

THE  
**bulletin**

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Welcome  
Back





[Cover](#)

[There are Still Heroes](#)

by Lesley-Ann Browne

[Welcome Back](#)

by Brendan Doyle

[On Location Report](#)

CTF Annual General Meeting:

[Delegates Adopt Strategic Plan](#)

National Issues In Education Poll

[Poll Highlights](#)

[Lower Your Stress](#)

by Kathy Burford

[P.D. This Summer](#)

[Project Overseas '98](#)

by Keith Samuelson

[Project Overseas 1999/2000](#)

[Investments Top \\$50,000](#)

by William Abraham

[Teachers Honoured](#)

[1998 Pre-Retirement Seminar Registration Form](#)

[Stem~Net Report](#)

[Resources](#)

[Calendar of Events](#)

# THERE ARE STILL HEROES

by Lesley-Ann Browne

I have often been accused of being skeptical and unbelieving especially when it comes to human nature. I guess in some ways I am but with a firm belief that there is some good in everybody. And every now and then something happens that reaffirms my belief in human nature.

While attending the National Summer Games for Special Olympics in Sudbury, Ontario and the Provincial Summer Games for Newfoundland and Labrador Special Olympics held in Mount Pearl, I met a group of people who helped reaffirm my belief that good people do exist. I was surprised and somewhat amazed to discover that these people were teachers.

For those who are not familiar with Special Olympics, the organization offers sports, recreation, fitness and fun programs for individuals with a mental disability. Without question, the quality programs offered through Special Olympics provides opportunity for growth and improves the lives of the 19,000 athletes in Canada who participate. This number includes over 340 athletes who participate in Newfoundland and Labrador.

The games in Sudbury were quite the experience. Hockey greats Doug Gilmour, Eric Lindross, Mike Filino and others were on hand to welcome athletes and coaches. I expected people like them to be in attendance as most National Games invite well known celebrities to get more media and public attention for the event. What I did not expect, however, was to discover that the coaching contingent from Newfoundland and Labrador was made up mostly of teachers.

I wondered why teachers would give up their summer break to coach a group of Special Olympian athletes. After a year of teaching I would have thought that most teachers would have wanted to relax during their summer break. I pondered as to why the teachers would leave the classroom and then volunteer for a summer of hard work. Every day when a teacher enters the classroom they are faced with challenges, frustrations, and demands. But, as in coaching, there is also accomplishment, enjoyment and fulfilment.

The teachers who gave up their summer to ensure that the Special Olympians of Newfoundland and Labrador had memories to last a lifetime; who know a Special Olympian and witness their strength; who heighten their courage, and their pride; and who are dedicated to the cause --; are heroes. Teachers see and feel the passion for life that these athletes have. They see through the stereotypes and myths. It is encouraging to know that there are still heroes out there and great to know that they are teachers.

One looks back with appreciation to the brilliant teachers, but with gratitude to those who touched our human feelings.

--- Carl Jung, Swiss psychologist

# WELCOME BACK

by Brendan Doyle

This first edition of The Bulletin for 1998-99 provides me with an opportunity to extend a belated welcome back and express best wishes for the new school year.

For new teachers, I welcome you to the teaching profession. Remember to have faith that your daily, and sometimes hectic, experiences in the classroom will bridge the gap between theory and practice.

Education in this province has been under siege and is beset by conflicting forces. Elements of society, for example, call for increased emphasis on "life skills" to make up for poor parenting, while others call for a return to the so-called "basics". In essence, schools are being asked to be all things to all people --; an expectation that is impossible to fulfill, hence the resulting public criticism. How can schools be the cultural cement for society when the only constant in education has been change?

A real fallout from the expectation that schools embrace mutually exclusive goals is the fact that teachers' confidence has been eroded. Too much educational reform and restructuring, fuelled by public criticism of existing practices, has sapped our energies and dashed our hopes. In *What's Worth Fighting For Out There*, Hargreaves and Fullen tell society that "until it realizes that the quality and morale of teachers is absolutely central to the well being of students and their learning, all serious reform efforts are bound to fail". To teachers, the authors offer this caution: ". . . teachers cannot wait for society to get it right. They will become their own worst enemies if they do not take action to help break the current deadlock of despair that envelops public school systems everywhere."

It is fair and reasonable, in my opinion, that teachers look to their Association to provide leadership in breaking the "deadlock of despair", and in addressing the loss of confidence and low morale within the profession. We have witnessed a painful, protracted, and divisive debate relative to negotiations and pensions. A majority decision has been rendered in the usual democratic fashion, and it's now time to move on. Teacher certification and professional development represent but two of the many areas where teachers need to assert their influence and set a direction that is forged by teachers for teachers. Your Association has put plans in place to do so and will be providing information to you in the near future.

When collective bargaining was concluded in June, it was understood that the crucial issue of quality of work life for teachers and administrators was not adequately dealt with and would have to move to another forum. Accordingly, a comprehensive study of the workload of teachers will be conducted jointly by the Department of Education and the Association. Most recently, a special committee has been struck between the Department of Education and NLTA to provide some immediate direction with respect to administrator concerns. Specific communication to the membership on these two initiatives will be forthcoming.

My visits to literally hundreds of schools last year under the most trying circumstances served to heighten my already strong sense of pride in the teaching profession. I intend to continue these visitations this year and would welcome an invitation to visit any school, branch, or group of teachers.

Again, all the best for 1998-99, and may it prove to be a year of optimum personal and professional growth.

# ON LOCATION

## Provincial / National / International NEWS

### RAMEA

#### **Search and Rescue Squadron visits school**

This past June, students at St. Boniface All-Grade in Ramea received a visit from 103 Search and Rescue Squadron, Gander. The Grade 5/6 class invited them as part of a flight theme being studied in science. Clyde Dominic, Vice-Principal at St. Boniface, says the crew agreed to have all primary and elementary students tour the helicopter and to answer the many questions that students had for the crew members. "All students involved went to the helicopter landing pad in Ramea, and not only toured the helicopter, but also saw a search and rescue demonstration," he says. As a token of thanks from the students and the school, an appreciation certificate was presented to 103 Search and Rescue Squadron for an exciting day and a great learning experience.

### MUSGRAVETOWN

#### **Student participates in nation-wide geography competition**

What is the capital of Canada? Hannah Dickson, a student at Anthony Paddon Elementary in Marystown, knows the answer. She was one of three Newfoundland and Labrador students who competed in The Great Canadian Geography Challenge held at the Canadian Museum of Nature in Ottawa this past May. Liam Kavanagh, 12, from Holy Trinity Elementary in Torbay and Matthew Pothen, 11, from Baie Verte Middle School, also took part in the competition.

The Great Canadian Geography Challenge is a national student competition designed to help foster an interest in Geography among young Canadians. This year's competition was moderated by Alex Trebek, host of the television quiz show, "Jeopardy". This was Hannah's second year competing in The Challenge, after earning the title of provincial champion for the past two years. Peter Laracy, provincial coordinator for the competition, says that Hannah and the other students did an outstanding job. "The level of students this year it seems like their level of knowledge has been getting better every year," says Mr. Laracy. Some of the questions asked this year included: "Which large lake once covered most of the province of Manitoba?", "Name two of the three provinces that have provincial police forces", and "What body of water contains Akimiski Island?". The top two finalists in this year's national competition and the top two finalists in next year's competition will team up for the International Geographic Olympiad. The Canadian team took gold at the last international competition held in Washington DC in August 1997. Hannah placed seventh in Canada at this year's competition and is still eligible to participate again next year.

### CORNER BROOK

#### **Pucker up**

St. Gerard's Elementary principal Wynanne Downer puckered up and kissed a pig this past Spring, fulfilling a deal she made with students at the school. Ms. Downer agreed to kiss a pig if students from Kindergarten to Grade 6 would read 1,500 books from April 20 to May 19.

The idea came from parent volunteers Donna Butt and Dianne Lees, both of whom work with the school reading program. "We just wanted to find good, innovative ways that would encourage the kids to read," says Ms. Butt. The idea turned out to be a good one as students read over 2,200 books. One parent

commented that this initiative had a very positive effect on her son's reading and she applauded the school for their creativity and Ms. Downer for her flexibility.

Over 160 students registered for the Book Read project, and each filled out a reading log to chart their progress. Every time a book was read, the student would add a pig to the chain of pigs in the halls at St. Gerard's. The event culminated with an assembly on May 22, a date that would go down in the school's history as the day Principal Downer kissed a pig.

(Some information for this story was obtained from an article in The Western Star.)

## WOODY POINT

### **Ella Manuel Award winner**

This year's winner of the Ella Manuel Award, valued at \$1,000, is Natalie King, a Grade 12 graduate from Bonne Bay Academy in Woody Point. Natalie was selected from 23 applicants nominated by high schools from around the province.

This is the thirteenth year the award has been given in memory of noted Newfoundland writer, broadcaster, and feminist Ella Manuel, whose children's novel *That Fine Summer* was re-issued by Breakwater in 1995. The award assists young women graduating from high schools around the province in furthering their education.

Natalie has strong interests in both science and literature and is considering a career in journalism. Several of her poems have already been published in "Voices of the Young". Natalie says she would like the media to present a more informed viewpoint on issues such as human rights and the environment.

## ST. JOHN'S

### **Celebration of reading**

The annual book celebration was held at the Newfoundland School for the Deaf this past June. For over a decade students have been participating in either the McDonald's reading incentive program or the Pizza Hut Book It program. The Newfoundland School for the Deaf PTA generously presents each child in the Junior and Intermediate Departments with a new book and special prizes are awarded to the top readers. Brenda MacDonnell, Learning Resources Teacher at the school says the PTA also thanked classroom teachers and dorm staff for their support throughout the year by presenting tokens of appreciation. This year's outstanding readers were: Renee Pardy 849 books; Jonah Brown 810 books; and Wade Hillier 734 books. The Junior Department students read 6,692 books. Intermediate student results, by the hour, were: Waylon Coombs - 141 hours; Lia MacLean 125 hours; and Scott Collins 124 hours. Intermediate students read for a total of 1,397 hours.

### **NLTA staff changes**

The Newfoundland and Labrador Teachers' Association is pleased to welcome Don Ash to the replacement position of Administrative Officer, Benefits and Economic Services. Don will be replacing Barbara Lewis until December 23, 1998.

Prior to joining the Association, Don was Assistant Principal at Holy Spirit High School in Manuels. He holds a Bachelor of Science/ Bachelor of Education from Memorial University with a major in Mathematics, and a Masters of Business Administration from York University with a major in Organizational Behaviour/ Public Administration. He has taught within the province for 14 years and was previously an Employee Relations Representative with Amoco Canada Petroleum Company.

Don was elected to NLTA Provincial Executive in 1997 and has served as the Chair of the Group Insurance Trustees and a member of the Finance and Property Committee. While on Executive he also served as Chair of the Curriculum Committee and the Ad Hoc Committee on Joint Council Procedures. He was also a member of the Educational Leave Committee and the Investment Committee. He is past president of the Conception Bay South Branch and was also active in the Avalon Region Mathematics Council.

Due to his acceptance of the position in Benefits and Economic Services, Don has resigned his position on the Provincial Executive Council of the NLTA. His executive position has been filled by the next alternate, Rivlyn Galway of Gander.

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## 1998 NLTA Medal winner announced

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**Andrea Manuel** of St. John's is the winner of the Newfoundland and Labrador Teachers' Association Medal for the Spring Convocation 1998. Andrea convocated this past April with a Bachelor of Education (Primary French Immersion) Degree. Before completing her Education degree, she strengthened her subject knowledge by completing a Bachelor of Arts Degree (French/English). She convocated with a first class Bachelor of Arts in 1996.

Andrea has traveled to Quebec where she completed a portion of her B.Ed. at Université du Quebec à Trois-Rivières and Université du Quebec à Chicoutimi. She completed her Education degree with a 90 percent in her Internship at Vanier Primary School in St. John's.

While at Memorial, she was Assistant to the Executive Assistant to the Dean of Arts and a Monitor in the multimedia and language labs. She has been recognized for her academic excellence as follows: A.C. Hunter Travel Scholarship in French 1996-97; Faculty of Arts Dean's List 1996-97; Faculty of Education Dean's List 1993-94 and 1995-96; Dr. Ethel M. Janes Memorial Scholarship in Education , 1993-94, 1994-95 and 1995-96; and John Lewis Paton Scholarship 1993-94.

## NEWFOUNDLAND AND LABRADOR

### Remembrance Day activities

Each year the Royal Canadian Legion in Newfoundland and Labrador helps sponsor various Remembrance Day poem, essay, and poster contests in our schools. In 1996, with the assistance of former Lieutenant Governor Frederick Russell, it started a program titled the "Wall of Honor" whereby students were encouraged to bring in pictures of relatives who were veterans. These photos were then prominently displayed in the schools.

Once again this year many Royal Canadian Legion branches will be sponsoring various Remembrance Day activities. Schools and teachers are encouraged to contact the Royal Canadian Legion branch in their area for further information on these activities. The Legion would also like to acknowledge and thank all teachers who have unselfishly given of their time in the past to promote Remembrance Day activities in their schools. Teachers have involved students in meaningful ways in remembering the price paid in human lives to achieve and maintain peace, and to ensure that these sacrifices will not be forgotten or repeated. The Legion looks forward to this support continuing in the future.

### Community Historyboards update

The Community Historyboards Program was initiated in 1995 by the Johnson Family Foundation, in

partnership with the Newfoundland and Labrador Teachers' Association and the Museum Association of Newfoundland and Labrador, to give outdoor interpretation panels describing a community's own history to a number of communities around the province.

The purpose of the Program is to provide to each participating community a written, permanent, and highly-visible record of its history, heritage, and human interest stories. The objective is to make residents and visitors (especially the younger people) aware of the stories about the establishment of their communities and the people and events that have been important to their history.

Late in 1997, the Johnson Family Foundation hired Dale Russell FitzPatrick (formerly with the NLTA and the Encyclopedia) to devote full time to the task of co-ordinating the work. Ms. FitzPatrick says this Program contributes to pride and appreciation of each community's individual and very special past. "Good progress has been made with gathering and submitting material," she says, "but the Program is not yet complete." Of the 134 communities invited, 71 decided to participate, and many of their Community Historyboard Committees include teachers.

As you travel around the province, you are encouraged to take some time to look for erected Historyboards in the following towns: Battle Harbour, Bay de Verde, Botwood, Brigus, Carbonear, Cupids, Ferryland, Fogo, Fortune, Gambo, Gander, Grand Bank, Grates Cove, Greenspond, Harbour Breton, Harbour Grace, Heart's Content, King's Cove, Lamaline, La Grand'Terre-Mainland, Pilley's Island, Point Leamington, Ramea, Renews-Cappahayden, St. Vincent's, Salvage, Springdale, Sunnyside, Tilting, Trinity, Twillingate, Wesleyville, Whitbourne, and Winterton.

### **Essay writing contest winners announced**

The Literacy Development Council of Newfoundland and Labrador are pleased to announce the following winners for the Literacy Action Day Writing Contest held in February 1998: Grades 1-3: Bradley E. Tuck, Perlwin Elementary, Winterton (First Place); Craig James (C.J.) Pritchett, Gander Academy, Gander (Second Place); Brittany Benoit, A.P. Low Primary, Labrador City (Third Place). Grades 4-6: Jonathan Strickland, Our Lady of Mercy, St. George's (First Place); Joshua Devereaux, Matthew Elementary, Bonavista (Second Place); Megan Bennett, Cassidy Memorial Elementary, St. Fintan's (Third Place); Laura Andrews, Bishop Abraham Elementary, St. John's (Third Place). Grades 7-12: Troy Larson, Menihek High School, Labrador City (First Place); Gaetan Kenway, Jamieson Academy, Winterland (Second Place); Katrina Warren, LeGallais Memorial, Isle aux Morts (Third Place). The Literacy Development Council congratulates all the winners and extends a special appreciation to all who participated in the contest.

## CANADA

### **Telecommunications volunteers committed to education**

The Telephone Pioneers demonstrated their commitment to education, literacy and positive self-concept in children by pledging to deliver "I Like Me!", a new school program, to 250,000 students across North America during the 1998-99 school year.

A product of Kindergartners Count Inc., a non-profit organization working in partnership with the Telephone Pioneers, "I Like Me!" is a 12-week program aimed at encouraging a positive "self-concept" in kindergarten-age students. Fundamental to the program is a reader personalized for each child. These books contain statements using the child's first name, the names of two of their friends, their teacher, school and community. Teachers are supplied with a lesson plan developed with the Kindergarten curriculum in mind. The "I Like Me!" program is supported by national education organizations including the Canadian Association of School Principals and the National Association of School Psychologists.

The Telephone Pioneers, a North American community service organization founded in 1911, is comprised

of more than 800,000 current and retired telecommunications company employees. The organization's primary focus is enhancing education.

### **Prime Minister's Awards for Teaching Excellence**

The Prime Minister's Awards for Teaching Excellence are an ideal way for Canadians to recognize teachers whose skill, dedication and infectious enthusiasm lead students to look beyond the textbook, the classroom walls and final exams to see a world of opportunity.

The awards honour teachers from all disciplines who have made extraordinary efforts to prepare students for the challenges of a knowledge-based economy by improving student achievement, developing student skills, promoting student interest and participation, showing commitment and leadership, and creating and using exemplary teaching practices. If you know such a teacher, please consider nominating him or her for an award. Contact us to receive a copy of the nomination guidelines and form at: Prime Minister's Awards for Teaching Excellence, Industry Canada, Room 713, Heritage Place, 155 Queen Street, Ottawa, ON, K1A 0H5; Tel: 1-800-268-6608; e-mail: [pmawards@ic.gc.ca](mailto:pmawards@ic.gc.ca); web site: <http://www.schoolnet.ca>. Nomination deadline is November 20, 1998.

### **YTV Achievement Awards**

The search is on to find Canada's outstanding young innovators, achievers, performers and heroes. From these amazing young Canadians will come the recipients of the 10th Anniversary YTV Achievement Awards. Winners will 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 following 15 categories: Acting; Band/Musical Group; Bravery; Dance; Business; Environmental; Innovation/Science and Technology; Instrumental; Public Service; Specialty Performance; Sports; Visual Arts; Vocal; and Writing. The fifteenth category is the Terry Fox Award which is given to an individual or group best exemplifying the dedication, determination and spirit for which Terry Fox is best remembered. Postmark deadline for submissions is November 6, 1998 at 5:00 p.m.

For information or nomination brochures, contact: YAA! YTV Canada, Inc., Box 369, Station C, Toronto, ON, M6J 3N1, Tel: 416-530-5164, Fax: 416-530-5181, e-mail: [yaa@ytv.ca](mailto:yaa@ytv.ca), web site: [www.ytv.com](http://www.ytv.com).

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CTF Annual General Meeting  
**DELEGATES ADOPT STRATEGIC PLAN**

Teachers representing every province and territory in Canada gathered in Ottawa from July 9 to 11 to attend the 1998 Annual General Meeting of the Canadian Teachers' Federation. One resolution adopted by delegates will guide much of CTF's work during the coming year.

Delegates approved a CTF Strategic Plan, developed over the last 12 months, entitled Above All Quality Public Education. One of the goals of the plan is for CTF to develop, by the end of 1999, a vision document describing the profession's view of the changes, directions and conditions needed for high quality public education. Another goal will be to lead, by the end of 2003, the Council of Ministers of Education, Canada to endorse goals aimed at improving public education which are consistent with CTF policy. The two other goals are to lead the Government of Canada to enact legislation and/or implement programs that concern teacher organizations, and to support continuous professional learning within CTF Members by providing, annually, CTF projects and events that are pertinent, timely and valuable to the work of teacher organizations. Each goal is accompanied by strategies to ensure its implementation.

Delegates also adopted a policy statement containing a series of principles on curriculum. These principles address such matters as the need for equity, time, resources, teacher autonomy, opportunity for input from the broadest possible community representation, and a recognition that teachers must have the primary role in and control of curriculum development.

As a result of other resolutions adopted by the AGM, CTF will be opposing and monitoring the negotiations for a Free Trade Agreement of the Americas and will be preparing a response to the statement on education by the Ministers of Education of the Americas delivered in Merida, Mexico in February 1998. In addition, CTF will lobby the Canadian Government to work towards having the United Nations Declaration on Human Rights and its Conventions as a legally binding document.

Another resolution directs CTF to continue to give high priority to on-going programs and processes for consulting and educating Member organizations on matters related to curriculum, instruction and student evaluation as an integral part of its Strategic Plan.

The meeting was punctuated by a number of very interesting special sessions. One of those sessions involved a presentation entitled: "Globalization and the Civil Society" by Dr. Robert Moore, former Guyanese High Commissioner and a retired officer with the Canadian International Development Agency. Dr. Moore defined civil society as "those organizations, institutions and groupings that exist outside the government structure and are not under government's control." They exist to express the legitimate interests, perspectives, concerns and enthusiasm of citizens. He called civil society "the life support system of democracy" and challenged educators to become more involved in it.

In another special session, Canadian author and broadcaster, Irshad Manji, spoke of "Education for a Democratic Society." She defined democracy as "a system of social governance that affords all of us the opportunity and the responsibility to make a difference." She spoke of the need that all human beings, but especially students have to feel respected and useful, and stated that teachers must foster an ethos, a spirit of education. She stressed the importance of teachers seeing their students as more than mere receptacles, and stated that, to rediscover relevance, schools must be well-rooted in their communities.

A third special session featured a panel on International Development Assistance Programs (IDAP). CTF trustee, Carla Pierson described CTF's Project Overseas as a program designed to enhance teaching and learning around the world. "It's much more than just a feel good project," she said. She called it a

mechanism for initiating positive change, and a chance for teacher organizations to work together. Roger Ferrari representing SNES (France) spoke of the cooperative ventures undertaken in the past between CTF and his organization. He invited teachers to resist the current trend toward looking inward. He stated that because of globalization and centralized economic power, cooperation was more essential than ever. CTF's retiring Director of International Programs, Robert Barker, explained that the CTF Trust Fund is the Federation's charitable wing which, since the early 1970s, has included CTF's international activities. He stated that: "after many years of strong commitment, some Member organizations seem to be showing signs of fatigue." He appealed to Members not to give up, stating that the needs are now greater than ever, particularly in the area of in-service training in developing countries.

In the last special session, Linda Dale spoke about the "Mapping Our World" project. It involves three-day workshops with young people aged 10 to 15 years in eight developing countries and in five centres in Canada. Children describe their lives through drawings, paintings, writing, photographs and videos. The second phase involves a travelling exhibition and web site designed to increase understanding of international children's rights issues.

During the last session of the AGM, Marilies Rettig from Ontario was elected President-designate, while Françoise Beaulieu from New Brunswick, Diane Beresford from Manitoba, Diane Chénier from Ontario and Fran Galbraith from Alberta were elected to serve one-year terms as CTF Vice-Presidents. Jan Eastman from British Columbia begins the second of a two-year mandate as CTF President.

During their stay in Ottawa, delegates and their families were warmly hosted by CTF and a committee of local Ontario teachers. The CTF Annual General Meeting next year will be hosted by the British Columbia Teachers' Federation and will be held in Vancouver where planning is already well underway.

### **President's Address to CTF Annual Meeting**

In her presidential address to delegates attending the 1998 Annual General Meeting of the Canadian Teachers' Federation held July 9 to 11 in Ottawa, Jan Eastman told her listeners: "It is my hope that we will use this time together to consider wisely the directions we are taking, the battles we must fight, the needs of teachers, the changing world of the children we teach and the status of the teaching profession."

"It is a time," she added, "brief though it may be, for us to look at the big picture, to share, listen, deepen our mutual understandings, and to revisit our common interests and the cloth that binds us together."

"There is no doubt," said Ms. Eastman, "that globalization, fueled by new information and communications technologies, is having remarkable effects on our lives, our governments, and our education system. We continue to face unprecedented challenge and extraordinary change in both pace and extent."

But the teacher leader stressed the need to understand the impact of globalization, stating: "With the virtual barrage of daily news on the subservience of labour to economic growth, the unfettered movement of capital and the need to compete on a global scale, it sometimes seems that we have stepped back in history to the days when kings ruled by divine right, except that today, we talk about the divine right of the marketplace and of free enterprise."

"Change is a part of life," said Eastman, "but we make choices about what we change, how we change, and for what purpose. We can opt to be victims of change imposed by others, or choose to put forward our vision for positive change to enhance the quality of public education, to create more and better opportunities for students, and to address the real and changing needs of students and the public as we enter the 21st century."

"This calls for renewed efforts to build partnerships, coalitions and alliances among ourselves, with others

and with society, and to reach out to parents, to the public, to politicians, and to the business community in order to identify our common interests and to articulate our priorities in defence of our proud profession and in support of the vital institution of public education."

On the issue of education funding, Ms. Eastman stated that she didn't know whether reduced funding for education was a symptom of a deliberate agenda to erode public confidence in public schools, or was a result of government debt and deficit battles as a consequence of the reduction of transfer payments and the general offloading to the provinces by the federal government. "However," she said, "now is the time to push, and to push hard in this area, especially since public opinion consistently supports increased funding to elementary and secondary schools, and because some governments have begun to put more money into education. While it may not be anything more than catch-up, it is a positive trend, and therefore very welcome indeed!"

Still on the question of funding, Ms. Eastman said that privatization, including charter schools, increased funding to private schools, private-public partnerships to build schools, and the whole trend toward education being considered as a commodity to be bought and sold, are all major concerns for teachers and teacher organizations.

On the question of her federation's relationship with the federal government, Ms. Eastman said: "CTF's lobbying efforts never cease. We have recently presented briefs and lobbied on such important issues as the children's agenda, the seniors' pension benefits, reinvestment in social programs and increases in transfer payments." She added: "But we all know how the federal and provincial governments play off each other, and it's usually to the detriment of public education, education programs, and assistance for children and people in need."

"Since the late 80s, we have witnessed a definite move by governments of different political stripes to centralize decision-making, funding, curriculum and bargaining structures, while decentralizing implementation and accountability. This trend means that issues of governance remain high on our list of priorities --; especially the role of trustees and school councils. We must also work to ensure a meaningful role for parents."

"Issues of professionalism," said Ms. Eastman, "not the least of which are teacher autonomy, the right to exercise professional judgement, and the right to speak with authority on matters of curriculum and assessment, uses and abuses of standardized testing, and technology in the classroom remain of paramount importance to us."

## POLL HIGHLIGHTS

The following provides highlights of the national public opinion poll conducted in April 1998 for the Canadian Teachers' Federation 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 in the report are based on telephone interviews conducted between April 23 through April 29, 1998. The sample of phone numbers chosen was drawn by recognized probability sampling methods to ensure that each region of the country was represented in proportion to its population, and by the method that gave all residential telephone numbers, both listed and unlisted, an equal chance of being included in the poll. The 2,267 interviews conducted to derive the results of this survey consisted of interviews carried out in 102 homes in Newfoundland and Labrador, 102 in Prince Edward Island, 100 in Nova Scotia, 100 in New Brunswick, 503 in Quebec, 500 in Ontario, 134 in Manitoba, 117 in Saskatchewan, 254 in Alberta, 253 in British Columbia, and 102 in the Yukon and Northwest Territories combined.

### How Do Canadians Grade the Schools?

Q: Students are often given grades of A, B, C, D and F for Fail on their report cards. Suppose the schools in your province and in your community were graded in the same way. First, what about the schools in your province, what grade would you give them? What about the schools in your community, what grade would you give them?

- Canadians surveyed continue to give higher grades to schools in their community than to schools in their province as 54% compared to 46% respectively graded these schools A or B in 1998.
- Over three-quarters (72.6%) of respondents in Newfoundland and Labrador graded their community schools an A or B in 1998 compared to half of respondents in British Columbia.
- Six in ten parents with children in elementary or secondary schools grade schools in their community A or B compared to about half of respondents without school children.

### What are the Serious Problems in the Public School System?

Q: Thinking of the elementary and secondary public school system, is each of the following a serious problem, somewhat serious problem, not very serious or not a serious problem at all?

#### A. Lack of Government Funding

- Over 8 in 10 Canadians surveyed consider lack of funding for the elementary-secondary public school system a serious problem (very or somewhat).
- 85% of parents with children in public schools consider lack of funding a serious problem marginally exceeding the 82% of respondents without school children who expressed the same view.
- 96% of teachers surveyed consider the lack of funding a serious problem including 7 in 10 teachers who consider it a very serious problem.  
(88.2% of respondents in Newfoundland and Labrador considered lack of government funding a serious problem.)

#### B. Lack of Parental Involvement with their Children's Education

- 8 in 10 Canadians surveyed consider lack of parental involvement a serious problem (very or somewhat) including over 4 in 10 who consider it a very serious problem.
- Half of 18 to 29 year olds surveyed consider this issue very serious compared to 4 in 10 Canadians 50

years of age and over.

- Almost 9 in 10 teachers consider lack of parental involvement a serious problem including over half of all teachers who consider it a very serious problem. (72.5% of respondents in Newfoundland and Labrador consider lack of parental involvement with their children's education a serious problem.)

### C. Insufficiently Challenging Curriculum

- Almost two-thirds of Canadians surveyed consider this a serious problem (very or somewhat) including almost one-quarter of all respondents who consider this problem very serious.
- 68% of respondents with a university or college education believe this is a serious problem compared to 57% of respondents with an elementary school education.
- 6 in 10 teachers surveyed consider this problem serious including almost 2 in 10 who consider it very serious.
- About half of Canadians surveyed who graded their community schools an A also indicated an insufficiently challenging curriculum as a serious problem compared to three-quarters of respondents who graded them an F. (55.9% of respondents in Newfoundland and Labrador consider an insufficiently challenging curriculum a serious problem.)

### D. A Short School Year

- 4 in 10 Canadians surveyed consider this problem serious (very or somewhat) and 16% consider it very serious.
- Older Canadians consider this a more serious problem as 52% of respondents 60 years of age and over feel it is serious compared to 34% of 18 to 29 year olds surveyed.
- One-quarter of teachers surveyed consider this problem serious and 7% believe it is very serious.
- Over half of respondents with elementary education consider this problem serious compared to 38% of respondents with a university or college education. (58.8% of respondents in Newfoundland and Labrador consider a short school year not a serious problem.)

## Views on Taxes, Teacher Workload and Student Preparation to Learn

Q: Can you tell me how much you agree or disagree with the following statements?

### A. Class sizes in the public schools are so large teachers cannot spend enough time with every child

- 3 in 4 Canadians surveyed agree (strongly or somewhat) with this statement including almost half of all respondents who agree strongly.
- 86% of respondents 18 to 29 years of age agree with this statement compared to 55% of Canadians 60 years of age and over.
- 79% of Canadians who graded the community schools an A agree with this statement compared to 53% of respondents who graded them F.
- 77% of Canadians with a university or college education agree with this statement compared with 63% of respondents with elementary school education. (78.4% of respondents in Newfoundland and Labrador agree that class size in public schools are so large teachers cannot spend enough time with every child.)

### B. Teachers have a lot more stressful job than most people realize

- 3 in 4 Canadians surveyed agree (strongly or somewhat) with this statement including 45% of all

respondents who agree strongly.

- 81% of respondents 18 to 29 years of age agree with this statement compared to 67% of Canadians 60 years of age and over.
- 82% of Canadians who graded the community schools an A agree with this statement compared to 64% of respondents who graded them F.  
(78.4% of respondents in Newfoundland and Labrador agree that teachers have a lot more stressful job than most people realize.)

#### C. In general, by the time they enter elementary school, children are prepared to learn with a background of experiences and resources

- About 6 in 10 Canadians surveyed agree with this statement although fewer than 1 in 5 agree strongly.
- 77% of respondents in Newfoundland agree (strongly or somewhat) with this statement compared to 55% of respondents in British Columbia.
- Two-thirds of respondents in the 30 to 39 year age group (within which most parents of elementary students fall) agree that children are ready to learn when they enter elementary school.
- 68% of respondents with family incomes of \$24,000 or less agree with this statement compared with 59% of those with family incomes of \$60,000 or more.  
(76.5% of respondents in Newfoundland and Labrador agree that in general, by the time they enter elementary school, children are prepared to learn with a background of experiences and resources.)

#### D. Teachers are now expected to do much more than in the past

- About 6 in 10 Canadians surveyed agree with this statement including about one-third of all respondents who agree strongly.
- Two-thirds of respondents 18 to 29 years of age agree with this statement compared to 47% of Canadians 60 years of age and over.
- Two-thirds of Canadians surveyed who graded the community schools an A agree with this statement compared to 4 in 10 respondents who graded them F.  
(56.9% of respondents in Newfoundland and Labrador agree that teachers are now expected to do much more than in the past.)

#### E. Public Schools give you good value for your tax dollar

- Slightly more than half of Canadians surveyed agree with this statement including 16% of all respondents who agree strongly.
- 59% of parents surveyed, with children in public elementary and secondary schools, agree that public schools give good value for your tax dollar and 52% of respondents without school children felt the same way.
- 73% of Canadians surveyed who graded the community schools an A agree with this statement compared to 22% of respondents who graded them F.
- 56% of respondents with family incomes of \$60,000 or more agree with this statement compared to 48% of Canadians surveyed with family incomes under \$15,000.  
(70.6% of respondents in Newfoundland and Labrador agree that public schools give good value for the tax dollar.)

#### F. Teachers are not paid enough compared with other professionals

- 39% of Canadians surveyed agree with this statement including 16% of all respondents that agree strongly.
- 7 in 10 teachers surveyed agree that they are not paid enough compared with other professionals.

- 57% of respondents 18 to 29 years of age agree with this statement compared to one-quarter of Canadians surveyed that are 60 years of age and over.
- Almost half of Canadians surveyed who graded the community schools an A agree with this statement compared to one-third of respondents who graded them F. (45.1% of respondents in Newfoundland and Labrador agree that teachers are not paid enough compared with other professionals.)

### Public Education Priorities

Q: If more money is spent on the public education system, which one of these would you improve first or give the highest priority? Reducing Class Sizes; Teacher Training and Upgrading; Services for Students with Special Needs; More Computers in the Classroom or Improving Safety and Security in the Schools? (see table)

- One-third of Canadians surveyed consider reducing class sizes as the highest priority followed by 1 in 5 favoring services for students with special needs and 1 in 6 opting for teacher training and upgrading.
- Over half of teachers surveyed placed highest priority on class size reduction while almost one-third favored services for students with special needs.
- Younger Canadians surveyed were more likely to give highest priority to class size reduction while opinions were more divided among older workers.
- Reducing class sizes was viewed as a higher priority by respondents in higher income groups.

Highest Priority if More Money is Spent on the Public Education System												
Problem	Canada	NF	PE	NS	NB	QC	ON	MN	SK	AB	BC	Terr's
Reducing class sizes	34.1%	36.3%	32.4%	38.0%	33.0%	27.0%	35.8%	35.8%	41.9%	44.5%	39.1%	40.2%
Services for students with Special Needs	20.7	25.5	21.6	15.0	24.0	32.2	16.8	16.4	13.7	15.4	15.0	16.7
Teacher Training and Upgrading	16.6	9.8	12.7	13.0	18.0	16.5	16.6	14.9	15.4	15.0	17.0	17.6
More Computers in the Classroom	13.4	16.7	22.5	20.0	12.0	11.1	14.8	10.4	15.4	13.8	14.2	12.7
Improving Safety and Security in the Schools	12.6	10.8	9.8	13.0	12.0	10.1	13.6	18.7	9.4	8.7	13.4	11.8
Don't Know/Refused	2.7	1.0	1.0	1.0	1.0	3.0	2.4	3.7	4.3	2.8	1.2	1.0
TOTAL	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%

If you require more information on the National Issues in Education Poll, contact [Lesley-Ann Browne](mailto:labrowne@nlta.nf.ca), NLTA Communications Officer, Tel: 709-726-3223, Ext. 228 or toll-free 1-800-563-3599; or e-mail: [labrowne@nlta.nf.ca](mailto:labrowne@nlta.nf.ca).

Improving Communications  
**LOWER YOUR STRESS**  
by Kathy Burford

Communication is at the heart of our lives and necessary in living and working with others. Clear communication can be the glue that keeps relationships with others growing. It is the tie that binds us and helps us to know one another better. It is how we problem solve and co-operate. Through interactions we get to know ourselves better. It helps us to organize our lives. And even with small changes, we can earn big dividends. Good communication takes time and effort and is a continuous process. When communication is faulty, it can keep us separate from others through misunderstandings and bad feelings. Poor interactions create many problems and frustrations within marriages, families and at school. There are steps we can take to improve our communication and, in turn, our personal and work relationships.

Good communication is often just good common sense. There are times, in certain situations, when our interactions are better than at other times. Becoming aware when our communications are satisfying, helps us to identify when we are on the right track. Our goal then is to apply those skills more consistently and on a more frequent basis. We need to also pay attention when communications are not satisfying because we can learn something from that, as well. Think back over the interactions you had today. You might have spoken with family members, friends, colleagues, students or parents, and even someone you didn't know at all. How did it go? Was there anything different with those communications that went well as compared with those that didn't? Looking back on it, could you have tried something different to improve the communication. What about your body language and tone of voice as you were speaking? Did you get the response that you had hoped for?

People usually point to good communication as having some of the following ingredients:

- 1) It is like a dance, each person having the opportunity to lead and to follow. There is a feeling of being listened to and understood with the right amount of time to express just what I wanted to say.
- 2) It is comfortable and respectful. I learned something new and entirely different than what I had expected.
- 3) There is an openness to share and see things from other perspectives. We could see the humour of taking oneself too seriously.
- 4) The conversation was meaningful and it was a precious moment of being together.
- 5) We laughed until the tears rolled down our faces. And then we laughed some more.

As in dancing, good communication has a rhythm and moves the dancers from point A to B. Faulty communication doesn't move anybody. It is like a competition where someone tries to win at another's expense. We've all had experiences like that and they don't feel very good. In fact, no one wins because each person is left feeling upset and with bad feelings. Good communication gives each party the chance to talk and be heard and understood. If you find yourself dominating the conversation, stop, and invite the other person in. If you find someone else dominating the conversation, excuse yourself for interrupting, and take the lead to share your views.

It is also easy to fall into speech pattern traps which muddy what you want to communicate. For example, the simple habit of starting a conversation with a "why" question can put the other person on the defensive. Developing a way of talking that expresses your true feelings can be more important than your words. Your smile can send the message that your teasing is caring, not sarcastic. In other situations, your smile can

convey a message of caring and showing that the other person is acknowledged and valued.

Change and conflict are natural stages of people being together over time. Cooperation and compromise are what keep people interacting in a positive manner. If there is tension between yourself and another, say what's bothering you by being specific with an "I" message such as, "I feel upset when rather than a "You" message such as, "You are always " Listen to the other party without comment, defence or disagreement. Discuss details and avoid old issues. The worst you can do is to keep your feelings bottled up to the point of never sharing what is really on your mind. Instead, seek resolution to issues and negotiate to agreement, even if it's to disagree. Be aware that you might be misunderstood, particularly when tensions are high. Listen and ask questions to help clarify if you seem to be at different places of understanding. At times, it is useful to repeat back what is said so that you both are in tune. Take a break if necessary to cool off and think about how to take a different approach. Be ready to be wrong or equally guilty and acknowledge it if that is the case.

School environments are a hub of activity and, at busy times, it is easy to forget to take the time to send positive messages to one another. School administrators can create an atmosphere of caring through acknowledging the efforts and initiatives of staff members. Everyone likes to be validated for their hard work and creative ideas. On an individual level, how often have you taken the time to compliment a colleague or even the school principal? Creating a "culture of caring" goes a long way for a school to operate with far less stress.

Verbal communication takes up about 50% of our time. It's easier to send and receive the right message when you understand the effect that your presentation has on others. Professionals in radio and television practice to make their speech patterns friendly and persuasive. So can you. Consider new approaches to improving communications both at home and school. You can start today by sending three positive messages and you may be surprised with the results. Quite likely, both you and the receiver will feel better, and you will have begun to create a "culture of caring."

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If you are experiencing a work-related or personal problem, or would like information about the Employee Assistance Program for teachers, you can contact EAP Coordinators at the NLTA, [Kathy Burford](#) (Ext. 242) or [Claudette Coombs](#) (Ext. 265)

## CONTACT and Developing Successful School Institute

### **P.D. THIS SUMMER**

The Conference on New Techniques and Classroom Teaching (CONTACT) was hosted by NLTA this past summer. Teachers from the Nova Scotia Teachers Union, the New Brunswick Teachers' Association, and the Prince Edward Island Teachers' Federation joined their colleagues from the Newfoundland and Labrador Teachers' Association for a conference that was, in the words of the delegates, "great, well-organized, with a real Newfoundland flavour".

There were 112 delegates in attendance at CONTACT this year which was held at the Sir Grenfell College in Corner Brook from August 16 to 19.

The keynote address was given by Wayne Russell, a teacher and past Executive Director of the Newfoundland and Labrador Teachers' Association. He spoke on "What Is School?", a thought-provoking commentary on the school, and its purpose. A great start to the conference.

Throughout the four days in Corner Brook teachers attended concurrent sessions on Whole School Mentoring, Meaningful Activities for Generating Interesting Classrooms (MAGIC), Assessment and Accountability, Multiple Intelligences, Creating Intentionally Inviting Classrooms, and Brain-Based Learning. Delegates at the conference found the sessions to be "inspiring, informative, and practical." A final address was given by Clar Doyle who provided a humorous and inspiring finale to Contact '98.

The conference involved more than sitting in the classroom and included a great deal of interacting. One event which really brought the group together was the Salt of the Earth Competition. Provincial delegates competed in a variety of creative challenges to win a "coveted" trophy. The teachers from Newfoundland and Labrador promised to win it back from NBTA at CONTACT '99.

If you are interested in more information about CONTACT, get in touch with the [Professional Development](#) Division of the NLTA. If it looks like something you would like to do next summer, apply through your Branch. An application for CONTACT '99 will also be published in a spring edition of The Bulletin. Next year's conference host is the New Brunswick Teachers' Association, date and exact location to be decided.

#### **Developing Successful School Institute Leading a Learning Organization**

In light of the reforms facing schools today, now more than ever, administrators need opportunities to come together to share ideas, gain insights and develop the strategies needed to facilitate these changes. A group of administrators from this province had such an opportunity when they attended the Developing Successful School Institute: Leading a Learning Organization, held at Mount Allison University in Sackville, New Brunswick, July 6 to 10. The institute was sponsored by the New Brunswick Department of Education, New Brunswick Teachers' Association, Prince Edward Island Teachers' Federation, Nova Scotia Teachers Union, and the Newfoundland and Labrador Teachers' Association. Administrators from four of the Atlantic provinces attended the institute, with Newfoundland and Labrador having the largest number of participants.

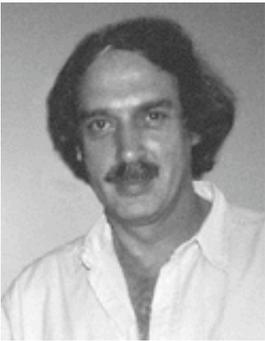
Noreen O'Haire, a dynamic instructor, facilitated the institute. Her stimulating and informative sessions gave participants valuable knowledge on topics such as building a positive school culture, personal mastery leadership, establishing collaborative teams, developing a shared vision, systems thinking, and so much more. Small group sessions gave administrators a chance to share ideas and work together to find solutions to common concerns. In addition, time was set aside for individual processing and planning. Participants were engaged in daily reflection exercises that they used to plan for their own situations. "Daily reflection time was wonderful!", was the response from one individual.

The institute was a refreshing way to bring one year to a close while providing inspiration to begin another. It was a time for personal and professional growth through reflection, sharing, learning, and a time to build new friendships. This institute planted the seeds for future growth and administrators left with knowledge of various strategies needed to lead educational change within their own schools.

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## PROJECT OVERSEAS '98

by Keith Samuelson



Late one February afternoon last winter I received a telephone call offering me the experience of a lifetime. An official from the Professional Development Division of the NLTA graciously informed me that my application for Project Overseas had been accepted and that I would be working with teachers in India during July and August. Further information from the Canadian Teachers' Federation was to follow.

Within a couple of weeks the team leader for our project called and shared my excitement. A retired Superintendent of Curriculum for Toronto, she had worked previously in the Caribbean and Brunei and was ecstatic about our posting. For the first time, the CTF was implementing a "Train the Trainer" program and six Canadian educators were selected because our qualifications corresponded with the topics requested by the All India Secondary Teachers' Federation. She felt confident that we would rise to the occasion since we were all experienced presenters who had, between us, visited every major continent on the planet. It was also noteworthy that as a team composed mainly of maritimers and westerners, we literally represented our country from coast to coast.

Over the next couple of months the six of us corresponded regularly by telephone, fax, Canada Post and e-mail to prepare for our assignment. Since every Indian state was sending delegates to our sessions in Delhi or Bhubaneswar, depending on geographic proximity, we felt that it was important to prepare a comprehensive resource booklet that would be provided to each participant at registration. We were successful in compiling an eighty-page document which included goals and outcomes, a daily schedule of events for each two-week workshop series, timings for each presentation and identification of the lead presenter for each workshop. Our booklet contained a wide range of articles and related materials on the process and the content of "Train the Trainer", as well as surveys and evaluation forms. It is amazing how much communication can take place between people who have never actually met.

We finally met face-to-face on July 1 at CTF's orientation program in Ottawa. Considering our mission, it seemed appropriate for us to meet for the first time on Canada Day, and the celebrations on Parliament Hill intensified our feelings of patriotism. The purpose of the orientation was to clearly define the objectives of Project Overseas, sensitize participants to cross-cultural communications, provide information concerning the specific program of each team and to participate in team-building exercises. Officials from CTF and CIDA (The Canadian Foreign Service Institute of the Canadian International Development Agency) presented interesting and informative workshops on the practical aspects of living and teaching in a developing country, dealing with culture shock, conflict resolution and global citizenship. Four days later, 40 Canadian teachers, or nine teams, departed for their assignments in various locations across Africa, Asia and the Caribbean. The anticipation was palpable.

Our team was particularly excited and anxious to get on with our work. We were going to India --; the world's largest democracy, the second most populous nation in the world with 900 million people, a figure which is expected to double and surpass that of China by the year 2030. We were fascinated by the prospect of working in a nation which has 16 national languages and 1,600 local dialects in addition to the official Hindi and English. The birthplace of Hinduism, Buddhism, Jainism and Sikhism, India is home to a complex mixture of racial, cultural and ethnic groups. A country which celebrates "Unity in Diversity", India is a land of paradoxes: urban sprawl and pastoral splendor, overwhelming opulence and abject poverty, the Jewel in the Crown and the Empire of the Spirit. All in one nation.

It took about nine hours to fly from Ottawa to Toronto to London, where we had a two-day stop over before taking another nine hour flight to Delhi. Upon arrival at Indira Gandhi International Airport, we were welcomed by smiling All-India Secondary Teachers' Federation (AISTF) officials who greeted us like royalty, took charge of our luggage and escorted us in taxis to the landmark Imperial Hotel --; an old-fashioned, elegant oasis of peace and tranquillity for a jet-lagged Canadian team.

After resting from our long flight, we met with AISTF officials and Education Department professors at the Teacher's Training College for an orientation about the purpose of our visit and an overview of public education and teacher training in India. We were impressed with their concern about the overuse of lecturing in the schools and their desire for our workshops to teach more progressive methods of instruction, assessment and school improvement. They were certainly providing strong leadership in assisting students' development of skills prerequisite to becoming independent, life-long learners. The Department Head gave each of us a copy of his book on "Child Centered Education", which we later found useful in a number of presentations. We agreed that our interactive approach to professional development was in line with their objectives and would help bridge the gap between theory and practice.

Later we walked around the famous Cannaught Place in the heart of downtown and took a tour of Delhi's most impressive sights, including India Gate, the Presidential Palace, the Parliament buildings, Mahatma Gandhi's Cremation Memorial, the Red Fort in Old Delhi and a number of beautiful temples and mosques. We were captivated by the sights, sounds and smells of this magnificent country: spectacular architecture, lush vegetation, markets teeming with people in colourful clothes, endless stalls of exotic foods, exquisite silks, rare stones, the pungent aroma of spices and incense and the genuine warmth of the people.

The next morning we left India's capital city and took an Indian Airlines flight to Bhubaneswar, Orissa, deep into the rural south; the land of a thousand temples. We were accompanied by a helpful AISTF official who kindly said, "In India, the guest is next to God". Again we were met with a warm welcome, given flowers by our hosts and graciously provided with assistance to our hotel.

The overwhelming hospitality and enthusiasm of the teachers was evident during the Opening Ceremonies and continued throughout our two-week series of workshops. The intent of the "Train the Trainer" program was to provide 40 participants at each site with the knowledge and skills to return to their respective schools and work with colleagues to design and deliver workshops for and with other teachers on topics relative to their needs. The CTF team demonstrated a wide variety of techniques and strategies for workshop planning, presentation and evaluation through "hands-on" activities and comprehensive handouts. Topics requested by AISTF such as Site-Based Management, Curriculum Development, Co-operative Learning, Classroom Management and Alternative Methods of Assessment were very well received. Feedback from the daily, weekly and summary evaluations were extremely thoughtful, positive and helpful for the continuous improvement of the process. As a result, special events such as guest speakers, panel discussions, Canada-India day celebrations, VIP dinners, socials, field trips, school visits and Closing Ceremonies were exuberant affairs replete with the sharing of tributes, songs, dances, skits, poems, gifts, souvenirs, laughter, and, at parting, tears and promises to "keep in touch".

Having completed our sessions for teachers from the southern and eastern states, we returned to Delhi later in July to work with participants from the northern and western regions. Revisions were made based on our experiences over the previous two weeks and our program was again evaluated very favourably by the teachers. The social highlights included a cocktail party at the Canadian High Commission and a one-day train trip to see Agra Fort and the awe-inspiring Taj-Mahal, one of the seven wonders of the world.

The personal relationships which developed between us and our Indian colleagues made our August 9 departure a rather emotional experience. The CTF team had been professional partners, surrogate family members and traveling companions for six weeks. We developed a deep respect and genuine affection for

each other and for those smiling, enthusiastic, dedicated professionals who left their families and students to travel thousands of kilometers by train and bus to attend our program. We knew from our experience that many of them would be going back to face obstacles that seemed insurmountable to us and unimaginable to our colleagues back home. However, they were facing their problems with an indomitable spirit that is even more impressive than their geography, culture and history.

It has often been said that many nations have created empires of the sword, but only India has created an empire of the spirit. The spirit of the people who participated in our workshops was crucial to the success of our project --; the most challenging and rewarding experience of our professional lives.

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Keith Samuelson is a teacher at Prince of Wales Collegiate in St. John's.

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# Project Overseas

## A Volunteer Program for Canadian Teachers

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Project Overseas is a joint endeavour by the Canadian Teachers' Federation and its Members to give professional assistance to fellow teachers in developing countries. Project Overseas I (the summer project) is held during the months of July and August. Project Overseas II (the winter project) is held anytime from September to June. The duration of the winter project is between three and sixteen weeks.

Started in 1962, with one program in Nigeria, Project Overseas has now assisted teacher organizations in over fifty countries of Africa, Asia, the Caribbean and the South Pacific. With the financial assistance of the Canadian International Development Agency and of Canadian teacher organizations, in a single year as many as eighty volunteers are sent to twenty countries.

### **BASIC REQUIREMENTS FOR PARTICIPATION:**

Any Canadian teacher who is a member of a provincial or territorial teacher organization which is a Member of CTF, can participate in Project Overseas if he / she meets the following requirements:

- membership in a provincial or territorial organization which is a CTF Member
- an appropriate teachers' certificate
- a minimum of five years teaching experience in Canada
- Canadian citizenship
- excellent health
- evidence of flexibility and mature judgement

### **APPLICATIONS:**

Deadline date for applications: **November 15th.**

Further information and application forms are available from:  
Newfoundland and Labrador Teachers' Association  
3 Kenmount Road, St. John's, NF A1B 1W1  
Tel: 709-726-3223 or 1-800-563-3599; Fax: 709-726-4302



Retired Teachers' Foundation  
**INVESTMENTS TOP \$50,000**  
by William Abraham

Now in its twelfth year, the Retired Teachers' Foundation has passed a significant milestone. As of March 31, 1998, Treasurer N. Ray Wight reported investments of \$52,218.90.

The interest from these investments enables the Foundation to make donations each year to registered charities, specifically those dealing with children. In the first year, 1988, a donation of \$300 was made to the Janeway Hospital; the next year it was doubled to \$600. Gradually, over the years, the Foundation has been able to increase both the size of the donations and the number of charities helped. By 1994, it made five donations totalling \$2,500, and now in 1998, eight groups received a total of \$3,800. In 11 years, \$21,400 has been contributed to local charities..

The Foundation receives gifts from individuals, families and retired teacher's groups, usually in memory of a deceased teacher. Sometimes these gifts are targeted to an organization specifically interested in children's welfare. The interest from the investments is all distributed as donations. Our sponsors, the Retired Teachers' Association of Newfoundland and Labrador, has generously underwritten any expenses (e.g. postage) of the Foundation.

Six charities that had previously received donations each received \$500 again this year. They were: The Candlelighters Association; Children's Rehabilitation Centre; Children's Wish Foundation; The Shriners' Burn Unit; The CNIB; and Vera Perlin Society. For the first time, we made donations of \$400 each to the Spina Bifida Society, and the Autism Society.

This year the annual meeting was held on May 12, hosted by the Con-Tri Division of the RTANL, at Persalvic School, Victoria, Conception Bay. President Don Case and his members made the Foundation Board of Directors and the representatives from the very charities, very welcome. A delicious lunch followed the presentations. The donation to The Shriners' Burn Unit will be made in Corner Brook and the others at a later date in St. John's.

New officers and a Board of Directors for 1998-2000, were elected at this meeting: Heber Walters, Chair; William Abraham, Vice-Chair; Anita Finn, Secretary; N. Ray Wight, Treasurer; and other members: Jim Fox, NLTA; Don Case, Con-Tri Division; Clayton Rice, Eastern Division; Dr. Ern Cluett, MUN; Allan Wright, Department of Education; and Bill Day, Central Division.

The Foundation thanks all those supporters who have enabled it to grow so steadily, and invites other teachers (both active and retired) and their families to become supporters as well.

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William Abraham is Vice-Chair of the Retired Teachers' Foundation.

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## TEACHERS HONOURED

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### **Peggy March**

#### **Distinguished Teaching Achievement Award 1998**

The National Council for Geographic Education (NCGE) has awarded Peggy March from Macdonald Drive Junior High School in St. John's, its annual Distinguished Teaching Achievement Award for 1998.

Awards were given to forty-six K-12 teachers and nine college/university professors from the United States and Canada. The Distinguished Teaching Achievement Awards recognize outstanding contributions to geographic education. Nominations for the awards are submitted by colleagues, and the winners are chosen by judging panels at the elementary, junior high, senior high or post secondary level.

NCGE President, David Lanegan, will present plaques to recipients at the awards banquet during the NCGE annual meeting, October 11 to 14, 1998 in Indianapolis, Indiana. Award recipients receive free registration to the conference and a one-year membership to the NCGE.

Ms. March holds degrees in education and geography from Memorial University of Newfoundland and is presently Department Head of Social Studies at Macdonald Drive Junior High in St. John's.

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### **Kim Short**

#### **Kinettes Club of Canada National Award Winner**

Kim Short, a teacher at Roncalli Elementary School in St. John's, is a recent recipient of a national award from the Kinettes Club of Canada. Kim took top honours during the Kinette's national speak-off competition held this past August in Winnipeg. A Mount Pearl Kinettes Club member, Ms. Short spoke about "Surviving the First Year of Marriage". She is married to Evening Telegram Sports Editor, Robin Short.

"It came as a complete surprise, really," she said. "A delegate from Ontario had a very good speech and I thought for sure she had won. I'm very pleased and honoured." Ms.

Short won the Kinettes' Newfoundland competition during the organization's annual provincial convention in Marystown, and later earned the right to travel to Winnipeg after placing first at the Atlantic regional speak-off in Fredericton.

(Information for this article was taken from an article in The Evening Telegram.)

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### **Douglas Gosse**

#### **1998 Governor General's Award for Excellence in Teaching Canadian History Finalist**

Douglas Gosse, a senior level teacher at Macdonald Drive Junior High School in St. John's is one of 12 finalists for the 1998 Governor General's Award for Excellence in Teaching Canadian History. The program, funded by Canada's National History Society (CNHS), is designed to applaud teaching excellence, celebrate Canadian history, recognize the nation's best history educators and promote the sharing of great history teaching ideas.

Mr. Gosse was selected from a Canada-wide pool of 94 nominees for his unique way of creating history teaching resources. When presented with the task of establishing a stimulating learning environment for his French immersion history students, with limited access to formal resources, he created his own, including units on Louis Riel, Upper and Lower Canada, World War I and II. He has also written two novels which reflect historical and social realities. The Celtic Cross (1995), contains a lot of Newfoundland Celtic folklore, and The Romeo & Juliet Murders (1997), which is a spoof on Shakespeare's tragedy, and has much local flavour.

History does not end when the bell marks the end of the period in Mr. Gosse's class. Dramatic re-enactments of Louis Riel's trial, improvisations of scenes from historical novels, dance, art work, journals, guest speakers, and excursions are all part of what motivates students to learn more and dig deeper.

The 12 finalists, chosen by a bilingual national panel of judges, are presented with a certificate, \$500 cash and the opportunity to be named the award recipient at a ceremony on November 21, 1998 at Ottawa's Rideau Hall under the auspices of His Excellency, the Right Honourable Roméo LeBlanc, Governor General of Canada. The recipient of the Governor General's Award for Excellence in Teaching Canadian History will receive a \$5,000 honorarium, a medal and a computer for his/her school.

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### **Prime Minister's Awards for Teaching Excellence**

Three Newfoundland and Labrador teachers are recent recipients of the Prime Minister's Awards for Teaching Excellence. These awards are given every year to recognize the achievements of elementary and secondary school teachers who are leading the way in preparing their students for the new, knowledge-based economy.

**Brenda Rowe** of Bishops College in St. John's is one of 17 Certificates of Excellence winners. Ms. Rowe was the driving force behind the school's new gallery for student artwork. This gallery attracts visitors from all over the city, provides practical advertising and marketing experience to students, and inspires budding artists. Ms. Rowe is an energetic advocate of the arts, seeing them as an integral component of education and an avenue for exploring important societal issues. Her courses integrate art with other disciplines in interesting and creative ways. Her students worked with the Biology Department to develop natural dyes for exhibition at the school science fair, and with chemistry students to test ceramic glazes. Ms. Rowe provides a well-planned and guided learning experience for her students, with regular constructive feedback, and teaches them how to critique their own work, encouraging peer evaluation. Many former students are enrolled in fine arts schools.

**Jane Scaplen**, a French immersion teacher at Sacred Heart Elementary School in Marystown, is one of 55 Certificate of Achievement winners. Ms. Scaplen regularly uses the Internet to make distances disappear. By integrating computer technology into her teaching she provides her students with continuous access to French-language use, and broadens their geographic and cultural awareness. They improve their academic and social skills, and gain valuable familiarity with new technologies. She and her students initiate and participate in many on-line education activities. Two of their Internet-based projects were recognized as exemplary by the International Society for Technology in Education's Special Interest Council on Telecommunications. In addition to her classroom involvement with technology, she acts as a resource for other teachers. She is recognized provincially and internationally for her contributions and accomplishments in this field.

**Patrick Wells**, a teacher at Bishops College in St. John's, is also a Certificate of Achievement Winner. Mr. Wells' students can repeat a favourite field trip to the beach over and over again because the whole thing is captured on their computer. The Intertidal Zone web site allows students to visit the beach and collect samples for analysis without ever leaving their keyboards. This is only one of many ways that Mr. Wells uses technology to promote learning. Based on his philosophy that technology should be an integral part of curriculum, he regularly has students make multimedia presentations or create research papers electronically. His enthusiasm has spread and today students are eager to get into his classes. Virtually every group at Bishops, from individual science classes to basketball teams, has its own web page.

A total of 72 teachers (17 Certificates of Excellence and 55 Certificates of Achievement) were selected from almost 300 nominations. Certificates of Excellence are presented by the Prime Minister. Recipients of the Certificates of Achievement will be honoured later at events held across Canada. All recipients are recognized in an Exemplary Practices publication which is designed to share the proven teaching methods of award recipients with educators across Canada and throughout the world via the Internet.

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**Wayne Russell**

## CTF Special Recognition Award

The Newfoundland and Labrador Teachers' Association was very proud to nominate its former Executive Director, Wayne Russell, for the Special Recognition Award presented by the Canadian Teachers' Federation at its Annual General Meeting in Ottawa in July 1998.

Wayne has served education in Newfoundland and Labrador extremely well while an active member of the profession. He began his career in 1969 and worked as a classroom teacher, department head and school principal.

In 1978, he joined the staff of the then Newfoundland Teachers' Association as Executive Assistant in Teacher Welfare. From there he moved to the position of Director of Teacher Welfare, and in 1985, became the Executive Director of the Association until his retirement in 1997.

During Wayne's diverse employment history with NLTA, he worked in close liaison with various departments of the provincial government, including Education, Finance, Employment and Labor, and Treasury Board.

In our discussions with him, Wayne has indicated that it was the work performed on behalf of teachers and schools that was most satisfying and fulfilling to him throughout his career. Working with teachers on committees, writing about the concerns of teachers and education, and speaking about these same issues were the highlights of his extensive career path. Wayne traveled the province extensively promoting the needs of teachers and education and meeting and working with teachers in their schools and communities.

Besides his local involvement in education, Wayne made significant contributions at the regional, national and international level. He was a constant contributor to the Canadian Teachers' Federation, the Canadian Education Association, and, in particular, the Conference of Atlantic Provinces Teacher Organizations. He is very well respected by his colleagues in the Canadian Association for the Practical Study of Law in Education (CAPSLE), the Canadian School Boards' Association and Education International. Wayne has made outstanding contributions internationally with his work in Ghana in 1988 and at transborder meetings in both Canada and the United States. This past spring he was heavily involved in co-ordinating the program for the Canadian Education Association Short Course in Banff, Alberta.

The respect held for Wayne outside of the education realm is evidenced by the role that he has played with the Atlantic Provinces Economic Council, the St. John's Board of Trade and the Canadian Hockey Association. From 1990-95, was also served as a member of the Premier's Advisory Council on the Economy.

It was with Wayne's leadership and dedication that the Newfoundland and Labrador Teachers' Association, in 1986, spearheaded the movement to reform the education system in this province. The Association's brief to Cabinet, "Exploring New Pathways", set the stage for a Royal Commission which recommended a radical change in the schooling system of Newfoundland and Labrador. These changes have now been realized and much of that leadership and foresight can be attributed to the contributions rendered by Wayne.

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# 1998 PRE-RETIREMENT SEMINAR

## REGISTRATION FORM

Surname  Mr.  Mrs.  Ms.

Given Names

Social Insurance Number

Home Address

Postal Code

Home Telephone

School Name

School Telephone

### Which Session will you attend?

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

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

Will your spouse be attending?  Yes  No

Name of spouse (if attending)

Earliest date you are eligible for pension benefits

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

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

**Return to:**

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

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

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# STEM~Net Report

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If you pay a visit to STEM~Net's web site ([www.stemnet.nf.ca](http://www.stemnet.nf.ca)), you'll find that it has a new look. On September 21, STEM~Net launched its re-designed pages, featuring clean, modern graphics and an easy-to-navigate site.

## **Students and Adults Got Hooked on Technology at Hook, Line and Net '98**

Students, parents and teachers found out about everything from innovative uses of the Internet in the classroom to the technology behind the special effects in the movie Titanic during STEM~Net's third annual technology conference.

Hook, Line and Net '98 took place from August 18-20 at Memorial University in St. John's. This year's theme was Cybersteps: Pathways in a Digital World. Over the course of three days, the delegates had their choice of speakers, panel discussions, presentations, exhibitions, and workshops on aspects of technology.

The NLTA sponsored a group of four teachers from Waterford County, Ireland, to come to St. John's and give presentations on their curriculum-based technology projects and the use of Information Technology in schools in Ireland. This trip built on the expansion of the STELLAR Schools program to Ireland, which was launched in May 1998. For more information on this project, visit the web site ([www.stellar.nf.ca](http://www.stellar.nf.ca)).

The keynote speaker was David Plant from Silicon Graphics Canada, a hi-tech company that supplies computer software and expertise to the entertainment industry. In his presentation, Mr. Plant showed delegates how technology can create special effects that blur the line between reality and fantasy.

Young people and adults attended some of the sessions together at both the introductory and advanced levels and many sessions were taught by students and young technology experts. But the conference also featured specific workshops for teachers, which will help them integrate technology into their classrooms.

Plans are already under way for Hook, Line and Net '99. Several committees are now in place and they welcome suggestions for next year's event. For more information, contact Nancy Parsons Heath at 709-737-2663 (e-mail: [nancy@stemnet.nf.ca](mailto:nancy@stemnet.nf.ca)).

## **SNN Goes Multimedia**

During Hook, Line and Net '98, a group of student journalists were on hand to cover some of the sessions and write stories for a new edition of SNN the SchoolNet News Network. SNN is an on-line journalism project for K-12 students across Canada that's based at STEM~Net's offices in St. John's.

SNN and its French counterpart, Rédaction de Rescol (RDR), were re-vamped over the summer to add video and audio elements, giving young reporters more ways to tell their stories. Students are welcome to share their stories with their peers through SNN and RDR, the news network that's produced by students, for students. You can find SNN on the STEM~Net main page.

## **Francophone Program Officer at STEM~Net**

STEM~Net, in conjunction with the Conseil scolaire francophone de Terre-Neuve et du Labrador, has created a new position, that of a Francophone Program Officer, to coordinate projects for STEM~Net and the provincial francophone school board. The new coordinator, Jim Murphy, a teacher from École Ste-Anne in La Grand'Terre on the Port-au-Port peninsula, will be primarily responsible for creating a francophone educational network for the province, that would include a variety of developments, such as:

- Creating a francophone provincial web site;

- Developing on-line curriculum materials for franco-phone educators;
- Providing distance education initiatives and Internet-based education;
- Initiating awareness campaigns for SchoolNet French language activities (RDR, Rescol, Rescol à la source), national projects which are managed by STEM~Net;
- Providing professional training opportunities;
- Providing opportunities for the integration of technology into the classroom;
- Creating a francophone long distance network capable of hosting video conferences vis-à-vis the Internet;
- Forging partnerships with other francophone organisations, provincially, nationally and internationally;
- Bringing the concept of telecommunity (télécommunauté) to the francophone community of Newfoundland and Labrador as a model for improving relations between francophone communities in general.

This program will help connect Newfoundland and Labrador to the "Société nationale de l'Acadie" in the Atlantique region, providing opportunities in five key areas: education and training, health, technology-based enterprises, community development, and delivery of government services and programs.

In addition to the full-time position, two youth employment positions will be utilized to help research and create the on-line materials necessary to the success of the project. One will be based on the Port-au-Port Peninsula and the other in St. John's.

Overall, this project is designed to provide the development and management of a francophone presence in education in the province of Newfoundland and Labrador. Currently, there are five schools which offer French first language programs under the jurisdiction of the francophone school board: École St-Patrick (St. John's), École St-Michael's (Goose Bay), Centre éducatif l'envol (Labrador City), Notre Dame du Cap (Cap St-Georges) and École Ste-Anne (La Grand'Terre).

The school board realizes the incredible difficulties associated with the distances separating the schools, the school board and the communities, but is optimistic that collaboration with STEM~Net and the new distance education coordinator/francophone program officer will allow the development of a high-end communications network which will help alleviate this isolation and better connect these communities to the larger francophone network.

### **Science and Technology Essay Contest**

Students in Newfoundland and Labrador could win some great prizes just for explaining why science and technology are important to Canada's future and their own careers. The provincial Department of Education, STEM~Net and Operation Online are sponsoring an essay contest for students. The contest will be officially launched during Science and Technology Week in October. The deadline for entries will be late November.

Students are encouraged to write 500 words (maximum) about the role that science and technology will play in the future. A panel of judges will award prizes to the top entries in both the Grade 7-9 and Level 1 to Level 3 categories. Both the students and their schools will receive prizes.

Next spring, the Council of Ministers of Education, Canada (CMEC) will administer science and technology assessments of Canadian students through its School Achievement Indicators Program (SAIP). The assessments started in 1993 to gather national statistics on student achievement in Mathematics, Reading and Writing, and Science. The essay contest is designed to heighten awareness of science and technology education.

Watch STEM~Net's home page for more details on the contest ([www.stemnet.nf.ca](http://www.stemnet.nf.ca)). Regular updates will

appear in the What's New section.

### **STEM~Net Staff 1998-99**

Nancy Parsons Heath, Director	nancy@stemnet.nf.ca
Frank Shapleigh, Training Officer	frank@stemnet.nf.ca
Leo Harlick, Senior Systems Officer	leo@stemnet.nf.ca
Dale Fraser, System Administrator	dale@stemnet.nf.ca
Deanna Janes, Senior Secretary	djanes@stemnet.nf.ca
Joan Genge, Records Officer	jgenge@stemnet.nf.ca
Vicki Hoven, Records Officer	vhoven@stemnet.nf.ca
Ken Penney, Webmaster	kgpenney@stemnet.nf.ca
Rosalie Corrigan, Grassroots Coordinator	rcorriga@stemnet.nf.ca
Best wishes to Beth Power, STEM~Net's Program Officer, who has left to take up duties as the Learning Resources teacher at St. Kevin's Elementary School, Goulds.	
<b>SNN/RDR Staff</b>	
Beth Ryan, SNN Coordinator	bkryan@stemnet.nf.ca
Brian Lake, SNN Webmaster	brian@stemnet.nf.ca
Héllène Davis, RDR Coordinator	hjdavis@stemnet.nf.ca

Beth Ryan, Coordinator, SchoolNet News/Réddaction de Rescol  
Tel: 709-737-2611; Fax: 709-737-2179; e-mail: bkryan@stemnet.nf.ca  
web page: <http://www.stemnet.nf.ca/snn/>

The STEM~Net office is located at Room E5038, Education Building, Memorial University of Newfoundland, St. John's, NF, A1B 3X8, and the main phone line is 709-737-8836. The fax number is 709-737-2179.

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# RESOURCES

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## **Salmon Odyssey**

Salmon Odyssey, by Canadian education software developer, Ingenuity Works, is a simulation software for ages 9 and up which puts you literally in the salmon's world. Underwater views let you imagine the world from a salmon's perspective, while an overhead map view helps you pick a good spawning location. Dry textbooks describing ideal stream beds for spawning in become more meaningful to children or even adults, who as the head of a group of salmon are charged with searching for a gravel bottom in a slow-moving stream in which to lay eggs. Students can work together, individually, or in a team as they explore options, make decisions, interpret scientific vocabulary and solve problems. Salmon Odyssey is available on Macintosh CD-ROM or floppy disk from Ingenuity Works. For information or prices call 1-800-663-7731.

## **Addictions Awareness Week Resources**

Addictions Awareness Week, November 15 to 21, 1998, is a national week organized to raise awareness around alcohol, other drug abuse, and problem gambling behaviour. This year's theme, "Discover the Magic Within You!", was chosen to emphasize the fact that everyone can experience magic in their lives. To promote this theme, 6,000 kits have been developed and forwarded to schools, community groups, and businesses across the province. The kits include FastFact sheets on Youth Gambling, Binge Drinking, and ways to raise awareness around the abuse of prescription and over-the-counter drugs. These kits also offer information materials and activity booklets for those interested in learning more about addictions issues and the ways to prevent related problems. Promotional materials including baseball hats, posters, bookmarks, and stickers have also been produced to highlight the week, and are available from Addiction Services to those interested in organizing an activity, while supplies last. They also offer a variety of lesson plans for students in Kindergarten to Level III. Addiction Services also has videos, brochures, games, programs, and workshops. Contact your location Addictions Services office to learn more about these resources.

## **Kids Who Care**

The Kids Who Care package aims to educate students about the connection between local and global development issues, while leading them to action-oriented solutions. It is available through Foster Parents Plan, an international child-focused sponsorship organization, with community development projects in 41 countries. The package includes a video that profiles youth-led environmental projects in Senegal and Togo, a Teacher's Guide of lesson plans and activities, and a subscription to a future newsletter profiling students' projects across Canada. The material is suitable for Grades 4-6 and is available in English and French. To order, call Madeline Lunney, Foster Parents Plan, Tel: 416-920-1654 or toll free at 1-800-387-1418.

## **UNICEF Teacher's Activity Guide**

UNICEF's Teachers' Activity Guide explores development issues in a positive way, and shows students that through their actions they can make a difference. Fundraising for UNICEF Halloween is one of the first ways young Canadians can take action for the future of children everywhere. The Guide is easily adaptable to the K-7 curriculum, and includes creative classroom activities, stories, games, fundraising ideas, and safety tips for Halloween. Call your provincial UNICEF office today to order a free copy of your annual Teachers' Guide. You can also request orange boxes, a colourful poster and bookmarks for your classroom, all at no charge.

## **Let's Talk About Law in Elementary School**

Let's Talk About Law in Elementary School addresses the need of teachers for relevant ideas and materials that can be integrated into the core subjects of social studies, language arts or science. It provides information on where to obtain other useful materials for classroom use, as well as law resources to assist in developing classroom materials. The contributors are active in law-related education, either at the public school level, in program administration or at the post-secondary level. Chapters include: Filling the Gap - Let's Talk About Law; Why Teach Law in the Elementary Classroom?; Resolving Conflict in the Elementary Classroom; Looking at Law Through Story Drama; and Experience Law Through Games and Simulations. Copies can be purchased at local bookstores or via Temeron Books Inc., 210-1220 Kensington Road N.W., Calgary, AB, T2N 3P5, Tel: 403-283-0900; Fax: 403-283-6947; e-mail:

[temeron@telusplanet.net](mailto:temeron@telusplanet.net).

### **The Busy Educator's Guide to the World Wide Web**

The Busy Educator's Guide to the World Wide Web by Marjan Glavac, provides ideas, tips and sites to transform wasted hours into hours of real educational value. This guide provides information on web sites that offer hundreds of free lesson plans and specialized search engines that have been handpicked as the best resources geared for education and students who need to find information fast. And when your students ask you questions that you can't answer, there is also a list of "expert" sites where answers and tips on where to go for additional information are freely available. The Busy Educator's Guide to the World Wide Web is available for \$14.95 from Maria Skale Glavac, Tel: 519-473-5567; Fax: 519-471-0318; web sites: [www.glavac.com](http://www.glavac.com) or [www.amazon.com](http://www.amazon.com). To obtain a free report entitled "Ten Great Tips for Making the Most of Your Time on the Internet", send an e-mail message to Marjan Glavac at [marjan@glavac.com](mailto:marjan@glavac.com) and place the words "Ten Internet Tips" in the subject line. Educators can also subscribe to the free newsletter "The Busy Educator's Guide Newsletter" at: [www.glavac.com](http://www.glavac.com).

### **Multimedia CD ROMs -- Chemistry and Physics**

M.C.H. Multimedia Inc, is a small multimedia company based in Montreal that produces interactive multimedia CD-ROMs in the areas of Chemistry and Physics. The CDs are authored by Dr. Bryan Sanctuary of McGill University. Dr. Sanctuary has recently released five new interactive CD-ROM products. The class-tested, multi-platformed tutorials are: Pre-General Chemistry; General Chemistry; Organic Chemistry; Physics (Calculus); Physics (Algebra). Each version is extensive in its coverage of science concepts. Quizzes, Plotting, Movies, Animations, and over eight hours of voice comments by Dr. Sanctuary are some of the ways the tutorials bring material to life. These interactive study aids were developed for advanced high school and introductory college levels. To order a copy or for further information, contact M.C.H. Multimedia Inc., 484 Strathcona Avenue, Montreal, QC, H3Y 2X1, Tel: 514-939-7418; Fax: 514-939-1231; e-mail: [mchmultimedia@iname.com](mailto:mchmultimedia@iname.com); web site: [www.mcgill.ca/multimedia](http://www.mcgill.ca/multimedia).

### **Teaching Overseas Information Handbook**

Teaching Overseas Information Handbook is designed to give those who want to find out more about the whole process of 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. Teaching Overseas Information Handbook is available for \$12.50 from Bob Barlas, R.R. #5, Belleville, ON, K8N 4Z5, Tel: 613-967-4902; Fax: 613-967-8981; e-mail: [rbarlas@connect.reach.net](mailto:rbarlas@connect.reach.net).

### **Museum programs for schools**

The Newfoundland Museum has four school programs to offer the province's elementary students for the 1998-99 school year. Programs start on October 6 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; Introduction to Archaeology; and Flippers, Flukes and Fins. Classes should be at the Museum by 9:30 a.m. is possible. To book your class for any program, contact Bob Forsey, Tel: 709-729-0661; Fax: 709-729-2179.

### **1998 CANARIE Internet Treasure Hunt**

CANARIE (The Canadian Network for the Advancement of Research, Industry and Education) is launching its 3rd annual internet Treasure Hunt, which will run from October 16 to November 16. The Treasure Hunt, which was created in consultation with SchoolNet and teachers from Virtual Adventure Camps Canada, is targeted to students in Grades 4-12. The Hunt is a challenging, fun and educational activity, with great prizes for students and schools. Visit <http://treasure.canarie.ca>.

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# CALENDAR OF UPCOMING EVENTS

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## **Modern Languages Council**

October 22-23, 1998

Delta Hotel, St. John's. Contact:  
Paul Edwards, Tel: 709-754-0083.

## **Booth Memorial High School 9th Annual Student Leadership Conference**

October 22-24, 1998

St. John's. Approximately 500 student leaders and their teacher sponsors from all regions of the province will participate in this event. The goal is to provide student leaders with the opportunity to develop and refine their leadership skills and share ideas amongst their peers. Participants will hear motivational speakers, meet role models, and be exposed to educational sessions. For registration information, contact Sylvia Moore, Booth Memorial High School, Tel: 709-579-6465; e-mail: [smoore@booth.k12.nf.ca](mailto:smoore@booth.k12.nf.ca).

## **Association canadienne des professeurs d'immersion/Canadian Association of Immersion Teachers (ACPI/CAIT) 22ième congrès annuel/22nd Annual Conference**

November 5-7, 1998

Ottawa Congress Centre. Theme: En immersion, on est branché: c'est capital!/Hooked on Immersion, it's Capital!. Contact: Suzanne Fournier, Présidente du comité organisateur, Congrès 1998 de l'ACPI, École Glashan, 28, rue Arlington, Ottawa (Ontario), K2P 1C2, Tél: 613-239-2264; Tél: 613-563-2955; e-mail: [suzanne\\_fournier@ocdsb.edu.on.ca](mailto:suzanne_fournier@ocdsb.edu.on.ca).

## **Math/Science**

November 19-20, 1998

Gander. Contact: Clar Brown,  
Tel: 709-489-2168, Fax: 709-489-6585; or Earl Crowther, Tel: 709-944-7731,  
Fax: 709-944-6834.

## **Memorial University School of Social Work**

Winter 1999

St. John's. Continuing Education for Field Instructors --; January 21, 1999. Registration deadline: December 18, 1998; Working with Families and Children Who Witness Violence --; February 11, 1999. Registration deadline: January 8, 1999. Contact: Joan Roberts, Clinical Institute, School of Social Work, Memorial University of Newfoundland, St. John's, NF, A1C 5S7, Tel: 709-737-2553; Fax: 709-737-7026.

## **1999 Canada Winter Games**

February 20 - March 6, 1999

Corner Brook. Contact: Georgina Etheridge, Tel: 709-637-1999, Fax: 709-785-1999; e-mail: [ethridge@newcomm.net](mailto:ethridge@newcomm.net).

## **Technology Education**

Spring 1999

Battery Hotel, St. John's. Contact: Garland Jennings, Tel: 709-579-4107. Please Note: This conference was previously scheduled for October 8-9, 1998.

## **Humanities**

April 22-23, 1999

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

**Program Specialists**

May 5-7, 1999 (tentative)

St. John's. Contact: Pat Collins, Tel: 709-786-7182.

**Canadian Vision Teachers Conference '99**

May 6-9, 1999

Halifax, Nova Scotia. Relevant topics will be of interest to itinerant, classroom and resource teachers.  
Contact: Sandra Sackett, APSEA, 5940 South Street, Halifax, NS, B3H 1S6, Tel: 902-424-8520, Fax: 902-424-0543; e-mail: [sacketts@apsea.ca](mailto:sacketts@apsea.ca).

**Music**

October 15-16, 1999

St. John's. Contact: Mary Dinn, Tel: 709-754-0083.

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

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