church big and tall,
She walked down an aisle in front of
all.
And at the end a man did wait,
For the girl who was now twenty-eight.

And now four children call her Mom,
The nights too short, and the days too
long.
But this she does not mind,
And too soon it will be gone in time.

Eventually those days are gone,
And now for them she does long.
The girl is now withered and old,
And her complexion bitter cold.
So from the little girl that I once knew,
She grew, and grew, and grew, and
grew.

Anger

When anger strikes
your mind is sure
that peaceful patience
will not endure.

Like rushing poison
through your brain
and lava burning
every vein.

And when you think
you begin to desire
a place with lots
and lots of fire.

You feel like screaming
off your head
screaming, screaming
until you're dead.

But when a tear
escapes your eye
you start to begin
to realize why.

And when you glare
up into space
you're sure that sanity
has resumed its place.

--; Jaime Ryan

Taking the plunge

Physics 3204 students from Bishops College recently teamed up with instructors from Sub Aqua Diving in St. John's for a day of deep sea adventure (or at least deep pool adventure). As part of the elective unit for Physics 3204, students were required to understand some basic scuba diving concepts. For some hands-on experience, physics teacher, Renee Boyce, arranged for Sub Aqua Diving to teach students an introductory diving lesson. On May 4, students went to the Battery Hotel Pool where Sub Aqua Diving instructors guided them through some breathing exercises, equipment functioning, and finally, a deep pool dive. Ms. Boyce says students were enthusiastic and felt that scuba diving was a good experience. Some even expressed an interest in completing more formal scuba courses.

School celebrates business-education partnership

"Partnering for Excellence" was the theme for the fifth anniversary of the Bishops College --; Nortel Business-Education partnership. In March, this milestone was celebrated during a special ceremony in the school auditorium. The assembly formally recognized all 153 of the school's community partners, but the Nortel partnership was highlighted with a multi-point, interactive videoconference between students at Bishops College and their partner schools --; Earl of March Secondary School in Kanata, Ontario and Ecole Secondaire Jean Baptiste --; Meilleur in Repentigny, Quebec.

David Dibbon, Principal at Bishops College, says the videoconference demonstrated how innovative partnerships and the latest in communication technology enhances the local school curriculum, thereby improving educational opportunities for students. "On this occasion the students responded to questions that focused on how it feels to be a young Ontarian, Quebecer, and Newfoundlander. They offered opinions on what it is that gives them their particular identity and distinctive culture and how that fits with their Canadian and North American identity." Many dignitaries attended the event including: the Honorable A.M. House, Lieutenant Governor; St. John's Mayor, Andy Wells; Brian Shortall, Director of the Avalon East School Board; Bill Roberts, Vice-President, Nortel; and many other local business and government officials.

"The greatest achievement of the partnership has been the collaboration among teachers, parents, Nortel employees, school board and government officials to make Vision 2000 (our plan to create a model school for students using technology) a reality," says Mr. Dibbon. "By working together we have been able to articulate our vision of the future and put programs in place to achieve it. This partnership provided the leverage for us to mobilize our major stakeholders and get them moving in the same direction at the same time. As a result, we feel we have instilled in students a will and, indeed, a passion for learning and the capacity to do so for life."

Bishops College and Nortel were also recognized as the winning partnership for the Province of Newfoundland and Labrador in the Royal Bank sponsored Partners in Education category of the Conference Board of Canada's 1997-98 National Partners in Education Awards. This program showcases Canadian business-education initiatives that work and recognizes the people who are making them happen. Officials from the Royal Bank were on hand to present Bishops College and Nortel with \$1,000 and a distinctive award. Bishops and Nortel were also honoured at the 1998 Business, Education and the Community Conference, held this past May in Ottawa.

Excellence abounds at St. Augustine's

Ed Wade, Principal at St. Augustine's School in St. John's says his students have had many opportunities this spring to demonstrate excellence in their school. Newfoundland writer, Geraldine Ryan-Lush, visited

one of the Grade 1 classes in April and spent an hour with students reading from her own books. The Grade 2 and 3 students were visited by Bridget Parry, an art teacher and a trained primary teacher from Lewisporte who showcased the art her own students had created on the theme of "war". Mr. Wade says the students were quite impressed with the works of other children. Also in April, Painter Julia Pickard spent a week with a group of Grade 5 students producing a wall mural based on the history of the Waterford Valley. The student's work was officially unveiled on May 14th. "We wish to thank Mr. Dennis O'Keefe and Sister Paula Penney for their help in developing the children's ideas. The program is an excellent one!" says Mr. Wade. Some of the students and teachers at St. Augustine's have also been featured in the recent television and print advertisements from the NLTA.

Students recently donated \$500 to the Hynes Family Fund in aid of a family from Bell Island whose child was sent to the United States for burn treatment. The money was raised during "Loonie Day", which is held once a month to raise funds for various causes. Mr. Wade says he hopes that as many schools as possible would be able to do the same thing.

Voices in bloom this spring

This spring was a time for celebrating music within the Avalon East School Board. More than 1,500 students from 27 schools participated in the School Board's Choral Festival, "Voices in Bloom '98". From April 27 through to May 1, students met at the School of Music at Memorial University where they engaged in clinics and performances. Clinicians for the festival were Dr. Valerie Long, Program Specialist for Fine Arts with the Avalon East School Board and Dr. Douglas Dunsmore, Professor of Music at Memorial University.

Dr. Long says the week long event provided an opportunity for senior Music and Music Education students at MUN to explore teaching and workshopping with students of each choir. "They taught, performed and demonstrated a variety of forms of music making activities in clinics throughout the week," she says. "The entire week was a valuable educational experience for young and old alike as all gathered in the spirit of music."

Choirs also showcased their talents in evening performances held at Bishop Abraham School in St. John's. "A truly festive atmosphere was created when choirs were combined in these evening concerts for a grand finale," says Dr. Long. Parents and friends also participated throughout the evenings as they joined in song in between performances. "The Avalon East School Board is indeed proud of the ongoing excellence in choral music education which continues to thrive throughout the district. 'Voices in Bloom '98' was an occasion that fully celebrated arts education as a valuable component in the lives of our children here in Newfoundland," concluded Dr. Long.

NEWFOUNDLAND AND LABRADOR

Beware: art in progress!

The Art Gallery of Newfoundland and Labrador recently visited five schools in the province with its Artist-in-the-School Program for 1998. Artist Audrey Feltham of Deer Lake explored the theme of light through a printmaking process called "lithography" with high school students from Elwood Regional High School in Deer Lake. Kelly Bruton, a textile artist, worked with students from Bishops College in St. John's. Participants examined the use of clothing as a vehicle for documenting personal and collective histories by transforming an existing piece of clothing. Painter Julia Pickard worked with Grade 5 students at St. Augustine's Elementary in St. John's on a mural which looked at the history of their school and the Waterford Valley. Tara Bryan visited Lester Pearson Memorial High School in Wesleyville to make artist books with students, and Artist Beth Oberholtzer guided a group of elementary students at Ecole St. Gerard in St. John's in an exploration of the theme "inside/outside" through the concept of the box.

The Artist-in-the-School Program puts a professional artist in a school for five days to work with students on a project of the artist's design. The program focuses on providing an experience of creativity and knowledge of the processes involved in art-making, not on the final product or object. Students are active partners in the process, learning by doing alongside professional artists. The Artist-in-the-School Program is sponsored by the Art Gallery of Newfoundland and Labrador, with funding from the Canada Council for the Arts Programming Assistance for Art Museums and Public Galleries, and the Newfoundland and Labrador Arts Council. The Art Gallery of Newfoundland and Labrador is a corporation of Memorial University of Newfoundland. To arrange a tour of the Art Gallery of Newfoundland and Labrador, contact Dionne Snow, Gallery Educator, at 709-737-2427.



NEWFOUNDLAND AND LABRADOR
TEACHERS' ASSOCIATION

ON LOCATION REPORT
for The Bulletin

To have your story told in On Location News... please complete this report and submit to:

Lesley-Ann Browne, Editor, [The Bulletin](#),
Newfoundland and Labrador Teachers' Association,
3 Kenmount Road, St. John's, NL, A1B 1W1

Name

Position

School

School
Address

Postal Code

Telephone

E-mail

Event Date(s)

Type of Event

Event
Description

Colorful Quote(s) from Participant(s)

Most Significant Result of the Event

bbbbbb

An Unforgettable Year

PRIDE IN OUR PROFESSION

by *Brendan Doyle*

The reminder this week about the deadline for submission to the final Bulletin for 1997-98 jolted me into the recognition that another school year is rapidly coming to a close. What a year it has been, and what a welcomed and deserved break for teachers!

The school year began with more challenges and uncertainties facing the teaching profession than ever before in the history of NLTA. I am pleased that two of the big uncertainties --; school governance and teacher allocations --; have become much clearer and, for the most part, represent a reprieve for the profession. A third uncertainty, school consolidation, lingers on, but most areas of the province have seen school consolidations extended to the limits, hence, there should be much less uncertainty and disruption in 1998-99.

Securing a new collective agreement for teachers, including a resolution to the pension plan underfundedness, continues to be the greatest hurdle facing us. An absolute priority for Provincial Executive is to successfully conclude this round of bargaining before the end of this school year. Be assured, however, that we are not prepared to seek closure at any cost. It is especially noteworthy that we will not attempt to bring closure to negotiations without a pensions resolution that is acceptable to teachers.

Given the prominence of the issues noted above, there is always the concern that professional development issues will receive a lower profile than would otherwise be the case. I am pleased to report, however, that thanks to the efforts of our two Administrative Staff Officers in Professional Development, Beverley Park and René Wicks, professional development appears to be alive and well within NLTA. A lot of strategic planning has been done within the Division this year, resulting in a number of important focus areas being identified. Among the Division's priorities is the establishment of a greater leadership role in curriculum, assessment, and major issues in education, as well as in an improved communications network with the membership. The issues facing the Association this year clearly had the potential to make my first year as President a regrettable and forgettable experience. Instead, the nine months to date have been enjoyable and memorable because I had the privilege of visiting hundreds of schools and dialoguing with thousands of teachers during that time. The quality of teaching, as evidenced by the many innovative, creative, and resourceful teaching/ learning environments I observed in my travels, was a consistent source of encouragement for me, hope for the educational system, and pride in the teaching profession. Given the unprecedented high level of teacher frustration, the fact that I was not made to feel unwelcome or uncomfortable in any school I visited attests to the high degree of professionalism that exists within our ranks.

As a final word, I ask for your continued support and patience as we attempt to hammer out a new collective agreement. Whenever that occurs, it will clear the way for NLTA to refocus its energies and resources into helping teachers take a positive and prominent leadership role in educational issues --; be these issues related to teacher certification, curriculum development and implementation, self-regulating the profession via a College of Teacher, or any other such initiative. Anyway, let's leave it there for now, and have yourselves a restful, relaxing, and safe summer vacation.

THE TURNING POINT

by Wayne Noseworthy

The December Bulletin contained my first article as your new Executive Director. At that time, I took a reflective approach with respect to the challenges facing our profession and education in general, and compared our circumstance to what was happening at the time in the province of Ontario. More particularly, attention was drawn to the pending decisions in Ottawa with regard to a possible amendment to the Canadian Constitution so as to provide for a radically new educational structure in the province of Newfoundland and Labrador.

Since then, a number of significant outcomes have been realized. The Ontario teachers concluded their strike and felt the wrath of an extremely powerful and confident master. While the positive outcomes of that particular struggle are somewhat intangible, the consequences to be borne by teachers and teacher organizations in Ontario are much more real and will take years to overcome. As always, the teachers in Ontario stood for what was right for children, education and the profession of teaching. They were right in their stand and history itself will provide that realization.

When I prepared the article for the December Bulletin, President Brendan Doyle and I were on the eve of our appearance before the Special Joint Senate/ Commons Committee on Term 17 of the Terms of Union of Newfoundland with Canada to present NLTA's perspective as to why Term 17 should be changed --; radically and immediately. The result of that undertaking is clear. The Canadian Constitution has been amended and 11 new school boards (including the Francophone Board) have been established in our province on a totally non-denominational basis. New school boards have been elected for the first time in our history without any reference to religious affiliation. This is truly a turning point in the history of education in this province and marks a new reality that no one would have predicted even two or three years ago. Our Association was in the forefront of this movement in 1986 when it presented a brief to the Provincial Government calling for a major review and dramatic overhaul of what was at that time a unique and deeply entrenched denominational education system.

As our profession and today's generation of students embark on this bold new journey, we must be ever mindful of the imperative to harness this new reality as a means to an end and not merely as an accomplishment in itself. We have the opportunity and the ability to build a world-class education system in this province. To ensure that this happens, our Association must continue to build dynamic partnerships with all groups whose aims are to provide the very best for our young people. Constant vigilance of and representation to our elected leaders will be required to ensure that education remains a centrepiece in the social agenda, amidst a number of competing forces.

Patience and perseverance have been the hallmarks of the struggle of NLTA as it attempts to meet the needs of teachers at a time of intense competition. Through quiet, but keen lobbying, and by means of forming partnerships with educational advocates, we have been able to retain well in excess of 200 teaching positions for the 1998-99 school year that would otherwise have fallen to the threat of declining enrolments.

This same sense of determination will be required if we are to realize a meaningful conclusion to this year's round of collective bargaining. As this article is being prepared, our Negotiating Team is deeply involved in the conciliation process, awaiting a response from the employer with regard to teachers' pensions, so that a final contract might be constructed addressing the significant needs of our entire membership. The last decade has not been kind to teachers. We must maintain a firm resolve, a unity of purpose, and respect and trust for one another in order to bring this round of negotiations to a satisfactory conclusion. I suspect that by the time you read this item, we will either have a new collective agreement at some point in the

ratification process or we will be headed down the road to a new school year of even more delays and perhaps intense conflict. My fervent prayer is that the former will be the case.

The 1997-98 school year marks a particularly unique year for me --; not simply because I have served as the Executive Director of NLTA --; but because for the first time in many decades the parliament of the Newfoundland and Labrador Teachers' Association has not met in regular session. In 1997 the Convention decided to move to a Biennial General Meeting or Convention and to place a greater authority for decision-making within the organization in the hands of the Provincial Executive Council and perhaps more particularly, the Joint Council of NLTA. Since 1975, I have attended over 20 consecutive Annual General Meetings of this historic Association. It was a radical change for me personally, on Easter Monday to realize that I did not have to report for duty as either a delegate or an employee to the Convention. I believe this marks a significant turning point for NLTA and is reflective of a growing maturity within us as a democratic institution. Moreover, it speaks to the sense of trust and dependence that teachers are prepared to place in their elected leadership.

I have great confidence for the future of education in this province and an intense desire to see that the Newfoundland and Labrador Teachers' Association continues to be a dynamic force in defining the future and ensuring that our children have the confidence and the ability to take their rightful place in that brave new world. Let that be our collective ambition.

[Wayne Noseworthy](#) is Executive Director with the NLTA.

THE USE OF FORCE

by Edward Hancock

An article by Ailsa Watkinson and Anne McGillivray in the April 1998 edition of the NLTA Bulletin (pages 28-30) took issue with the Criminal Code provision which allows parents and teachers to use force by way of correction towards a child. That Section 43 states as follows: Every school teacher, parent or person standing in the place of a parent is justified in using force by way of correction towards a pupil or child, as the case may be, who is under his care, if the force does not exceed what is reasonable under the circumstances.

The NLTA has consistently supported the retention of Section 43 in the Criminal Code as a defense for teachers who find themselves in situations where they have had to use force to deal with extreme situations involving their students. The Canadian Teachers' Federation has also supported that position. The purpose of this article is to provide the rationale for the Association's position and the opposing viewpoint to that expressed by the authors of the April article.

Section 43 does not provide an absolute defense against liability when force is used by a teacher against a student. Any person is responsible for the use of force against another person and could be subject to either a civil action or a criminal charge of assault under the Criminal Code, or both. In determining whether the protection of Section 43 would apply to a teacher charged with common assault in a particular circumstance, the court must first determine whether: 1) the child was "under the care of" the teacher; 2) if the force was used "by way of correction towards" the student; 3) whether the misconduct of the student justified the use of the force; and 4) whether the force applied exceeded what was "reasonable under the circumstances".

Arguments for the removal of Section 43 from the Criminal Code are often supported by equating the existence of Section 43 with permission for the use of corporal punishment. In my view, there is a clear distinction to be made here. The right for teachers to administer corporal punishment has been removed from the Schools Act in Newfoundland and Labrador for quite a number of years. The 1970 Schools Act in this province contained the following provision: 84(1). Teachers are permitted to administer corporal punishment in reason and with humanity, but they shall refrain from the use of it until other means of discipline have been tried, and striking children on the head is forbidden and corporal punishment shall not be administered to delicate or nervous children. (2) A teacher shall not administer corporal punishment to any pupil unless a third person, not being a pupil, is present to witness such punishment.

The new 1997 Schools Act contains the following provision concerning corporal punishment: 42. A person shall not administer corporal punishment to a student in a school.

It should be noted that the NLTA supported the removal of the 1970 provision well before the amendment to the Schools Act actually took place. What then is the argument for the retention of Section 43? In my view, Section 43 provides the only defense for a teacher or other adult when it is necessary to use force in dealing with a child under his/her care. As noted above, Section 43 does not provide an absolute defense to a charge of assault but does allow the judicial system to use appropriate judgement in determining whether the force was used by way of correction and whether it was within the bounds of what would be considered reasonable under the particular circumstances. Section 43 is not a justification for the use of force by teachers, but it provides the opportunity for a reasoned and considered examination of the circumstances leading to the use of force. The determination of guilt in these matters is governed by the courts in adjudicating the meaning of what is "reasonable under the circumstances".

Ms. Watkinson and Ms. McGillivray argue that Section 43 is not needed because there are other defenses to

the use of force in Sections 34-41 of the Criminal Code. The pertinent sections referred to are: Section 34 --; self defense against unprovoked assault; 35 --; self defense in case of aggression; 37 --; using force to prevent assault; 38 --; defense of personal property; and 40 --; defense of dwelling. However, these other defenses apply only to very specific circumstances and teachers often find themselves in situations where these circumstances do not apply and for which Sections 34 to 41 of the Criminal Code could simply not provide a defense. For example, what should a teacher do if a student insists upon continuing to be loudly disruptive in class, destroying the order of the classroom and simply refuses to be subject to the discipline of the classroom? Should the teacher direct the child to leave the classroom and go to the principal's office? What if that child refuses and continues to engage in behavior that is disruptive, mocking the teacher, cursing at the teacher, etcetera? Perhaps we should suggest that the teacher call the principal. What if the child engages in the same behavior toward the principal? Who, if anyone, would ultimately have any authority to remove that child from the classroom by the use of reasonable physical force if necessary, in a world devoid of the protection of Section 43? Should we insist that the police be called in every such situation in order to avoid the possibility of criminal charges against the teacher or the principal? Such are the situations in which teachers and administrators can find themselves and these are the reasons why the teachers' associations across Canada support the continued existence of Section 43.

The following are several examples of real cases from within this province where Section 43 was used as a defense and where the other sections listed would have very questionable application:

1. Because of disruptive behavior in class, a teacher instructed a student to proceed to the office. The student proceeded to the corridor but refused to go to the office. The teacher used force to bring the student to the office with him. The teacher was charged with common assault.
2. After repeated admonishments to a student who was not paying attention in class and who was repeatedly turning around speaking to the student behind him, a teacher approached the student and turned his head towards the front of the class by placing one hand under his chin or jaw and the other on his neck or back. While doing this, the teacher instructed the student to listen and pay attention in the class. A charge of common assault was laid and there was conflicting evidence during the trial as to the degree of force used by the teacher and the specific nature of the contact with the student.
3. A principal intervened when two students were involved in a physical confrontation in the classroom. One student then became physically aggressive with the principal as well as shouting curses and threats. The principal slapped the student and restrained him forcefully, then directed him to leave the school. A charge of common assault was laid against the principal.
4. A principal observed an altercation between two junior high aged boys in the school corridor where one boy was pushing another smaller boy against lockers. The principal separated the two students and, in speaking to the bigger boy about his behavior, tapped or pushed the boy in the chest or shoulder area for the purpose of demonstrating that it was not pleasant to be pushed around by someone bigger. There was no injury to the student. The principal was charged with common assault.

The authors of the previous article also make the argument that violence begets violence, noting that "children who are physically punished are more than twice as likely to repeatedly and severely attack a sibling than those not physically punished". The research does indeed uphold this conclusion. However, the removal of Section 43 will not, unfortunately, erase children's experience with violence at the hands of adults or other children. Teachers will continue to have children in their classrooms who have experienced violence and who, as a result, act violently. The removal of Section 43 will not erase that reality. It will simply remove the legal defense remaining for teachers who find themselves in situations where they must use reasonable force to restrain, intervene with, protect, or direct a child in circumstances where other means have failed.

In a recent address to the Annual Conference of the Canadian Association for the Practical Study of Law in Education, Justice Joanne B. Veit of Alberta spoke on the topic "Punishment, Physical Force and Section 43 of the Criminal Code". While not necessarily advocating for the retention of Section 43, she expressed the opinion that, because we have mandatory school attendance and every child must be in school, it follows that the teacher must have some authority to deal with issues and problems that arise in the school setting.

An unpublished paper from the Canadian Teachers' Federation notes that "many instances occur in a school day in which physical intervention --; be it only a restraining hand --; is the surest way to control unruly behavior, and to prevent young people from doing harm to themselves or to each other. A teacher who could not put a hand to check a rush for a door or a place at a cafeteria table, to stop a fight or a bullying assault, or to prevent damage to property, would be hard put to maintain the degree of order which is necessary if the work of the school is to be carried on". This paper further suggests that the law itself within Section 43 imposes a strong limitation by the use of the phrase 'reasonable under the circumstances'. "To suggest that the courts are not to be trusted to perform their traditional role of interpreters, arbiter and protectors, and that statute law must be so absolute and specific as to allow no discretion, is to reject the historic function of jurisprudence in Canadian society, limit redress and impair the operation of justice".

I firmly believe that Section 43 must continue to exist in the Criminal Code to provide a defense for teachers who find themselves in situations where physical intervention with students is necessary. However, despite the protections in Section 43, it is always recommended that teachers refrain from using physical violence as a means of correction towards students. Teachers must remember that Section 43 does not provide an absolute defense for the use of physical force. Other methods of correcting students' behaviors are essential and preferable. Furthermore, Section 43 does not protect a teacher from potential discipline by his/her school board if the teacher's use of physical correction is deemed by the school board to have exceeded school board policies or guidelines.

In conclusion, it is important that teachers do not view Section 43 as a justification for the use of physical force. However, it is equally important that Section 43 remain in the Criminal Code as a defense for teachers who find themselves in situations where the use of reasonable force with a student has been unavoidable.

Edward Hancock is Assistant Executive Director with the NLTA.

A Look Ahead

PRE-RETIREMENT SEMINARS

by Barbara J. Lewis

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

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

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

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

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

The full text of the NLTA Policy on Pre-Retirement Seminars, as it has been amended over the past few years, is contained on page 20 of this Bulletin; prospective retirees are urged to read closely these policy provisions and be aware of their application. The registration form for attendance at the 1998 seminars can be found on the following page. Potential participants are reminded that, in order to attend, they must register for a particular seminar. Only those teachers eligible to retire during the school years 1999-2000 and 2000-2001 will be eligible to attend. Furthermore, registration must be received at the NLTA Office at least four weeks in advance in order to ensure approval of attendance. Given the increasing numbers of teachers eligible to retire, we must adhere strictly to the requirement for early registration. As a result, the Association will reserve the right to refuse acceptance of registration forms at any particular seminar if the registration has not been received at the NLTA office in accordance with Association policy.

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

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

NLTA Policy on Pre-Retirement Seminars

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

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

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



1998 PRE-RETIREMENT SEMINAR

REGISTRATION FORM

Surname Mr. Mrs. Ms.

Given Names

Social Insurance Number

Home Address

Postal Code

Home Telephone

School Name

School Telephone

Which Session will you attend?

<input type="checkbox"/> Oct. 7-8 - Albatross Hotel, Gander (709-256-3956)	<input type="checkbox"/> Nov. 26-27 - Holiday Inn, St. John's (1-800-465-4329) FULL
<input type="checkbox"/> Oct. 15-16 - Holiday Inn, Corner Brook (1-800-465-4329) FULL	<input type="checkbox"/> Nov. 30 - Dec. 1 - Holiday Inn, St. John's (1-800-465-4329)
<input type="checkbox"/> Oct. 29-30 - Holiday Inn, Stephenville (1-800-465-4329)	<input type="checkbox"/> Dec. 7-8 - Holiday Inn, St. John's (1-800-465-4329)
<input type="checkbox"/> Nov. 5-6 - Mt. Peyton, Grand Falls-Windsor (1-800-563-4894)	

(Please note change in dates for Grand Falls-Windsor session!)

Will your spouse be attending? Yes No

Name of spouse (if attending)

Earliest date you are eligible for pension benefits

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

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

Return to:

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

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

A Profile of Botwood Collegiate

YOUTH INTERNSHIP

by Lesley-Ann Browne

Students from the Youth Internship Program at Botwood Collegiate have the opportunity of training that leads to a certificate in the Home Support Worker Program. These students can put their skills to work immediately following high school graduation or use this training to enable them to gain entry into further health-related programs. Each student receives over 200 hours of in-class instruction and, in addition, receive on-site exposure at the Dr. Hugh Twomey Health Care Centre.

These students can take part in this program because Botwood Collegiate has a unique partnership with Corona College and the Central West Health Board. This partnership prepares high school students with skills required to make the transition from school to work. Through the HRD funded Youth Internship Program and the cooperation of the Central West Health Board students receive post secondary training while in their final year of high school.

In the Home Support Worker Program students receive instruction in areas such as human development, nutrition, personal care, and household management. The cooperation of Florence White, an instructor from Corona College, has been an enormous part of the success of the program. Students also complete intervention programs such as the St. John Ambulance First Aid Program, Basic Rescuer Course, and a Back Injury Prevention Course. These are all offered by the Newfoundland Safety Council.

The students go through a training component, pre-employment preparation, evaluation of work term, and the work placement supervisor monitors the students' progress. As well, students take a role in the monitoring process by completing a log of their daily work, attendance, work hours, and tasks performed. Jennifer Earle, a student in the program, says that "this is an excellent opportunity for students. The fact that I walk away with a certificate is great."

To be part of the program students must apply to the Cooperative Education/Youth Internship Program. They must state their career objectives after completing high school, the type of work experience they would like to take part in as part of the program, and any previous work experience. They must also identify why they are applying to the Cooperative Education/ Youth Internship Program and what they feel qualifies them to handle the commitment and responsibility.

The stated purpose of the Youth Internship Program is to establish an organized career path for students throughout high school that focuses on social, technological, and employability skills. Students are exposed to the varied employment opportunities that exist in their geographical area in the fields of health, tourism, small business ventures, and home care. Derek Brace, coordinator of the program at Botwood Collegiate states that, "students are trained with the necessary technical, vocational, and social skills to enable them to become competitive participants in the local, regional, and indeed global job market." Specific objectives of the program are:

- To develop with potential employers, specific training plans enabling students to learn techniques and attitudes that will enhance their opportunities for success in the local and global job market.
- To create in students an awareness of the employment opportunities, specifically in the local tourism and health areas, and to provide initial training and job preparation skills in these areas.
- To develop with students a specific career plan starting at Grade 9 and continuing until the completion of high school at Level III.
- To use computers and other forms of technology as a means of improving their employability skills.
- To improve students' attitude toward the learning process and to illustrate the need to acquire training

to compete in today's workplace.

- To give students an opportunity to work with role models in the community.
- To promote equal participation of both genders, the disabled, and visible minorities, and to challenge these individuals to pursue formal training in their formal area of study.
- To provide a more comprehensive learning experience by involving students, parents, teachers, and the community in the total educational experience.
- To provide more current and relevant curriculum in the schools by providing teachers with feedback from business and industry.

"There has been an eagerness within the community to have individuals with good communication, interpersonal, and computer-related skills to fill jobs anticipated with the expansion of the Botwood area," says Derek Brace.

The response about the program has been extremely positive and students are glad to have had the opportunity to be involved. "It is a great feeling to be able to help the people here," says Tammy Hoffe about her work at the Dr. Hugh Twomey Health Care Centre. "It is also a good stepping stone for what I will do later. I learned teamwork and I can probably get a job."

One student in the program had the foresight and good sense to stay by the side of an Alzheimer patient who recently wandered from the hospital. Instead of panicking and running for help he stayed with the patient until help could be found.

"If the program provides the students with nothing else than basic skills then it has succeeded," says Derek Brace. "I hope we can find a means to keep it in operation for the Fall. Unfortunately it does not look good and the only ones to lose are the students. Right now they have hope and some new alternatives for the future."

The program was set up to combine the instruction of life skills with the practical on-the-job training in specific areas of interest. Those involved in the program are made aware of the employment opportunities that exist in the Botwood area or in their communities and can get specific skills and training that will enhance their opportunities for employment and certainly their future.

This article was written with information obtained from a visit to Botwood Collegiate, and from materials supplied by Derek Brace, Coordinator of the Youth Internship Program at Botwood Collegiate. Derek can be reached at 709-257-2497, or e.mail dbrace@calvin.stemnet.nf.ca.

Ahhh ... Summer Holidays

FINALLY TIME FOR ME!

by Claudette Coombs

Teachers have many natural talents; work hard to develop special skills; and, throughout their careers, acquire much knowledge and expertise. But there is one area where most of us fall short. We have not learned to relax!

We keep life at such a hectic pace. We're always planning one thing while doing another; feeling it's a waste to do just one task at a time; or, hurrying through one job so we can quickly get to the next. We've spent a career of creating habits which support this harried lifestyle. Maybe we were like this even before we started our teaching careers. However, for some people, relaxing just comes naturally. They have developed mental attitudes and behavioural patterns that are conducive to taking life gently. But for others, relaxing is a foreign concept. The lack of familiarity creates an awkwardness in even attempting to sit back and let our minds go blank and our bodies unwind. Despite this, learning to relax is not an impossible task but it does require consistent, deliberate and specific action. By creating and following a few personal rules we can incorporate behaviours that eventually lead to a more relaxed body and accepting mind.

RULE #1: SET (AND KEEP) LIMITS

Too often we believe that we are responsible for everyone's well-being, each person's success and accommodating every request made of us. Being a little more reasonable about what we expect of ourselves will help us believe that we have a right to set personal limits; then identify what these limits are; then communicate them to others around us.

RULE #2: STAY WHERE YOU ARE

That's the trick of keeping your mind and body in the same place at the same time. "You're not really here with me." "What's on your mind?" "Where are you?" Do any of these comments sound familiar? If so, don't argue or be defensive. Instead, accept them as a warning signal that you are being robbed of your present. Certainly, we need to plan for the future and reasonably prepare ourselves. We also need to review our past in order to get our best out of the present and create a future with positive potential. This reviewing and planning becomes an expensive activity, one which we can't afford, when it costs us daily contentment. Avoid being so caught up in past mistakes or future fears that we miss the pleasures available in today.

RULE #3: LIVE WHILE YOU LIVE

Recently I saw this phrase and considered its relevance. You know the way it is "We can't enjoy life yet; we're too busy until after finals and reports." "We can't be happy now; our relationship is in turmoil." "We can't be satisfied with our bodies; we must get into a fitness routine and alter our weight." "I don't have time for myself; summer holidays will change that." You get the picture. But, when all of these important conditions are met, then we can be happy, content, satisfied, and can really enjoy life. Maybe you are willing to wait that long, in the hope that life can then be perfect. As an alternative, consider the gains if you look for the things which can be enjoyed right here and now! Putting life "on hold" until Christmas holidays, Easter break, the next long weekend or, summer vacation offers no guarantees.

Identifying Our Limits and Potential

Common factors which we allow to interfere with our enjoyment of life include:

- Insufficient time. Therefore, reassess priorities. We cannot do everything for everyone. Start the pruning process now.
- Lack of energy. Being human, we have limited capacities. We must make decisions on where we want to expend the available energy.
- Finite resources. There are restrictions on the supply of money, "toys" and supports within our lives. Not every community has a recreational facility and not every teacher has the disposable income to pay the registration fee. Again, selectivity and creativity are keys to finding and using ways to bring pleasure into our everyday lives.

Options Within Our Limits

Our goal is not to find ways to put more into our lives. Instead, it is to set personal priorities and permit ourselves to enjoy life without guilt. By reducing the demands we accept, then thinking more accurately about our responsibilities, finally we can do things differently and enjoy life's pleasures now.

TIME: With too much to do and no time for the extras, we can begin to look for quick pleasures which still give us satisfaction but don't require great time demands.

- Mental pleasures can include a quick e-mail to a friend; or a glance at a picture in your wallet; or a deliberate look at the evening, star-filled sky.
- Physical enjoyment can come from that early morning walk before anyone else is out of bed; or the mutual massage shared by partners; or listening to the breaking ocean waves as the breeze brushes against your body.
- Emotional satisfaction wears many faces. Acknowledgement of someone else's success, pain, or presence; or recognition of personal progress; or a sense of closeness with others or with nature.
- Positive social connections are essential to a feeling of well-being. They can be as brief as a greeting in the corridor or a visit with a neighbour over the garden fence.

ENERGY: A non-stop lifestyle with excessive demands can cause physical and mental fatigue. Being pushed too hard for too long sets the stage for exhaustion. We are all familiar with the unpleasant side-effects of not getting enough rest --; irritability, lack of interest in pleasures, cynicism, and you can add lots of your own symptoms. To deal with this limit we first want to maximize our potential then remove all unnecessary restrictions on our energy. To keep our energy at an optimal level, we try to keep our bodies healthy by getting the right nutrients, appropriate stretching and movement, and adequate renewal time. Then we eliminate the energy wasters. We all have too many of those. Take a minute to privately take an inventory of: the conflicts we carry with us; the guilt and anger we hold onto; the extra responsibilities that we assume; and the numerous things that rob us of the energy to enjoy today. We can't afford them. In the present, time and energy are too valuable to waste; we can't take them back and we can't make up for them once they are spent. We can choose how to use them. In the future, we can only reflect on the pleasures we have had in life if we make them now.

RESOURCE ACCESS: We sometimes use the excuse that we don't have the things we need or want and therefore can't enjoy life. Society is fortunate that not everyone feels the same way about the same things. We can learn many lessons from each other about personal abilities to find pleasures in what we have now. This certainly does not mean that we should be complacent about where we are in life, never striving to do or be better. It does mean that we should find ways to enjoy aspects of who we are and what we have, rather than focusing on what we believe is missing.

Summer holidays ... a great opportunity for me to relax? Yes. But don't be fooled into thinking that they automatically cause you to relax, rejuvenate and successfully prepare for the period that falls between summers. Every day and every season brings unique opportunities for relaxation and enjoyment. We have mastered many of the skills necessary to maneuver through daily tasks and responsibilities, now we owe it to ourselves to learn the skills and processes necessary to relax and experience the year-round pleasures of living.

I wish each of you a relaxing and enjoyable summer. Good-bye until September.

Claudette Coombs in an EAP Coordinator with the Employee Assistance Program for teachers. For confidential assistance contact Claudette Coombs (ext. 265), e-mail: ceboyd@calvin.stemnet.nf.ca or Kathy Burford (ext. 242), e-mail: kburford@calvin.stemnet.nf.ca.

Distinguished Principal/Vice-Principal Award Winner

PRINCIPAL HONORED

Sam Chaulk, Principal of St. James' Regional High School in Port aux Basques, is this year's winner of the School Administrator's Council (SAC) Distinguished Principal/Vice-Principal Award for 1997-98.

Mr. Chaulk was nominated for this prestigious award by members of his staff. "A leader doesn't win such an award on his own," says Mr. Chaulk. "Leadership is the development of a team concept. If you give teachers autonomy, encourage their endeavours and support their efforts, the team will always make the leader look good."

The award is based on a number of criteria. Mr. Chaulk was chosen based on his commitment and involvement at the school level, his involvement at the provincial and national level as well as his involvement in the community.

Mr. Chaulk has spent the past 30 years as an educator. He has been a junior high teacher, high school social studies department head, guidance counsellor and vice-principal. For the past 10 years he has served the role of principal.

According to Randy Smith, English Department Head at St. James' Regional High, Mr. Chaulk lives by the dictum: "If you want something done, ask a busy man to do it." "Busy is not the word for Sam," says Mr. Smith. His list of volunteer activities in and around Port aux Basques is almost legendary. He has served as off-campus co-ordinator for Memorial University, was a member of the local cadet corps, served on the Chamber of Commerce and is quite active as a member of the Royal Canadian Legion. Mr. Chaulk has also served on the local executive for the NLTA and SAC. This past February, he was awarded the Certificate of Merit in Education from the Government of Canada.

Despite all of his accomplishments, however, Mr. Chaulk says he is most proud of the students whom he has taught over the years. "I've had 30 years in the education field," he says. "It has been very exciting. I've seen a lot of things come and go. Yet, I've had the pleasure to work, and learn from, thousands of students. Actually, I think I have learned as much from them as I have taught. Maybe more."

The School Administrators Council's Distinguished Principal/Vice-Principal Award is sponsored by World's Finest Chocolate. Mr. Chaulk received a cash award of \$500 which was presented to him at the SAC Annual General Meeting held in Corner Brook this past April.



(Information for this item was obtained from an article by Lloyd Whitehorne of The Western Star.)

TEACHER WINS INTERNATIONAL AWARD

Congratulations to Renee Boyce, a Physics teacher at Bishops College in St. John's, on receiving the 1997 Outstanding Master's Thesis Award. This prestigious award is sponsored by the National Association of Research in Science Teaching (NARST), an international organization which accepts theses from all over the world. Ms. Boyce was presented with her award at the annual NARST conference held in San Diego, California, this past April.



After completing her thesis entitled, Gender and physics: The relationship between learning orientation, self-confidence and achievement, Dr. Glenn Clark of Memorial University suggested that Ms. Boyce send it to NARST. "My interest in gender issues stemmed from my own experience in completing a science program and from teaching high school students," says Ms. Boyce. "I was troubled by the fact that female students were not entering occupations in the science and technology field."

Within the next couple of years Ms. Boyce hopes to complete a Ph.D. in Education, again focusing on gender issues. "I am presently taking MUN courses to keep up-to-date on teaching issues," she says. "I'm also very interested in promoting better ways to teach physics. As part of this interest, I'm helping to organize a physics institute for teachers this summer at MUN."

Ms. Boyce says she is very grateful to all who supported her --; the NLTA, the Department of Education, MUN (particularly Dr. Glenn Clark, Dr. Steve Norris, and Dr. Linda Phillips), and Bishops College.

HOOK, LINE & NET '98

STEM~Net will hold its third annual technology conference, known as Hook, Line & Net '98, on August 18-20 in St. John's. This year's theme is Cybersteps: Pathways in a Digital Environment. The event is aimed at students, teachers, and parents --; giving young people and adults a chance to learn about technology together. But there will also be specific events for teachers and others geared toward youth. The sessions will range from basic to advanced. The topics are as varied as: Basic and Advanced HTML, Animation, School Intranets, Graphics Creation & Manipulation, VRML, Networking, Digital Video and Audio, web-based courses and much more!

As the final agenda for Hook, Line & Net '98 comes together, we welcome ideas for workshops from teachers and students. If you would like to get involved, or know of someone who has been doing some innovative work in the area of technology, please drop us a line. In particular, we want to showcase students who are great at web pages, graphics, multimedia, programming, or anything technology-related. We will take care of transportation, accommodations, and supervision, and they will receive an honorarium. So, if you have any students that might like to show off what they can do to other students and adults, let us know.

Check out the new web site early! We have limited space and applications will be accepted on a first-come, first-served basis. The conference will cost \$50 for students and \$100 for adults. For more information, see the Hook, Line & Net '98 web site: www.hln.nf.ca. If you have ideas for workshops or presenters, please send us an e-mail: beth@calvin.stemnet.nf.ca.

Students Go On-line with the Queen

Two high school students from Musgravetown High School showcased on-line projects from Newfoundland's STEM~Net and Canada's SchoolNet for Her Majesty, Queen Elizabeth II on May 13 at the opening of the newly-restored Canada House in London, England.

In Musgravetown, Tom Lush, MHA for Terra Nova, Ken Stevens, chair of Telelearning and Rural Education at Memorial University, Wade Sheppard, director of the Vista School Board, and other guests gathered with students and teachers at the school to watch a live transmission of the event on the information highway.

Grade 11 students Angela Thomas and Jason Wiseman showed the Queen Global Issues, an on-line course on human rights issues. The existing curriculum was developed into an on-line course by Musgravetown teacher, Lyndon Williams, with the assistance of the SchoolNet Grassroots Program. It's the first course of its kind to be developed in Newfoundland and Labrador.

"The selection of these two students is a tribute to the vision and tenacity of the people who brought the information highway to Musgravetown," said Nancy Parsons Heath, Director of STEM~Net. "The support of Industry Canada's Community Access Program was an essential part of their success, by linking over 30 computers and making them available to the public, as well as students."

"Educators in this school and across Newfoundland and Labrador use STEM~Net to obtain resources and create links across Canada and around the world," said Whytie Horlick, principal of Musgravetown High School. "So it is entirely fitting that other students at Musgravetown High shared in the special moment with the Queen thanks to live transmission on the information highway."

SchoolNet, which has gained international renown for Canada in educational networking, is working with

partners in the provinces, territories and elsewhere to bring on-line learning opportunities to all Canadian schools by March 1999 and to all learners by 2000-01.

SchoolNet News Expands and Evolves

New funding from Industry Canada has allowed STEM~Net to hire two additional staff members for SchoolNet News, the national on-line newspaper for students, based in St. John's.

Beth Ryan is the new coordinator of SchoolNet News and Brian Lake is the graphic designer/web author. They will spend the summer re-designing SchoolNet News, giving it a new look and adding sound and video elements. And the SchoolNet News site will be expanded to include more resources for teachers, including projects and activities that they can incorporate into their curriculum. Meanwhile, Beth will be developing the mentorship program, which gives students a chance to learn from working journalists. So far, the program has brought together journalists and students in several provinces --; but the goal for this year is to extend it to the rest of Canada.

Beth comes to STEM~Net with more than ten years experience in journalism, most recently as a freelance writer for local and national publications. Before that, Beth spent five years at CBC Radio and several years at daily newspapers like The Evening Telegram, The Globe and Mail, The Toronto Star, and The Hamilton Spectator. She is the vice president of the Canadian Association of Journalists and works with the Writers' Alliance of Newfoundland and Labrador.

Before joining STEM~Net, Brian worked with Memorial University's Computing and Communications department. He has extensive experience in designing web pages --; including his own personal page and one for the Micro-Computer Workstation Resource Centre at Memorial. Brian is completing a Bachelor of Arts at Memorial University, with a major in Political Science.

If any of your students are interested in writing for SchoolNet News, let us know. The last issue for the 1997-98 school year comes out in mid-June and the new season starts in September. If you have any questions or ideas about how to use SchoolNet News in your classroom. contact Beth Ryan at 709-737-3477 or by e-mail at bkryan@calvin.stemnet.nf.ca.

Stellar Schools Program Launched in Ireland

The Stellar Schools Program was officially launched outside of the province on May 20 in the southeastern county of Waterford, Ireland.

Premier Brian Tobin made the announcement during a ceremony held at Booth Memorial High School in St. John's, while STEM~Net Director, Nancy Parsons Heath, participated in an event held simultaneously at Newtown School in the city of Waterford.

Stellar Schools, a joint initiative of Cable Atlantic and STEM~Net, has been providing Internet access to students and educators in Newfoundland and Labrador since 1995, with close to 200 schools involved to date.

The innovative and unique program has attracted national recognition, particularly because it marries technology with curriculum. Each school must carry out at least three curriculum-related projects in order to maintain its Stellar School status.

The idea to bring the Stellar Schools program overseas was prompted by Cable Atlantic's participation in a provincial government trade mission to Ireland. Cable Atlantic officials met with people in Ireland's Information Technology sector and realized the Stellar Schools model would be a great way to help increase the level of technology in Irish schools.

Several schools in Newfoundland have been twinned with schools in Ireland. Each are working on a variety of projects, including analysis of Newfoundland and Irish sayings, exploration of historical cultural links, creative writing exchanges and the development of web pages.

A Memorandum of Understanding between the newly-formed Stellar Schools Council in Waterford and the Provincial Stellar Schools Advisory Board was signed during the ceremony, highlighting the guidelines of program.

"We will continue to work closely with our Irish counterparts to ensure that as many schools as possible will be able to benefit from this project," said Nancy Parsons Heath. "We hope this initial twinning process will encourage the further expansion of the Stellar program here in Ireland."

RESOURCES

An Educator's Guide to Violence in Schools

An Educator's Guide to Violence in Schools gives tips and practical advice for teachers, administrators and school boards on how to effectively deal with violence, harassment and discipline. Noted education lawyer Eric Roher explains the law --; and your rights and obligations under the law --; in plain English. He offers practical advice and proven strategies and discusses real cases which have set precedents for anyone dealing with violence and the potential for violence in schools. It includes answers to questions on issues such as verbal abuse, sexual harassment, school records and the right to privacy, disciplinary tactics, investigative techniques, liability, and more. Copies are available for \$39 (+ GST) from: Canada Law Book Inc., 240 Edward Street, Aurora, ON, L4G 3S9; Tel: 1-800-263-2037 or 1-800-263-3269; Fax: 905-841-5085; web site: www.canadalawbook.ca.

1998 World Food Day Kit/

JOURNÉE MONDIALE DE L'ALIMENTATION TROUSSE D'INFORMATION

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

Vous vous posez des questions sur: la faim et la malnutrition; le marché international de l'alimentation; la spéculation sur le café. Oxfam Canada vous propose la trousse d'information 1998 de la Journée Mondiale de l'Alimentation. Disponible à partir de l'été 1998 sur le site internet www.oxfam.ca. Vous pouvez également commander une copie papier: Oxfam Canada/Projet Acadie, 96 ave Norwood, bureau 311, Moncton, NB, E1C 6L9; fax: 506-859-7182; courriel: moncton@oxfam.ca. Des frais de 10\$ pour la manutention et la poste vous seront chargés.

Human Rights Web Sites

The United Nations has invited countries around the world to celebrate the 50th anniversary of the Universal Declaration of Human Rights during 1998. The government of Canada through the Department of Canadian Heritage is coordinating various activities in cooperation with other interested groups such as the United Nations Association in Canada (UNAC) and the Canadian Commission for UNESCO.

The Department of Canadian Heritage has produced a kit with information about the CREDO project for students. The web site for student interaction in this project is <http://www.credo98.com>.

UNAC has produced an Action Guide: A Human Rights Resource Manual for Secondary Schools in both official languages. A copy of the Action Guide has been sent to schools across Canada. UNAC also provides information around human rights issues and the UN on their web site at <http://www.unac.org>.

International Year of the Ocean Web Site

1998 has been declared the International Year of the Ocean (IYO) by the United Nations. In celebration of IYO, nations around the world are adopting "The Ocean Charter", a commitment to the future of the oceans and to the marine and coastal environments. Visitors to Canada's Department of Fisheries and Oceans IYO web site can sign "My Ocean Charter", the personalized version of The Ocean Charter, at:

<http://www.oceanscanada.com/IYO>. At Canada's IYO web site you can also: see up-to-date displays of Ocean Charters from around the world; view the Charter in several different languages; peruse the calendar of events taking place across Canada and around the world; study various initiatives to help conserve the oceans and its marine life; link to other related sites, teaching resources and "virtual voyages"; and read

daily facts on the oceans and marine life.

No More Teachers, No More Books

In *No More Teachers, No More Books*, *The Commercialization of Canada's Schools*, Heather-jane Robertson, a prominent education spokesperson, argues that as the government puts the squeeze on school boards, private enterprise and high-tech industries are increasingly poised to move into the classroom. The result is a place where computers replace teachers, and corporate logos adorn everything from sports equipment to computer screens as part of "partnership" agreements between schools and the private sector. Robertson also challenges many of the myths being used to justify cuts in education, and examines how the goals of education have changed from getting a well-rounded education to simply getting a job. Copies of *No More Teachers, No More Books* are available in bookstores for \$29.99.

Stories for the Future

Stories for the Future is a new interactive educational package designed to increase awareness of Canada's heritage and teach students how to research the history of Canada. Each kit contains one eight minute video tape presentation, Teachers' Guide, and reference information, including genuine archival material. The complete unit of nine lesson plans has been developed in consultation with teachers and includes evaluation performance indicators. *Stories for the Future* is linked with the learning outcomes of the Common Curriculum for Grades 7 through 9, and is available in English and French. Copies are available for \$40.00 (plus \$9.50 shipping and handling) from Carleton Productions International, P.O. Box 5069, Merivale Depot, Ottawa, ON, K2C 3H3, Tel: 613-224-9666; Fax: 613-224-9074; e-mail: cpi@magi.com.

Community Services Council Directory

The 1998 Community Services Council Directory is an updated listing of services, programs, and voluntary agencies throughout Newfoundland and Labrador. It contains information on more than 1,500 services and organizations in 150 communities throughout the province, and includes contact names, numbers and a brief description of the service or organization. Copies can be purchased for \$10 (discounts available on bulk orders) from: Community Services Council, Suite 201, 2nd Floor, Virginia Park Plaza, Newfoundland Drive, St. John's, NF, A1A 3E9, Tel: 709-753-9860; Fax: 709-753-6112; e-mail: csc@thezone.net.

Resource Links

The Association for Teacher-Librarianship in Canada (ATLC) has taken over publication of *Resource Links*, Canada's newest journal devoted to the review and evaluation of Canadian resources for children and young adults (formerly published by Ken Haycock & Associates). Changes to the publication include a somewhat smaller format with the main emphasis being on the review of resources by teacher-librarians, teachers and children's librarians. There will be five issues per year --; October, December, February, April and June. The new editor for the publication is Vicki Pennell, who has been the Publications Coordinator for ATLC for the past two years. Copies of the publication are available for \$39.95 (non-members), \$29.95 (ATLC members). Contact: Victoria Pennell, Editor, *Resource Links*, P.O. Box 9, Pouch Cove, NF, A0A 3L0, Fax: 709-335-2394; e-mail: resourcelinks@nfld.com.

Requirements for Teaching Certificates in Canada

The Canadian Education Association's revised bilingual guide, *Requirements for Teaching Certificates in Canada*, has been updated from the 1993 edition. This reference outlines in chart form the different types of certificates and licenses necessary for teaching in each of the ten provinces and two territories, the educational requirements for obtaining these certificates, and the grade levels for which each type of certificate is valid and the conditions under which a teaching certificate becomes permanent. Where applicable, notes on the certification necessary for teaching in independent schools are provided. Copies are available for \$12 plus shipping and taxes. Contact the Canadian Education Association, Suite 8-200, 252 Bloor Street W., Toronto, ON, M5S 1V5, Tel: 416-924-7721; Fax: 416-924-3188; web site: www.acea.ca.

CALENDAR OF UPCOMING EVENTS

Career, Cooperative and Work Education Association of Canada (CCWEAC) 1998 National Institute **July 22-25, 1998**

The Westin Nova Scotian Hotel, Halifax

Focusing on practical ideas and strategies for experiential co-op, career and work experience programs. Designed to increase skills and provide information and focus for those interested in work education. Registration Fee: \$250. Contact: Young Adult Career Centre, Tel: 902-421-6491; Fax: 902-426-8780; e-mail: jdelamothe@hrsb.ns.ca.

Lewisporte/Gander School District **Summer Institutes**

August 1998

August 11-14 --; Multimedia Projects K-12, Lakewood Academy, Glenwood; August 10-14 --; Technology Novice Session A, St. Paul's Intermediate, Gander; August 24-28 --; Technology Novice Session B, Lewisporte Elementary; August 3-7 --; Technology Advanced, St. Paul's Intermediate; August 17-21 --; WinSchool (Administrators), Gander Collegiate; August 12-14 --; WinSchool (Secretaries), Gander Collegiate; August 18-21 --; Windows NT Networking Session A, St. Paul's Intermediate; August 24-28 --; Windows NT Networking Session B, St. Paul's Intermediate; August 12-14 --; Art Institute, Gander Collegiate; August 5-7, Drama Institute, Gander Academy (Mini-Theatre); August 11-14 --; Seven Kinds of Smart, Gander Academy; August 24-27 --; Multi-Age Classrooms, Gander Academy; August 17-20 --; Living and Learning Through Literacy, District Materials Centre, 203 Elizabeth Drive, Gander; August 24-26 --; Integrating Internet Use in the French Classroom, Gander Collegiate; August 24-28 --; Elementary Core French, Gander. All institutes have been designed for approximately 20 participants. Each institute will proceed subject to a sufficient number of registrations. Note: Deadline for submitting registration and fees for participants from other districts is June 8. Contact: Charlie McCormack, Assistant Director --; Personnel or Bill Butt, Program Specialist, Tel: 709-256-2547; Fax: 709-651-3044.

Summer Institute in Human Rights Education

August 9-14, 1998

Atlantic Human Rights Centre, St. Thomas University, Fredericton, NB

Education 5033 --; Culture and Schooling. Four modules will focus on issues ranging from the history and rationale for human rights education, raising awareness of human rights in the school and community, Canadian Multiculturalism, and confronting controversial issues in the classroom. For registration information, contact: Richard Blaquiére, Summer Institute Coordinator, Atlantic Human Rights Centre, Tel: 506-452-0519 or 452-0549; Fax: 506-451-0083; e-mail: ahrc@stthomasu.ca; web site:

<http://www.stthomasu.ca/AHRC>.

Summer Institute in Art Education

August 24-28, 1998

Anna Templeton Centre, 178 Duckworth Street, St. John's

Primary/Elementary Teachers: A week long institute with a hands-on focus on strategies, skills, resources, and artmaking techniques useful to the classroom teacher who wishes to deliver quality art education. Institute Facilitator: Alex Hickey. For information and registration, contact Beverley at 709-739-7623.

Technology Education Conference and AGM

October 8-9, 1998

Battery Hotel, St. John's

Free registration on October 7. See web site for details: www.stemnet.nf.ca/tesic.

Modern Languages Council

October 22-23, 1998

Delta Hotel, St.

John's

Contact: Paul Edwards, Tel: 709-754-2408.

Math/Science Conference and AGM

November 18-20, 1998

Hotel Gander

Call for Presenters. Contact: Clar Brown, Tel: 709-489-2168, Fax: 709-489-6585; Earl Crowther, Tel: 709-944-7731, Fax: 709-944-6834; or Bob Hipditch, Tel: 709-256-2547, Fax: 709-651-3044.