

LANDMARKS & CHALLENGES:


NOVA SCOTIA
TEACHERS UNION
2108

A SHORT HISTORY OF THE NSTU



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ACKNOWLEDGEMENT

The information in this document was researched, edited and compiled by Maureen Phinney, NSTU librarian.

The main source of information dating from 1895 to 1985 was Dr. Norman Fergusson's book, The Story of the Nova Scotia Teachers Union. Further information was extracted from various Nova Scotia Teachers Union publications, in particular, The Teacher from 1985 to 2000, as well as from some Nova Scotia government documents. A list of selected references is included at the end of the text.

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LANDMARKS & CHALLENGES:

A SHORT HISTORY OF THE NSTU

INTRODUCTION

From its very beginning in 1895, the Nova Scotia Teachers Union has been actively supporting teachers and the cause of public education in this province.

As professional educators, teachers know that their own personal and professional well-being are linked and essential to success in teaching. Therefore, they have insisted upon an organization built upon that dual reality.

The roles of both teachers and the education system have grown enormously in the past 105 years. The NSTU has not only kept pace with these changes but has played, and continues to play, a proactive role in many of the positive ones.

The following material touches on the major events in the development of our organization and, I hope, will give some insight into the value of the union in the cause of teachers and public education throughout its history and into the new millennium.





EARLY DAYS

Public education has existed in Nova Scotia in one form or another since the Capuchin friars opened schools in the 1630s.

Two centuries later, in the 1800s, Nova Scotia was still a province with a primarily rural population. Parents were directly responsible for the education of their children: the quality and sometimes even the existence of education varied greatly. Some areas depended on itinerant schoolmasters who were supported by the fees of parents of the schoolchildren. Urban areas fared somewhat better, with such institutions as the National School in Halifax.

In 1864, the Free Schools Act became law and the 1865 Education Act included compulsory tax assessment for the support of common schools—the basis for a province-wide education system.

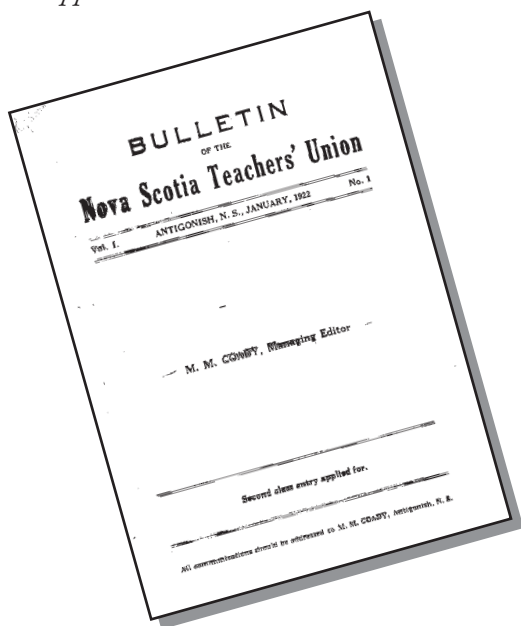
Teachers, however, like many of their schools then, were quite isolated. They were completely at the mercy of the local municipal boards that hired them. Often teaching positions went to the lowest bidder. The person who named the lowest figure for which they would work would get the position, regardless of qualifications. Even after that, they often were not safe for the school year: they could be dismissed at any time if a new applicant showed up and “underbid” them.

Some progress was made in the latter half of the nineteenth century.



Above: “The Itinerant Schoolmaster”, 1967, by John Cook. One of a series of works commissioned by the NSTU.

Below: The first Bulletin of the Nova Scotia Teachers Union appeared in 1922.

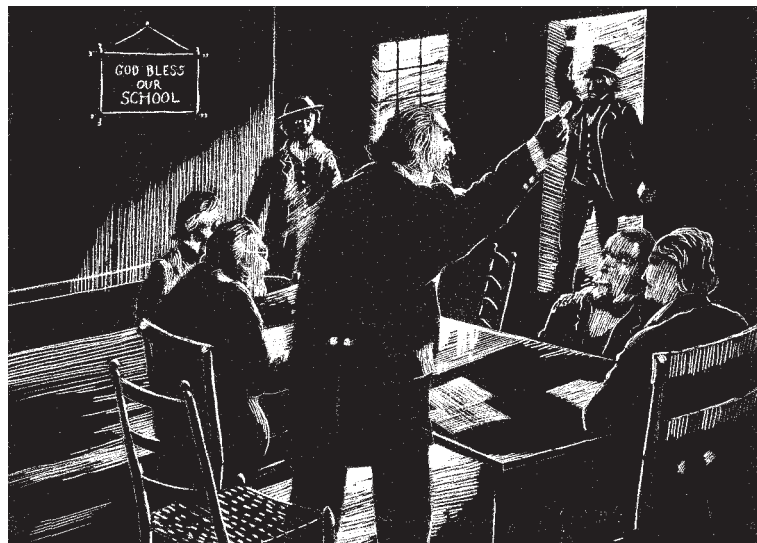




In 1880, the Council of Public Instruction, a provincial government body, organized the Provincial Education Association. The PEA was an organization of educators of all levels who were concerned with building education in the province. The improvement of the system and that of teachers' positions, were seen as two sides of the same coin. Its meetings were chaired by the Superintendent of Education.

Below: "A Meeting of the Trustees", 1967, by John Cook. One of a series of works commissioned by the NSTU.

The above is a photostatic copy of a contract made between George McLellan, Secretary of the School at Noel Shore, Hants County, Nova Scotia, and William Payne, School Teacher. The contract is dated November 20, 1824 and includes provision for "Board, Lodging, and Washing, mending of one new shirt, one new pair of Trowsers and waistcoat, one pair of dancing pumps, Socks, mittens, night Cap and Suspenders, and Two Dollars in Cash."



Rules for School Teachers

1872 ~

1. Teachers each day will fill lamps, trim the wicks, and clean chimneys.
2. Each morning's teacher will bring a bucket of water and a scuttle of coal for the day's session.
3. Make your pens carefully. You may whittle nibs to the individual tastes of the pupils.
4. Men teachers may take one evening a week for courting purposes, or take two evenings a week if they attend church regularly.
5. After ten hours in school, the teachers may spend the remaining time reading the Bible or other good books.
6. Women teachers who marry or engage in unseemly conduct will be dismissed.
7. Every teacher should lay aside from each pay a goodly sum of his earnings for his benefit during his declining years so that he will not become a burden on society.
8. Any teacher who smokes, uses liquor in any form, frequents pool or public halls, or gets shaved in a barber shop will give good reason to suspect his worth, intentions, integrity, and honesty.
9. The teacher who performs his labor faithfully and without fault for five years will be given an increase of twenty-five cents per week in his pay, providing the Board of Education approves.

1915 ~

Truly, the life-style of a school teacher has changed radically in the last 50 or 60 years. For example, a 1915 teachers' magazine listed the following rules of conduct for teachers of that day:

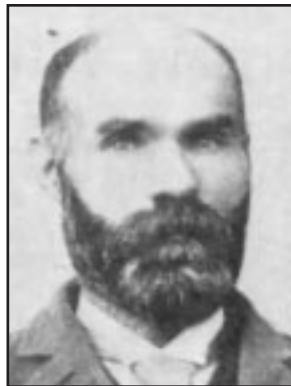
- You will not marry during the terms of your contract.
- You are not to keep company with men.
- You must be home between the hours of 8 p.m. and 6 a.m. unless attending a school function.
- You must not loiter downtown in any of the ice cream stores.
- You may not travel beyond the city limits unless you have the permission of the chairman of the board.
- You may not ride in a carriage or automobile with any man unless he is your father or brother.
- You may not smoke cigarettes.
- You may not dress in bright colors.
- You may under no circumstances dye your hair.
- You must wear at least two petticoats.
- Your dresses must not be any shorter than two inches above the ankle.
- To keep the schoolroom neat and clean, you must: sweep the floor at least once daily; scrub the floor at least once a week with hot, soapy water; clean the blackboards at least once a day; and start the fire at 7 a.m. so the room will be warm by 8 a.m.

- Buckeye Farm News



Margaret Graham

"It seems to me that the time has come when we teachers should organize ourselves into some kind of Union, similar to the societies existing in the medical, legal, and other professions."



**Robert MacLellan,
NSTU's first President**

"I condemn the lack of esprit de corps which permits teachers to apply for positions already occupied, and by underbidding the teachers already in possession of the field."

Therefore, it was not surprising that at the closing of one of the PEA's annual meetings in Truro in 1895, that a proposal for a "Teachers' Protective Union" was put forward by teacher Margaret Graham of Central Economy. She stated that she favoured an organization "that would exert an influence in gaining better salaries and aid teachers in securing better results in their school work." The dual mandate of protecting the economic welfare of teachers and fostering professionalism was again put forward in this resolution: "that the principle of the formation of a Teachers' Union, as expressed by Miss Graham and Supervisor McKay (Halifax City Board) be approved by the association". This resolution was passed and the Nova Scotia Teachers' Union was born. The first President was Robert MacLellan of Pictou Academy.

In 1896 the NSTU adopted its first constitution and bylaws during the annual PEA meeting in Truro. They follow here.

After a 7-year hiatus, the PEA met again in 1903. There the NSTU reorganized, with David Soloan as President. A great many PEA members joined the Union at that time.





The first Constitution of the Nova Scotia Teachers Union, 1896.

CONSTITUTION OF
NOVA SCOTIA TEACHER'S UNIONS.

The following is the report alluded to by the **HERALD** yesterday as presented to the teachers' union by Principal Kennedy:

I. This organization shall be called The Nova Scotia Teachers' Union.

II. The objects of the union shall be:

1. To elevate and unify the teaching profession in Nova Scotia.

2. To bring the claims of the profession before the public and legislature of Nova Scotia as occasion may require.

3. To watch the educational outlook and trend of thought in other parts of the world with a view to keeping the profession in Nova Scotia abreast of the times.

4. To endeavor to advance salaries by increasing the capability of the teacher, and improving the quality of the work; by educating the public to a proper appreciation of the value of skilled teaching, and by developing among the members of the profession such a degree of esprit de corps and such a high sense of professional honor as will effectually put an end to the practice of underbidding.

5. To protect teachers who, through errors in agreements or otherwise, are in danger of being defrauded by unscrupulous employers.

6. To diffuse among the members of the profession such a knowledge of the law in its bearing on teaching as will enable teachers to know what is and what is not actionable offence.

6. To advise teachers against whom legal proceedings, on charges connected with their profession, are being taken; and in case of an unjust conviction to aid in an appeal to a higher court.

8. To arouse teachers, as far as possible, not only to a full sense of their professional duties but also to a more perfect realization of their obligations and responsibilities as citizens,—in the best and proudest meaning of the term.

III. All persons holding teachers' licenses, whether actually engaged in teaching or not, are eligible for membership. Members shall pay an annual fee of twenty-five cents; but the payment of two dollars or more at any one time shall entitle to life membership.

IV. The officers of the union shall be a president, two vice-presidents and a secretary-treasurer.

V. The executive power of the union shall be vested in the officers with an advisory committee of five. This board of nine to be composed of five ladies and four gentlemen, or vice versa.

VI. There shall be an annual meeting of the union during the week in which the provincial educational association is held. At this meeting the report of the executive board shall be received, business consistent with the aims of the union shall be transacted and the officers and committee for the ensuing year shall be elected by ballot.

VII. It shall be competent for the members of this union residing in any district, county, town, or city to form themselves into a local union, under such officers and committee as they may elect. Such a branch union may assume jurisdiction over matters of local interest to the profession, but can draw in the general union for expenses only when acting under the direction of the general executive board.

VIII. This constitution can be altered or amended only by a majority vote of the members of the union at an annual meeting; and notice of the proposed amendment or alteration must be given to the secretary in writing at least thirty days before the date of the annual meeting.

The officers elected for the next year were:

President—Robert Maclellan, of Pictou academy.

Vice-Presidents—George J. Miller, of Dartmouth high school; Ross Kempton, of Yarmouth academy.

Secretary-Treasurer—William T. Kennedy, of Halifax academy.

Committee—Miss Mackintosh, of Halifax; Miss Hebb, of Kentville; Miss McPhie, of Baddeck; Miss Milton, of Yarmouth; and A. J. Stewart, of Sydney.

Nova Scotia Educational Dates

Charnisay's School at Port Royal	1645
Watt's S. P. G. School at Annapolis	1728
Soeurs de al Congregation at Louisburg	1733
Organized School System under S. P. G.	1749
Edward Holland, first lay teacher	1750
School for the poor at Halifax	1753
First private schools	1760
First Education Act	1766
First Grammar School, and first money grant by government lottery in aid of public schools	1780
King's College founded	1789
Act for establishing schools throughout Nova Scotia	1794
First definite money grant from Province in aid of education	1811
Pictou Academy founded	1816
Dalhousie College founded	1818
First school statistics published	1825
Compulsory schools and first provision for weak or poor districts	1826
Female teachers first authorized	1838
Acadia College founded	1838
St. Mary's College founded	1841
First Act for educating Indians	1842
Female teachers authorized in Academies	1845
First Superintendent of Education	1850
School for the Deaf and Dumb founded	1851
St. Francis Xavier College founded	1853
Normal School established	1854
"Free School Act" passed	1864
Compulsory Assessment Act	1865
First Reformatory established	1865
School for the Blind founded	1867
Victoria School of Art and Design established	1887
College of Agriculture founded	1899
Manual Training Schools established	1900
Technical College founded	1907
Rural Science School established	1909

- quoted from the *Bulletin of the Nova Scotia Teachers Union, Vol. VII, No. 2, December, 1927, p. 17*

THE 1920s

The Union's final meeting as an adjunct of the PEA was in 1920. Teachers who attended excluded government officials because they believed that they should formulate their policies and conduct their affairs without official interference.

NSTU members thus decided to meet annually on their own. The PEA meetings were chaired by the Superintendent of Education.

A new Constitution was drafted and adopted in 1921.

In 1922 the first NSTU publication saw the light of day. It was named the *Bulletin of the Nova Scotia Teachers' Union* —the ancestor of the present-day *Teacher*.

Although many teachers, especially in rural areas, were not yet organized and negotiating machinery was nil, the NSTU made two significant gains in the 1920s:

- ☑ *Teachers Pension Act* came into effect in 1928
- ☑ the government amended the *Education Act* to provide increases in the government grant (provincial aid) paid to all teachers.





A Remarkable Opportunity to Tour Europe and Visit Geneva Convention with Teachers from every part of the Dominion.

The itineraries have been arranged to enable you to visit the International Convention of Teachers at Geneva, July 25th to August 4th, 1929, and to secure the greatest possible store of valuable information, that will prove most useful in your work. Stops will be made at all places of interest, that you may see everything worth while, in a leisurely, comfortable manner. You have nothing to worry about, all details are arranged by your party conductor.

The steamer accommodations are in the excellent Tourist Third Cabin on magnificent White Star ships, which leave little to be desired in comfort, cuisine, entertainment and recreation. In Europe you will travel by motor steamer and rail, stopping en route at excellent hotels.

There are five different itineraries to choose from, ranging in duration from 30 to 57 days. The cost from Montreal back to Montreal ranges from \$380 to \$655, including all necessary expenses.

A Brief Outline of One Itinerary

ENGLAND.—Widerrnes, Ashleade, Greenes, Kerwick, London, Shakespeare County, Eastworth, Oxford.

SCOTLAND.—Edinburgh, Glasgow, Torrance, Apr, Dyrhough, Abotsford, Milnes.

FRANCE.—Paris, Versailles, Bryennes, Barcolnette, Nies.

SWITZERLAND.—Geneva, Assisy, Interlaken.

ITALY.—Genoa, Rome, Naples, Capri, Sorrento, Florence, Venice, Venetian.

GERMANY.—Heidelberg, Weiboden, Frankfurt, The Rhine, Cologne.

BELGIUM.—Brussels.

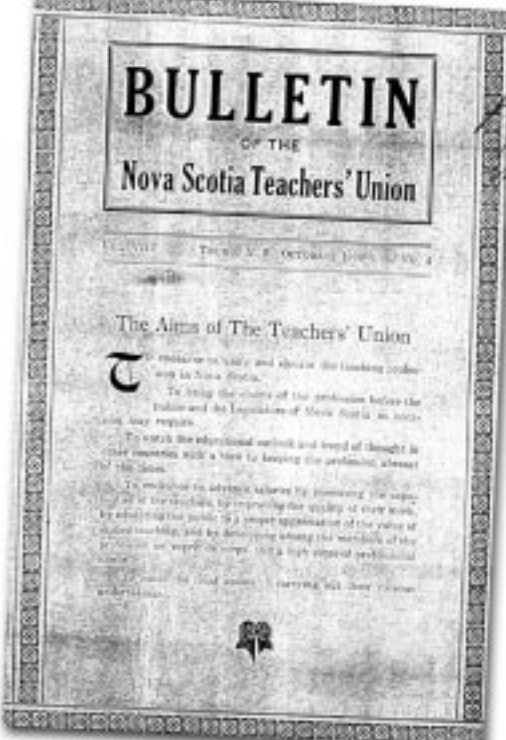
HOLLAND.—The Hague, Amsterdam.

The complete itineraries with detailed information will be sent on request to one of the following:—

MR. J. A. GOODE, Travel, N. S., or Company's Office
St. Paul Bldg., Halifax.



WHITE STAR LINE CANADIAN SERVICE



BULLETIN
OF THE
Nova Scotia Teachers' Union

VOLUME 1, NO. 1, OCTOBER, 1929

The Aims of The Teachers' Union

To enhance the status and elevate the teaching profession in Nova Scotia.

To bring the claims of the profession before the public and the Legislature of Nova Scotia in accordance with the requirements of the times.

To watch the educational outlook and trend of thought in other countries with a view to keeping the profession abreast of the times.

To endeavor to advance science by promoting the application of scientific principles to the study of their work, by extending the public's correct appreciation of the value of sound teaching, and by demonstrating through the work of the profession the worth of a high standard of professional conduct.

Published by the Nova Scotia Teachers' Union, Halifax, N.S., October, 1929.

Left, an advertisement appearing in the Bulletin, circa 1929.

Above, the aims of the Nova Scotia Teachers Union, 1930, as they appeared in the Bulletin.



THE 1930s

The 1930s were hard years, since the economic depression was being felt worldwide. The Union's efforts were focused on shoring up what had already been achieved for teachers, rather than letting it erode.

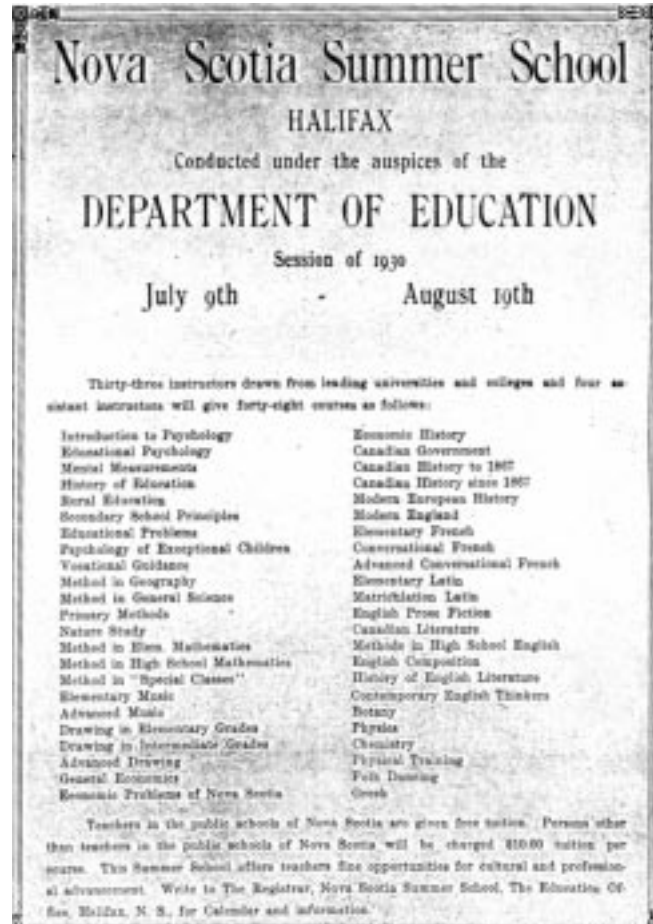
In 1932, *An Act to Incorporate the Nova Scotia Teachers' Union* was passed.

The "dirty thirties" saw the resurfacing of underbidding for teaching positions.

Besides fighting underbidding and building membership, the Union took a blow when the Halifax City Local seceded and formed the Halifax Men Teachers' Association. This happened after the Halifax School Board cut teachers' salaries. For a time there was much bitterness between that group and those women and men who remained in the NSTU Halifax Local. The HMTA teachers did not rejoin the local until 1936-37.

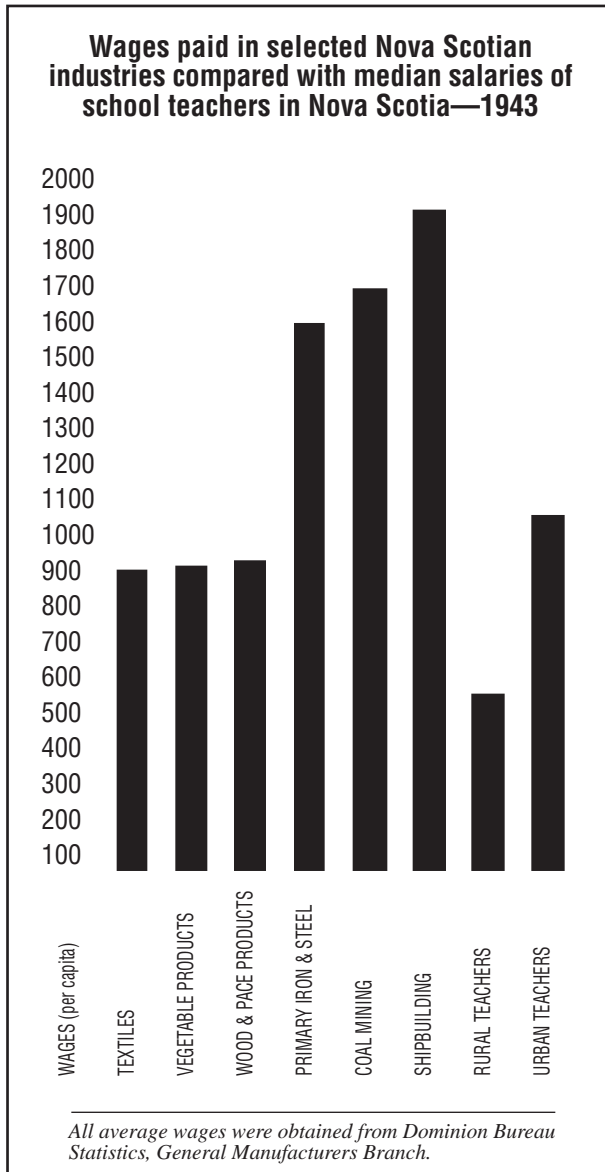
The greatest strides made in the 30s were in the professional area. Up to that point, even a grade nine education could equip a person to teach. The Union was successful in its push for increased licensing requirements, thus improving public school education in the province.

By the end of the decade, the Union had survived the worst, and along with the economy, was again in a growth pattern. Some increase in membership was reported in 1939.



Above, Summer School offerings advertised in 1930. Along with Physics, English Composition, and Folk Dancing, a course in "Economic Problems of Nova Scotia" was offered. Plus ça change...

THE 1940s



A chart originally prepared in 1943 compares the salaries of teachers to other Nova Scotian industries. Note the distinction made between rural and urban teachers, whose salaries differed greatly. This issue was a focal point for the Union in the 1940s.

In September 1939 Canada went to war and many teachers enlisted or were drawn to industrial work, which was much more highly paid than teaching. However, in 1943 the federal government “froze” all teachers in their positions: otherwise a teacher shortage would have led to school closures.

Bradford Finigan, Principal of Freeport School, was appointed the first NSTU General Secretary in 1942. Although he was paid, he was obliged to operate from his home in Lawrencetown, or from his car, since there was no central office. Furthermore, since gasoline was rationed at that time, he sometimes had to resort to bus, train, walking and hitchhiking to visit locals.

In spite of these handicaps, membership grew rapidly.

Up to 1946, teachers were paid differently depending on board, grade level and gender. Halifax male high school teachers were the most highly paid in the province. In that year, the Union was successful in its push for the implementation of a provincial minimum salary scale, as well as for the elimination of salary differentials based on grade level and gender.



We Get What We Pay For

RURAL \$555 median for 1322 Teachers	1942-1943	URBAN \$1113 median for 1368 Teachers
Acad. 1	Post Graduate Degree—3 years teaching in a secondary school.	Acad. 127
H.S. 4	University Degree—Teacher's Diploma.	H.S. 232
A. 248	Grade XII—1 year Normal College—2 years N.S. Summer School.	A. 592
B. 426	Grade XI—1 year Normal College—1 year N.S. Summer School.	B. 344
C. 335	Temporary License—Grade X—6 weeks Normal College Summer School.	C. 60
D. 308	Permissives	D. 13

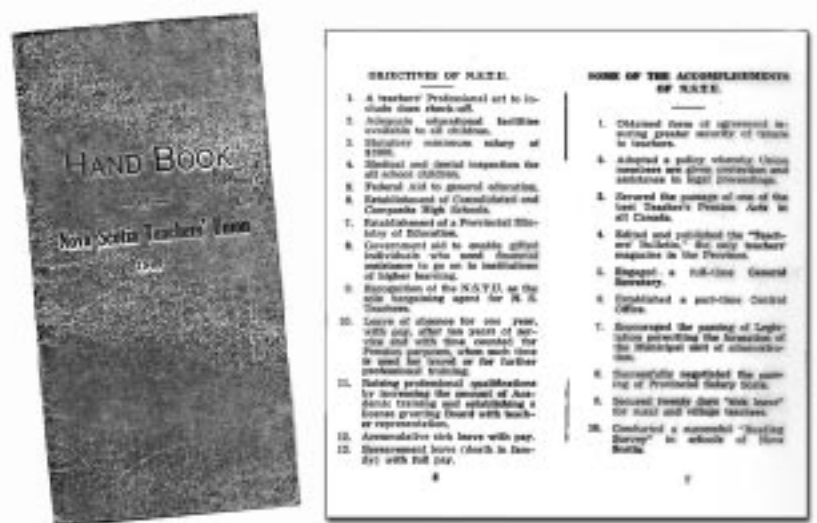
NOVA SCOTIA NEEDS A \$1000.00 MINIMUM FOR ALL RURAL TEACHERS

Above, a chart from the 1942-43 school year demonstrates a major concern of the time, the disparity in salary between rural and urban teachers.

In 1949 President Tom Parker presented a brief to Henry Hicks, Nova Scotia's first Minister of Education, on matters of salary and education finance, as well as recommending the enactment of a professional act fostering higher teacher qualification standards and improvement of school programs. It also urged government recognition of the NSTU as the only representative of the teachers of Nova Scotia.

The NSTU's first Member Handbook appeared in 1949.

Below, the first Member Handbook, 1949, spells out the Union's objectives and accomplishments



THE 1950s

The postwar '50s were years of growth and prosperity for Canada.

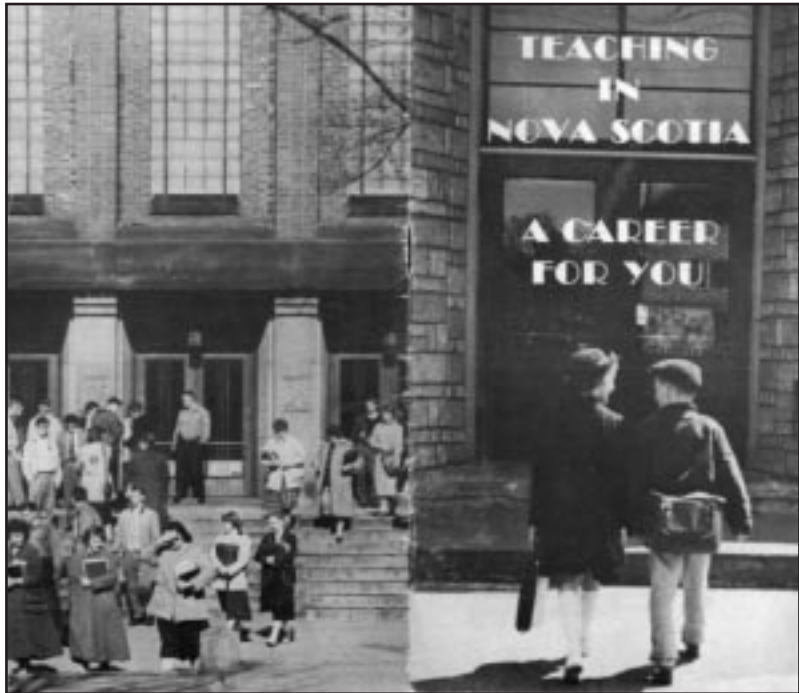
In Nova Scotia, school enrolments mushroomed to just over 171,000, an increase of 40% in ten years. This created a teacher shortage.

The first two vocational schools were established in 1949 and 1950 and the Primary program was introduced in 1951. Besides expanding the scope of curriculum offered in Nova Scotia's public schools, this opened up a need for still more teachers in the system.

In 1951 the 1932 *Act to Incorporate the Nova Scotia Teachers' Union* was repealed and the *Nova Scotia Teachers Union Act* was passed. The NSTU



Teacher Education Council: Seated, L to R: J. Frank Glasgow, Tom Parker, Dr. J.P. McCarthy, Dr. H.P. Moffatt (Chairman), Rev. C.H. Bauer, Sister Maria Catherine [second nun is not named] Standing: Gerald Tingley, Dr. A.B. Morrison, Dr. M.V. Marshall, Miss Gene Morison, Dr. A.A. Giffen, D.H. Montgomery, Prof. A.S. Mowat, Dr. S.D. Southam. (Absent Mr. H. A. Weir)

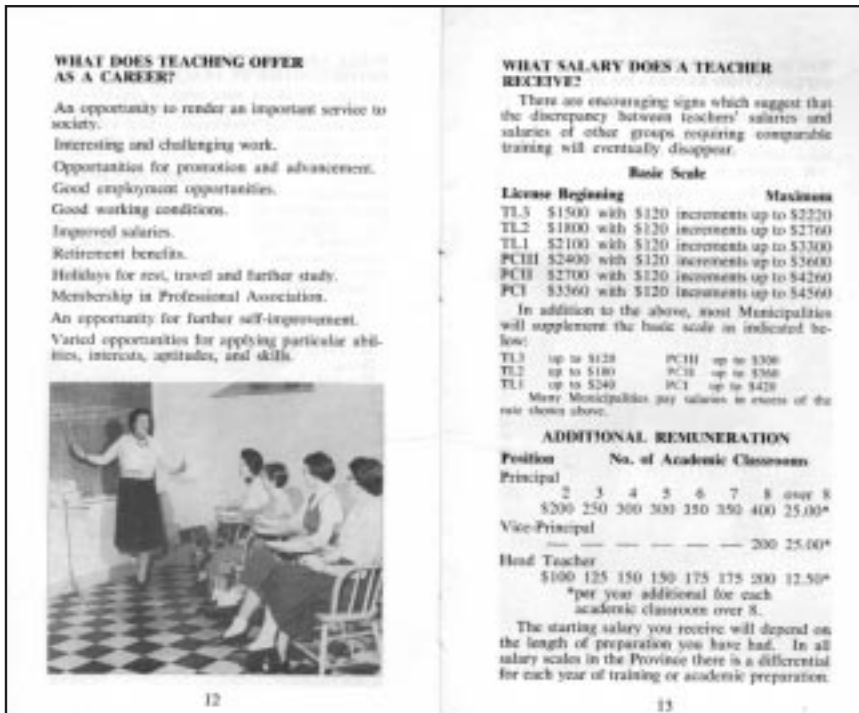


Act was amended in 1953, legislating **voluntary** negotiations and conciliation. These very basic mechanisms allowed either the NSTU or the school board (employer) to request the other party to negotiate with them or request a conciliator to help arrive at an agreement. In 1957, some improvement was made to this legislation when a school board now was required to negotiate with the Union, when asked to do so. And conciliation was now mandatory when requested by one of the parties.

In 1953, the NSTU opened its first general office on Barrington Street in Halifax.

Tom Parker was appointed full-time Executive Secretary (Director) in 1954.

The Union continued to push for improved salaries for teachers. In 1956, salary scales were established for teachers with a formula requiring the province to top up funding for disadvantaged municipalities.

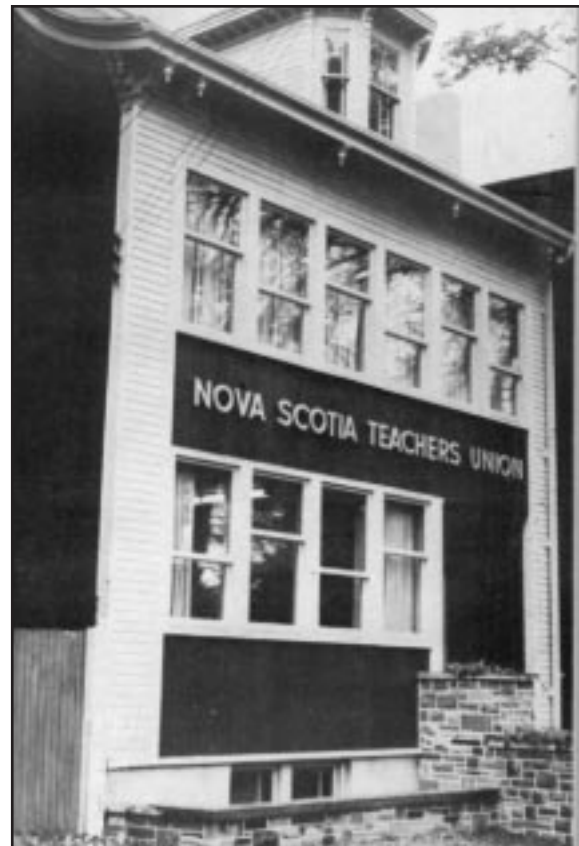


These two pages (clockwise from bottom left): The Teacher Education Council, from the February 1955 Bulletin; the cover of a brochure published by the Department of Education, 1958; inside pages of the same brochure outlining some benefits of teaching as a career; below, the new NSTU headquarters on South Park, 1959.

There was steady membership growth throughout the 50s, and NSTU infrastructure kept pace. In 1956-57, the membership had grown to 5,000. This large increase was not simply explained by the growing student population. An automatic membership clause had been added to the NSTU Act the year before. The rationale for automatic membership with automatic dues deduction (Rand Formula) was that all teachers would gain from negotiated benefits.

The Union was active throughout the 50s in its efforts to support the quality of education on Nova Scotia. It was successful in opposing government's attempts to lower teacher qualification standards. It also contributed to the general discussion on the problems and goals of Canadian education, as a member of both the Council on Teacher Education and the Nova Scotia Education Association.

By 1959, the NSTU had moved to a new headquarters on South Park Street in Halifax.





“Building Plans—Proposed NSTU Headquarters” trumpeted a special March 1968 edition of the NSTU Newsletter.

THE 1960s

The turbulent 1960s were years of economic growth, prosperity and change. Due to the baby boom increase in the student population, teachers were still in great demand. Programs were expanding and 13 new vocational schools were constructed in the province. In Nova Scotia teachers had developed a new militancy and were pushing for higher salaries and benefits. An annual review of the grant scale was achieved in 1965. Previously, teachers were sometimes forced to resort to mass resignations in order to gain minimal pay increases from their boards. As Norman Fergusson put it, “Salaries of teachers moved from the ‘miserable’ average salary of \$3,196 in 1959-60 to the ‘much less miserable’ average salary of \$6,482 in 1969-70.”

At Annual Council 1963, a resolution was put forward by the Cape Breton Rural and Village Local to address a discriminatory practice of some provincial school boards: terminating married women teachers, regardless of their education and teaching experience.

The resolution read as follows:

Whereas some school boards in the province have passed resolutions discriminating against female married teachers on the sole ground that they are married,

Be it resolved that the NSTU immediately take the necessary action to guarantee the same eligibility for appointment and the same security of tenure for married female teachers as for single ones.

It was adopted by a vote of 76 to 28.

Pressure from Nova Scotia teachers and the NSTU (the Sydney dispute teacher resignations of 1969 are one example) eventually put an end to this practice in the 1970s.

Professional development initiatives grew rapidly in the '60s. Prior to this time, limited resources had restricted NSTU efforts in this area, since economic and organizational matters were the most urgent priorities.

In 1960, the Union was anxious to find an effective means of improving teachers' professional skills on an ongoing basis. With this in mind, the subject specialist associations were developed. These are now referred to as the special associations. The first, which appeared in 1961, was the School Administrators' Association. And the number kept growing: by the end of the '60s, there were ten.

In the area of certification, the Union's curriculum committee helped draft a four-year block program.

The NSTU was represented on provincial boards related to professional development, such as the Board of Teacher Certification and the Advisory Committee on Curriculum.

Represented by Florence Wall and Norman Fergusson, the NSTU played a very active role in the Nova Scotia Advisory Council on School Television, up to the introduction of Educational Television as a regular part of the daily high school curriculum in Fall 1962.

The Nova Scotia Teachers' College in Truro opened in February, 1962. It was a direct descendent of the Normal College, which had opened in 1855.

Page 2 Nova Scotia Teachers Union August 30, 1969

NSTU NEWSLETTER
SEMI-MONTHLY
SEPTEMBER - JUNE
Editor: FLORENCE WALL

SALUTE SYDNEY TEACHERS

The teachers of Nova Scotia have reason to pay tribute to their colleagues in the city of Sydney. The steadfast and unwavering stand maintained throughout the holiday period by teachers who resigned in the Sydney Board-Teacher dispute has been admired, not only by those of us who are actively engaged in teaching but by others outside the profession. The many and varied attempts to break down the resistance of the Sydney teachers proved futile in every instance. It was not just a question of money but a principle was at stake.

In this instance, by not yielding to attempts to change a contract unilaterally, the Sydney teachers have rendered a distinct service to all teachers in the province. The professional agreements now in existence did not come into being overnight. They are the result of endless hours of work and research and hard bargaining by members of negotiating committees. The gains made have been beneficial to teachers and boards alike and ultimately have worked in the direction of a better educational program for the children in Nova Scotia, which is our main concern.

Appreciation of what the Sydney teachers have done is not just an intangible feeling experienced by their colleagues. It is more than this. Full moral and financial support was pledged at Annual Council. The serious nature of this pledge and the intent to fulfill it was evidenced in August when the first reserve benefit cheques were distributed to the teachers involved.



Teachers of the Sydney Local NSTU who resigned from the Sydney School Board because of the Board-Teacher dispute received benefit cheques in Sydney from the NSTU on August 7, 8 and 9. In the above picture Cameron Neave distributes cheques to Mary Helen Joseph, Mrs. Edward Murray, Alna MacDougall and Colleen MacNeil.

REPORT - continued from page 1 -

continuation without change from the old agreement, that is, the new Foundation salary scale brought into effect by the Province of Nova Scotia on January 1st, 1969, since the allowances and differentials provided for in the old agreement.

During the course of the hearings the Union withdrew its proposals on Nov. 1st.

The Board proposed that a teacher on additional leave receive not less than 60% of salary and the Union not less than 70% of salary. It was estimated that the cost of the higher percentage was not likely to be more than \$900.00 in any year.

The pattern in other Teachers' Union agreements varies, but the within the probationary period, both apparently agree to a preference being given, as a guiding principle, in the hiring, in the first instance, of single teachers. While the Union still objects to the requirement of female teachers having to resign if they marry during the probationary period, they would accept it if

As a further indication of teachers' support for professionalism, in 1968 the NSTU appointed professional development coordinators to assist locals in the field of PD, as it had already done in the area of negotiations by appointing economic consultants.

Services to members were being constantly improved and in 1965 a much more comprehensive group insurance plan, including term life, accidental death, salary continuation and medical and health benefits was put into place.

With the arrival of MSI in 1968, a new Total Care Plan came into effect in 1969. Since some aspects of this coverage were not suitable for retired teachers, a new Health Care Plan for Retired teachers was implemented.

In 1968, the Teaching Profession Act was passed. It revised and consolidated all previous acts related to the NSTU. Essential items such as the objects and powers of the NSTU are codified

here. This Act forms part of the NSTU Constitution along with the By-laws and Standing Orders.

Below: The Ravenswood property, future site of the NSTU central office, 1967.



Who Was Dr. Tom Parker?



To some who attend meetings and conferences at the Dr. Tom Parker Building in Halifax, the man behind the name that NSTU central office proudly bears is a mystery.

When the NSTU provincial executive voted to rename central office in 1992 as one of the Union's first events to mark its 1995 centenary, it chose Dr. Tom Parker, one of the foremost builders of the Nova Scotia Teachers Union and a recognized leader in education.

Dr. Parker's drive and organizational abilities saw the NSTU grow from an organization representing some 3,200 members in 1954 to 9,200 members when he retired as NSTU executive secretary 16 years later. Prior to this, he served not only as president of the NSTU but became the first Nova Scotian to lead the Canadian Teachers' Federation (CTF).

Dr. Parker also served as a teaching consultant in such countries as Trinidad and Tobago, the United States and Ghana, as well as in the provinces of Quebec and Prince Edward Island.

As a young man, Parker was a fine athlete, coach and referee. He was involved in a variety of social service and community activities that remained a consistent theme throughout his career.

Educated at Dalhousie and Columbia Universities, Parker began his teaching career at Chebucto School in 1933. By 1944 he was principal at Bloomfield School.

At Bloomfield, Parker initiated the first community-based adult education program.

After 37 years as an educator and NSTU leader, Parker took up a new challenge at Dalhousie, where he served as the director of summer school and extension programs for a further eight years.

Following his lengthy career, Parker maintained his interest in the Union and in lifelong learning, and served as a volunteer with the Canadian Mental Health Association.

The quality and importance of Dr. Tom Parker's contributions can be seen in the many tributes he has received. As well as having the NSTU building dedicated in his name, Parker was awarded an honorary doctorate of laws and letters by Dalhousie University and was named a member of the Order of Canada.

Dr. Tom Parker passed away in August of 1998.

NSTU CENTRAL OFFICE—A WORK IN PROGRESS...



The first offices of the Union were located on Barrington Street (1953); in 1959, the NSTU moved to new headquarters on South Park (1). Plans for an ambitious new building began in the late 1960s. The Provincial Executive and executive staff officers (2) presided at the turning of the first sod, 1968. Construction (3) progressed through to completion in 1969 (4). The addition of a third floor in 1981 dramatically changed the appearance of the building (5), shown here at the NSTU's centenary, 1995. Finally, in 2000 a major renovation expanded available office and meeting space and updated the building's exterior. The building was named the Dr. Tom Parker Building in 1992—see "Who Was Dr. Tom Parker?", left.

Landmarks and Challenges

A milestone was achieved in 1969 when, after years of Union effort, the Education Act was amended to provide for a new Section 76, defining probationary and permanent contracts. Previously, both types of contracts could be terminated at the will of the employing board, with no recourse for the teacher. Now a board of reference provision was included for any permanent contract teacher who wished to appeal the termination of a contract. However, since the Minister had not approved forms for such contracts, the effect of this legislation was limited. This problem would not be solved until 1972.

On May 14th, 1969, the new NSTU Headquarters building was opened on Dutch Village Road. At that time, Tom Parker was Executive Secretary (*Director*) and Rod Fredericks was President.



From The Teacher, November 15, 1971

New NSTU crest approved by provincial executive

The Nova Scotia Teachers Union has a new crest.

The provincial executive of the Union voted unanimously on October 23 to adopt a new design submitted by the Public Relations Committee.

The new design comprised the Nova Scotia flag emblazoned on the cross-bar of a "T". The bottom of the "T" then forms the inside of a red "U" which in turn is designed as the bottom of the overall shield on which the red, white and blue design is laid.



Les Walker, communications officer, designed the new crest. In submitting it to the provincial executive on behalf of the PR Committee, he noted the design eliminates the "N.S." letters in the NSTU, replacing them with what he described as "the most beautiful flag in the country, if not the world."



The new design represents the culmination of several years' attempt to find a suitable crest or symbol.

In his presentation, Mr. Walker noted the open "T" which includes the flag, represents the open-mindedness of today's professional teachers, while the solid "U" denotes the solidarity of the Teachers Union.

The new design will be used immediately in the new NSTU membership and past-presidents' pins.





*A 1971 cover of *The Teacher* proclaims “Crisis in Education”; despite this inauspicious beginning, the decade saw many professional gains for teachers.*

The TCBA allowed bargaining at the provincial level for salaries and some benefits, and local bargaining in the areas of sabbatical leaves, service gratuities and job security. Also included in the Act were dispute resolution mechanisms: strike action at the provincial level and binding arbitration at the local level.

In 1975 the Union’s new Economic Welfare Committee held its first meeting. An asking package procedure was adopted at this meeting and the first asking package itself was also finalized. In late December, 1975, the membership voted overwhelmingly to approve a proposed settlement that had been worked out earlier in the month.

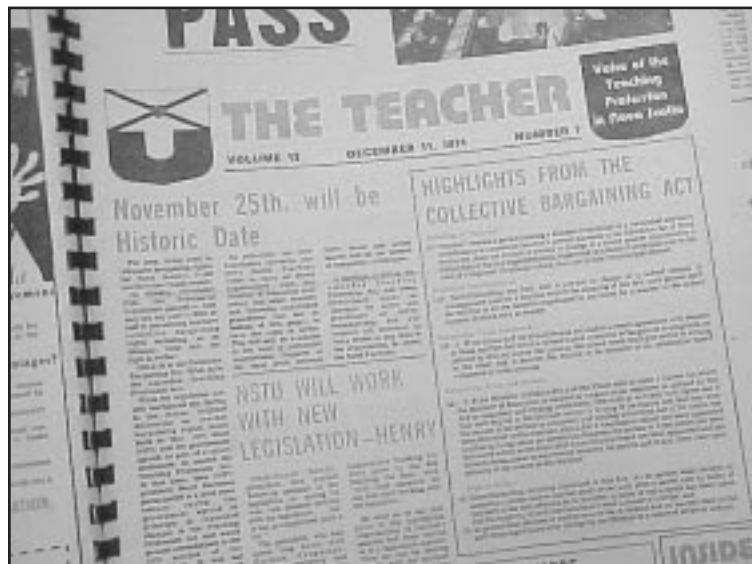
In 1976-77, the NSTU became the bargaining agent for the Atlantic Provinces Special Education Authority (APSEA) teachers at the Resource Centres for the Hearing and Visually Impaired and in “out” classes scattered across the Atlantic Provinces.

THE 1970s

Even though times were still prosperous, the first signs of fiscal restraint were appearing in the early 1970s. Nonetheless, it was during this decade that the NSTU achieved significant gains:

- (1) in 1972 the board of reference legislation referred to earlier (Section 76 of the Education Act) was finally made functional;
- (2) the Teachers’ Collective Bargaining Act was passed in 1974.

*The December 1974 cover of *The Teacher* notes November 25th as the “Historic Date”—the date that Bills 63 (the Collective Bargaining Act) and 64 (the Teaching Profession Act) came into effect, permitting teachers collective bargaining rights including the right to strike.*





Administrators voted unanimously in 1973 to remain NSTU members after an assessment committee examined the School Administrators Association and its role within the NSTU.

The NSTU had always been concerned about its role in improving the calibre of teachers entering the profession and in enhancing the status of teacher education. In the 1970s, several conferences and seminars were held with teachers, Department of Education officials and representatives of teacher training institutions. And the Advisory Council on Teacher Education of 1975-76 adopted a number of Union proposals

about strengthening teacher training: although the Department did not adopt them, some of the teacher training institutions did so by increasing the duration of the practicum as well as the professional component of their programs.

The Union's publication, which had undergone several name changes, became *The Teacher* in 1970, with Les Walker as its editor. He was also in charge of the Union communications



Schools Today chairs, 1977: John MacDonald, Bridgewater; Peter Oickle, Truro; Chris Mullalley, Pugwash; Jane Aalders, Kentville; NSTU President Joseph Maidment; and Wayne MacGillivray, New Glasgow.



Placard-carrying marchers ring the Provincial Legislature during a May 17, 1976 parent-teacher demonstration

program. The Public Relations Committee became the Public Relations and Communications Committee at this time.

In 1974, ten Media Liaison Officers (MLOs) were appointed across Nova Scotia to provide all NSTU communications from the President, Executive Director and Provincial Executive to local media, as well as monitoring local news stories and community relations.

The highly successful **Schools Today** program was started in order to showcase the wide variety of programs in schools across the province through exhibits, slide shows murals, music and artwork.

The first pre-retirement seminar was held in Sydney in 1979.



Panelists Patrick Pardoe, editor, Bridgewater Bulletin; Robert Sayer, vice-president Federation of Home and School Associations; John MacDonald, Media Liaison Officer Queens-Lunenburg; Peter Oickle, MLO Colchester East Hants; Emmet Currie, moderator, NSTU executive assistant; and Paul Zann, Nova Scotia Teachers College, participate in a discussion of the NSTU's role and public image in the community at the 1977 Communications Conference.

The Media Liaison Officers were an important factor in local public relations for the Union in the 1970s.



*Les Walker, NSTU Communications Officer and editor of *The Teacher*, presents at the 1977 Communications Conference.*



THE 1980s

The 1980s began with both Canada and the United States in the throes of an economic recession. Double-digit inflation exceeded 12% in 1981. The federal government attempted to put a tight rein on money supply through the Anti-Inflation Board's measures.

Premier Buchanan had a provincial restraint program put into place in this province: salary increases were held to a 6% maximum over this time period.

In Nova Scotia, the government appointed a commission on Public School Finance, which produced a report now known as the Walker Report. Its main recommendation was a funding formula based on student numbers, greater provincial contribution to education and a reduction in the number of school boards from more than 80 to 21. The reduction had earlier been recommended in the 1974 Graham Commission Report.

In 1982 the NSTU put in place a model for

21 district locals, matching the 21 new school boards.

The Walker formulas were driven by number of students (fewer students = fewer dollars = fewer teachers) and student enrolments were declining. In order to combat the effects of declining enrolments and save teaching positions, a number of items were negotiated at the provincial level. Among these were a deferred salary leave plan (1981), severance pay and provincial staff placement arrangements (1983). At the local level, improved transfer clauses, job-sharing plans and seniority clauses were successfully negotiated (1981-82)

Structure model adopted

At its May 14, 15 meeting, the Provincial Executive adopted a model for NSTU locals which calls for 21 locals, down from the present 48.

The model provides for existence of sub-units. Dr. Norman Fergusson, NSTU executive secretary told *The Teacher*, "It resembles somewhat the existing structure used in our amalgamated locals."

The Teacher will prepare a special section on details of the new structure, for presentation to the Provincial Executive and the Leadership Conference, both planned for late August. The section will also be included in the September 15 issue of *The Teacher*.



Aviso

Spring 1986 Price: \$2.50
*The Magazine for
Nova Scotia's
Teaching Profession*



Teachers and the Law *What can we do in the classroom?*

Whole Language
Talking and learning together

Begin With the Children
Daily physical activity in the classroom

Brad Barton
The ball really is in his court

Aviso, the NSTU's professional journal, debuted in spring of 1986. *Aviso* was originally envisioned by NSTU Past President Brian McCabe, and its first editor was executive assistant Peter McCreath.

In spring, 1982 there were a number of teacher terminations due to cutbacks. Twenty-nine permanent contract teachers lost their positions with the Northside-Victoria School Board. The NSTU decided on a province-wide withdrawal of voluntary services on May 31st, followed by a strike vote June 7th, if no settlement had been reached. By May 25th, the situation was resolved: all teachers were reinstated.

The Atlantic Institute of Education, which promoted cooperation among all education partners, was instructed to close its doors by the provincial government, to the dismay of the NSTU and many of its members.

In 1983, the NSTU ran a very successful public campaign, “*What’s Left*”. It opposed the government’s restraint program and emphasized the need for collective bargaining.

The NSTU also worked to help teachers threatened with job loss by holding job fairs and participating in the Utilization of Personnel committee.

In 1984, Dr. Norman Fergusson retired. He had been a NSTU staff member since 1956, and Executive Director since 1970.

During the 1980s, several positive initiatives came into being at the organizational level. In 1980, the NSTU Status of Women committee was set up. It later changed its name to the Women in Education committee. In 1985, the NSTU established a policy statement on the involvement of women in leadership roles in education and in 1987 Annual Council delegates approved resolutions including affirmative action for hiring practices of the Department of Education and the NSTU.

In 1985, the NSTU administered *SHARE*, (*Students Helping African Relief Efforts*) which raised funds for famine victims: a total of \$178,000.



POINTS PRESENTED—Advanced education and job training minister Edmoond Morin, left, conversates on a point being made by NSTU staff officer Alvin MacPherson, right, during talks with the minister and his deputy Joe Clarke in the NSTU board room in late January. The meeting preceded Morin's announcement that a new community college structure will be established in Nova Scotia. In the photo with Morin and MacPherson are Clarke and NSTU president Karen Wilts-Dorval. (See story this page)

The NSTU gives input into the government’s plan for a system of community colleges.

In 1985 and 1986, *WOW (Work Orientation Workshops)* pairing newly graduated unemployed teachers and at-risk students were highly successful. They would continue for a number of years.

In 1986, the President’s column in the *Teacher* appeared for the first time in French.

Aviso, the NSTU’s professional journal, appeared for the first time in Spring 1986.

In the areas of professional development, staff officer Jim MacKay conducted school-based staff development seminars, starting in 1987.

A third floor was added to the NSTU building in 1981. It housed the Library, the Nova Scotia Teachers’ Credit Union, and office/meeting space.



Dr. Norman Fergusson

At the end of the ’80s, in the face of concerns about job loss and shrinking education funding, the NSTU was able to make progress in such member service areas as group insurance. The SALCON (Salary Continuation) open enrolment campaign was a huge success. Teachers who joined SALCON were able to do so without medical evidence—meaning that many who were previously unable to purchase disability insurance now could have the coverage they required.

A word about 2001 A.D.



Children starting school today will be in their 30's when the 21st century begins. The education children receive now will shape the foundation of the next century. How students are equipped to deal with the world will determine, to a great extent, the form the world will take.

The Scoring of 6.2 billion people, the depletion of natural resources, the information explosion, increased life expectancy and one of the most time and all major resources. These, and other challenges yet unknown, face our children as they step into the 21st century. It is our children who will have to weigh the considerations and discover the answers. 2001 is not as far away as you think.

We, the teachers of Atlantic Canada, view today's students as holders of the potential to meet these global challenges.

It is our job to give them the tools.

Something to think about



Nova Scotia Teachers Union

Long term planning has always been an NSTU hallmark. In 1982, the NSTU began an ad campaign looking ahead to the millennium; Margaret Swan, principal of the Nova Scotia Teachers College anticipated, in 1981, an upcoming teacher shortage; then-President Karen Willis Duerden wrote, in an 1988 article for *The Teacher*, predictions of ten education issues of the nineties, including such topics as capital construction pressure and teacher replacement.

LOOKING AHEAD

Teacher shortage predicted by 1990's

By HATHE DYCK

TRURO — There will be a shortage of teachers in Nova Scotia by the early 1990s according to current statistics, says the acting president of the Nova Scotia Teachers College.

While teaching opportunities in the province at present are scarce, there are lots of jobs available across Canada and in the developing countries, Margaret Swan told the Truro Rotary Club.

"There is a crying need for teachers in some parts of Manitoba, Saskatchewan, Alberta, British Columbia and the Northwest Territories," she said.

"When you consider that Nova Scotia as a whole net province receives transfer payments from the Canadian government, I have no conception about training teachers for export."

And, she suggests in 10 years, when there is a need for teachers in Nova Scotia, they can come back home.

At present there are twice as many

applicants for the teacher training program at NSTC as can be enrolled, she said.

"We have been assured the college will stay in Truro," she added.

Although there was disappointment at the college when degree granting status was given last year, Swan said the new three-year program, whereby the student earns an associate degree in education at NSTC can then go to university for one year and earn a bachelor of education, must be given a chance.

THE EIGHTIES END: Ten issues for the nineties

Editor, NSTU President

I am

pleased to have received your issue, teacher health, teacher education and professional development. I have read the Nova Scotia Teacher's Union and the journal's challenge

of the teaching profession, teacher health, teacher education and professional development. I have read the Nova Scotia Teacher's Union and the journal's challenge of the teaching profession, teacher health, teacher education and professional development. I have read the Nova Scotia Teacher's Union and the journal's challenge of the teaching profession, teacher health, teacher education and professional development.

As a teacher, I want to see more action. For a year now we have been living. The last 10 years of the nineties, some of the issues, I would like to see you address. I would like to see

1. Teacher education

2. Capital construction

3. School service extension

4. Teacher replacement

5. NSTU welfare

6. Pension provisions

7. Bilingualism

8. Discipline vs. pedagogy

9. Research emphasis

10. Social status

11. Teacher health

12. Teacher education

13. Capital construction

14. School service extension

15. Teacher replacement

16. NSTU welfare

17. Pension provisions

18. Bilingualism

19. Discipline vs. pedagogy

20. Research emphasis

21. Social status

22. Teacher health

23. Teacher education

24. Capital construction

25. School service extension

26. Teacher replacement

27. NSTU welfare

28. Pension provisions

29. Bilingualism

30. Discipline vs. pedagogy

31. Research emphasis

32. Social status

33. Teacher health

34. Teacher education

35. Capital construction

36. School service extension

37. Teacher replacement

38. NSTU welfare

39. Pension provisions

40. Bilingualism

41. Discipline vs. pedagogy

42. Research emphasis

43. Social status

44. Teacher health

45. Teacher education

46. Capital construction

47. School service extension

48. Teacher replacement

49. NSTU welfare

50. Pension provisions

51. Bilingualism

52. Discipline vs. pedagogy

53. Research emphasis

54. Social status

The teacher shortage issue concerning new teachers is a problem nobody else sees. It will be the first time generation that has to be trained. It may mean that the teacher shortage will be a problem for the next 10 years. It may mean that the profession will have to be re-examined. It may mean that the profession will have to be re-examined. It may mean that the profession will have to be re-examined. It may mean that the profession will have to be re-examined.

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A significant change which will occur in the nineties is the balance between the discipline and pedagogical nature of the high school.

The nineties school discipline pedagogy. All students participate in the best of their abilities and are made aware of their abilities.

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Some of the buttons created by the NSTU Public Relations department over the years.

THE 1990s

The 1990s opened on a sombre note as Canadians grieved for the female student victims of the Montreal Massacre of December 6th, 1989.

In January, 1990, the NSTU was part of a massive rally in the Town of Canso, protesting the government's handling of the fisheries crisis and the proposed shutdown of the town's fish plant, affecting adults and children alike.

And Nova Scotia teachers were about to face the most difficult and challenging decade they had ever experienced since the hard times of the thirties.



NSTU President Karen Willis Duerden stated accurately that teachers “appear to be in for retrenchment, restraint and possible cutbacks yet again.”

Nineteen-ninety saw the equivalent of 200 teaching positions cut and programs compromised, due to cuts in school board funding. The NSTU organized a Crisis Task Force and later put together *CHIIP*, a *Crisis Help Information Input Package* workshop to assist locals in their own information dissemination, strategy and action planning.

Donald Cameron's new Tory government introduced Bill 160—a two-year wage freeze on public sector salaries. For teachers, who were in the third year of a three-year agreement, this was a breach of the collective agreement in place.

The Cameron government also unilaterally reduced its committed contributions to retired teachers' health care premiums by 35% in order to garnishee pension cheques to recover premium benefits.

Inspired by the Doane Raymond Report, it brought in a new Schools Act in 1991, replacing the School Boards Act and the School Boards Membership Act, effectively bringing the boards under tighter financial control.

Finally, it capped funding at 2%, indicating that it would be tied to an undefined "core" curriculum.

The NSTU responded with massive protests. Three rallies on May 29th, 1991, at the Legislature in Halifax, as well as in Sydney and Yarmouth, brought out almost half the province's 11,000 teachers in response to these harsh, unacceptable measures.

Strike action was deemed inadvisable as a tactic to force the repeal of Bill 160. Thus the Union began an active campaign around the provincial municipal elections, urging members to elect pro-education councillors and progressive school board members.

At Council '91, a resolution was passed that the NSTU withdraw from Department of Education task forces or committees until its dispute with the government be satisfactorily resolved.

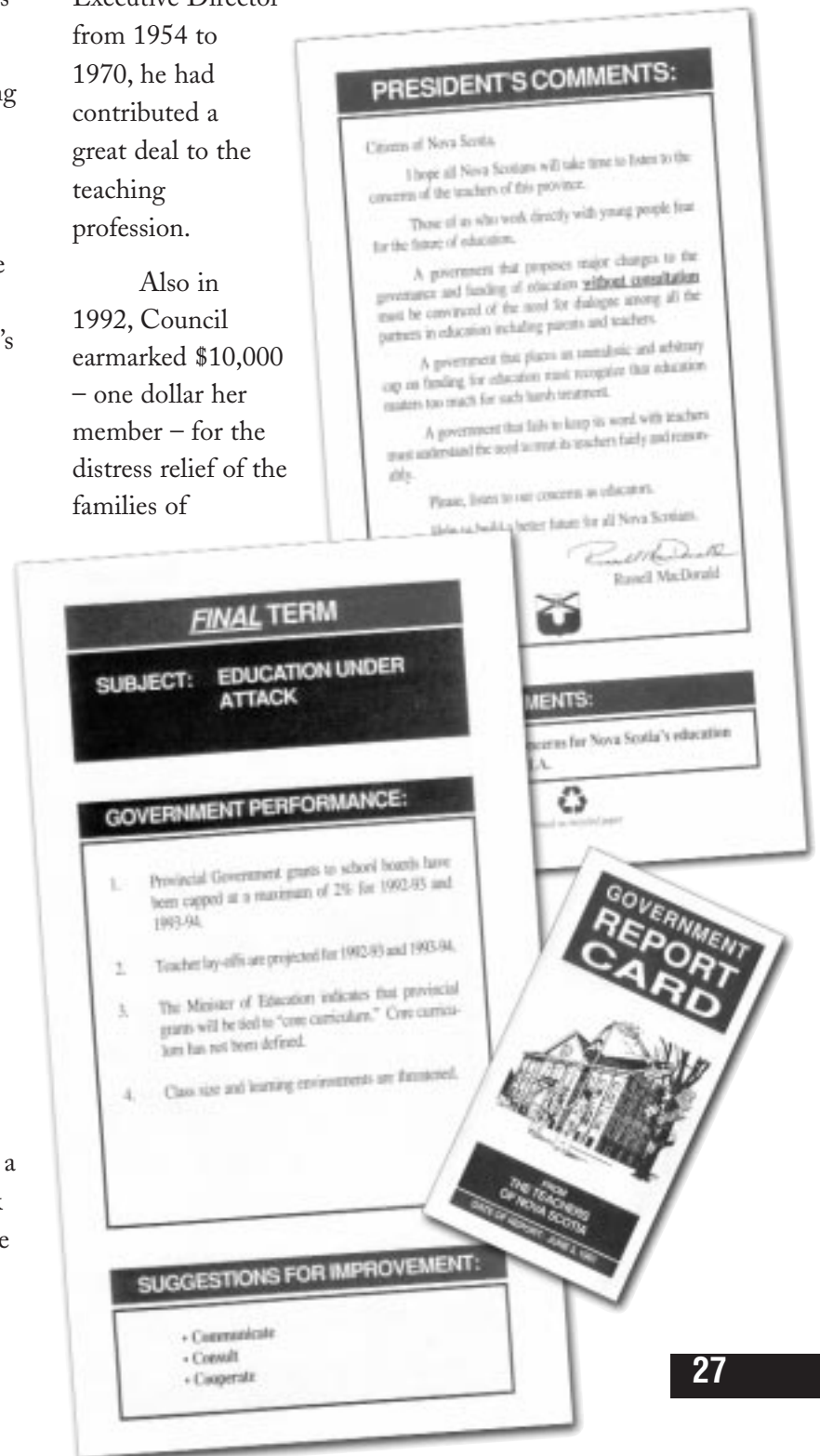
Later the Union launched a lawsuit against the provincial government for its breaking of the collective agreement by the imposition of Bill 160. This suit was eventually defeated, when the International Labour Organization (ILO) upheld the legality of the Bill 160 in April 1993. The suit still had served a useful purpose in keeping the government's lack of good faith in this matter before the public eye for an extended period of time.

Landmarks and Challenges

The Union achieved a long-awaited victory when, in May 1993, it signed an agreement with the province. This agreement addressed the unfunded liability of the teachers' pension plan.

In 1992, Tom Parker was honoured as the NSTU building was named after him. As President from 1949 to 1951, Canadian Teachers' Federation President in 1951 and as NSTU Executive Director from 1954 to 1970, he had contributed a great deal to the teaching profession.

Also in 1992, Council earmarked \$10,000 – one dollar per member – for the distress relief of the families of



Transition teams to monitor agreements under amalgamation

The Nova Scotia Teachers Union has created seven transition teams to monitor the contractual rights of members during the process of school board amalgamation.

The teams correspond to its geographical school boards and one Acadian/Francophone board announced by Minister of Education John MacEachern last June.

The transition team concept was recommended to the provincial executive by the NSTU amalgamation committee in May. In July, the division approved the mandate for the teams and assigned specific tasks. Local economic welfare officials reviewed the role of the teams at their meeting in Halifax in August.

While the primary role of the teams will be one of monitoring the contractual rights of members and the boards' administration of con-

tracts, transition teams will also evaluate the direction that Local agreements consolidation should take.

Each team is comprised of representatives from area NSTU locals, provincial executive members and two NSTU professional staff members—one from economic welfare and one from professional development.

With schools open less than three weeks, two teams have already held their initial meetings.

"In areas where amalgamation has been imposed on a short time frame, it is important that teams begin their work immediately," says NSTU president John MacEachern.

The Cape Breton Strait teams met September 8 in Antigonish conducting a review of succession rights, including guarantees under law and collective agreements. Members

have already begun to draw up seniority lists and examine contract benefits under current Local agreements.

The Cape Breton-Victoria team held its first meeting at the Northside-Victoria District Local office in Sydney Mines on September 19.

Transition teams will be attempting to determine what benefits from current Local agreements should be included in asking packages upon resumption of collective bargaining in November 1997, when Bill 52 expires. Until then—as mandated by Council resolutions 93-23 and 95-24—no amalgamation of Local agreements can take place.

Transition teams will exchange resources and information throughout the process, with all teams receiving regular reports from the Acadian/Francophone group.



EXECUTIVE PLANNING CONFERENCE - Provincial executive members Lynn Langley, first vice-president Dorrie MacInnes, Alan Kennedy and Betty Anne McGenie discuss amalgamation of the province's school boards. The provincial executive approved the mandate for seven transition teams to monitor contract issues under amalgamation.

Minister imposes amalgamation

"Following a year of consultation, it is time for decisions," said Education and Culture Minister John MacEachern as he unveiled government's plans for amalgamated school boards June 9.

Seven new regional amalgamated school boards are to be created under the government's latest restructuring of public education.

The four amalgamated regions announced June 9 were Cape Breton-The Strait, the Valley, Southwest and Cape Breton-Victoria.

In two areas, government felt further study was warranted. Facilitators were hired, but reported by the end of summer that Metro-Halifax County and Chignecto-Central would proceed as originally proposed.

The government will also establish one provincial board and local school councils for all Acadian and Francophone students.

miners killed in the Westray tragedy.

The NSTU released two major studies in 1991 and 1992: the *Study of Public Opinion*

public education for Nova Scotia's children.

On the eve of the provincial election, Council voted to return to committees and task forces "notwithstanding the intransigence of the current government with respect to the collective bargaining process". It wished to ensure that the voice of the NSTU would still be heard on such committees.

A new Liberal government came to power under Dr. John Savage. The Savage period might be named "Variations on a Single Theme" – that theme being cutbacks.

Three months into their mandate, the new government passed Bill C-41: the *Unpaid Leave Act*. This was a four-day unpaid layoff: the "clawback". With this forced leave legislation, the government broke its collective agreement with Nova Scotia's teachers.

This was shortly followed by Bill 82, which slashed 10% from the education budget over a four-year period. This translated into an

Regarding Education Issues in Nova Scotia and the *Key Issues in Education Survey* which targeted NSTU members. Excerpts of each were published in the *Teacher* with the aim of stimulating discussion and dialogue.

The "*A Fresh Start... Take Part!*" campaign in 1993 urged teachers to get involved in the electoral process on many levels when another provincial election was called in 1993 and to support those candidates committed to quality

\$80,000,000 cut and was a devastating blow to the system.

In June, 1994, a collective agreement was narrowly approved by NSTU members. President John MacDonald called this “making the best of a bad situation”.

An early retirement package was implemented for the period August 1, 1994 for July 31, 1998. Figures released by the Teachers’ Pension Board indicated that almost 800 teachers had taken this option.

In November 1994, the NSTU withdrew from the Education Funding Review Work Group. This group annually recommends levels of school board funding to the Minister of Education and Cabinet. Participation had proved impossible for the NSTU, since its representative was placed in a position where some Group initiatives could not be supported. The Group confidentiality requirement prevented consultation with the Provincial Executive.

By 1995, the NSTU’s centennial year, teachers were discouraged by the government’s actions toward the education system as a whole.



“O’Keefe elected vice-president of world’s largest union,” announced the headline in The Teacher. Greg O’Keefe, past president of the Nova Scotia Teachers Union and now an honorary member, became the vice president of Education International in 1995.

Then the government released a white paper, *Education Horizons*, proposing amalgamation of the province’s 22 school boards into 5 or 7 regional boards, along with increased local influence through the creation of school councils. All francophone schools would be part of one board.

The NSTU responded with *Still Seeking a Vision, a Partnership, a Process*, suggesting that the government evaluate its school-based management pilot project schools before restructuring the system.

The government next introduced Bill 39, a new *Education Act*, which presented the Union with major difficulties. These included the potential for:

- eradicating the collective bargaining process
- creating inequities in disadvantaged areas
- subjecting teachers and principals to ministerial disciplinary action, if a vaguely-worded list of standards and duties was not observed.

Furthermore, it contained a blanket clause enabling the Minister to do what he deemed appropriate to apply the legislation.

This brought Nova Scotia teachers to the brink of a province-wide strike. After representations to government from the Union, the strike warning was withdrawn. The Act then became legislation in January 1996.

The *Community College Act* also became law at this time. A memorandum of agreement was signed between the Minister and the NSTU in January 1996. As a result, teachers in the community college system enjoyed enhanced protection.



Special Bulletin

Bill 39 - An Act Respecting Education

Nova Scotia Teachers Union

November 14, 1995

Nova Scotia Teachers Union
November 14, 1995

Dear Colleague:

On Friday, November 10, 1995 more than 240 delegates at a Special Council of the NSTU voted unanimously to conduct a strike vote this Friday. This action is in response to a number of hostile proposals in the new Education Act tabled in the Legislature on November 3, 1995. In another resolution, delegates united in support of Community College teachers in the event pending legislation infringes on their collective agreement.

With a strike vote, you will be authorizing the Provincial Executive, in consultation with Local Presidents, to call a strike for as early as next Tuesday. Your Union is requesting that the Minister provide by Saturday November 18, 1995, in writing, amendments he is prepared to make in the proposed Act to address the concerns of teachers. This will enable the Provincial Executive to assess the progress made, consult with Local Presidents, and determine the action to be taken.

We have made our position clear to the Minister at several meetings since the legislation was introduced, most notably at a three and half hour session with the Provincial Executive last Thursday. Since then, officials and lawyers from both sides have been meeting and some progress has been made. Meetings are scheduled to resume today and will continue through the week if necessary. Though no one wants a strike, and we will do all that is reasonable to effect the appropriate changes, the fundamental principles at stake demand that we take the strongest possible action to ensure that teachers' rights are not violated.

We are at a critical time for teachers and education. The new Act will influence the shape of education for years to come and have significant impact on the working lives of teachers. As it is presently worded, the proposed Act is an affront to teachers, the teaching profession and the Union. It cannot be allowed to proceed in its present form.

I urge you to carefully read these materials and do whatever you can to effect a positive outcome. Most of all, I urge you to vote YES to strike. Your Provincial Executive must have the strike mandate to send a strong signal of teacher concern to Government.

Sincerely,

John MacDonald
John MacDonald
President

On the organizational front, the NSTU marked a significant milestone on April 24th, 1996: all the province's teachers voted to elect the Union's president, rather than their representatives at Annual Council, as had previously been the case. Donnie MacIntyre was elected at a run-off election May 13th.

As a result of an Annual Council resolution and guidelines approved by the Provincial Executive, all interested NSTU members were now able to attend the monthly Provincial Executive meetings. This move was made "in an attempt to keep the membership informed and let them see first-hand the workings of their Provincial Executive" according to incoming President MacIntyre.

The NSTU and Mount Saint Vincent University addressed the growing problem of child poverty in 1996 and 1997, with two conferences held at MSVU, the first in February 1996 and the second in March 1997. The scope, effects and costs of the problem were identified, with particular reference to education. Suggestions were generated for legislators tackling the problem in Canada and other nations.

The NSTU symposium "*Violence in the Public School System of Nova Scotia*" dealt with the underlying causes of the problem and ways of handling it in the classroom as well as long-term strategies for its eradication. Audio and videotapes of the symposium, discussions and a resource kit of materials were eventually developed for distribution and use in schools across Nova Scotia.

May 14th, 1997, was NSTU Day at the Nova Scotia Teachers' College. President

MacIntyre and Executive Director MacKay conducted workshops on NSTU programs and services for the last graduating class. The proud 143- year-old institution closed its doors on May 18th, 1997.

May Council that year passed resolutions giving substitute teachers increased status in the organization, including the right to hold office.

More than 135 new members were added when community college instructors previously represented by the NSGEU voted to join the ranks of the NSTU during the summer of 1997. Now the NSTU represents all community college faculty and professional support staff.

One of the changes in the structure of the NSTU locals since the most recent school board amalgamation was the creation of a new NSTU local: *Le Conseil syndical acadien de la Nouvelle-Écosse* (CSANE). This local matches the formation of the province's first francophone school board, representing teachers in francophone schools across the province.

In fall 1997, Nova Scotia teachers supported their colleagues in Ontario when the Harris government introduced a bill that would remove thousands of teachers from the classrooms and cancel major programs.

In January 1998, the NSTU ratified its first two-year collective agreement since the end of the wage freeze legislation in October 1997. It contained modest salary gains, a six-month salary deferral plan and measures to improve working conditions.

In fall 1998, the NSTU launched a campaign, "*Each One Reach One*," designed to



HELP²

Honduras Education and Learning Project



build Union participation at the local level, one teacher at a time. The focus on building active membership is a necessity for the health and renewal of the Union, since half the province's active teachers will be retiring by 2008.

The NSTU also intensified its efforts in this area by creating the post of Coordinator of Union Leadership Development and Outreach Programs.

When Hurricane Mitch rampaged across Central America on October 27th, 1998 and caused major destruction in Honduras, the NSTU launched a two-part relief effort. Part One was "Angels for Honduras", a pre-holiday fundraising blitz, into which teachers, parents and schools put

energy and generosity. A total sum of \$61,135.26 was raised in 13 days and a cheque in that amount was presented to the International Red Cross four days before Christmas, earmarked for Honduras relief.

Part Two of the project was the Honduras Education and Learning Project (HELP²), a fundraising campaign designed to provide assistance to the teachers and students of Honduras through the provision of school supply kits. Over \$33,000 was raised.

The NSTU presented a report, *Our View... Cape Breton County—A Community in Crisis* to the provincial and federal governments, calling upon them to recognize the economic crisis in the region and take the necessary actions to prevent the economic demise of Cape Breton County. This took place in May 1999, when the downsizing and closure of DEVCO were announced.

In May 1999, the NSTU announced the formation of the Sheonorail Foundation for Research into School Violence. It was organized to address the concerns of public school teachers about school violence. School-based research, funded by the Foundation, would be made available to classroom colleagues across the province.

John Hamm's Tory government formed a fiscal management task force in October 1999. The NSTU's submission contained a list of recommendations focused on educational issues and concerns centered on government openness and accountability. The government's final report, after all submissions were in and province-wide hearings completed, recommended an "exercise" by each department in cutting 15% and 30% from their budgets and eliminating the deficit in two years. The message of teachers and all others concerned with the underfunding of education in the province over the past ten years went unheeded.

NSTU teachers narrowly ratified a provincial agreement while the government was preparing its budget.

By the year 2000, the Professional Services division of the NSTU increased to four positions. This enabled the Union to expand the range of services available to members.

In addition to professional development, curriculum and certification support, the NSTU

was now able to offer services in the areas of leadership development, new teacher and administrator support and education technology.

Two studies were undertaken on behalf of teachers. The first was a groundbreaking study into teachers' time spent on and off the job which found, among other things, that they spent an average of 52.4 hours per week on job-related activities. The other study gathered data from teachers on the direct impact of education cuts already experienced in their classrooms.

The NSTU, together with parents, students, school board members and other concerned citizens, raised their voices loudly against the devastating cuts to education in Hamm's first budget. The "Voices of Concern" campaign was underway. Massive protests at the legislature and in all parts of the province helped to pressure the government to put some funding back into the system.

And the NSTU will continue to hold the government accountable for its commitment to quality education for the children of this province.



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NSTU LEADERS: *Past and Present*

NSTU PRESIDENTS

The NSTU was first organized in 1895-96. It was reorganized in 1921 with the late H.H. Blois as president and the late Dr. M.M. Coady as secretary.



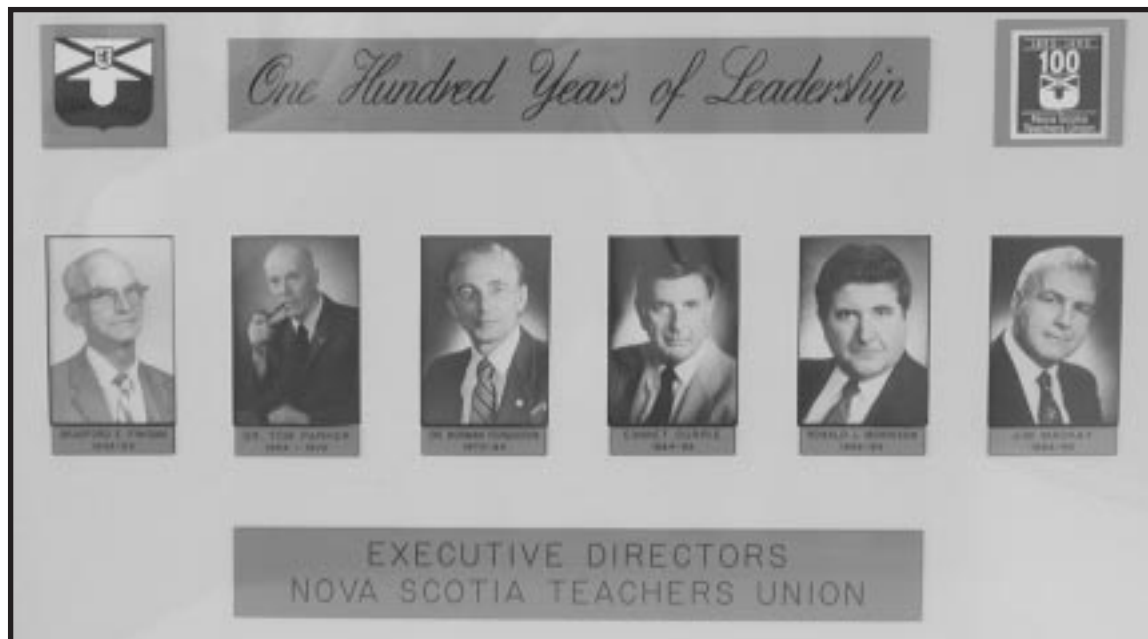
Above: One Hundred Years of Leadership—NSTU Presidents from 1895 to 1996. For a complete listing of names and dates, see page 37.

Far left: In 1996, Donnie MacIntyre was elected NSTU president by universal suffrage, rather than by representatives at Annual Council.

Left: Brian Forbes was elected president in 2000.

NSTU LEADERS: *Past and Present*

NSTU EXECUTIVE DIRECTORS



NSTU Executive Directors from 1942 to the present. From left: Bradford E. Finigan, 1942-1953; Dr. Tom Parker, 1954-1970; Dr. Norman Fergusson, 1970-1984; Emmet Currie, 1984-1992; Ronald Morrison, 1992-1994; Jim MacKay, 1994-2001

NSTU PRESIDENTS PRIOR TO 1921

1895, 1896	Robert MacLellan
1903	David Soloan
1908, 1910, 1912	W.A. Creelman
1916, 1918, 1920	R.W. Ford

NSTU PRESIDENTS SINCE 1921

† indicates deceased

1921-1922	.....Hope H. Blois †	1952-1953	.....R. Oliver Gibson †
1922-1923	.....John T. MacLeod †	1953-1956	.....J. Frank Glasgow
1923-1924	.....Hubert Y. Haines †	1956-1958	.....Gene Morison †
1924-1925	.....Alex O'Handley †	1958-1959	.....Charles E. Eaton †
1925-1929	.....Frederick G. Morehouse †	1959-1962	.....George MacIntosh †
1929-1930	.....J. Arthur Goode †	1962-1965	.....Florence Wall †
	.....John J. Oliver †	1965-1966	.....James E. Deagle †
1930-1931	.....Frederick G. Morehouse †	1966-1969	.....Rod G. Fredericks †
1931-1933	.....Stewart Robinson †	1969-1972	.....Boyd B. Barteaux †
1933-1935	.....Wallace L. Barteaux †	1972-1974	.....Mary Roach
1935-1938	.....A. Norman MacDonald †	1974-1976	.....Dominique Henry
1938-1939	.....Alex Laidlaw †	1976-1978	.....Joseph Maidment
1939-1940	.....W. Darrell Mills †	1978-1980	.....Gregory O'Keefe
1940-1941	.....Alphee T. Boudreau †	1980-1984	.....Harold Doucette
1941-1942	.....Horace H. Wetmore †	1984-1986	.....Brian McCabe †
1942-1943	.....George W. MacKenzie †	1986-1990	.....Karen Willis Duerden
1943-1944	.....Chelsey G. Mosher †	1990-1992	.....Russell MacDonald
1944-1947	.....John F. Marsters †	1992-1996	.....John MacDonald
1947-1949	.....Gerald E. Tingley †	1996-2000	.....Donnie MacIntyre
1949-1951	.....Tom Parker †	2000	.....Brian Forbes
1951-1952	.....Gerald E. Tingley †		

HONORARY MEMBERS

Mr. Arthur T. Conrad

Dr. T. L. Sullivan

Hon. Robert L. Stanfield

Dr. Norman Fergusson

Mr. Murray Fahie

Mr. Gerald McCarthy

Ms. Margaret Swan

Mr. L. Emmet Currie

Mr. Ronald Morrison

Mr. W. Ronald MacPherson

Mr. Greg O'Keefe

Mr. Les Walker

Deceased:

Mr. H.H. Blois

Mr. Fred Phelan

Dr. M.M. Coady

Mr. C.L. Filmore

Dr. J.P. McCarthy

Dr. Ian Forsythe

Sister Rose Catherine

Mr. John Oliver

Justice V.P. Pothier

Dr. M.V. Marshall

Sir Ronald Gould

Mrs. Gene Morison Hicks

Dr. H.D. Hicks

Dr. H.P. Moffatt

Rev. Dr. Malcolm MacLellan

Ms. Margaret Graham

Dr. Florence Wall

Mr. Rod Fredericks

Dr. Tom Parker



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