

THE
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Newfoundland and Labrador Teacher's Association

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**"A teacher
affects
eternity."**

Henry Brooks Adams

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No Bones About It

by Lesley-Ann Browne

Someone once said that the membership of every organization is made up of four bones. There are the wishbones, who spend all their time wishing someone else would do the work. There are the jawbones, who do all the talking but very little else. Next there are the knuckle bones, who knock everything that everyone does. Finally, there are the backbones, who get under the load and do their work. I have no author to credit for this candid interpretation but whoever he or she was had great foresight into the workings of plenty of organizations. Which kind of bone are you?

I ask this question for several reasons. I have spent a great deal of time on Boards of Directors, working for volunteer organizations and of course in various jobs. I feel that I have met almost every one of these types of people. And I just came from a meeting where there was very little backbone, except that which is now slumped in my chair working on my computer. Besides being an enormous drain on my patience, it is also frustrating to see a lot of groups, organizations and businesses operating in this way. I know I can never change these people or how things work but I would like to eventually be credited with the fact that I did try.

On another topic, I would like to send a special message to the teachers I met while on summer holidays. I first met two teachers from Ontario who confirmed that the same issues and frustrations are facing teachers all across the country. It was great to speak with them, compare notes and become friends. I also ran into teachers from Newfoundland and Labrador who seemed quite grateful to be away from the turmoil but they knew that they had to face it when holidays were over. And to the teachers who walked the beach every day and never lost an opportunity to make a friendly jab at the field of communications --; more to enjoy my reaction more than anything else --; I would like to forewarn them that the pen is mightier than the sword.

I trust the new school year brings us all back to work happy, healthy, and ready to take on the issues facing teachers and the education system in this province. Have a great school year!

Lesley-Ann Browne is Communications Officer with the NLTA.

A Sincere Thank You

I would like to take this opportunity to say a most sincere "thank you" to all colleagues who sent cards or faxes, rallied or showed support in any way in June of the last school year. It was indeed a trying and uncertain time for most, if not all of us. For those of us returning to the classroom this fall, the atmosphere hasn't changed a great deal. The air of uncertainty still looms threatenly over us.

I maintained throughout the spring and stated in all interviews that one of the most upsetting issues for me was that we had lost sight of the real focus of "educational reform" --; to supposedly provide quality education for all of our students. Most of my teaching career has been spent working for the Deer Lake Integrated and then Deer Lake-St. Barbe South Integrated School Board. This new board had a logo designed by students and underlined by its motto "Students First".

There was indeed endless talk of education throughout the summer on the radio, on the television, in the newspapers, through telephone campaigns and yes, even in the grocery stores, but rarely did I hear students mentioned. One such rare occasion came on Tuesday, August 19th when I read a wonderful letter to the editor in The Western Star. In her letter, Elsie Churchill wrote Create a "spiritual togetherness" environment. Children will do the rest. They, in their uninhibited, unencumbered way will teach us how easy it is to live and learn together.

I salute Elsie Churchill and a few others, such as Paul Wilson, for their words of wisdom. Maybe we can make this our motto for what could be another rocky year. With this in mind, we can deal with what's really important and leave educational reform to those who seem determined to spend our last tax dollar trying to figure out just where we are headed.

Have a great school year everyone.

Wanda Moss
Pasadena

CHRISTMAS CARD CONTEST

1998 Theme

"All I Want For Christmas Is ..."

Open to Grade 5 Students

How to Enter

Entries should be submitted on 8 1/2" x 11" paper, and drawings must be completed in black or red felt marker, or any other medium which will reproduce well. Entries should also include a verse/greeting to be included on the inside of the Christmas card. Only three entries can be accepted per school. Each entry must include the following statement signed by the teacher: "I certify that this is the original work of (insert name), a Grade 5 student, and that it has been completed entirely by the student." Entries will be judged on the basis of their artistic merit, creativity, and ability to produce well. The winning submission will be the NLTA's official Christmas card for 1998.

Prizes

First prize - \$75

Second and third prizes - \$25

Deadline

Entries must be received by December 31, 1997. Please include student name, teacher name, school address and phone number.

Please send entries to:

CHRISTMAS CARD CONTEST
Newfoundland and Labrador Teachers' Association
3 Kenmount Road,
St. John's, NF, A1B 1W1

SPRINGDALE

Celebrating joys of discovery

Like Giovanni Caboto, students and staff at Charisma Pentecostal Academy in Springdale experienced the joys of discovery this past June when they celebrated Discovery Week. Themes such as Discovering: The Joy of Reading and Writing; The Past; The Joy of Living; A Healthier You; and Your Future were explored throughout the week. Activities included a visit by Newfoundland author, Doreen Canning, and her Newfoundland dog, Babes, as well as a scavenger hunt for book titles and an historical dress-up day. A student-teacher competition was the highlight of a fun-filled physical activity day. Students and staff also obtained the log of The Matthew via the internet and took part in several demonstrations on how technology has become an integral part of learning and, in particular, how information technology will affect our future. Discovery Week ended with an evening barbecue for all students and their parents, followed by a giant fireworks display to which the whole town was invited.

GREY RIVER

School offers Grade 12 for first time

All Saints All Grade in Grey River will truly live up to its name this school year by offering Grade 12 for the first time. With a graduating class of four students, the school will offer a course selection comparable to any urban school, including Computers, Mathematics, Environmental Science 3205, Thematic Literature 3201, and Chemistry (via Distance Education). Terrance LaVallee, Principal of All Saints, says all students will have their graduation requirements completed and courses have been tentatively planned for the next three years to allow students currently enrolled in Grades 9 to 11 to complete similar requirements.

When approached by a parent who asked what he thought of offering Grade 12 at the school, Mr. LaVallee decided to look into Grey River's school history. All Saints had previously sent its students out from Grades 9 and up for many years in the past. In the nineties, Grade 11 was offered, but during the 1994-95 school year the school almost lost Grades 10 and 11 due to general cutbacks. The community won that battle but it appeared that All Saints would never see its own graduating class. With the amalgamation of the school boards, All Saints joined the ranks of District 4, Stephenville-Port aux Basques. Mr. LaVallee says through the understanding nature of the School Board executive staff, the continual support and feedback from the parents, and some guidance from the staff of the school, All Saints All Grade was able to offer Grade 12 for the first time in the school's history. And he says as long as All Saints School can maintain its teaching staff of 3H units, there will be a graduating class from Grey River for years to come. "In these times of teacher cutbacks and school closings, there are stories of advancement and success in Newfoundland and Labrador's education realm," he concluded.

MOUNT PEARL

OD-TV hits school airways

OD-TV (O'Donel Television), an in-school cable television community channel, is up and running at O'Donel High School in Mount Pearl. In the fall of 1996 this innovative way of bringing a variety of current information to the school community was established. Daily updated details of school events and various business advertisements are continuously displayed on five strategically located monitors throughout the school. Kathy Hickman, Assistant Principal at O'Donel, says the OD-TV project improves school communications, minimizes instructional interruptions by decreasing the number of public address announcements during the school day and brings needed revenues to the school. She also says students are

gaining important employability skills while learning about the technical and marketing sides of operating a community channel.

Two dedicated teachers and two groups of hard-working students are running OD-TV. The technical group, with John O'Reilly as coordinator, maintains all aspects of the computing and communications systems which run OD-TV. The marketing group, coordinated by Leo Etchegary, focuses on the business side of OD-TV. The start-up money for this project was provided by a number of Mount Pearl businesses and was gathered by O'Donel High teachers, Dave Denine and Bill Skinner. At present, the project is completely funded by corporate sponsorship and revenues from business advertising within the community. Ms. Hickman says OD-TV is continually evolving and there are plans to connect it to the computer network in the school. Copies of an OD-TV brochure can be obtained by contacting Leo Etchegary at O'Donel High, Tel: 709-364-5305, Fax: 709-364-5317, e-mail: letchega@calvin.stemnet.nf.ca.

ST. JOHN'S

Students experience high seas adventure

This past May, physics students from Bishops College boarded the Mares for a day on the high seas. Renee Boyce, Physics teacher at Bishops, says the field trip was part of an elective unit on oceanography included in the Physics 3204 curriculum. Captain Jan Negrijne from the Marine Institute of Memorial University of Newfoundland first visited the students in the classroom where he addressed navigational topics such as latitude, longitude, GPS, Loran-C, position fix and dead reckoning. He also had students plot positions on charts of Conception Bay.

Over the next two days, students got a chance to put theory to practice aboard the MUN research vessel, the Mares. Under Captain Negrijne's guidance they used the GPS and their knowledge of latitude and longitude to navigate to specific locations. Ms. Boyce says students were pleased to witness the direct application of skills they had learned in the classroom and the trip was a positive and enjoyable experience for all the students. Students Lena Trenholm and Paula Blundell summed up the experience by saying: "We didn't realize how technical navigation was until we went out in the boat. We had an excellent time!"

NLTA Staff Changes

The Newfoundland and Labrador Teachers' Association is pleased to announce the appointment of Wayne Noseworthy to the position of Executive Director, and Edward Hancock to the position of Assistant Executive Director Responsible for Benefits and Economic Services.

Wayne has worked with the NLTA since 1983 in various administrative positions. He was Executive Assistant, Teacher Welfare (now Benefits and Economic Services), from 1983-84. He was Professional Development Officer from 1984-85 and an Administrative Officer with the Teacher Welfare Division from 1985 until the present, which included a one-year term as acting Director of Teacher Welfare. In these positions, Wayne's responsibilities included coordination of teacher welfare programs and activities such as negotiations, arbitrations and pensions.

Wayne received his Bachelor of Arts (Education) from Memorial University of Newfoundland in 1969, a graduate Diploma in Educational Administration in 1970, a Bachelor of Arts in 1973, and a Master of Education (Educational Administration) in 1977. Wayne currently holds a teacher certificate VII and was a Department Head and Administrator in the Grand Falls Academy School system from 1971 until 1981 when he was elected President of the Newfoundland and Labrador Teachers' Association.

As Executive Director Wayne is the Chief Administrative Officer and is responsible for the coordination of the total NLTA program. He represents the Association on most Liaison Committees and is familiar with all

programs and services offered by NLTA.

Ed Hancock started work at NLTA in 1986 as an Executive Assistant in the Field Services Division. In 1990 he assumed the position of Administrative Officer in Teacher Welfare. His responsibilities have involved acting as consultant to teachers on issues related to the collective agreement, grievances/arbitrations, payroll matters, Schools Act, teacher liability, legal assistance, etc.

Ed received his Bachelor of Science and Bachelor of Education from Memorial University of Newfoundland in 1974, and a Master of Education (Educational Administration) in 1980. From 1973 until 1984 he taught Mathematics and Science at Lewisporte Integrated Regional High School and from 1984-86 he served as Vice-Principal at the same school.

In addition to his formal university training, Ed also has extensive experience and training in grievance strategies, negotiations, arbitration, collective bargaining, and mediation. He was also directly involved in the current round of negotiations for the teachers' collective agreement.

In his new position of Assistant Executive Director Responsible for Benefits and Economic Services, Ed oversees the Benefits and Economic Services Division of NLTA and coordinates the Association's activities in this area. He is directly responsible for collective bargaining matters and acts as the Association's Chief Negotiator during contract negotiations.

Capturing imaginations

Mannie Buchheit, an internationally-known photographer, spent 5H days with a group of art students at Holy Heart of Mary High School this past May, as part of a visiting artists show offered by the Art Gallery of Newfoundland and Labrador (AGNL).

Mr. Buchheit has spent a sizable chunk of his career as an artist working with pinhole cameras. Heather Reeves, an Art teacher at Holy Heart of Mary, says they decided to draw upon that experience, so among the supplies delivered to the school were plywood sheets and 12-foot lengths of sono tubes. The industrial arts teacher gave students access to saws to cut them up, and students made their own 19" long camera, each personalized with drawings, text and signatures.

After looking at some of Buchheit's work, the group headed out to record local, personal landmarks from the year of the 500th Cabot anniversary. One result the students enjoyed playing with was capturing the "ghosts of Holy Heart" on paper. With exposure times ranging up to a minute, students could move to different positions during the exposure and capture several faint, transparent images of themselves and each other. One student tried four pinholes at a time, recording the same image in four slightly different positions on the one photograph. Ms. Reeves says the magic of the darkroom process was also enthusiastically learned and used. The cameras were loaded with up to four pieces of 8" x 10" photographic paper, allowing great panoramas with interesting distortions.

"The pinhole photography turned out to be an exercise in creative imagination, control and technique, led and managed by an artist whose work some of the students had already seen in several exhibitions over the last two years," says Ms. Reeves. "They really enjoyed working with him, supported by his energy, creativity and extensive knowledge and experience. Ms. Reeves says she hopes the success of this event will help the AGNL to develop a program of artists-in-the-schools to become available to many more schools and students. "They will see committed professionals who make a living from their art, who give an example of creative process and who lead students through their own project," she concluded.

Telling stories through art

During the 1996-97 school year, 3200 Art students at Holy Heart of Mary High School were asked to learn

the pictorial process of weft-faced weaving, called tapestry, as part of their fibre-arts unit. Their Art teacher, Heather Reeves, says since this process is very labour-intensive, the students decided to do small weavings of images from their own interests and experiences. Their tapestries, each telling personal stories, turned out so well, the students proposed and were accepted for a month-long show at the Rogue in the Eastern Edge Gallery on the harbour front in St. John's this past May.

The show, entitled "Fruit of the Loom", was visited by students, teachers, family, professional artists, gallery directors and the general public. Ms. Reeves says there was lots of positive feedback and the show was a great success. "The exhibition helped the students appreciate the high calibre of the work, and the art community and the public generally got an opportunity to see what our teenagers are capable of," she continued. Some comments from the visitor's book included: "The work helps to express the spirituality of the youth, a group that is so often marginalized."; and "These students are doing very nice art projects expressing a lot of serious, intelligent thought. Congratulations!"

Following the opening of their show, students celebrated with a pot luck dinner at Ms. Reeve's house. "It was a fun time, relaxing after the work and preparation for the show. Time to talk about it, swap stories, laugh and eat lots of good food," concluded Ms. Reeves.

Teachers address issue of homophobia

The faculty and staff of Prince of Wales Collegiate addressed the issue of homophobia in the high school setting at its professional development day held this past May. The workshop, entitled "Homophobia in Newfoundland High Schools", was facilitated by Gerry Rogers and Ann Shortall. Ms. Rogers is a well-known Newfoundland filmmaker and consultant whose credits include acclaimed films on incest, sexual abuse and human rights. Ms. Shortall, a high school teacher in St. John's, has done graduate work on the issue of homophobia in high schools and is coordinator of a youth group for lesbian, gay and bisexual adolescents.

The workshop was organized by the school's Guidance Advisory Committee, under chairperson Bernice Langdon, the school's guidance counselor. The committee felt it was time to recognize the fact that as many as ten percent of high school students are gay, lesbian or bisexual, and that these students often face harassment and discrimination that may effectively deny them the secure environment that, according to the school's mission statement, is every student's right.

The facilitators led teachers through a variety of activities designed to raise their awareness of the problems faced by gay, lesbian and bisexual students. It was pointed out that these students sometimes endure physical and verbal harassment and abuse and have few positive role models because even well-adjusted gay adults usually remain "closeted". They explained that these students are effectively rendered invisible by a curriculum that assumes all youth are heterosexual. Research indicates that these students are much more likely to commit suicide than other adolescents because of difficulties they encounter in seeking acceptance of their sexual orientation.

One of the purposes of the workshop was to encourage participants to be sensitive to the particular difficulties these students face. Among the suggestions given were using appropriate terms when referring to homosexuals, discouraging jokes about homosexuality, including the topic of sexual orientation in classroom discussions where appropriate, and being open to listening without judgement if an individual student confides his or her homosexuality to a teacher. The staff response to the workshop was very positive and it was agreed that the school would continue to explore issues that relate to the well-being of all students in future professional development activities. Further information on this issue can be obtained by contacting Gerry Rogers, Tel: 709-753-1861, e-mail: grogers@nfld.com or Ann Shortall, e-mail: ashortal@calvin.stemnet.nf.ca.

School celebrates Peace Awareness Week

The first Peace Awareness Week held this past May at St. Augustine's Elementary was a huge success. Students, donning purple ribbons for peace, took part in a variety of activities including a peace march and poster and poetry contests. Reward certificates were presented to students who displayed various acts of kindness, as well as for those who created peace cranes and other peace symbols. The opening and closing ceremonies were impressive with teachers and students from all grades performing songs, dances and reciting verses prepared by the students. The celebration was a memorable experience for all who attended the events.

NEWFOUNDLAND & LABRADOR

Changes to Substitute Teachers Pension Plan

Important changes have been made to the Government Money Purchase Pension Plan (GMPP), the pension plan in which substitute teachers participate. These changes will now give substitute teachers greater involvement in their retirement planning. Details on the new GMPP will be distributed through school boards in the next few weeks.

These new changes include: investment options to choose from; access to a customized retirement plan; more frequent reporting --; substitute teachers will now receive statements on a quarterly basis, beginning September 30, 1997; a toll-free number for direct access to the plan; and professional investment advice.

In order to understand how these changes will affect you and how to best develop a personal investment strategy, it is important for you to pick up your GMPP package. It contains important information and tools to help you choose the investments that are appropriate for you. Please take some time to carefully review this material, then complete the Account Information/Application form and return it to your employer. This information is needed to mail your statements to your home address and to direct your future contributions to the investments of your choice.

If you should have any questions about the plan or would like assistance in completing the form, call 1-800-668-2648, the toll-free number provided by Canada Trust, the new administrators. This number is available weekdays from 8:00 a.m to 8:00 p.m. and Saturdays from 9:00 a.m. to 3:00 p.m.

NLTA President/Premier declare World Teachers' Day

The United Nations Education, Scientific and Cultural Organization (UNESCO) has designated Sunday, October 5th as World Teachers' Day in recognition of the men and women who devote their lives to educating our children.

To recognize the dedication and professionalism of the teachers of this province, Premier Brian Tobin and NLTA President, Brendan Doyle, have officially proclaimed World Teachers' Day 1997 in Newfoundland and Labrador.

"Teachers today are confronted by some of the greatest challenges they have ever faced. In spite of the importance and difficulty of their job, they do not always receive the expected support and recognition," says NLTA President, Brendan Doyle. "I encourage you to join me and the 50 million other teachers around the world on October 5th to celebrate World Teachers' Day."

Winners announced in Legal Essay Competition

The Law Foundation of Newfoundland recently announced the following winners of the 14th Annual High School Legal Essay Competition: Provincial and Central Region: Michelle Drake, St. Joseph's Academy,

Lamaline, for Section 745: Where is the Justice?; Labrador Region: Melanie Lake, Eric G. Lambert High School, Churchill Falls, for To Protect Our Future: Amendments to the Young Offenders Act; Western Region: Allana Loder, Templeton Collegiate, Gillams, for The Young Offenders Act: An Act in Need of Change. The competition is designed to provide an opportunity for students in the province to research and write an essay on any topic relating to law, lawyers, the legal system or the administration of justice in Canada.

A total of \$3,500 was awarded under the contest, with \$2,100 going to provincial and regional student winners and \$1,400 going to their schools for legal materials and resources for their libraries.

High school students across the province are now encouraged to enter The Law Foundation's 1997-98 Legal Essay Competition. Essays should be no more than 750 words and only the best essays from each school should be submitted. Deadline for submissions to the judging committee is February 16, 1998. Winners will be announced in March 1998.

Entries should be forward to: High School Legal Essay Selection Committee, Law Foundation of Newfoundland, Murray Premises, Second Floor, P.O. Box 5907, St. John's, NF, A1C 5X4; Tel: 709-754-4424; Fax: 709-754-4320.

Museum programs for schools

The Newfoundland Museum is offering four school programs to elementary students in Newfoundland and Labrador for the 1997-98 school year. Programs start October 7 and feature hands-on learning with historical artifacts, videos, guided tours of related exhibits and help with interpretation by the Museum's interpreters and volunteers. The programs include: The Inuit in Labrador; Home and School --; Living in the 1900s; Introduction to Archaeology; and Flippers, Flukes and Fins.

The Inuit in Labrador introduces students to the Inuit --; their origins, settlement patterns and survival strategies. This program is offered throughout the school year on Wednesday mornings from 9:45 - 11:30 a.m.

Home and School --; Living in the 1900's offers students a chance to experience life in Newfoundland and Labrador almost 100 years ago. This program is offered throughout the school year on Tuesday, Wednesday and Thursday mornings from 10:00 - 11:30 a.m.

Introduction to Archaeology introduces Grade 5 students to the study of archaeology, and aims to help them understand how artifacts and sites are used to piece together the past and to reconstruct the cultures of the people who left them behind. This program is offered throughout the school year on Tuesday and Thursday mornings from 9:45 - 11:30 a.m.

Flippers, Flukes and Fins introduces students to marine mammals, gives an overview of their natural history and illustrates how whales and seals have adapted to the marine environment. This program is offered throughout the school year on Tuesday, Wednesday and Thursday mornings from 10:00 - 11:30 a.m.

Classes should be at the museum by 9:30 a.m. To book your class for any program, call Bob Forsey at the Newfoundland Museum, Tel: 709-729-0661; Fax: 709-729-2179.

WITL Project leaders sought

The Writer-in-the-Library (WITL) Project is seeking applications from individuals interested in leading writing workshops for young people in public libraries throughout the province in this, the Year of the Arts. The WITL Project, jointly sponsored by the Provincial Public Libraries Board and the Writers' Alliance of Newfoundland and Labrador, seeks to foster the skills of young writers aged 12 to 17. Each successful

project leader applicant will convene a series of two-hour writing workshops for youth on eight consecutive Saturdays in his/her local library. While the workshops are free of charge to budding writers, each instructor will receive a fee of \$1,000 for conducting the eight sessions. Arrangements will be made for those project leaders who live in communities without public libraries.

Successful workshops have already been held in St. John's, Mount Pearl and Holyrood, with additional ones planned for Placentia, Winterton and Conception Bay North. If you are interested in becoming a project leader, contact the Writers' Alliance of Newfoundland and Labrador, P.O. Box 2681, St. John's, NF, A1C 5M5, Tel/Fax: 709-739-5215, e-mail: wanl@public.nfld.com or contact Heather Myers of the Provincial Libraries Board at 709-737-3953.

Art competition entries sought

The Partridge Forever Society is once again sponsoring an art competition for all junior and senior high school students (Grades 7, 8 and 9 and Levels I, II and III) in Newfoundland and Labrador. This year's theme is a student's interpretation of any environmental or wilderness issue that is present today in Newfoundland and Labrador.

Entries must be no smaller than 5 x 7 inches or larger than 16 x 20 inches and must be created on a flat surface. Eligible media include water-colour, acrylic paint, pastel, ink graphite, charcoal, colored pencil and any printmaking technique. Entries must be protected in shipment to avoid damage and subject matter must reflect the content guidelines specified. All works will become the property of the Partridge Forever Society. All entrants will receive an acknowledgment of participation.

Prizes will be offered in both school levels and will include \$250 for first place, \$150 for second, and \$100 for third place. Judging will be carried out by a team consisting of representatives from the visual arts community, arts education and the Partridge Forever Society. Judging criteria will include degree of adherence to the content guidelines, originality of thinking as evidenced in the work and technical standards consistent with the media used.

Entries must be postmarked by November 28, 1997 and forwarded to Partridge Forever Society, P.O. Box 89, Bay Roberts, NF, A0A 1G0. For further information, contact David Moores, Partridge Forever Society, Tel: 709-786-9093 or Fax: 709-786-9096.

Tourism career awareness program offered

Hospitality Newfoundland and Labrador is offering a national tourism career awareness program entitled "You Decide How Far to Go". This upbeat presentation, designed to encourage people to explore careers in tourism, is delivered by volunteers working in the tourism industry. The program introduces the eight sectors of Canada's tourism industry and explores the variety of career and entrepreneurial opportunities in Newfoundland and Labrador. Important facts such as employment outlooks, salary levels, skills, training, and education requirements for particular occupations are highlighted. The program also provides a first hand look at one tourism industry professional's career path and occupation and recommends additional sources of information for career planning, education, training, and professional development. For more information on the National Tourism Career Awareness Program and other programs offered, contact Hospitality Newfoundland and Labrador, 107 LeMarchant Road, St. John's, NF, A1C 2H1, Tel: 709-722-2000 or toll-free: 1-800-563-0700; Fax: 709-722-8104.

THANK YOU FOR THE RIDE

by Wayne Russell

Last spring, following an extended period of examination, I decided to resign from my position as Executive Director with the Newfoundland and Labrador Teachers' Association. This decision brought to a close what for me was a wonderful education career, both as a teacher and a staff member with the Association. It began at Bishop White Central High School in Port Rexton, Trinity Bay, included an extended stay in Labrador City and Wabush, and concluded with 19 years and three staff positions with the NLTA. (I said at the August Joint Council Meeting that I was a Principal in Wabush. David Wicks, present at that meeting in his role as President of the Ganova Branch, reminded me and all others present, that he was a teacher in that school and that I was not a Principal, but a Principal in Training, and that I left before he and others had time to train me properly.)

Last year, Barry Pearce, President of the small but historic Trinity Branch, gave me a copy of their recorded minutes, because he wanted them preserved at the NLTA building. I quickly found the minutes for my year in that Branch and they brought back memories of our meetings and socials. When I went to Labrador West, the schools, including teachers' salaries, were for the most part funded by the two regional mining companies. The mining companies were great employers, but it was a time when teachers in Newfoundland and Labrador were exerting their right to collectively determine their economic and working conditions. Teachers in Labrador West were able to document their uniqueness and with this obtain the legislative right to a separate collective bargaining unit. I assisted in the creation of that unit and in negotiating the early collective agreements. Later when I joined the NLTA staff, I returned as a consultant and negotiator to that Branch. It was during those exciting and often turbulent years in Labrador West that I gained my deep love for this Association and the work it does on behalf of teachers. A love, which I am pleased to say, remains undiminished.

My work on the NLTA staff provided me with a vantage point from which I was able to watch up close all that happened in primary, elementary and secondary education in Newfoundland and Labrador, as well as some of what happened in Canada and a little of what happened in the world. I, together with others, was able to touch a lot of what I saw and at times influence its outcome. The position allowed me to travel extensively, both in the province and outside, and to meet many people. I have always believed that in time, the details of events in which you participate fade, but the people who were with you, you remember always. I am indeed fortunate to leave with such great memories.

The ability of a teachers' association to implement its programs and provide quality service to its members is often influenced by the working relationships between staff and elected leaders, and in particular, between the Executive Director and the President. During my tenure, relationships between staff and elected leaders were always positive and I was particularly fortunate with the Presidents. Each was different, some were challenging, but all cared deeply for teachers and for the Association. I enjoyed working with them and can now, without exception, call all of them friends.

I know that I leave during challenging times for schools and for the Association. But I have no doubt about the outcome. It will be positive and will start another exciting era for both. I know this because of the people involved. Teachers and teacher leaders are better prepared and more capable now than at any time during my career. It is truly a collection of dedicated professionals. Yes, we are passing through a generational change, but no other generation throughout the history of education in Newfoundland and Labrador was better trained, more capable or more dedicated than this next generation. We need not doubt where they will take our schools. The same is true for the Association. Never before in its history has it found better elected leaders or staff. It too is going through a generational change, but fear not, it is in great hands and its best is yet to come. I envy those of you who will take our schools and the Association into the

future. It will be exciting times and I would like to be doing it all over again.

So, thank you for the ride. It was a great education career. And remember, don't falter for I will be watching.

Wayne Russell is Vice President, Special Services, with [Johnson Incorporated](#).

POLL HIGHLIGHTS

by Lesley-Ann Browne

The National Issues in Education Poll was conducted for the Canadian Teachers' Federation (CTF) by Vector Research and Development Inc. The questions for the poll were designed to determine public attitudes on several major education issues and sub-topics arising from CTF's multi-year National Issues in Education Campaign. The findings for the 1997 poll are based on telephone interviews conducted between May 22 through May 29, 1997, with 2,178 adults across Canada.

In the information summarized in Table 1, Canadians were asked to grade their schools. The share of the respondents graded the schools in their community A or B and this varied from 83 percent in Newfoundland and Labrador to 45 percent in British Columbia. While the grades Canadians give their schools vary by province and whether they have children in school, the respondents' age may be the most important factor. Respondents over age 50 are consistently less positive about schools and children and teachers than younger people, whether they have children in school or not. The suggestion by CTF in the survey summary that since older Canadians have less positive feelings about education and teachers than younger ones, regardless of region or whether they recently had children in school, teacher organizations may wish to focus their public and community relations at the rapidly increasing share of the population over 50.

Table 1: How Do Canadians Grade the Schools?

A. Province

| | A | B | C | D | F | Don't Know |
|--------|-------|------|------|-----|-----|------------|
| Canada | 9.3% | 38.7 | 27.5 | 7.3 | 3.2 | 13.9 |
| NF | 26.9% | 42.3 | 14.4 | 2.9 | 1.0 | 12.5 |
| PE | 19.6% | 42.2 | 18.6 | 4.9 | --- | 14.7 |
| NS | 9.0% | 41.0 | 28.0 | 7.0 | 3.0 | 12.0 |
| NB | 11.0% | 37.3 | 26.0 | 9.0 | 1.0 | 12.0 |
| QC | 6.0% | 36.8 | 30.8 | 9.5 | 3.4 | 13.1 |
| ON | 11.3% | 45.2 | 27.2 | 7.2 | 4.0 | 13.5 |
| MN | 11.1% | 38.1 | 25.9 | 4.4 | 1.5 | 11.9 |
| SK | 15.9% | 46.6 | 23.0 | 4.8 | 2.4 | 15.9 |
| AB | 9.6% | 46.6 | 24.7 | 3.2 | 1.6 | 14.3 |
| BC | 5.1% | 39.9 | 30.0 | 7.9 | 3.6 | 13.4 |

B. Community

| | A | B | C | D | F | Don't Know |
|--------|-------|------|------|-----|-----|------------|
| Canada | 15.4% | 41.1 | 21.5 | 6.5 | 2.8 | 12.7 |
| NF | 37.5% | 45.2 | 9.6 | 1.0 | --- | 6.7 |
| PE | 20.6% | 46.1 | 14.7 | 2.9 | 1.0 | 14.7 |
| NS | 19.0% | 45.0 | 19.0 | 5.0 | 3.0 | 9.0 |
| NB | 15.0% | 40.0 | 28.0 | 7.0 | 1.0 | 9.0 |
| QC | 13.3% | 43.1 | 20.8 | 8.7 | 2.4 | 11.7 |
| ON | 15.3% | 41.0 | 22.7 | 6.0 | 3.0 | 12.1 |
| MN | 12.6% | 51.9 | 18.5 | 4.4 | 1.5 | 11.1 |
| SK | 26.2% | 27.0 | 23.8 | 7.1 | 2.4 | 13.5 |
| AB | 17.1% | 49.4 | 12.7 | 2.8 | 2.0 | 15.9 |
| BC | 11.9% | 32.8 | 28.5 | 7.9 | 5.1 | 13.8 |

Table 2 shows that a growing share of Canadians feel too little money is being spent on education. There was a sharp increase between 1996 and 1997 in the shares of Canadians who said "too little money" is being spent on all three levels of education, with little distinction by level. Overall, between 53 and 55 percent of respondents felt "too little" was being spent on each of the three levels of education in 1997, compared with 44 and 45 percent in 1996. Younger people, people with kids in school and better educated people are more likely to favour more spending on education than older less educated people without children in school.

Table 2: Do We Spend Enough on Education?

A. Elementary Schools

| | Too Much Money | Enough Money | Too Little Money | Don't Know |
|--------|----------------|--------------|------------------|------------|
| Canada | 6.6% | 30.8 | 53.2 | 9.5 |
| NF | 1.9% | 18.3 | 70.2 | 9.6 |
| PE | 2.9% | 24.5 | 61.8 | 10.8 |
| NS | 5.0% | 24.0 | 57.0 | 14.0 |
| NB | 4.0% | 33.0 | 59.0 | 4.0 |
| QC | 4.0% | 24.1 | 51.6 | 10.3 |
| ON | 9.3% | 30.0 | 52.9 | 7.8 |
| MN | 6.7% | 30.4 | 54.8 | 8.1 |
| SK | 9.5% | 31.7 | 43.7 | 15.1 |
| AB | 4.4% | 31.1 | 55.0 | 9.6 |
| BC | 5.1% | 28.9 | 56.1 | 9.9 |

B. Secondary Schools

| | Too Much Money | Enough Money | Too Little Money | Don't Know |
|--------|----------------|--------------|------------------|------------|
| Canada | 6.5% | 28.7 | 54.9 | 9.9 |
| NF | 3.8% | 13.5 | 76.9 | 5.8 |
| PE | 4.9% | 21.6 | 64.7 | 8.8 |
| NS | 8.0% | 23.0 | 59.0 | 10.0 |
| NB | 1.0% | 26.0 | 69.0 | 4.0 |
| QC | 5.0% | 30.0 | 53.6 | 11.5 |
| ON | 8.2% | 29.2 | 54.1 | 8.5 |
| MN | 7.4% | 30.4 | 54.1 | 8.1 |
| SK | 7.9% | 24.6 | 50.0 | 17.5 |
| AB | 5.2% | 30.7 | 53.8 | 10.4 |
| BC | 5.9% | 28.1 | 57.7 | 8.3 |

C. Post-Secondary Schools (i.e.: Colleges and Universities)

| | Too Much Money | Enough Money | Too Little Money | Don't Know |
|--------|----------------|--------------|------------------|------------|
| Canada | 9.3% | 27.1 | 53.2 | 10.4 |
| NF | 4.8% | 14.4 | 75.0 | 5.8 |
| PE | 4.9% | 23.5 | 62.7 | 8.8 |
| NS | 17.0% | 23.0 | 49.0 | 11.0 |
| NB | 4.0% | 24.0 | 64.0 | 8.0 |
| QC | 7.5% | 28.4 | 51.4 | 12.7 |
| ON | 10.9% | 27.0 | 54.1 | 8.0 |
| MN | 9.6% | 29.6 | 50.4 | 10.4 |
| SK | 10.3% | 18.3 | 55.6 | 15.9 |
| AB | 8.0% | 26.3 | 55.4 | 10.4 |
| BC | 8.2% | | | |

A substantial majority of Canadians (72 percent) agree ("strongly" and "somewhat") that "class sizes in the public school are so large teachers cannot spend enough time with every child". Only 22 percent disagree with this statement. As shown in Table 3, respondents under age 30 were consistently more positive in their attitudes toward schools and teachers than those over 50 on three of the five statements tested. CTF has interpreted this data to mean that efforts to improve the reputation of public education and teachers should focus on older people.

The entire report of the CTF National Issues in Education Poll consists of 11 sections, corresponding to 11 questions which sought public opinions on specific education issues and subtopics. The information presented here highlights only sections of the report. Further information, including computer tables, is available upon request.

Table 3

| | Agree ("strongly and somewhat") | | |
|--|---------------------------------|----------|-------|
| | All Canadians | Under 30 | 50 + |
| 1. Class sizes in the public school are so large teachers cannot spend enough time with every child. | 71.8% | 84.0% | 59.8% |
| 2. Teachers are now expected to do much more than in the past. | 58.8 | 72.4 | 52.2 |
| 3. Public schools give you good value for your tax dollar. | 50.0 | 52.4 | 51.5 |
| 4. Teachers are not paid enough compared with other professionals. | 38.2 | 51.1 | 33.2 |
| 5. For most students, a high school education - not college or university - is enough to get a good job. | 19.5 | 20.5 | 20.4 |
| "Don't Know" not shown | | | |

MY ROLE IN REFORM

by Claudette E.S. Coombs

Well, we are finally back to another year --; most likely another year of uncertainty, but definitely another year of change and challenge. Change always brings some level of apprehension but sometimes we forget that it is also an opportunity to effect positive transformations. Seeing the glass as half full (rather than half empty), we see that the current atmosphere around school leaves plenty of room for cooperative interventions. The key is to explore what I have to offer and determine how I can appropriately give it.

It doesn't require much time to list dozens of areas causing us personal and professional stress and to see the domino effect of each of these stressors. Just one issue, the weak economy, is causing people to "leave home" giving us declining school enrollments and fewer teaching staff. Because of this we have schools closing, positions lost, more crowded and multi-grade classrooms, restricted course selections, unwanted reassignments, fewer specialists, limited additional support or training, schools and communities in turmoil, and everyone counting up their losses, then trying to pick up the pieces. We do have an obligation, to ourselves, to salvage the best of what we have and together create something better.

Administrators and teaching staff within the education system can bring constructive assistance to the process of adjustment. Each of us possesses the expertise and has occasions, individually or jointly, to reinforce healthy attitudes and behaviours. We each may have our own reasons for not taking action but the present need causes us to think of reasons to become proactive.

Motivating factors which encourage action may include....

Apprehension: New teachers, experienced teachers and administrators benefit from a collective search for practical solutions. Withdrawing from, avoiding or criticizing a turbulent situation serves to generate mistrust and fear of the final outcome. Instead we need confidence and assurance. We have always had the ability to create this positive atmosphere, now we have the motivation.

Leadership: We each know that there are some things that we do very well and, of course, there are some things that someone else does much better. Now is a perfect time to expose personal talents and interest in leading the way to constructive action. This also has the fringe benefit of presenting the school as an example of productivity in the community.

Morale: Remaining optimistic, looking for potential benefits and taking advantage of opportunities to be helpful to colleagues will boost the spirits of everyone! We are living through a transition period and can profit by the experience through creative personal and group efforts.

Opportunity: We are sitting at the base of our own Mount Everest. Why not climb it together? The rewards can be unimaginable --; even breathtaking. Each obstacle is a challenge for creative problem solving. Some of us are obviously more creative and adventurous than others, but we all have the opportunity to support exploration, question approaches and propose alternatives.

How can I create a positive difference? Let's start with examining our attitudes...

Acceptance: We are definitely not clones of one another, which is a good thing! We are also not perfect --; which gives us something to work towards if we are so inclined. Everyone is entitled to her/his own opinion. Of course we know these facts, but do we really accept them? Do we accept the eccentricities of our

colleagues? Or the different values within a system or community? Can we coexist peacefully and contentedly and productively? Or are we struggling to establish a uniform environment which can never be?

Empathy: Yes, generally we understand that people have pain. But, have we taken time to discover what causes or eases it? Do we recognize that not everyone has the skills or internal cues that allow them to progress through change without difficulty? Can we identify when a colleague is in trouble --; or do we care? An important thing to remember --; it isn't enough for us to know, understand or feel the plight of a colleague, we also have to let him/her know that we know! The next step, naturally, is to offer our assistance.

Now, to look for behaviour changes

Decision Making: The process of shared decision making, which accommodates the concerns of all people affected, allows for greater support of the final decision. Even though I may not prefer the selected outcome, I can live with it because I was involved in collecting, presenting and incorporating preliminary information, searching for options, debating alternatives and making choices. I developed trust in the process and in the people carrying it out.

Support: As teachers, principals, or board office staff, we can feel isolated and disheartened if we receive destructive criticism instead of sensing collegial support. Showing support and encouragement does not mean we agree with every action, nor does it mean that we pretend to agree. But it does mean that we try to understand the circumstances, we acknowledge the difficulties and we show respect in challenging decisions and actions.

Trust: Trust is developed over time and is generally a personal judgement based on our interpretation of the information we take in. Unfortunately, we lose trust very quickly --; also a personal judgement. Too often we then become unwilling to trust again. If we believe something was done with "bad" intentions we tend not to trust the person nor the actions; however, if we believe someone did something "bad" but with good intentions, we are willing to give them a second chance to rebuild their credibility. This leaves a lot of room for mistaken conclusions. Right now we can't afford those risks. We need each other in order to achieve our highest potential as professionals. We can't do this without first beginning to trust the integrity and professionalism of others.

Learning to adapt to a changing environment does not mean that we lose our values or lower our standards. What it does mean is that we limit our distress by altering expectations. We adopt a practical and reasonable understanding of what can be achieved. By not expecting the impossible of ourselves, or our colleagues, we begin a healthier acceptance of our roles in life and the value of our individual contributions. A friend caused me to think a little differently when I overheard the comment "We're all in this ship together. Let's not make it the Titanic!".

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

BROADENING THE DEBATE

by Marita Moll and Bernie Froese-Germain

A Microsoft commercial asks, "Where do you want to go today?" As if in response, U.S. President Bill Clinton recently presented Americans with a euphoric technology-driven vision of the future: "Our effort to connect every classroom is just the beginning. But we cannot stop there. As the Internet becomes our new town square, a computer in every home --; a teacher of all subjects, a connection to all cultures --; this will no longer be a dream, but a necessity. And over the next decade, that must be our goal."

U.S. techno-culture critic, Clifford Stoll, has rightly dismissed all such hyperbolic rhetoric as "silicon snake oil". In the latest version of this old fashioned cure-all tonic, the computer is touted as a teacher of all subjects and a connection to all cultures. Planning to wire schools to the Internet has become a national "vision" for education.

Canadian politicians have been no less reluctant to play the "technology" card as a diversion while education budgets across the country are slashed and diminishing financial resources move teachers and parents to hold bingo and bake sales to provide basic resources like library books. But there are signs that the time for uncritical acceptance of these techno-utopian sound bites seems, mercifully, to be coming to an end. Increasingly, journalists, educators, parents and the general public are speaking out against the "silicon snake-oil" solution. The larger goals of society, not the presumed capabilities of technology, must form the basis for decisions made in education, they say. The need for more thoughtful consideration of issues and directions in the face of new economic and social realities is acute. We avoid it at our peril.

Taking Another Look

This article is the first in a five-part series on the evolving relationship between technology and education. It addresses the need to broaden the debate about the goals of public education. While the impact of new technologies and their promoters on this debate has been considerable, there has been little discussion lately about the role of education in the life of democratic societies and in the development of the individual.

The second article in this series will continue the discussion on "what [we] want an educational system to do and be" by examining some recent research on the characteristics of "good" schools. Despite the power struggles at the macro-level, at the level of the individual school, both Canadian and American polls show a generally high level of satisfaction with neighbourhood schools. What role do resources, technological or otherwise, play in the life of good schools?

The third article will examine some recent research concerning the impact of new information technologies on teaching and learning. A fourth will take a closer look at the acknowledged costs, hidden costs, and generally ignored costs associated with their introduction and maintenance as well as their impact on traditional resources. Finally, the series will offer some thoughts on appropriate roles for new technologies in the continuing search for improvement in teaching and learning.

Education and Work

The life of community, before the industrial revolution, was organized around agricultural activities and cottage industries. The work habits that these activities entailed did not suit the needs of the factories, which required workers to fit into rigid schedules and work patterns. "For all the bone-crushing labor demanded of the agricultural worker or the cottage weaver, the traditional rhythms of exertion and play were a world removed from the behavioral demands of industrial production. Work patterns were irregular, alternating between intense effort and idleness. Most work activities emanated from the home, and the distractions of

the family, the taverns, and the social web of the community limited any undivided commitment to work", says Shoshana Zuboff, noted Harvard social scientist, in her study of technology and the changing nature of work and power. She describes some of the elaborate schemes put in place by the early industrialists "to get the human body to remain in one place, pay attention and perform consistently over a fixed period of time".

To prepare efficient and effective workers for the newly industrialized society, the schools of the early 19th century emphasized conditioning. They taught cleanliness, obedience, regularity and industry as much as basic reading and writing skills. In certain British models of the time, "what was emphasized time and time again was not what the children learned but their clean and orderly appearance, the precision with which they marched into and out of school and classroom, the readiness with which they obeyed their teachers the habits of industry, or regularity, and of obedience which they imbibed".

Over the next 200 years, as society itself became conditioned to the new ways of working, supporting the concepts of responsible citizenship and developing humanistic values became an integral part of the work of schools. Noting the importance of this role, American educator and technology critic, Neil Postman, argues that schools do not just educate a public, they "create" a public. In the schools, future citizens learn about the social and cultural myths fundamental to democracy. It is, ideally, a story that binds, gives hope, and a unified sense of continuity, "one that tells of origins and envisions a future ". One example of a statement of goals and objectives of education which supports such a broad vision is the policy supported by teacher representatives to the Canadian Teachers' Federation annual general meeting: "The fundamental goal of education is the development of the intellectual, aesthetic, physical, emotional and ethical capacities of individuals Education programs must be designed to prepare students to become responsible members of society."

Education and Power

The goals of public education are a subject of constant debate and long-term negotiation, for those citizens who agree to share the costs of this endeavour also expect to share the benefits. During periods of rapid social change, this negotiation process intensifies and becomes part of the power struggle between various factions in society seeking to retain or augment their positions.

During the industrial revolution, according to Canadian economic historian, Harold Innis, new technologies which enabled the production of newsprint after 1800 also led to the spread of compulsory education. The newspaper empires supported compulsory education as they were, obviously, dependent on the existence of a large population able to read the papers.

Current pressures to deliver education electronically follow a similar pattern. Information technologies are of strategic importance to the empires of the 21st century. Social and economic patterns established over the last 200 years are changing rapidly. All current assumptions about work places, work tools, work schedules, the very nature of employment itself are being challenged. In this climate, it is not surprising that business lobbies of all kinds have become much more vocal about their expectations of a public education system. Practical skills and vocational training in the fields of information technology are commonly emphasized in the objectives sought by these groups. Recently, the Information Technology Association of Canada (ITAC), a lobby group representing 450 telecommunications and computer hardware and software industries, issued the following statement: "A renewed emphasis in education on mathematics, science and technologies related to computers, telecommunications, lasers, robotics, and micro-electronics generally will be essential to the schools of the future. A new learning paradigm to reflect the need of the future economy is needed."

Despite ITAC's confident stance, the details about this future economy, including the number and nature of the jobs it will create, is still a matter of intense debate. Noting that the elite "knowledge worker" will make up only a small percentage of the work force, respected economist, Peter Drucker, says that "the productivity of the non-knowledge services worker will be the social challenge of the knowledge society".

Concerning his predictions about work in the next century, he notes that: "This is far from a social change. It is a change in the human condition. What it means --; what are the values, the commitments, the problems, of the new society --; we do not know. But we do know that much will be different." Clearly it is not yet time to discard the experience of the last two centuries.

Whose Goals? Whose Objectives?

Determining the role of public education within the evolving social and economic structure must be an inclusive and ongoing social project. David Tyack and Larry Cuban put it well when they point out that "a crucial need today is to negotiate a common ground of purpose sufficiently generous, compelling and plausible that it can unify citizens in support of public schooling".]

We must consciously work to see through and expose the rhetoric of self-interested technophiles promoting "silicon snake oil". Internet connections and an emphasis on computers, telecommunications, lasers, robotics and micro-electronics will be a short-lived victory for those whose expectations for public education revolve only around an econometric model. Should such a limited vision be allowed to prevail, the world in which these technophiles live would be an impoverished one indeed.

Marita Moll is Head of Research and Technology and Bernie Froese-Germain is Research Assistant with the Canadian Teachers' Federation.

IDEAS FOR USING 386-BASED COMPUTERS

Not every application requires the best and the newest technology to work effectively. In schools where there are limited resources it is important that all available technology be used as effectively as possible. This not only means making the best use of newer computers, but also making sure that the best computers in the school are not tied up in applications that could be run as effectively with an older, slower machine. There are many applications used in K to 12 schools that can run well using a 386 computer.

One of the most common uses for 386 computers is for low-end Windows workstations. If the 386 computers have eight megabytes (M) of random access memory (RAM), they will function well in a computer lab running Windows 3.11. Microsoft Works and Microsoft Excel require less memory than WordPerfect 6.1 and run very well on a 386. One junior high teacher uses 386 computers in a computer lab which has a SLIP line to the Internet. Another use for 386 computers is for basic Web page construction and low-end graphics work. One school uses an old 386 in the library as an hypertext markup language (HTML) workstation. It is not networked and the students are allowed to type their HTML pages, save them to a disk and test them on the network when there is a station available. This frees the online stations which are in higher demand. Students can test their pages at the same station if a copy of Netscape is available on the hard drive.

There are also many games that can be played on a 386-based system. This gives students the chance to use a computer for recreational purposes when networked or faster machines are being utilized by others.

One of the most extensive uses made of 386 computers is in science or technology education labs. In science, 386 computers can be used for running the Vernier software for data acquisition. If the processor is a 386DX chip and the computer is equipped with 8M of RAM, the system can run the Vernier Windows software as well as the DOS-based version. If interface cards are installed, the machines can be used to keep time in physics experiments or to take temperatures in chemistry or biology experiments. Photo-gates, temperature probes and force meters are all measuring devices used in the junior and senior high curriculum. The 386 computers can also be used for science fair projects where a dedicated computer would be useful for applications such as long-term and continuous sensing for weather parameters.

There are many uses for 386 computers in the technology education lab setting. Most software for controlling lathes and milling machines is DOS-based. This can run easily on 386 computers. There are similar applications in technology education courses. Cadkey Light or Autosketch, version 2, will run on 386 computers and can be used in the technology design courses. "We use two 386s as network training stations," says one technology education teacher. "The students are given two 386 computers, two network cards, two copies of Windows 3.11 for Workgroups, a piece of cable, two Ts and two Terminators and asked to construct a two computer local area network (LAN) using peer to peer Win 3.11 to share files. The 386 computers could be used for constructing a small Novell 3.12 server so communications technology students can attach 386 Workstations."

Many schools have Vernier interfaces, Lego and other assorted odds and ends in their technology labs. The 386 machines can run older DOS software and, if they are 386DX machines that have 8M of RAM, they can run Q Basic and Visual Basic.

There are also many uses for 386 computers at the primary and elementary levels. Computers with as little as 1M of memory will run many pieces of DOS software that are appropriate for primary and elementary students. These include Kidkeys, Math With Manipulatives, Logo, Printshop, any of the older Learning

Company drill software such as Reader Rabbit, and many word processors such as Bank Street Writer, Children's Writing and Publishing Centre, and WordPerfect 5.1.

There are many other uses for 386 computers within the school setting. They may be set up as a kiosk to run the school library catalogue. A 386 computer and a printer can be set up in the teachers' work room. Teachers could then use Printshop to produce signs, or older versions of word processors to produce materials for which top-of-the-line processing speed is not required.

For a relatively small price, 386 computers can be upgraded to run most Windows programs from a server. The upgrade would require a new motherboard with an AMD 133 chip (approximately \$200), a \$55 video card and a 850 M hard drive (approximately \$150).

This article was compiled by partners of the Computers for Schools Project NewTel Communications Pioneers, Industry Canada, COOPERATION Agreement on Human Resource Development.

RESOURCES

Residential Energy Efficiency Database

Residential Energy Efficiency Database (REED) is a new information service available on the World Wide Web. This free service provides a wealth of information on energy usage, designing, building, renovating and operating, healthy energy efficient residential housing, as well as a continually upgraded, on-line educational information source in a self teaching format. REED is available on the World Wide Web at: <http://www.its-canada.com/reed/>.

Canadian Treasures CD-ROM

Canadian Treasures is an education CD-ROM which brings the wealth of rare records and media housed in the Canadian National Archives to light, giving them new life through the rich oral tradition of storytelling. Designed to enhance learning programs in Grades 5-12, Canadian Treasures uses a variety of media including photographs and paintings, stamps, maps, film, and broadcast clips to explore the history of the Canadian provinces and territories. To order copies of Canadian Treasures or for further information, contact VR Didatech, Tel: 1-800-665-0667; Fax: 694-299-2428.

Green Teacher

Green Teacher magazine is a quarterly magazine offering new curriculum ideas and reviews of dozens of K-12 teaching resources, all designed to enable teachers to promote environmental literacy and global awareness across the curriculum. In mid-October, all English-language and bilingual schools in Canada will be receiving a copy of the Fall edition of Green Teacher magazine. Copies will be addressed to "Librarian/Environment Contact". To obtain more information, contact Green Teacher, 95 Robert Street, Toronto, ON, M5S 2K5, Tel: 416-960-1244; e-mail: greentea@web.net; web site: <http://www.web.ca/~greentea/>.

FRENCHSTART

FrenchStArt consists of four cassettes-and-booklets (c-a-bs) which explain in English the four basic features of the French language. This program is designed for those who already have a good working knowledge of French but find themselves not being able to use it, or slowly losing it. This program shows you what French looks like through the English you already know before you go into the classroom. Copies can be ordered from FrenchStArt, 1001 Bay Street, #2419, Toronto, ON, M5S 3A6, Tel: 416-962-6825.

MI-NET

The Fisheries and Marine Institute of Memorial University of Newfoundland announces MI-NET, a World Wide Web site of fisheries and marine related information for the K-12 school system. This educational resource contains facts and WWW links for a wide variety of marine related topics, including ship building, the fishery, careers and fish species. It also provides an opportunity to contact Marine Institute experts directly for answers to fisheries/marine questions. Visit the site at: www.ifmt.nf.ca/minet.htm.

Teaching Overseas Handbook

The Teaching Overseas Information Handbook provides those interested in teaching overseas some details on what makes a successful overseas teacher, how to find a job, what to expect when one has been found, and what other resources exist to help out with the whole process. Copies are available for \$12.50 (including postage and handling) from Robert Barlas, R.R. #5, Belleville, ON, K8N 4Z5, Tel: 613-967-4902; Fax: 613-967-8981; e-mail: rbarlas@connect.reach.net.

CALENDAR of Upcoming Events

TECHNOLOGY EDUCATION

October 8-10, 1997

St. John's. Contact: Joe LaFitte,

Tel: 709-582-2861.

RELIGIOUS EDUCATION / SOCIAL STUDIES

October 16-18, 1997

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

11th ANNUAL NATIONAL MEDIATION CONFERENCE

October 23-25, 1997

Hotel Newfoundland, St. John's. Discoveries in the World of Mediation Conference. This conference will interest guidance counsellors, teachers, and others using mediation in the workplace. Presentations offering new and innovative approaches in a broad range of practice areas such as family, child protection, victim/offender, small claims, labour, environmental, education, workplace and insurance. Contact: Mediation Newfoundland & Labrador, Tel: 709-729-2258; Fax: 709-729-0784.

SCHOOL COUNSELLORS ASSOCIATION OF NF (SCAN)

November 5-7, 1997

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

VETERAN'S WEEK

November 5-11, 1997

Veterans Affairs Canada is developing products and activities, available free to educators, to help mark Veterans' Week in the classroom. Contact: Communications Division, Veterans Affairs Canada, Room 1520, 66 Slater Street, Ottawa, ON, K1A 0P4, Fax: 613-947-0990; website: www.vac-acc.gc.ca.

PRIME MINISTER'S AWARDS FOR TEACHING EXCELLENCE

November 21, 1997 (Nomination Deadline)

This program is now open to teachers in all disciplines. For information and application forms, Tel: 1-800-268-6608; e-mail: pmawards@ic.gc.ca; website: www.schoolnet.ca.

CANADIAN OVERSEAS TEACHER RECRUITMENT FAIR

February 13-15, 1998

University of Toronto Faculty of Education. Jointly sponsored by the University of Toronto and Search Associates. Teaching candidates can meet prospective overseas school administrators face-to-face. Contact: Bob Barlas, R.R.#5, Belleville, ON, K8N 4Z5, Tel: 613-967-4902; Fax: 613-967-8981; e-mail: rbarlas@connect.reach.net.

CONNECTED: SCHOOL LIBRARIES AT THE MILLENNIUM

May 14-17, 1998

Charlottetown, PEI. A national conference jointly sponsored by the Association for Teacher-Librarianship in Canada and the Prince Edward Island Teacher-Librarians' Association. Contact: Ray Doiron, Faculty of Education, UPEI, 550 University Avenue, Charlottetown, PE, C1A 4P3; e-mail: tlconfer@upei.ca; Conference Web Site: <http://www.upei.ca/~tlconfer/>.

The Chancellor's Group Conference Grant Program (valued at \$500) is provided to assist young teacher-librarians (under 35) to attend this national event. For grant applications and/or inquiries, contact: Victoria Pennell, ATLC Past President, P.O. Box 9, Pouch Cove, NF, A0A 3L0; Fax: 709-364-7744; e-mail: vpennell@calvin.stemnet.nf.ca. Deadline for applications is March 30, 1998.
