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**bulletin**

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*Newfoundland and Labrador Teachers' Association*

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# Just A Thought...

*By Lesley-Ann Browne*

I firmly believe that parents should have to take a refresher course before they send their children to school. And definitely before they attempt to help with the notorious homework. For the first time in many years (more than I care to admit) I have to do homework. Not that I mind the work because over the years I have developed the habit of bringing work home to complete. And I don't mind spending the time assisting my child, but I just don't have a clue about the techniques that the teachers use to get the children to do the work.

The homework I am referring to is not difficult. It is attempting to show my almost-five-year-old how to form her letters and draw shapes. And it is from these attempts I have to wonder where the teachers get their patience. On several occasions I almost did the letters myself in hope of getting them completed quickly. But I assumed that the teacher would have known they were mine.

For some unknown reason, my Kindergarten child makes deliberate mistakes with the letters so they can be erased. The eraser has become the focal point of the homework. I tried to overcome this by giving her a pencil without an eraser but then the homework looked worse than if it had been erased, so I had to return the eraser. Practicing the letter C was a particularly trying experience as she insisted that because the word cookie starts with C that she had to put icing on the top of the letters. I always thought that homework was supposed to look neat and tidy but all my daughters C's end up with little squiggles of "icing" on top. I can only imagine what the teacher must think by the time the homework gets to her. But, then again, it makes me appreciate all the more the tremendous effort that must go into every lesson and every teaching day.

And just one more thing....

I've always loved this time of year. The crispness of the weather, the change of seasons, and the preparations for Thanksgiving and Christmas. People are friendlier (most of the time, although there are some who really need to work on it) and seem eager to help each other during this Holiday Season.

The season is upon us for giving and thinking of others and, although this is difficult at times, it is important to remember that there are people who, through no fault of their own, have not been able to make ends meet or who do not and will not have as much this Christmas. I have learned that poverty does not only exist in the welfare homes. But that poverty can and does often exist in the two car homes with the mortgage and the nice clothes. The "working poor". People who, through no fault of their own, have become caught up in the "buy now pay later schemes" or who have become victims of the new buzzword for the '90s, economic downsizing.

I often feel that I should be giving and doing more. Not only at this time of year but whenever the occasion arises. Nothing is more rewarding than giving just because you want to and not because of the tax receipt or because it was the "popular" thing to do. Perhaps if we all gave a little bit more there would be some happier children this Christmas and some less stressed parents who are finding it difficult to buy both food and presents this time of year. Before we buy for our own families and friends this holiday season wouldn't it feel great to give to someone else this year someone who is really in need. Because it was the right thing to do. Just a thought

# ON LOCATION

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LEWISPORTE

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## **National Exposure AGAIN! for Co-operative Education Program**

"Co-operative Education is an exploratory based program at Lewisporte Regional High School," says Barry Woolfrey, Co-operative Education Teacher. "Students taking this two-credit course spend time at various business/agencies to explore careers that are of interest to them." Those taking Co-operative Education have work time built into their time-table the same as math, language, or any other subject. Then, of course, when work time rolls around in their time-table, students go their respective ways to work and explore all avenues of their choice that are available to them.

Blair Hodder, a Level II student, had his work placement with the Department of Fisheries and Oceans, Inspections Branch, in Lewisporte. An article outlining Blair's involvement with Fisheries and Oceans appeared in the Career Opportunities bulletin published by the Co-operative Education office at the school and also forwarded to DFO, where it was placed in their quarterly newsletter, Infospection, which is distributed to their employees across Canada. This publication was devoted to student activities in the various regions of the Department of Fisheries and Oceans.

Blair felt his job placement was a worthwhile and educational experience, however being recognized in a national newsletter was the "icing on the cake". One of last year's students, Mark Snow, was also recognized in January 1995 in the General Motors Service bulletin which goes to all General Motors technicians across the country.

The Co-operative Education program at Lewisporte Regional High School is now in its second year. Fourteen students completed the program last year and another 14 are currently enrolled.

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GANDER

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## **Operation Charity**

On July 8, 1996, Ms. Pamela Jane MacMillan, a Grade 6 French Immersion teacher at Gander Middle School, arrived in a tiny riverain village on the Pomeroon River located on the Essequibo Coast, Guyana, South America, called Charity. From the moment she arrived, she was overwhelmed by unfamiliar sights, smells and sounds as she realized the feeling of being a visible minority the only white face in a sea of black, curious, on-lookers as she walked down the narrow roads lined with locals selling their wares which ranged from pencils to Pampers.

The six-member Canadian team, of which Ms. MacMillan was the only Newfoundlander, travelled to Charity with a mandate to address the needs of unqualified and underqualified teachers in this area of Guyana, some as young as 16 years old.

A two-week seminar focusing on subject areas such as language arts, mathematics, science, physical education, guidance and administration, meant a rigorous schedule which included six classes daily from 9:00 a.m. to 3:30 p.m. for 180 participants.

Ms. MacMillan was responsible for the science portion of the seminar with general objectives to provide the participants with practical, hands-on activities and experiments to make learning science an act of discovery, using simple, available resources to demonstrate the principles of gravity, levers, magnets and the solar system.

Here, Ms. MacMillan and her colleagues shared the latest teaching strategies and methodologies to enable their Guyanese counterparts to return to their own classrooms and improve the educational experience of their pupils. Project Overseas is an initiative co-sponsored by the Canadian Teachers' Federation (CTF), the Newfoundland and Labrador Teachers' Association (NLTA), the Canadian International Development Agency (CIDA), and the Guyanese Teachers' Union (GTU).

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CARBONEAR

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## **Getting in touch with nature**

By taking the time to observe the things around them, a sense of wonder has been sparked in many students at St. Clare's Junior High School. After adopting a school pet, "Spidey", and watching each day in hopes of seeing a web spun, the students' interest in other aspects of nature was stimulated and led to the setting up of a terrarium and a vermiculture community.

These mini-ecosystems enabled the students to have hands-on experience with the metamorphosis of a butterfly and composting, using red wigglers. The topic of decomposers was reinforced as the contents of a rotting log made Grade 8 students squirm and squeal when they uncovered beetles, millipedes, wood lice and fungi.

The Grade 8 students travelled to Carbonear Pond and a nearby beach on October 15, 16 and 17 with science teacher Ms. C. Connolly, to further study the environment and reinforce the concepts of the Environmental Interactions unit in science. There they recorded temperatures, amount of sunlight, soil types, animals present and other pertinent information. Together with the discovery of starfish, sea urchins, seaweed, mayfly nymphs, water boatmen and other specimens, this interaction with nature heightened the students' understanding of the community concept and made their learning more meaningful.

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BONAVISTA

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## **Christmas Card Contest winner announced**

Katie O'Connell, a student from Matthew Elementary in Bonavista, is the winner of the 1996 NLTA Christmas Card Contest. The theme for the 1996 contest was "Christmas is for Sharing".

Katie received a \$75 cash award for her winning entry. Second place went to Adam Keeping, Amalgamated Academy, Bay Roberts, and third place to Colin Walsh, St. Patrick's Elementary, Bay Bulls.

Each year the Communications Committee of the NLTA chooses the theme and judges all entries for the Christmas Card Contest. The winning design appears on the NLTA's official Christmas card which is sent to schools, businesses and other groups.

The theme for the 1997 contest is "John Cabot's Christmas" which is open to all Grade 5 students. The deadline for this year's contest is December 31, 1996.

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## **Normand Lapointe elected CEA President**

Normand Lapointe was elected President of the Canadian Education Association at the annual general meeting held October 4th during the CEA convention in St. John's.

Mr. Lapointe is the Director General of the Commission scolaire du Goéland, in La Prairie, Québec. This school board, in the Metropolitan Montreal area, has 16,000 students and 36 schools, centres for vocational training and adult education as well as in-service business training.

Before assuming his current position in 1986, he had been Director General of the Commission scolaire régionale Lignery since 1977. Previously, Mr. Lapointe worked for 14 years as principal and assistant principal in secondary schools within the Commission scolaire régionale de Chambly.

The CEA President holds a B.A., a B.Ed. and a graduate diploma in educational administration from the Université de Montreal. He has also pursued graduate studies there in comparative education.

The Canadian Education Association is the only national and apolitical organization that brings together, and provides practical services to everyone involved in education. The CEA has one central purpose to promote the improvement of education. For more information, contact: Normand Lapointe, Directeur général, Commission scolaire du Goéland, 50, boulevard Taschereau, La Prairie, Québec, J5R 4V3, Tel: 514-444-4484, Fax: 514-659-4195.

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## **Interprovincial Co-operative Exchange**

During the 1995-96 school year, a co-operative education student exchange program took place through the organization of Co-operative Education teachers, Ms. Roberta Fuller, at The Cobourg District Collegiate Institute West, Cobourg, Ontario; Ms. Barbara Anne O'Keefe, at St. Kevin's High School; and Mr. Brian Vardy, at Bishops College in St. John's.

During the Easter Break (April 2nd-16th), nine students from St. Kevin's Religion Co-operative Program and five students from Bishops College Career Education Program, travelled to Cobourg, Ontario, and stayed with students from West's co-operative program.

They worked 80 hours during their stay, at job placements similar to placements held in Newfoundland. On the weekends, they went to Ottawa and visited all the sites in the Capital, visited Niagara Falls, and went to Toronto. They returned home with the understanding that the teenagers they met are just like them.

On May 7th, 13 co-op students and Ms. Fuller from the West's co-operative program came to St. John's. The students were given placements within the arts community, in schools, with publishers, fisheries and mining. While here, the students met St. John's Mayor John Murphy, Premier Brian Tobin, visited Hibernia and all historical sites of the Avalon. On their last night they were treated to a evening of iceberg and whale watching in Bay Bulls and were provided with a traditional Newfie supper and an Honourary Newfie Ceremony. As one student wrote, "I feel like I am a Newfoundlander, the joy and friendship I felt has been a once in a lifetime experience". Some students said they wanted to return to visit again or to complete post-secondary school.

This interprovincial co-operative exchange was the beginning of many new friendships and experiences. It was not only a learning experience about jobs, skills and the lives of other teenagers, but also a co-operative experience between school boards, teachers, students, cities, businesses and provinces.

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LABRADOR

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## **Teacher retires after 23 years at Our Lady of Labrador School**

Sister Madeleine Guerrette, R.S.R., was awarded her Retirement Scroll from the Newfoundland and Labrador Teachers' Association during the 1996 graduation ceremonies on May 31, 1996, by Dennis Normore, Vice-President of the Northern Light Branch. Retiring in Mont-Joli, Quebec, Sister Madeleine will be missed by everyone in the communities in which she served.

Her teaching career began in 1964 and, in 1973, Sister Madeleine moved to West Ste. Modeste, Labrador, and devoted 23 years to education in the community. She has dedicated many extra hours to the young people. She first organized youth social evenings in the early 1970s, for teenagers who did not have places to gather or any coached sports events

She introduced the Girl Guides Movement, from Brownies to the Pathfinders level, where she held the position of District Commissioner for many years. She was the Choir Director on Sundays, making sure that singing was the highlight of the celebrations.

All teachers who have known Sister Madeleine, during her 23 years at Our Lady of Labrador School, recognized in her a dedicated and discreet teacher, a jolly person, especially deeply loved by all her students. Students and colleagues wish her well in her retirement.

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NEWFOUNDLAND AND LABRADOR

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## **Law Foundation's 1995-96 High School Legal Essay Competition winners**

Melanie Tomsons of Pasadena Academy, Pasadena, was the winner of a \$600 prize for her essay Censorship or Responsibility? (Provincial and Western Region) in the 1995-96 High School Legal Essay Competition sponsored by the Law Foundation of Newfoundland. \$400 prizes were awarded to Kelly Lockyer of St. Joseph's Academy, Lamaline, (Central Region) for her essay Women and Pornography; Ricky Cullen of Roncalli Central High School, Avondale, (Eastern Region) for his essay, Stricter Parole and Mandatory Supervision Laws are Necessary; and Michele Cooper of Eric G. Lambert High School, Churchill Falls, (Labrador Region) for her essay, A Marriage License is not a License to Abuse. The schools of the winning students were also presented matching cash prizes to purchase legal materials for their libraries.

The Law Foundation is sponsoring its 1996-97 14th Annual Legal Essay Competition for submission of essays of not less than 750 words by February 14, 1997. The prize structure has been amended to provide for First and Second Honourable Mentions for all four districts. Students and schools are encouraged to participate in this Competition. If further information is required, please contact: Lawrence E. Collins, Executive Director, The Law Foundation of Newfoundland, Murray Premises, Second Floor, P.O. Box 5907, St. John's, NF, A1C 5X4, Tel: 709-754-4424.

## **Teachers experience science through Teacher Trek**

For four days in August a group of primary and elementary teachers from around Newfoundland were immersed in hands-on science during the first Teacher Trek held by the Newfoundland Science Centre. These self proclaimed "scientifically challenged" teachers spent four fun-filled days in the secluded Max Simms Camp near Bishops Falls. Each day, a guest scientist took them into the field for a real dig in and try it science. Along with "curriculum connection" sessions and evening science entertainment, the teachers and staff enjoyed late night slurs on science during the star parties and camp fire sing-alongs.

Sponsored by Merck Frosst Canada, the program was a great success and was thoroughly enjoyed by both teachers and guest scientists. Participant Basil Durdle of Matthew Elementary, Bonavista, said "I wish all teachers could appreciate what we went through this week!" The program will be offered again next Summer. For further information, contact: Newfoundland Science Centre, 114 Empire Avenue, St. John's, NF, A1C 3G2; Tel: 709-754-0823, Fax: 709-738-3276 or check the homepage [nsc.nfld.comm](http://nsc.nfld.comm).

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OTTAWA

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## **Winter poster contest!**

Looking for a great way for your students to celebrate winter? Have them enter the Winter Poster Contest! The Winter Poster Contest is open to all children who are between the ages of 7 and 12 by September 1, 1996, and every child who submits an original drawing of Winter wins a prize. All kids have a chance to win the grand prize of a trip for four to Canada's Capital where they will enjoy Winterlude in February 1997 and learn more about Canada's Capital Region.

One entrant from each province will win a pair of Lange ice skates (or prize of equal value) and a Winterlude souvenir kit, with two lucky winners claiming the grand prize. Winners are chosen by a draw, so everyone has a chance to win!

Entries must be postmarked no later than November 30, 1996. To get contest rules and entry forms (the official entry forms/activity sheet may be replaced with drawings of approximately the same size as original form) call the National Capital Commission at 1-800-465-1867.

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QUEBEC

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## **Canolab Canadian Space Agency and canola seeds**

On June 20, 1996, the space shuttle Columbia began a 17-day mission dedicated to life and microgravity science research. The job of Canadian Robert Thirsk and six other astronauts from the United States and France was to conduct experiments on behalf of scientists from around the world. One hundred thousand canola seeds from Canada also completed this spaceflight and are now being offered along with an equal number of ground-based control seeds to budding scientists in Grades 4 to 6 for a classroom-based experiment known as Canolab.

The primary goal of Canolab is to use canola seeds as a tool to introduce the scientific method to elementary school students and impart basic knowledge about the space environment and plant biology by giving students practical experience in hypothesis testing, decision making and data collecting.

Canolab seed kits containing flight seeds and control seeds, with instructional materials and data collection

sheets will be distributed free, to selected elementary school classrooms in the beginning of December 1996. These kits will be used between January and March of 1997, when students will design and execute their classroom experiments, testing the hypothesis that environmental factors associated with spaceflight may alter seed microstructure by comparing flight seeds and control seeds for germination rates, growth rates and fruit products.

At the end of the experimentation, students will prepare reports describing their results which will be sent to the Canadian Space Agency before the end of June 1997 for compilation into a national summary report. Each teacher will receive a copy of the national report in autumn of 1997 with a certificate of participation.

Any Grade 4 to 6 teachers who are interested must have a registration form sent before November 22, 1996, to: Canolab Project, Canadian Space Agency, 6767 route de l'Aéroport, St-Hubert, Quebec, J3Y 8Y9, Fax: 514-926-4352. For more information, Tel: 1-800-511-3500 or check Website at <http://montrealmedia.qc.ca/canolab>.

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CANADA

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## **Help celebrate the great youth of this country!**

The search is on! ... Since 1989, YTV has celebrated the accomplishments and excellence of young Canadians through the YTV Achievement Awards. This Spring, The 8th Annual YTV Achievement Awards will honour 1997's winners in a two-hour special broadcast on YTV. But, before we can celebrate and hand out the awards, YTV goes through an extensive search and judging process to find the most amazing young Canadians.

Winners receive a \$3,000 cash honorarium per category, a statuette and an all-expense-paid trip to receive their award on national television. To be eligible, nominees must be 19 years of age or younger and residents of Canada who have made a significant contribution in one of the categories listed below.

The categories are Acting, Band/Musical Group, Bravery, Dance, Entrepreneurship, Environment, Innovation/Science and Technology, Instrumental, Public Service, Specialty Performance, Sports, Visual Arts, Vocal, and Writing. The 15th category is the Terry Fox Award, given to an individual or group best exemplifying the dedication, determination and spirit for which Terry Fox is remembered.

Please call the research office at 416-530-5164, or e-mail [yya@ytv.ca](mailto:yya@ytv.ca), if you have any questions for supporting The 8th Annual YTV Achievement Awards.

Postmark deadline for submissions is November 29, 1996, at 5:00 p.m., but we encourage you to send in your nominations now, to YTV Achievement Awards, YTV Canada Inc., 64 Jefferson Avenue, Unit 18, Toronto, ON, M6K 3H3.

## **You've heard of CNN? Now there's SNN!**

The SchoolNet News Network (SNN) is a national K-12 online news project sponsored by Canada's SchoolNet and managed by STEM~Net. It is a project designed to get students writing and includes a monthly web publication with stories coming from across the country. All students and schools are encouraged to participate. Students are asked to submit articles related to news, sports, entertainment, science and technology, and opinion. Deadlines, writing assistance for students and suggestions on activities for incorporating journalism into classrooms are included on the web site.

For more information or if you have any questions, please contact: Nancy Parsons Heath, SNN Director, or Nick Gardner, Project Coordinator; Tel: 709-737-8836, e-mail: [snn@calvin.stemnet.nf.ca](mailto:snn@calvin.stemnet.nf.ca), or website: [http:// www.stemnet.nf.ca/snn](http://www.stemnet.nf.ca/snn).

## **Let's talk science**

The mission of Let's Talk Science program is to heighten awareness and interest in science among elementary, junior and high school students. Graduate students in all areas of science are involved and give talks to classrooms on specific research topics, or general talks on various areas of science. The program also organizes trips for students to visit labs in the university for more hands-on science. Grad students help update classroom material, assist in science demonstrations, judge science fairs, speak on school career days, and run workshops for science teachers.

The idea of the program is to liaison one grad student with each school, so that when a science teacher from that school has a question or a request, they would have a contact person in the university who can forward the request on to the Let's Talk Science coordinator, who then could find the expert in the field to help the teacher.

Grad students volunteer for this program and are not paid for their time. Their reward is invaluable teaching experience.

This program is nation-wide, with chapters in over 10 medical schools from Newfoundland to B.C. Nationally, the program is sponsored by the Governor General's wife, her Excellency Mrs. Dianna Fowler-LeBlanc, C.C. Last year the program won the Michael Smith Award for Science Promotion in Canada.

To become involved in this program, teachers need only ask the Let's Talk Science coordinators, Scott Hancock at 737-6890, Fax 737-7010, or e-mail [shancock@morgan.uccs.mun.ca](mailto:shancock@morgan.uccs.mun.ca), or Christine King at 737-6419.

## **Canadian College of Teachers offers Awards**

Theses Awards Program 1997 Masters and Doctoral levels, recognizes and rewards excellence in educational research and educational studies. To be eligible, candidates should have successfully completed a masters or doctoral program including thesis/dissertation requirements at a university recognized by the Association of Universities and Colleges of Canada.

The thesis should have potential for supporting such objectives as the evaluation and dissemination of new ideas in education and in assisting in improving the quality of education in Canada, and must be directly related to classroom practice and its accompanying statement should be presented with clarity and insight so that the study's findings may be readily applied by classroom teachers and administrators of elementary and secondary schools. The thesis must have been completed during the 1994, 1995 or 1996 calendar years.

Awards in the form of a certificate and a sum of money (\$450, master's thesis; \$600, doctoral thesis) will be presented at the annual general meeting of the Canadian College of Teachers.

Margaret A. Johnston Memorial Teaching Excellence Award 1997 is made available to outstanding classroom teachers who, through their teaching and/or related activities, are considered to have made an outstanding contribution to education in the area of "Innovative Programs In The Science Classroom".

This is learning which promotes and embraces the integration of applies and social sciences both inside and outside the classroom.

Teachers can be nominated by individuals, officials and administrators of schools, school boards, universities, departments of education and other educational institutions. Nominations should include a curriculum vitae of the nominee along with a rationale and documentation in support of the candidate. Letters of support from other professionals, committees or associations should also be included.

Awards in the form of a plaque and a sum of money will be announced and presented at the annual general meeting of the College.

The deadline for receiving submissions is March 1, 1997. Material submitted in support of awards becomes the property of Canadian College of Teachers, with the right to publish. Submissions, requests for application forms and information should be sent to: Awards Committee Chairperson, Canadian College of Teachers, Box 57157 Eastgate P.O., 2010A Sherwood Drive, Sherwood Park, AB, T8A 5L7; Tel: 403-475-3646, Fax: 403-475-3646.

## Community Historyboards

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**"The co-operation received from participating communities, the obvious enthusiasm and the commitment to excellence, all contribute towards the success of this Program."**

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The Community Historyboards Program is a joint undertaking of the Museum Association of Newfoundland and Labrador, the Newfoundland and Labrador Teachers' Association, and the Johnson Family Foundation. The Foundation is co-ordinating the Program, with assistance from its two partners.

Last Fall, letters were sent to 134 communities across Newfoundland and Labrador, inviting them to research their own histories. In return, those accepting the challenge would be presented with a large interpretation panel, or "Historyboard", for erection in their community, for the benefit and enlightenment of residents. Nearly 80 communities indicated that they wished to participate. By the end of August this year, 60 of these had submitted (or promised) material for a Historyboard for their community.

Each submission is reviewed by Historyboard Program Editor, Robert Cuff. The information is then condensed or expanded where necessary, ensuring that all relevant points are included, and suggestions are made for appropriate illustrative material to enhance the text, either from the images submitted or by suggesting alternative ones. The editing process generally provides a consistent approach to each Historyboard.

The editing and review are now essentially complete, except for those texts which are still outstanding. The next step, consolidating the text and images in the preparation for the design and layout stage, is ongoing. A list of the images required to complete each community Historyboard is being made and, where necessary, Liaison Representatives within the various communities are being contacted to supply any further information or images needed.

The designer for the Historyboards is George Quigley, who has done much work with Parks Canada and also our Provincial Government. The design format, which is similar to an illustrated newspaper, aims to provide a similarity which readers of the Historyboards will recognize from one community to another. When the first draft design of a Historyboard is complete, it will be sent, in about one-third of the full size, to the Community Committee for comment.

To the end of August of this year, designs were underway for only five communities: Burnside, Carbonear, Heart's Content, Renews and Salmon Cove. Several others are now ready for design and layout, while the rest will be ready as soon as the images are in place for each. It had initially been planned to have the Historyboards delivered to participating communities by the end of this year. That was ambitious, given the time it is taking to complete the submissions. It is realistic, however, assuming continued good progress, that they will be ready for installation by early Spring, 1997. The designs should be available for approval by late Fall and production of the Historyboards can follow soon after.

The Program has been a very heartening experience for the Johnson Foundation. The co-operation received from participating communities, the obvious enthusiasm, and the commitment to excellence, all contribute towards the success of this Program. The contributions by MANL representatives and the NLTA are also invaluable.

If you have any questions about the Historyboards Program, please contact: Heddy Peddle, Johnson Family Foundation, 95 Elizabeth Avenue, P.O. Box 12049, St. John's, NF, A1B 1R7; Tel: 709-737-1503, Fax: 709-737-1580.

# Redundancy Benefits for Partial Layoff

by Wayne Noseworthy

Article 56 of the Provincial Collective Agreement outlines the provisions with respect to the payment of redundancy benefits in the event that a teacher is laid off.

Article 56.01 describes the level of benefit available to teachers who are "declared redundant and who are not reassigned in accordance with Article 9...".

The Association recently dealt with the case of a teacher who was reduced from a I-time position in June 1996 to a H-time position effective September 1996. When the teacher initially made inquires to the Department of Education as to her eligibility for the redundancy benefit as referenced above, she was informed that the benefit might not apply to her since she was not laid off entirely in her contractual situation.

However, after intervention and discussion by the Benefits and Economic Services Division of the Association, with personnel at the Department of Education, a decision was reached that the affected teacher would be entitled to a proportion of the redundancy benefit as described in Article 56.01. In this particular case, the teacher would be entitled to G (25%) of the entire benefit available to her based on her placement on the table in Article 56.01 with respect to service and age.

We see this decision as an important one with respect to the application of the redundancy provisions since, increasingly, members of the Association are faced with reduction in positions by way of partial layoff.

Any questions arising with respect to this item should be addressed to an Administrative Officer in the Benefits and Economic Services Division at the NLTA office.

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Wayne Noseworthy is Administrative Officer, Benefits and Economic Services, with the NLTA.

## Hiring of Substitutes

by Edward Hancock

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**"The basic criteria for the selection of teachers shall be competence, suitability and qualifications as assessed by the school board."**

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Often questions arise as to the procedures for the hiring of substitute teachers in the Province and the Association's position on same. In accordance with the Collective Agreements, the conditions governing the hiring of substitute teachers are similar to those for the hiring of teachers for permanent or replacement contracts. These provisions are contained within Article 6 of the Provincial Collective Agreement (Article 43 in Labrador West). Article 6.03 gives the school board, or any individual acting on behalf of the school board (e.g., a school principal or vice-principal), very wide discretion in the hiring of teachers, and states as follows: The basic criteria for the selection of teachers shall be competence, suitability and qualifications as assessed by the school board.

In essence then, the school board can exercise its discretion during the hiring process in assessing the competence, suitability and qualifications of applicants. This discretion must be exercised within the other parameters of Article 6 and the recall and reassignment rights of teachers under Article 9 (Layoffs).

At the point of hiring a substitute teacher, a school board may wish to give particular consideration to such aspects of a teacher's capability as years of university training, length of teaching experience, length of experience with that particular school board, prior teaching in that particular school or previous experience teaching that particular grade level or subject combination. However, the board is not obliged to give greater weight to either one of these or any other particular criteria, since Article 6.03 contains the words "as assessed by the school board". Thus, one school board may indeed place greater emphasis on some particular aspect of a person's overall capability than another would.

As a result of concerns with the lack of consistent policies and procedures for the hiring of substitute teachers, an ad hoc Committee on Substitute Teachers was established by NLTA in the Fall of 1992 to examine and make recommendations on this subject. The committee reported to AGM 1993 and that AGM referred the report and its recommendations to the Provincial Executive for consideration and actioning. The recommendations have since been approved by the Provincial Executive and AGM 1994 and are now an integral part of the NLTA's Policy on Substitute Teachers. This position also forms part of NLTA's opening proposal for the upcoming contract negotiations.

The Association's Policy on the hiring of substitute teachers states as follows:

- (a) That substitute and replacement teachers be recognized as defined in Article 42(f) and 42(j), and in accordance with Article 49.08, of the Provincial Collective Agreement.
- (b) Subject to Article 9.10(a) of the Provincial Collective Agreement, preference in the hiring of persons for substitute and replacement positions shall be given to individuals who have served in substitute and or replacement positions with the employing school board.
- (c) (i) Subject to (b) above, and the requirement of capability, hiring of substitute and replacement teachers shall be on the basis of accumulated seniority in a substitute or replacement position in this province.
- (ii) Teachers who have been laid off and are still unemployed in a full-time position shall have service

accumulated in any continuing position included in the calculation of seniority as a substitute or replacement teacher.

(d) Capability shall be recognized and determined on the basis of the overall ability of the candidate to perform the job function required.

(e) A substitute/replacement teacher list shall be compiled on a district wide basis comprising candidates approved by the superintendent or designate, subject to the candidates' holding a valid teaching certificate.

(f) A school list of substitute and replacement candidates shall be a sub-set of the district list and shall contain names of teachers who have indicated a particular desire to be considered for call-in to a given school or schools.

(g) A substitute/replacement teacher whose name appears on the school list shall remain on that list for that school as long as the teacher indicates a desire to continue substituting/replacing at that school. Removal of a substitute's name from the list by the school board may be undertaken only for just cause and shall be subject to the grievance and arbitration process.

(h) Subject to Article 9.10(a) of the Provincial Collective Agreement, and the requirements of capability and seniority, a teacher who has been hired on a substitute or replacement basis at a specific school shall be given preference for hire for substitute and replacement positions at that same school over a candidate who has no previous experience at that school.

It is the position of the NLTA that this policy outlines a fair and objective process for the hiring of substitute and replacement teachers. If included in the Collective Agreement, it would replace a system that is, at present, inconsistent and highly subjective with one that is objective based upon the criteria of accumulated seniority as a substitute/replacement teacher and capability to perform the job function required.

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

## New EI Rules

by Barbara Lewis

During the Winter and Spring of this year, teachers were alerted to major changes in Legislation, the proposed Employment Insurance (EI) Act, which, if passed, would negatively affect the ability of substitute and replacement teachers to avail of Employment Insurance benefits. Teacher groups across Canada lobbied vigorously against these proposed changes.

A brief was presented to the Standing Committee on Human Resources Development. In the end, these protests did not achieve the desired results. The legislation, unchanged, was passed this Summer. HRDC and Revenue Canada were not prepared to write into the Act a national standard of daily hours worked by teachers over and above that proscribed by provincial legislation and/or collective agreements. In this province, that number is five hours per day. Using the new hour system for benefit eligibility (effective January 1, 1997), a minimum of 420 hours (equating to 84 teaching days) very few non full-time teachers will qualify for EI Benefits.

But a possibility for change still exists. The new EI Legislation permits the employee group, in this case the NLTA, to enter into negotiations with the employer(s) with a view to agreeing on a set number of daily working hours which would include time in excess of that currently set in provincial legislation and/or collective agreements. Any "reasonable" agreement between these two groups would be accepted by HRDC and Revenue Canada for the purpose of counting those hours towards the minimum of 420 hours for benefit eligibility. Although the Federal Government was not prepared to legislate a national standard of daily hours worked by teachers, it has left that to the individual employee group and employer(s) to work out between themselves.

NLTA will now initiate discussions with the School Boards Association and Government on this issue. We are hoping to be able to come to a "reasonable" agreement on the number of daily hours worked by teachers for EI purposes before the January 1, 1997, effective date. (The formula used by HRDC to arrive at 420 hours is:  $5 \times 7 \text{ hour day} = 35 \text{ hours/week} \times 12 \text{ weeks} = 420 \text{ hours}$ ). However, even if the parties were to agree that, for example, 7 hours per day would be counted for EI purposes and not 5 hours per day, this would reduce the number of required days before EI eligibility down to only 60, which equates to approximately one-third of the school year. This will still not alleviate the problem which the new hourly based EI eligibility regulations presents to non full-time teachers. We will continue to update you on any progress made.

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Barbara Lewis is Administrative Officer, Benefits and Economic Services, with the NLTA.

# Summer Benefits for Teachers

by Sarah Mills

Can a teacher who has finished a contract of employment at the end of one school year and has accepted another position for the upcoming school year receive EI (UI) benefits during the Summer months? A Federal Court of Appeal decision in late 1995 dealt with this question.

A Quebec teacher, Mr. Gauthier, had a contract of employment from August 1992 to June 1993. In May 1993, the school board notified Mr. Gauthier that it did not intend to retain him for the 1993-94 school year. After he had finished teaching in June 1993, Gauthier made a claim for UI benefits. On the same day, the school board wrote the Unemployment Insurance Commission to state that teachers, including Gauthier, would be recalled and that a contract renewal process for the 1993-94 school year had been undertaken. Gauthier later signed a one-year contract, which was to come into effect August 30, 1993. The Commission decided that Gauthier was not entitled to receive UI benefits because, under UI regulations, his contract of employment for teaching had not terminated. Gauthier appealed this decision to the Board of Referees and won his appeal. On the Commission's appeal to the Umpire, the Board of Referees ruling was overturned. Mr. Gauthier appealed to the Federal Court of Appeal but was unsuccessful.

The Federal Court of Appeal ruled that Gauthier was never unemployed and, therefore, could not receive any UI benefits. The Court decided that the beginning of the school year was July 1, 1993, and that Gauthier was hired retroactive to July 1, 1993.

This case appears to be the highest level decision to date on the issue of whether teachers who are between positions may collect UI (EI) during July and August. (Note: The new EI regulations concerning the receipt of benefits during the non-teaching period are essentially the same as the UI regulations.)

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Sarah Mills is Legal Counsel/Research Officer at the NLTA.

# Quality of "Personal" Life

by Claudette E.S. (Boyd) Coombs

This article is Part III in the Quality of Life series. Work Life was addressed in the March 1996 issue of the Bulletin and Home Life was the Wellness topic for the June 1996 Bulletin. Who we are is a balance of the image we present publicly, the person we are at home and the intimate knowledge we have of our private self. Together this creates a whole person functioning in many roles and capable of controlling much of our direction and meaning in life. The most significant single factor in determining our personal life satisfaction is attitude. Our health, relationships, career, responsibilities, and direction all play a part but all are influenced by our attitude. Attitude Individuals can experience many of life's misfortunes and still consider themselves happy, even lucky! Others can live in relative comfort, with few external stresses, and still not be satisfied with life. Adopting an attitude which strives to find the good in self and others, which recognizes and adjusts to human limitations, which accepts and supports the differences in personal value systems, and which establishes and believes in personal priorities this means setting the climate for high quality living!

**Health** Not many people have perfect health and we may all be able to identify health issues in our lives over which we have little or no control. However, we can control much of our physical well being and can thereby give our bodies a head start at "feeling good". We sometimes overlook the basics. Eating properly, limiting junk food and not skipping meals gives us the energy needed to keep going during the day and the raw materials to renew and repair our bodies at night. A Tim Horton's muffin in the morning or donut at recess time just won't do the job. They will provide a quick fix of sugar and fat and then a drop in blood sugar level, leaving you even more tired. Sleep and rest is another area that we often neglect until it catches up on us! We have too much to do so we "borrow time". We can't add a few more hours to each day; even if we did, we would probably use them up by trying to do even more things. Instead, we take time from leisure and rest and give it to work. Everyone knows that's no way to add quality to life! Rest time should be as well protected as the 9-5 work day. Without giving our bodies adequate rest, we continue to borrow from our future and before we know it we have used up our present. Exercise may be the most neglected of all the basics for good health. After all, who has time to walk or go to the gym? Again, this is a matter of understanding health and setting personal priorities. Our bodies were made to move our whole body that is! Sure we move all day long: walking from the staff room to the class (or maybe even running), walking around to students' desks, getting up, sitting down, getting up again, stretching our arms above our heads to write on the chalk board and even lifting the overhead projector, books, or other teaching paraphernalia. That's not quite what a body needs for exercise. If you have a house pet, you know that you can't keep it in the house or tied on outside all the time. Your body is no different. Muscles need to move, heart rate needs to go up, lungs need to be stretched, circulation needs a boost. You may be surprised to notice what it does to your mood as well! Give it a try.

**Recreation** what's that? Practice for retirement? (At a recent Pre-retirement Seminar a retired teacher warned the audience to finish off all those odd jobs and projects now because they won't have time after they retire.) Who would spend valuable time on recreation? Actually, anyone with a balanced view of life, an understanding of health and a desire to maximize personal quality of life would definitely build in time for pleasurable recreation. A game of tennis, a round of Trivial Pursuit, an evening skating, a few hours working on a favourite craft or hobby all can bring amazing benefits for an overall sense of well-being and general satisfaction with life. Accomplishments outside of work can be very rewarding and activities offer the added bonus of providing the opportunity for socializing or exercising too! Don't underestimate the power of a physical and psychological diversion.

**Responsibilities** From childhood onward we increase our level of responsibility. This adds pride and enjoyment to life but can also be a source of stress. When we accept too much and the demands infringe upon our time or energy for other necessities the cost outweighs the benefit. There are responsibilities we all accept (family, work, community, finances) but sometimes we take on too much in each of these or other

areas. Decisions about sharing the work load are necessary, even when we know that someone else won't quite do the job as perfectly as we would! It is a great feeling to have others trust you with a responsibility because they believe in your competence. Now it may be your chance to let someone else have that great feeling.

**Direction** Like Alice in Wonderland, if you don't know where you're going, any road will take you there. Or from the wisdom of my Uncle Ernest, if you don't know where you're going, you tend to go overboard. Having direction in life is very important. It keeps you on track, it gives you benchmarks to measure your progress and it provides a goal as a reminder of the reward you are working toward. We set goals and direction in all aspects of life. For example: a relationship goal may be to improve communication and listening skills with family members; a career goal may be to take on or remove committee responsibilities; a leisure goal could be to pick up a hobby, join a craft class or learn relaxation techniques. In any of these cases the main point is that we know where we're going. (However long it takes for us to get there.)

**Compensation for Missing Parts** Each of us will have something, or things, missing from the picture of an ideal life. But even though our lives are not perfect we can compensate for the areas with deficits. Maybe the greatest issue is health: our health is not, nor will it ever be, the way we want it. It interferes with what we want to do socially, recreationally and (it seems) in every part of our lives! Well, guess what that requires an attitude readjustment! Look around you. Others with a greater degree of disability have found ways to work around obstacles and still find great pleasure in life. You can too. Be resourceful. Seek input from others if you find yourself in a creative desert. It is certainly to your advantage to keep trying. Socializing, bringing home-made cookies to the staff room and learning new skills are all ways to introduce new things into your life. Identify what's missing, then plan to replace it.

**Maximize Resources and Opportunities** Time appears to be a determining factor for so many components of our lives but don't let it be a limiting factor in the quality of your personal life. Be aware of the positive and negative lifestyle choices that exist for you every day. Being "multi-phasic" in thought or action is a real bonus when time presents the restrictions. For all of us there are occasions when we can do more than one thing at once. Combine socializing with exercise, or correcting papers with soaking your tired feet, or ironing with watching the news I'm sure you can add endlessly to this list. If you have some really great time-savers, let me know and I can share them with everyone else! The bottom line is to not sacrifice quality living in order to get the job done or to please others. When that happens, the job isn't worth the cost and people can't compensate for the private loss. Make the choices you must to enhance your personal life satisfaction. Claudette Coombs is a Coordinator with the Employee Assistance Program for teachers. For confidential assistance contact Claudette (Boyd) Coombs (Ext. 265), e-mail: ceboyd@calvin.stemnet.nf.ca or Kathy Burford (Ext. 242), e-mail: kburford@calvin.stemnet.nf.ca, EAP Coordinators.

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# Big Wind, Loud Thunder, No Rain

by Patricia Herdman

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**"If an apple is given to a child and it has a razor blade in it, we don't just tell the child to be careful about the razor blade and to eat around it. We say: Who put the razor blade in the apple?"**

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Many Canadians will remember that Keith Spicer, as a parting gesture from his term as CRTC Chairman, held public hearings across Canada to listen to what "the people" had to say about violence on television. Had he forgotten that a young girl, Virginie LaRivière, had acquired 1.2 million signatures from Canadians asking the government to take measures to restrict the amount of violence on television? Had he forgotten that a Commons Committee had recently published a report entitled "TV Violence: Fraying Our Social Fabric"? Had he forgotten that nearly two decades earlier, the LaMarsh Commission had likened violence on television to a "toxic additive" and said that action should be taken immediately to address this important problem?

Average citizens, public advocacy groups, police forces, women's rights advocates and many others took this round of hearings seriously. They took the time to discuss the issues, write reports and drive many miles to appear before the commissioners. Rooms were packed full of people attempting to talk to the CRTC. In Toronto, citizens were met with hours upon hours of delays, and schedules were shuffled to accommodate certain industry representatives. The general public sat and waited, and waited, and waited. Some went home without being heard.

The final verdict resulting from last year's hearings was that the CRTC felt the television and cable industries should implement the now infamous V-chip technology. That way, parents could attempt to manage the ever increasing levels of violent entertainment beamed into their homes, and everybody would be happy.

Funny, but in reading through the dozens upon dozens of briefs submitted to the CRTC, average people weren't clamoring for the V-chip. Yes, some thought it would be helpful, along with other measures such as a reasonable complaints process, funding for public advocacy groups (taken from a percentage of the CRTC licensing fees), penalties or taxes for programs with "high volumes" of violence, and so on.

Who wanted the V-chip? Not even mainstream broadcasters were pushing for the V-chip in a big way. A couple of private broadcasters in Alberta even suggested "blackouts" on American programming that violated Canadian regulations.

Who wanted the V-chip? The cable companies did. Most notably, Rogers Cable really, really wanted the V-chip. Last October, their team of well-coifed lawyers (from Canada and the U.S.), consultants, and high-powered employees sat before the CRTC commissioners in Ottawa while the volunteers and average citizens sat and waited. And waited. And waited. The Coalition for Responsible Television was scheduled to appear at 1:30 p.m., but Rogers Cable had so much to say about the wondrous V-chip and its potential for "empowering" parents that the commission fell behind schedule by a mere four and a half hours. Just enough time to push the Coalition's perspectives out of the day's news deadlines, and out of the news all together.

The next day, and throughout the Fall, the cable company's "cure" for violent TV was well reported. Throughout the Fall, much debate centered around the V-chip. The media didn't focus any attention on all

the other ideas that average Canadians put forward as steps toward solving the problem. To my knowledge, no one other than the cable companies pointed to technology as the only solution.

The Coalition for Responsible Television submitted a written brief entitled "Taking the Razor Blade Out of the Apple." The focus of our brief was to encourage broadcasters to take the violence out of children's television and out of advertisements that appear on programs that children are watching. Our brief was focused on the principles contained in a comment made by Jacques Brodeur, our co-president. He had said, "If an apple is given to a child and it has a razor blade in it, we don't just tell the child to be careful about the razor blade and to eat around it. We say: Who put the razor blade in the apple?" The mother of Virginie LaRivière joined us for our presentation, giving us support and pleading with the commissioners to fulfill their duties.

The only result of all the work put forward by average Canadians was that the CRTC focused on a cable company's solution the V-chip. The CRTC mandated that this technology should be available by September 1996. An executive vice president at Rogers assured the commissioners, more than once, that this technology would be available by September 1996. But surprise! It's October and the V-chip solution won't be ready until next Fall they hope.

Many Canadians had pleaded with the CRTC to understand that technology, alone, would not solve the problem. Changes to the complaints process are required. Meaningful public education campaigns are required. For example, chatting about the need for "media literacy" is a far different story than an advertising campaign informing parents that violent entertainment hurts children information supported by well over 30 years of research.

Instead, Canadians got a promise of future technology, and the CRTC allowed the industry that profits from feeding us images of harmful, gratuitous violence to maintain full control of the "solution".

Elijah Harper, an MP, once had the following to say about another matter: "Big Wind, Loud Thunder, No Rain." In terms of fulfilling their public trust, there's been no rain from the CRTC or from our governments for years. There's been a lot of wind and thunder, though. And through all this wind and thunder I can hear the cable companies snicker.

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Patricia Herdman is a volunteer Co-President of the Coalition for Responsible Television. She lives in Guelph, Ontario.

## Exploiting Children

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**"The teacher's job of educating the next generation of Canadians about what is and what isn't important in life is complex enough without having to deal with marketers trying to exploit children within the school environment. "**

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While teachers, parents and other advocates will be meeting in Ottawa from November 24 to 27 at the "Canada's Children, Canada's Future" conference to re-affirm their individual and collective commitment to a safe, healthy and hopeful environment for Canada's children and youth, another group of 'movers and shakers' who see kids as nothing more than consumers will be meeting in Toronto to talk about the best gimmicks and marketing ploys to sell their products to children.

Called the Canadian Consumer Kids Conference, the event, according to the advertising brochure, is designed to give companies "the tools you need to market to this powerful consumer group".

Teachers and parents object to the holding of such a conference and to the whole philosophy behind it.

"We are outraged" says Maureen Morris, President of the Canadian Teachers' Federation, "that one of the sessions will show companies how to develop innovative marketing programs which appeal to both students and educators. Still another is titled Using Your Relationship With Schools to reach Children and Their Prescriptors."

According to Ms Morris, "children are among the most vulnerable members of our society and it is shameful that the Consumer Kids Conference fosters the exploitation of the innocence of these children by teaching companies how to better manipulate their young buying impulses by using schools to help achieve that purpose."

The position of the Canadian Home and School Federation is also very clear. CHSF President, Kathleen McFayden, states: "I believe the conference only encourages the promotion of marketing in schools and to young people. I see no code of ethics or guidelines to ensure that the best interests of the child are even being considered. The Canadian Home and School Federation has serious concerns about open access of concentrated marketing directed at any students."

A major objective within the conference program is to "Learn how to build long-term relationships with schools and teachers in order to position your product with students".

The leaders of the two national organizations agree that: "Children are already exposed to a barrage of media marketing strategies targeted to them. The teacher's job of educating the next generation of Canadians about what is and what isn't important in life is complex enough without having to deal with marketers trying to exploit children within the school environment."

CTF and CHSF are urging companies that have registered for the conference to reconsider and withdraw. The organizations intend to notify their members of those companies who do participate in what they call "a crass attempt to take advantage of children". And, they say it will be a factor in assessing which companies are worthy of receiving their business, as well as that of their members and families.

## **RESOURCES**

### **DETOUR INTO THE FINAL FRONTIER!**

Space - an endless frontier of knowledge and exploration and a powerful magnet drawing young people into the study of science, engineering and mathematics; the building blocks of a knowledge-based economy. Established with the teacher in mind, the Canadian Space Agency's Space Resource Centres are dedicated to promoting science and technology from a space perspective. Teachers, educators and students have easy access to a wide range of information, materials and resources about the activities of Canada and other space-faring nations. Discovery Centre in Halifax has been selected to host the Atlantic Regional Space Resource Centre with a mandate to cover the four Atlantic Provinces. A variety of print information, posters, photocards and stickers is available. Most print information is at no charge with a nominal fee for a good selection of space science educational videos, many of which have accompanying lesson plans, slide sets and a variety of teacher guides. Topics include astronomy, aeronautics, astronautics, living and working in space, careers in space, manned space flight, space exploration and space science. For more information, or a catalogue, contact by e-mail: [space@hercules.stmarys.ca](mailto:space@hercules.stmarys.ca), internet: <http://apwww.stmarys.ca/space>, toll free: 1-800-511-3500 or Fax: 902-492-3170.

### **CAPITAL ADVENTURES**

Capital Adventures is a free publication detailing exciting programs created to help young people discover Canada's Capital Region. Capital Adventures helps you bring the Capital's institutions, culture and history alive in your classroom. To order your free copy, contact: Distribution Centre, National Capital Commission, 202-40 Elgin St., Ottawa, ON, K1P 1C7, Tel: 1-800-465-1867 or 613-239-5000, Fax: 613-239-5704, or via the internet <http://www.schoolnet.ca/english/adm/ncc>.

### **NATIONAL LIBRARY OF CANADA LAUNCHES "YESTERDAY'S STORIES", 1996 READ UP ON IT**

This past October the National Library of Canada launched the 1996 edition of Read Up On It at the annual conference of the Ontario Reading Association held in Ottawa. The Read Up On It kit promotes Canadian children's literature and is designed to encourage the love of reading. This year's theme is Canadian history. The Read Up On It kit, full of titles suitable for children of all ages, is designed for the home, classroom or library and includes suggestions on how these stories may be introduced to young readers. Read Up On It is published under the patronage of the Right Honourable Roméo LeBlanc, Governor General of Canada. The National Literacy Secretariat, headed by the Right Honourable Joyce Fairbairn, is a joint partner, and Canada Post is an associate partner. Sponsors include Access the Education Station, the Canadian Children's Book Centre, the Canadian Federation of University Women, Communication-Jeunesse, and YTV. Read Up On It is also available electronically at the National Library's Internet site: <http://www.nlc-bnc.ca/pubs/ruoi/eruoi.htm> as well as on SchoolNet. Free copies of Read Up On It are available from: Marketing and Publishing, National Library of Canada, 395 Wellington Street, Ottawa, ON, K1A 0N4, Tel: 613-995-7969, Fax: 613-991-9871, TTY: 613-992-6969 or Internet: [publications@nlc-bnc.ca](mailto:publications@nlc-bnc.ca).

### **CANADA'S COMING OF AGE 1939-1945**

Canada Remembers Educational Kit is available to teach students about the most significant six years in Canada's history, when men and women joined the forces to fight for freedom and millions stayed at home and worked tirelessly to support them and our Allies overseas. For these efforts Canada and Canadians became an internationally respected and recognized nation, and their courage laid the foundation for much of what we have today. This kit, which consists of a comprehensive teachers' guide including activities, exercises and questions, a six-part National Film Board of Canada video series, a music video and five film vignettes, a 22-minute Canada Remembers Holland youth video, a Canada Remembers 1939-1945 six-minute video, an 80-page colour magazine and four full colour posters, is available for \$49.95 plus GST and applicable sales tax. To order, write: The National Philatelic Centre, Canada Post Corporation, Antigonish, N.S., B2G 2R8, Tel: 1-800-565-4362 or Fax: 902-863-6796.

## **CALENDAR**

### **DRUG AWARENESS WEEK**

November 17-23, 1996 Drug Awareness Week is a national event organized to create an awareness about alcohol, other drug issues and addictions. This year's theme, Drug Awareness Begins With You Take The Challenge!, emphasizes the importance of people taking responsibility for their own life decisions. To get involved or request promotional materials and lesson plans for primary and senior high schools, contact the Community Health Addictions Services Office nearest you or the Provincial Office, Confederation Building, St. John's; Tel: 709-729-0623.

### **CANADA'S CHILDREN...CANADA'S FUTURE CONFERENCE**

November 24-27, 1996 This conference is a follow-up to a conference on children held in 1996 at the Chateau Laurier in Ottawa. Co-sponsored by the Child Welfare League of Canada and the Ontario Association of Children's Aid Societies. Contact: Canada's Children, Tel: 613-235-4412 or 416-366-8115.

### **11TH INTERNATIONAL SYMPOSIUM FOR ADAPTED PHYSICAL ACTIVITY**

May 13-17, 1997 Le Château Frontenac, Quebec City. This symposium allows researchers, professionals and clinicians to share their knowledge, know how and expertise for adapted physical activity Active Living Differently. Contact: 11th ISAPA, Centre François-Charon, 525, boul. Wilfrid-Hamel Est, Bureau A-102, Quebec City, Quebec G1M 2S8; Tel: 418-529-9141, ext. 6271, Fax: 418-529-7318.

### **BRIDGING THE GAP CONFERENCE**

July 6-11, 1997 Vancouver, BC. Sponsored jointly by the International Association of School Librarianship (IASL) and the Association for Teacher-Librarianship in Canada (ATLC), this conference is for teacher-librarians, school library media and technology specialists, library educators and school district administrators, on emerging issues for schools and school libraries. For further information or to request a registration package, contact: Lynne Lighthall, Conference Coordinator, 4093 West 14th Avenue, Vancouver, BC, V6R 2X3; Tel: 604-822-2704, Fax: 604-822-6006, e-mail:iaslatlc@unixg.ubc.ca, Conference Web Site: [http://www.rhi.hi.is/~anne/conf\\_van.html](http://www.rhi.hi.is/~anne/conf_van.html).

### **DEPARTMENT OF NATIONAL DEFENCE REUNION '97**

August 15-17, 1997 Silver Star Mountain Resort, Vernon, BC. This DND reunion, Star Trek '97, is taking place for teachers who served on military bases in Europe. For more information, look under DND Reunion '97 on the internet at [www.schdist21.bc.ca](http://www.schdist21.bc.ca) or contact the Veenstras, 8215 Westkal Road, Vernon, BC, V1B 1Y4.