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President's Message

Dear StFXAUT Members,

Just over nine months ago we lost our old normal and began to adjust to our new reality. I must admit, I do not like it. Zoom and Teams meetings are poor alternatives to face-to-face unmasked and unmuted interactions; however, we must forge ahead. When I agreed to take on this role in late April, we were just beginning to understand the impact of the pandemic on our daily lives. I never dreamed I would spend the majority of my time on virtual interactions. I had planned to focus on the pursuit of improved collegial governance and fairness and equity for all. I did not realize I would be focusing initially on language for issues arising from the pandemic, the associated increase in workloads brought on by preparing to provide online instruction, the difficulties encountered by many in trying to work from home, and the lack of administrative acknowledgement of the same.

I would like to take this opportunity to acknowledge the efforts and achievements of our Members in not only surviving this term but in working to maintain the high standards for which our University is world-renowned. Please know that the Members of your Executive Committee and all other Committees of the AUT continue to work diligently on your behalf and are here if you need us. However, without your engagement and feedback, the work of the AUT would not be accomplished.

Have a safe, restful, and joyous Holiday Season.


Martin vB

Negotiating COVID-19 LOUs

By Martin van Bommel, StFXAUT President

The COVID-19 pandemic reached Nova Scotia and impacted all provincial university campuses, resulting in a sweeping mid-March shutdown. Our Members were left scrambling to move their courses, tests, and exams online. During the instructional chaos, the Executive Committee of the StFXAUT realized there were important deadlines, procedures, and protocols outlined in the [StFXAUT Collective Agreement](#) (CA) that were about to be missed. On the advice of the Canadian Association of University Teachers (CAUT), a Committee was struck to prepare a Letter of Understanding (LOU) for negotiation with University's Administration. It was soon decided to deal with imminent issues in one LOU and begin consultations with groups from each employment category to prepare amendments or a second LOU for longer-term issues.

The intention of the first LOU was to address the time-sensitive changes to the procedures of the *Collective Agreement* (CA), including dates, deadlines, and evaluation procedures and guidelines. The AUT team worked diligently to prepare this LOU as quickly as possible and the AUT Executive presented it to the University Administration. Negotiations began in earnest on May 13th by the Members of the Joint Committee for the Administration of the Collective Agreement: Rachel Hurst and Charlene Weaving for the StFXAUT, and Dan Belliveau and Jennifer Swinemar-Murray for the Administration. By this time, some of the content of the proposed LOU were already outdated or unnecessary, and other clauses were quickly becoming dated; however, negotiations continued. The LOU [COVID-19 Emergency Measures](#) was signed on June 17, 2020. In addition, an [Addendum](#) to the first LOU was created and signed on July 30th to deal with student course evaluations that were completed in the winter term before the COVID-19 shutdown.



Throughout discussions, the StFXAUT team emphasized the need for empathy and compassion for Members as they navigate an extraordinary moment in their careers


Meanwhile, a second Committee was struck to consult with individuals from each of our Member categories and prepare a second LOU. The intention was to be proactive and address issues anticipated to arise during the 2020-2021 academic year. The first draft was presented to Administration on July 29th. Negotiations began on August 12th, and the LOU [COVID-19 Continuing Measures](#) was signed on September 30th, 2020. A key component of this agreement is the [Appendix](#), which provides guidelines for evaluation committees across all Member categories.

Overall, negotiations demonstrated the difficulties in coming to an agreement on many of the items covered by the LOUs. Furthermore, there was administrative reluctance to set the timeframe covered by the second LOU to include the entire academic year, not just the fall term. The AUT representatives involved in the negotiations were extremely efficient in revising drafts and providing feedback and counterproposals; the same did not always appear to be true of the Administration. At times, it actually appeared the negotiations for the second LOU would extend well into the fall term. It was only when the deadline for the orientation session for Departmental Evaluation Committees was approaching, and the changes addressed by LOU and its Appendix were being presented, that an agreement was finally reached.

Two major sources of frustration confronted the AUT negotiators at the commencement of each round of negotiations. The first was the refusal of the Administration to engage in discussions of any clauses with financial implications. During the first meeting, the financial challenges faced by the University as a result of COVID-19 were outlined, and it was noted by the Administration negotiators that financial matters were being dealt with in separate discussions. This was reiterated at the start of the negotiations of the second LOU by the rejection of all clauses with financial implications. Most striking was the rejection of extensions to timelines for existing Travel Budgets and Professional Expense Funds, with the assumption that the unused amounts would be absorbed back into the university operating budget. Most egregious was the lack of an offer of compensation for those Members expected to attend professional development sessions and begin preparations to offer online instruction even while not under contract.

The second source of frustration was the Administration's tactic employed at the start of each round of negotiations of responding to the AUT proposal with a rewritten draft where most of the clauses were simply removed and others modified. The AUT proposal for the first LOU was four pages long; the response was less than two. For the second LOU, the AUT proposal was seven pages long; the response was three, with an additional two pages moved to an appendix. The final signed versions of the two LOUs were respectively four pages and five pages with an eight-page appendix. It was through the outstanding efforts of our negotiating team that many of the clauses remained in the final documents. We are so grateful for Rachel and Charlene's negotiation skills, tenacity, and hard work in reaching these agreements.

Throughout discussions, the StFXAUT team emphasized the need for empathy and compassion for Members as they navigate an extraordinary moment in their careers. Relatedly, the AUT advocated for an approach that acknowledged collective impacts of the pandemic on the work of Members, which resulted in a list of common potential impacts to research, scholarly activity, teaching, supervision, professional development, and service, as outlined in the Appendix. The individualistic perspective of Administration remains a concern, as evidenced by a "case-by-case" approach to accommodations and the requirement for the itemization of the impacts of the pandemic in annual reports, dossiers, evaluation documents, and tenure and promotion letters.



Consideration for the potential impacts of the pandemic on the health of Members remains a matter of contention

Consideration for the potential impacts of the pandemic on the health of Members remains a matter of contention. The response to requests for the extension of sick leave benefits and time limits to Members directly affected by COVID-19 were met with a response of indifference, declaring that existing sick leave benefits are sufficient. AUT negotiators stressed that not all Members are covered by adequate sick leave. As a case in point, the LOU actually extends the leave of absence afforded to Part-Time Academic Instructors from three teaching hours per course per term to six, in the event that self-isolation is required; however, the Member is expected to transition in-person classes to online instruction where possible.

In general, Member Associations across the country have noted that there appears to be a general lack of understanding and compassion by University Administrations on the following matters: the ability of Members to work from home; the volume of work already being completed in such settings; the impact of the pandemic on research and other scholarly activities, including those on sabbatical and other study leaves; and the extent

**Most institutions fail to offer
compensation to precariously employed
Members for the preparation of courses
for online instruction**

of work and the technology required to move to online instruction and other virtual activities. It appears to actually come as a surprise to University Administrators that individuals are concerned about their intellectual property, specifically that their teaching materials could be made public or otherwise shared. What is most troubling; however, is most institutions fail to offer compensation to precariously employed Members for the preparation of courses for online instruction.

We owe a huge debt of gratitude to our negotiators, Rachel Hurst and Charlene Weaving. Many thanks are also due to Mary Oxner, Christie Lomore, and Stephen Finbow, who not only carried the bulk of the initial work on the first LOU, but provided guidance throughout the process. Thanks also to others involved in both rounds, including Members of the LOU Advisory Committee, Executive Committee, and others for their extensive assistance and support: Patricia Cormack, Denise Delorey, Clare Fawcett, Andrew Foran, Sharon Gregory, Chris Frazer, Brad Long, Susan MacKay, Mary Oxner, Martin Sastri, Bruce Sparks, Will Sweet, Donna Trembinski, Robert van den Hoogen, Bill Walters, and many others who had a role in drafting, revising, advising, or responding to inquiries.

Overall, the process has been eye-opening in terms of the many areas in which the current CA is lacking in its protection of the rights and privileges of our Members in such unusual circumstances. It is our hope that the two LOUs have corrected some of these limitations, and we will extend and revise their terms if necessary. It is our plan to address many of these issues in the next round of negotiations of the *Collective Agreement*. We all hope by then this pandemic will be a memory.

COVID-19 Resources:

Canadian Association of University Teachers (CAUT):

[10 Actions to Advance Equity During COVID-19](#)

[COVID-19 and the Academic Workplace - Resources for Members](#)

[Remote Teaching during COVID-19](#)

Canadian Mental Health Association: [Coping with COVID-19](#)

Mental Health Resources: [Where to Get Support in Nova Scotia during COVID-19](#)

Nova Scotia Government: [Nova Scotia Coronavirus \(COVID-19\)](#)

Nova Scotia Mental Health: [We're Here to Help](#)

StFX University: [Occupational Health & Safety COVID-19 Webpage](#)

Tamarack Institute: [Guidelines for Working Remotely](#)

Profile on Katie Aubrecht

By Philip Girvan, StFXAUT Communications Officer

Dr. Katie Aubrecht is an Assistant Professor in the Department of Sociology at StFX University, the Canada Research Chair in Health Equity & Social Justice, and the Director of the Spatializing Care: Intersectional Disability Studies Research Lab. As noted on Aubrecht's website, "her research program analyzes marginality and mental health, rurality and resilience across the life span as health equity and social justice issues".

Results from national COVID-19 mental health polls identify the existence and persistence of high levels of self-reported distress. According to one poll, Nova Scotians report Canada's highest levels of anxiety and depression arising from the pandemic and resultant lockdowns.

An echo pandemic of mental health

Aubrecht describes an 'echo pandemic of mental health' happening in tandem with the COVID-19 pandemic. This includes the long-term mental health effects of COVID-19 related changes to the economy, access to resources, and social life. Aubrecht suggests that the pandemic has overturned social norms and this has challenged our ability to meaningfully engage with those around us in previously expected ways. In addition to contributing to distress this disruption can also shine a light on inequities that make certain people and groups more vulnerable to the coronavirus disease and its social consequences. Alongside appeals for a 'return to normal' or discovery of the 'new normal' there has also been, in Aubrecht's words, a 'seismic shift' in terms of collective recognition of all the labour involved in constructing and maintaining 'normal', the reality of structural disadvantage, and the possibility that things could be different than they are.

In addition to exposing the fragility of normal, the pandemic has created research opportunities. COVID-19 Rapid Research Funding made available through Nova Scotia COVID-19 Health Research Coalition is supporting a project led by Aubrecht titled "Evidence to assess the impact of COVID-19 on community-based dementia care in Nova Scotia". According to the Research Nova Scotia website, "[t]he study will contribute to, clarify, and enhance the best evidence-in-the-moment about programs and supports for vulnerable older adults living with dementia and their caregivers in the context of the COVID-19 pandemic".

Researchers from across Nova Scotia, Manitoba, and international collaborators from the UK and Ireland are currently in month six of a ten-month grant, and their work has made it clear that COVID-19 has disproportionately affected those living with dementia and their friends, family, and caregivers. Using a Sex and Gender Based Analysis Plus analytical approach, the team has identified gaps and inequities. One such gap is the lack of accessible information about existing resources that support dementia care in the community for Disability, Black/African Nova Scotian, and 2SLGBTQQIA communities. Mapping supports and highlighting those currently available is one of the project's significant achievements. The map, which will operate in real time, will soon be online.

Another inequity is the digital divide operating in Nova Scotia. The shift to online platforms and telehealth means that a significant number of people in the province lack the access to health services that others take for granted. The pandemic has made stark how devastating this divide has been.

Aubrecht is also a research stream co-lead on a cross-provincial program examining what adds quality to late life, death, work, and care within long-term care (LTC) titled “Seniors-Adding Life to Years”. This is a significant field of study as residents living in Canadian long-term care homes make up more than half of the COVID-19 deaths in Canada. This is the highest percentage in the world. Field research in eight promising LTC homes, two in each of four provinces, was completed just months before the shut-down. Even within model facilities, workers highlighted many problems that became apparent during the pandemic.

A ‘seismic shift’ in terms of collective recognition of all the labour involved in constructing and maintaining ‘normal’

Another project that has taken on new significance is a multi-disciplinary investigation into knowledge, experiences, and perceptions of accessibility in the four Maple League Universities. Through a scoping review of publications on accessibility in Canadian Universities, a multi-level regional accessibility policy scan, and surveys and interviews, Aubrecht, project co-lead Dr. Erin Austen, and a team of co-investigators from StFX, Acadia, Mount Allison, and Bishop’s Universities are gaining an understanding of the state of accessibility at the four post-secondary institutions, and the potential impacts of changes brought on as a result of new COVID-19 protocols.

In addition to influencing her research, the emergence of COVID-19 has had a personal impact. With everything shifting to the home, boundaries between the personal and the professional didn’t just blur: they were erased. Like so many people working in the University, Aubrecht spent the spring juggling professional obligations and family care, including supporting her 7-year-old son complete grade 1 from home using an online learning platform.

Still, Aubrecht admits feeling fortunate to have work that she could perform from home. She frequently used the word “pivot” to describe the impact that the pandemic has had on her research and personal obligations. Her previous online teaching experience and support from colleagues and the Remote Teaching and Learning (Online) Preparedness Task Force facilitated the transition from in-person teaching to virtual, and the suddenness and uncertainty surrounding the March shutdown gave her new perspective on the role of community in supporting survival, resilience, and growth.

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October 1 & 2, 2020

[National Dialogues and Action for Inclusive Higher Education and Communities](#)

Watch the recordings: [Plenary Sessions](#) and [Concurrent Dialogue Sessions](#)

Scholar Strike Canada

By Philip Girvan, StFXAUT Communications Officer

Following the deaths of Breonna Taylor, Ahmaud Arbery, D'Andre Campbell, Rodney Levi, Ejaz Choudry, Chantel Moore, George Floyd, and Jacob Blake this past spring and summer, and in the wake of police riots and other violence that erupted following Floyd's death, many postsecondary institutions across North America released statements emphasizing an institutional commitment to diversity and inclusion, and an intolerance for racism. The StFX statement is [here](#).

Many statements have been criticized as being inadequate, vacuous, and/or performative. StFX does explicitly state that Black lives matter, but academic Faculty and staff, students, alumni, and others want greater clarity about the concrete actions that the University is taking to fulfill commitments expressed in the statement. Without action, this expression of solidarity could be reduced to an empty, symbolic gesture of support.

One example of the dissonance between the StFX statement and the University's day-to-day operations is StFX Administration's decision to invite the RCMP to campus this summer to perform spot checks on self-isolating students. The decision received widespread condemnation and inspired the StFXAUT Status of Women and Equity (SOWE) Committee to look for an alternative expression of solidarity.

It begged the question, "What are you going to do about it?"

Committee Member Corinne Cash, Senior Program Staff, Coady International Institute, heard about [Scholar Strike Canada](#) via Twitter, and brought it to the Committee's attention. Scholar Strike Canada describes itself as "a labour action/teach-in/social justice advocacy". On September 9 & 10 participating academic Faculty and staff across

Canada paused teaching and administrative duties to protest racism and police violence. Aligned with the scholar strike organized on September 8 & 9 on US campuses, itself inspired by labour actions taken by the Women's National Basketball Association and National Basketball Association players this summer, Scholar Strike Canada was unique in that it highlighted "anti-Indigenous, colonial violence" endemic to Canada.

Cash circulated information re Scholar Strike Canada to the AUT listserv. This prompted Donna Trembinski, Professor, StFX History Department, to work with Cash to organize a September 9 march and speaking event. Black academics commented upon the stark discrepancy between the StFX statement and the potential harm that Administration invited upon Black, Indigenous, and International students via the RCMP presence.

The StFX University President and the Academic Vice-President & Provost were among the approximately 200 people in attendance. Organizers acknowledged the significance of senior Administration being present, but noted that it begged the question "what are you going to do about it?". Those interviewed agreed that the people with the power to effect significant change on campus could be doing considerably more to address issues raised by Scholar Strike Canada.

Chris Frazer, Associate Professor, StFX History Department, was invited to participate in *Scholars Strike Nova Scotia: Teach-In for Black Lives*, a Facebook Live teach-in involving scholars from across Nova Scotia actively engaged in ending all forms of racist, carceral, institutional, and systemic forms of violence, organized by OmiSoore Dryden and El Jones. At its peak, over 300 people were watching the Facebook broadcast, and, as of December 14, 2020, approximately 3,300 viewers had tuned into the [archived recording](#).

Participating scholars spoke to situations on their respective campuses. Frazer highlighted tensions operating within StFX University as it attempts to reconcile questions of equity and embed anti-racist practice into the everyday business of building and running the University. Frazer cited as an example the decision to commemorate the National Day of Remembrance and Action on Violence in the Brian Mulroney Institute of Government Centre's Barrick Auditorium. Certain StFXAUT Members noted the inappropriateness of holding a memorial to massacred women in an auditorium named after a corporation (Barrick Gold) whose long record of human rights violations, particularly prominent against people of colour (POC) and indigenous populations, includes accusations of mass rape. The decision was later made to hold the ceremony in another campus building.

Frazer noted how COVID-19 is being used to reduce the scope for democratic participation on campus, to undermine collegiality, and how it has resulted in a centralization of the decision-making process at StFX. During *Scholars' Strike Nova Scotia: Teach-In for Black Lives*, Frazer described "an echo chamber with very little input from the rest of the community and this has produced some unhappy decisions" including the decision to invite the RCMP to campus. Frazer commented that this flies in the face of the tradition of university autonomy which is, among other things, "the right of a university to be free of interference by the state and by any other external power as regards its operations and affairs".

We need to commit real resources to fight racism and amplify the voices of Black Members

When asked what next steps might include, Cash described "creating a multiracial committee to do a forensic audit of racism within the University". Frazer noted that a forensic audit has been suggested in the past but agreed with the need to "pick apart and examine the structure of campus" to better understand campus equity needs. Such an audit would examine hiring practices, student recruitment, and the composition of committees, including the StFX University Board of Governors. Frazer argued during *Scholars' Strike Nova Scotia: Teach-In for Black Lives* that the composition of the StFX University Board of Governors is "overwhelmingly white, overwhelmingly male, and overwhelmingly wealthy" and the people sitting on the Board of Governors reflect the University's interests and provide an insight into the framework in which the University operates and how this influences any meaningful change.

Notwithstanding the heavy responsibilities borne by the Administration, there is a role for academic staff and Faculty. Teaching being the most obvious responsibility. Trembinski highlighted changes currently taking place within Medieval Studies, and cited Viking Studies as an example. Just over the last five years, there has been a recognition within the field that Viking warriors were not exclusively the white, blond-haired, blue-eyed homogenous peoples of legend. Emerging scholars are uncovering evidence that Viking raiders included Africans and other POC. These discoveries are turning the field on its head.

Anti-racist practice is not limited to the History Department. Marcia Chatelain, an Assistant Professor of History at Georgetown University who created the collaborative Twitter project for teachers of history called #FergusonSyllabus, commented that there are multiple ways for non-scholars of American history to get involved. Architects, for example, could talk with students about how urban planning plays a role in structural racism. Chemists could open up a conversation by talking about tear gas.

There is a role for Unions. Unions have power.

There is a role for Unions. Unions have power. Brenda Austin-Smith, CAUT President, noted in the October 2020 edition of the *CAUT Bulletin* that “academic staff associations must look at how they are structured, how and who they are engaging, and which fights they are fighting”.

Yolanda McClean, Canadian Union of Public Employees (CUPE)’s Diversity Vice-President, Racialized Workers, noted in an interview with *Counterpoint* that

[Unions] must insist on adopting and implementing employment equity plans in every organization. Because if we don’t do that, we still won’t have Black people in leadership positions where they could make a difference, on the ground.

Unions need to lead the way in that regard. Unions have power. We need to commit real resources to fight racism and amplify the voices of Black Members. We need to talk about bylaws, and about how to create diversity positions, and we need to offer training about racism in the workplace, the same way we are offering training on health and safety.

Frazer spoke of the importance of tenured Faculty advocating for equity. People secure in their jobs are more comfortable speaking out against oppression. Unfortunately, academic job security is not as strong as it was even a few years ago. Frazer reported being approached by academic staff working short-term precarious contracts seeking advice concerning their participation in what was, in essence, an illegal strike.

Now is the time to address the systemic racism operating within StFX

With a new president and with all that is happening in the world, it is hoped that now is the time to address the systemic racism operating within StFX. Cash has submitted to the University President a request that the University undergo a forensic audit. Dr. Hakin has confirmed receipt and Cash is awaiting a response.

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Additional Reading:

1. Bolume, Motun. “University statements on Black Lives Matter fall short”. University World News. June 12, 2020. <https://www.universityworldnews.com/post.php?story=20200612085957122>
2. The 2018 CAUT report [Underrepresented and Underpaid: Diversity & Equity Among Canada’s Post-Secondary Teachers](#) [PDF] provides data on the effects of systemic racism in colleges and universities. The data show that academia is less diverse than either the student body or the general labour force in this country taken from President’s Message, *CAUT Bulletin*, October 2020.
3. Those readers who use Twitter can follow hashtagged learn-ins such as #BlackinPhysics, #BlackintheIvory and #BlackinMath.

Getting to Know You: StFX Adult Education Graduate Studies

By Philip Girvan, StFXAUT Communications Officer

A self-directed approach to learning has a long tradition in this region and is strongly rooted in what eventually came to be known as The Antigonish Movement. The Antigonish Movement was a reaction to the dire situation faced by Northern and Eastern Nova Scotians in the years following Confederation. Centralization of political power had diminished the region's political influence. Economic power had moved away from the region. People had moved away. Between 1867, the year of Canadian Confederation, and 1890 approximately 100,000 Nova Scotians had left the province. Antigonish County was particularly hard struck. It has been noted that from 1881 to 1931, Antigonish County had a larger percentage decline in population than any other Canadian county going from 18,000 to 10,000 people, and that the rural population within the Diocese of Antigonish decreased by at least 30,000 during that period.

Economic power moved westward. The Bank of Nova Scotia, established in Halifax in 1832, moved headquarters to Toronto in 1901; the Royal Bank, established as the Merchants Bank in Halifax in 1869, moved headquarters to Montreal in 1906. Accessing capital became increasingly difficult. Industries tended to be foreign-owned and under-capitalized. High freight rates made it costly to get Nova Scotian goods to markets in Eastern and Central Canada; tariffs made them uncompetitive to American markets. The truck system made producers, notably fishers, heavily dependent on local merchants. These typically offered goods on credit rather than cash. A bad harvest or a bad season often placed sellers in debt. A scarcity of cash and a dependence on a limited number of buyers resulted in low prices for producers. The check-off system meant that bosses deducted rent for company housing, union dues, and donations to church and hospitals from a miner's gross income.

Feelings of constraint, helplessness, and desperation were common among those who stayed. Prompted by a desire for spiritual, social, and economic improvement, and taking inspiration from Pope Leo XIII's 1891 encyclical letter [*Rerum Novarum*](#) (On the Condition of the Working Classes), StFX staff, many of whom were Roman Catholic priests, began organizing mass meetings and convening study clubs.

The people decided
what they wanted to
learn about

The Coady International Institute website describes the study clubs:

Study clubs fostered a process whereby ordinary people, with the guidance of fieldworkers or others, read and studied on their own; they then brought back their ideas for debate and elaboration. The clubs studied various subjects - credit unions, cooperative methods, home economics, and farming and fishing techniques; the people decided what they wanted to learn about. As study and discussion proceeded, leaders would emerge who helped to initiate practical cooperative projects. These projects often succeeded because they were adapted to local circumstances and needs; furthermore, they had the support of the community.

The study clubs were "devoted to specific local problems that would be considered at study sessions held weekly, usually in members' homes. The basic approach was to gather together between ten and twenty neighbours who would define a problem, or perhaps several problems, and then begin a systematic study to see how the problem or problems could be alleviated".

Fieldworkers included the clergy, government officials such as agricultural agents and inspectors, professionals, and leading laypeople for the purpose of utilizing their training and energies in extension work.

You've got to start
where the
learner is

The People's School in January 1921 was the first of the study clubs held on StFX campus. Fifty-one students came to the University to be taught subjects from economics to agriculture. By the fall of 1921, the People's School had 150 registrants. By 1938, 1100 study groups involving more than 10,000 people had been organized.

Adult Education, in the context of The Antigonish Movement, has been described as "a combination of study and research aimed at building up the entrepreneurial capacity to foster economic action and the required expertise to administer the institutions that were created".

The producers who composed the study clubs are not representative of students presently enrolled in StFX University's Master of Adult Education (M.Ad.Ed.) program. Enrollees come to the program from sectors such as health, government, university, NGOs, police departments, women's centres, and literacy organizations. What they tend to share, according to Dr. Maureen Coady, Associate Professor with the Department of Adult Education and herself a M.Ad.Ed. graduate, is that they are "thinking critically about the circumstances they're in and what constrains them from acting against that".

Another aspect of the program, consistent with principles of The Antigonish Movement, is the firm belief that education should not just be reserved for youth in schools, but opened up and directed to masses of adults.

St. Francis Xavier University's Department of Adult Education is often cited as an outcome of The Antigonish Movement. In July of 1970, Dr. Teresa MacNeil began her duties as Chair of the newly developed graduate program. Faculty and students were recruited in very short order, and the first cohort of learners, eight in total, began studies that September. It quickly became clear that the curriculum that MacNeil and the instructors had inherited, which consisted of five courses and a thesis dissertation, needed some adjustment.

"What we were doing was exactly what you can't do as an adult learning practitioner. You've got to start where the learner is," MacNeil recalled. For the program to be meaningful, teaching practice needed to reflect principles of Adult Education. MacNeil continued, "We tried to model the program on adult learning. So that when the student came in and you were interested in becoming a nurse educator we had to see what's your background and where are you going. Each student had to design his or her own curriculum. It was geared to be what we want the adult education practitioner to do with his or her learner, and that's how that program was developed".

As noted on the program website, the M.Ad.Ed. program offers two unique streams: [Reflective Practice and Community Development](#), in addition to a special stream for [Women's Leadership and Community Development](#). Regardless of the stream selected, the first phase of the M.Ad.Ed. consists of the Foundations Institute. A cohort of learners meets on campus to begin an intense, three-week period of studying and sharing. Learners are encouraged to live together in the campus dormitories; such proximity often leads to the formation of a learner support group.

The uniqueness of the StFX Master of Adult Education Program has been acknowledged both within and outside the University.

By the completion of The Foundations Institute, the learner has been introduced to the adult education literature, identified a research topic, created an annotated bibliography, and developed a learning plan based on their own research interests, and named the area and aspect of study they have chosen to pursue. Completion of the three-week intensive process and the objectives laid out at the beginning of The Foundations Institute earns the student a six-credit course (AE505).

The distance education components begin once learners have left campus. The [program phases](#) include:

1. AE510: A critical literature review and a professional portfolio;
2. AE520: A research study project;
3. AE530: A learning program evaluation; and
4. AE600 or AE601: A thesis or a synthesizing oral examination.

Though the learners are separated physically, learning does not take place in isolation. The connection students form during The Foundations Institute strengthens as they move through the program. Paul Boyd (M.Ad.Ed., 2015) described the significance of the relationships and how the initial bond is reinforced over time:

We maintained contact, and as I progressed through the courses, I connected with people from earlier cohorts. We used social media to bounce ideas or questions off others; it was a very cooperative atmosphere. I have had the opportunity to talk to several of the groups that have started the program since I finished. There is a bond that links graduates and current students in the program.

The uniqueness of the M.Ad.Ed. has been acknowledged both within and outside the *University. Sustaining the Academic Priorities of St. Francis Xavier University 2013-2018* described the M.Ad.Ed. as:

relatively unique nationally, and evidence demonstrates steady external demand with waiting lists capped by contractual realities. The program has above-average quality inputs with an award-winning curriculum (Curriculum Innovation Award 2011 from Commission of Professors of Adult Education), a large component of reading and writing activities, and a commitment to curriculum review.

Dr. Carole Roy, Professor and former Chair of the Department of Adult Education, told *The Beacon* that “what I like about it is the fact that it really honours people’s practice and professional experience, and that it supports students in their learning from their own experience rather than imposing our own sense of what we know. We walk along with them, but we allow them to focus on their own interests”.

Dr. Joram Tarusarira (M.Ad.Ed., 2012) emphasized the crucial relationship between learner and instructor. Dr. Tarusarira began doctoral studies while enrolled in the M.Ad.Ed. program, based on earlier degrees and credentials. With all the assignments, he considered dropping the M.Ad.Ed. in order to focus on the PhD work. However, Dr. Roy encouraged him to stay with the program. He recalled receiving “notes, stories, cards, [and] paintings” from Dr. Roy that kept the M.Ad.Ed. work in mind.

OUR CONGRATULATIONS!

Education Professor
Dr. Joanne Tompkins on
being awarded with an
honourary X-Ring on
December 3rd, StFX Day!

Dr. Lisa Lunney Borden,
Professor of Education, on
being honoured with the
University's Outreach Award
and **Adam Baden-Clay**,
Manager of Youth Programs
at the Coady Institute, on
being honoured with the
Outstanding Staff Teaching
Award during Fall
Convocation 2020 held on
December 5th!

When asked how the M.Ad.Ed. complemented his PhD work, Dr. Tarusarira contrasted the skills honed during M.Ad.Ed. studies, such as “engaging, motivating, identifying needs” with the more theoretical nature of his doctoral studies. Other graduates named a keener appreciation of adult education principles as benefiting them professionally. Annie Chau (M.Ad.Ed., 2018) brought a health and communications background to her position with the Antigonish Women's Resource and Sexual Services Centre. Chau noted that she “got into feminist and women's work and I really enjoyed, but never took any women's and gender studies courses. I really felt like I had non-profit professional work experience in the field [but I] never had the theory to back that up”.

Laurie Cook (M.Ad.Ed., 2013) noted the influence of the program on her practice:

I think that I understood the logic of the techniques of Adult Education. I didn't necessarily understand the real power of the group in adult learning. I didn't really understand my own philosophy of Adult Education in the way that I do now. I think that I have [a] much deeper appreciation of the power of the group: people learning from each other as adults. I'm really just a facilitator. I'm not there to impart a lot of knowledge; I'm there to facilitate a process where others can learn from each other.

Despite the accolades, the program is not without its challenges. An individualized program costs a great deal of funding to sustain. Also, it can be difficult for learners to find peer support in a distance education program. In response to these concerns, Faculty have worked to develop a shorter program for students and to build more peer support. The current 3-year model is more structured and works to ensure that students stay connected to their cohort and their advisor over the course of the program. As well, Faculty have developed specialized program streams for women in development and a separate M.Ed. in Health and Adult Education. All changes have been made while still retaining the character of a research-based, part-time distance program.

Dr. Coady sums it up by saying, “This M.Ad.Ed. is a difficult sell in a commodified world, but if you talk to anybody who did this degree, ask them what their experience was”.

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Update on the Antigonish Emergency Fuel Fund (AEFF) Society

By Philip Girvan, StFXAUT Communications Officer



Dr. Martin van Bommel (right), President, StFX Association of University Teachers (StFXAUT), presents a cheque to Mr. Mike MacDonald, Chair, Antigonish Emergency Fuel Fund (AEFF) (left);
photo credit: Susan MacKay

The StFXAUT continues to sponsor the Antigonish Emergency Fuel Fund (AEFF). As in years past, the StFXAUT donation of \$1800 allowed the AEFF to pre-order 6 loads of wood (\$300/load) for households seeking help with firewood. The timing of the donation ensured that the wood was harvested before snowfall and will be dry when delivered.

For more information about the AEFF, please see the [profile](#) published in the Winter 2018 issue of *The Beacon*.

Heat poverty continues to be a significant issue in Antigonish Town and County, and COVID-19 has made things worse. People have lost work, lost their childcare, been served eviction notices. As a result, an increasing number of area households are falling behind in their payments to their heating suppliers.

This is not unique to Antigonish. It is happening all over the province. Mike MacDonald, AEFF President, noted in conversation that at the end of August 2020, twenty-two thousand Nova Scotia Power customers were in arrears. Fortunately, both Nova Scotia Power and the Town of Antigonish Electric Utility recognize these extraordinary times and are working with customers on payment arrangements. Many have signed contracts with their provider and disconnections are unlikely to happen over the winter.

Support available to those suffering from heat poverty is limited. Nova Scotia Power, who operates the Home Energy Assistance Top-up (HEAT Fund) in partnership with the Province of Nova Scotia and the Salvation Army, has made a \$700,000 donation this year on top of their annual \$200,000 donation. The HEAT Fund offers a maximum assistance in the amount of \$400 for individuals and families. Demand has been such that the HEAT Fund is closed for 2020.

The Government of Nova Scotia offers help to low-income Nova Scotians via the Heating Assistance Rebate Program. Rebates range from \$100 to \$200.

While this help is welcome, it is inadequate. Rebates, one-time grants, and payment arrangements will not take the place of lost income. Interest, late charges, and other penalties will continue to accrue, and those experiencing a loss or a diminishing of income fall further and further behind.

Last winter marked the first time that most AEFf requests came from households whose primary source of heating was electricity rather than oil, and there remains a real concern that, come springtime, a considerable number of households will have their power disconnected. Furnace oil, of course, could be cut off at any time.

MacDonald emphasized to *The Beacon* the fact that the Society has limited resources. It is strictly an emergency supplier, and unable to satisfy all requests it receives.

The AEFf depends on the generosity of those in the community, and those able to give this year are encouraged to call Mike MacDonald at (902) 863-8737. To apply for help, please call (902) 863-6221.



Photo credit: Susan MacKay

If you would like to support the AEFf, you may send a donation to [Canada Helps](#).

The 1918-1919 Influenza Epidemic in Eastern Nova Scotia

By Kathleen M. MacKenzie, Archivist

The origin of the 1918-19 Influenza Epidemic is hotly debated. It did not originate in Spain. Some believe that the first cases occurred in China in 1917-1918. They believe it spread from China to North America, to Europe, to Africa and back again. Some think that the first cases were seen in February 1918 at a military camp in Haskell County, Kansas. Within three weeks 1100 soldiers had contracted it. By mid-April 1918 French and British armies were afflicted by the disease. Others believe that its origins can be traced to Camp Devens near Boston, MA during the first week of September 1918 where 45,000 men were training for overseas action. Approximately 12,500 men were infected and by the end of the month 780 died. What can be agreed upon is that there were three outbreaks: the first being in Spring 1918, the second Autumn 1918, and the last in the Winter 1918-1919. Some locations experienced outbreaks into 1920. The second wave proved the deadliest and caused the most deaths. Overall, the epidemic killed approximately 50 million people worldwide and was a global disaster.

The epidemic killed approximately 50 million people worldwide and was a global disaster

The first deaths in Nova Scotia were reported by 1 September 1918 when nine people died at Belle Cote, Inverness County. Ten days later a death was reported at Beechville, Halifax County. On 22 September 1919, 500 infected American soldiers landed in Sydney. Deaths were reported in Yarmouth as the disease was spread by American fishermen from Gloucester, MA. It was clear the disease was spreading rapidly. By 29 September 1919 three ships' crews were found infected in Halifax Harbour. By early October eight sailors were hospitalized in Cogswell Street Military Hospital and in Petit de Grat cases appeared among fishermen there. On 2 October 1918 the provincial health officer, Dr. William H. Hattie issued a statement detailing the symptoms and treatment of the disease. In a short time, there were 64 cases in Halifax. An ad was placed in Halifax newspapers calling for nurses to come work in the city. In October 1918 there were 482 deaths from the flu in Nova Scotia. From October 1918-December 1918 there were approximately 1200 deaths. In January 1919 there was a sharp decline to 150 deaths. In total Nova Scotia experienced 1785 deaths from the flu epidemic which was assessed

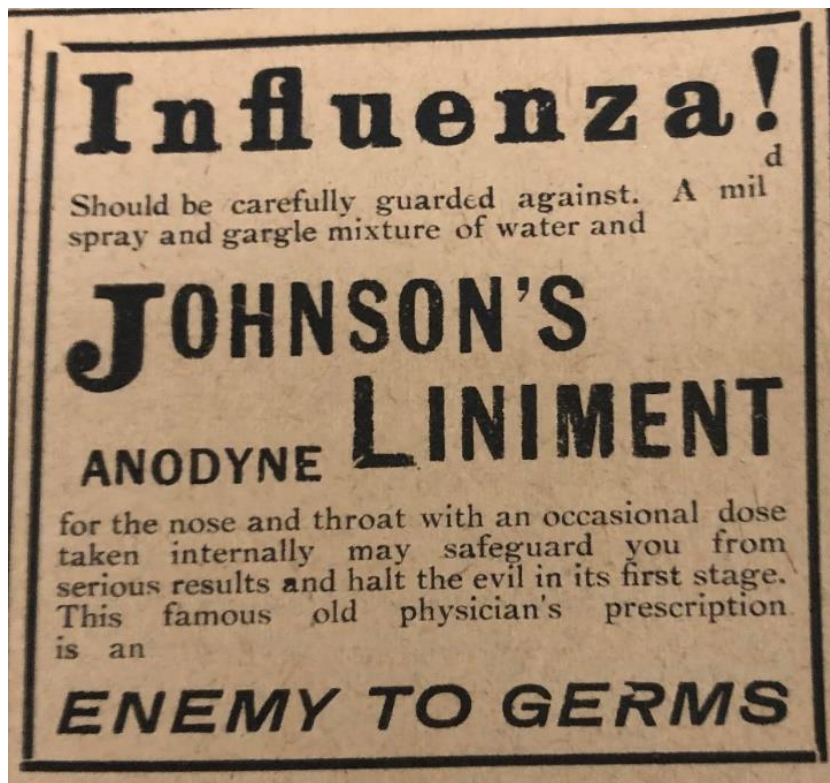
to be 3.4 deaths per 1000 people. The highest death rates in Canada were in Quebec, Saskatchewan, and Alberta.

Halifax closed all its public meeting places and imposed restrictions to prevent crowds on tram cars

A study of the local Antigonish newspaper, *The Casket*, gives one an idea of how the 1918-19 Influenza Epidemic was viewed and how it affected this area. Little has been written about the pandemic in Nova Scotia. I have examined 10 months of the newspaper, from September 1918 to June 1919, to determine what transpired. Nothing was reported regarding the pandemic in the newspaper in the month of September 1918. In the 3 October 1918 issue, it was stated that several deaths had occurred at Sydney, NS and that the schools, theatres, and public places of assemblage were closed. The Department of Public Health of Nova Scotia had issued a bulletin on 2 October 1918. It gave a description of the disease and the symptoms. The following week on 10 October 1918 it gives notice that deaths were very high in Massachusetts. Halifax closed all its public meeting places and imposed restrictions to prevent crowds on tram cars. It stated that St. Martha's Hospital was overcrowded with 73 patients, which was a record since its opening. *The Casket* called for the enforcement of the provincial regulations by all local boards of health, that quarantining was required, and that visitors were visiting those sick with the disease. It was also noted that it was the public's moral duty to quarantine. It also published the sanitary regulations, Section 6 of the Public Health Act, Chapter 6 of the Acts of 1918. Emphasis was on isolation for five days after recovery from the flu, disinfection, closure of schools, churches, and theaters, prohibition of unnecessary gatherings in stores or street corners, and lastly that doctors, nurses, and all others who "have influence over the people" were required to instruct the people to cooperate to prevent another epidemic. It instructed people to cover their mouths and noses, get plenty of sunlight and air, have proper ventilation, and recognize the prompt and thorough washing of hands. The following week on 17 October 1918 it reported that Sydney had 10 flu deaths and an isolation hospital which could accommodate 40 patients had been established there. The epidemic was running rampant throughout the United States and raged violently especially in Massachusetts. Toronto and Montreal were worse off from a week previous. Glace Bay had many cases although New Waterford had improved. Pictou County had cases, but the flu was not as virulent there and the local authorities had taken precautions and had closed all places where the public congregated. It noted that Halifax had 4 deaths in the last few days. Antigonish Town and County luckily experienced numerous mild cases. It was noted that doctors warned the public to avoid influenza patients and recommended their isolation.

The usual quarantine period of one week was not a very long time and that people owed it to themselves and to the public not to break quarantine

As well, people attending these patients should wear masks. On 16 October 1918, a meeting of the local board of health was held. Dr. John J. Cameron, the public health officer, recommended that until further notice all churches, schools, places of amusement, and restaurants were to be closed to the public. *The Casket* issue of a week later 24 October 1918 reported that the situation had grown worse. There were 150 cases in the town and county. Many had developed into pneumonia. The situation in Sydney seemed to be better but there was no improvement in Glace Bay. Halifax now had fewer cases. The death rate was decreasing in Montreal and Quebec City. It was anticipated there would be a decline in expected cases in a week or ten days. It noted that the largest number of cases was in Lockport with 300 cases and that medical and nursing aid was required from outside the village. By the 31 October 1918 issue, Dr. Cameron reported that Antigonish Town and County had six acute cases and 20 convalescent cases. He noted the criticism that he had received from residents and that many of them would hide the fact that there had been an outbreak in their house to save from the



Ad from *The Casket* 31 October 1918

inconvenience of quarantine. Many were under the unfounded suspicion that the flu epidemic was caused from lack of cleanliness and that it would bring dishonor upon them. He faulted them for having “a perfectly selfish and inhuman attitude”. He also brought morality into the situation and noted that the usual quarantine period of one week was not a very long time and that people owed it to themselves and to the public not to break quarantine. In this same article, he outlined the symptoms of the disease. Dr. Cameron curiously noted that some patients felt that they had contracted it from working in the soil, for example in digging trenches and potatoes. Others claimed that they had gotten it from the dust from a threshing-mill. He felt certain that sunlight and frost would stop its progress. By 21 November 1918, *The Casket* was reporting that there was an improvement in the Town of Antigonish.

Unfortunately, in Tracadie there were three deaths and in a family of nine all were sick. It warned the public to take every necessary precaution in case of the danger of relapse. By the first week of December *The Casket* reported in its 5 December 1918 issue that the Town of New Glasgow had lifted its ban on holding public meetings and the disease had spread there. Sydney Mines reclosed its public places and forbade meetings of up to 10 people. In Havre Boucher, the schools were closed. An asymptomatic Baptist clergyman in Goshen contaminated 50 people after he preached to his congregation and visited some in their homes. One person had died from this contamination. Halifax had withdrawn its restrictions and now had many new cases. The 12 December 1918 issue reported that the public should expect several more months of danger and that the outcome would be determined by the public’s attitude. It again published guidelines issued by the Department of Public Health in regard to overcrowding, the sharing of drinking cups or eating utensils, the avoidance of excesses in eating and drinking, the importance of the proper ventilation of rooms, and the spending as much time as possible in the outdoors. The following week local officials were worried about the spread of the disease during the Christmas season. In the 19 December 1918 issue, *The Casket*, delivered a warning from public health officials:

Promiscuous visiting during the holidays, they say, will be a means of continuing and of creating a recurrence of the epidemic and they urge upon people generally the advisability of discouraging this custom just now.

The newspaper also made note that the Town of New Glasgow was urging inoculation and had purchased a supply of serum. It reported an additional five deaths in Tracadie. Heatherton and Frasers Grant were greatly affected and there was a severe outbreak in Mulgrave. There were 100 cases there as the public had encountered an infected crew from a schooner and the captain had died. The local bank closed as many staff were sick. *The Casket* reported in its 26 December 1918 issue that the United States Government had indicated thus far it had experienced 80,000 deaths in 46 cities. By that time this was more than the number of American

soldiers killed during World War I. The disease was especially prevalent along the International Colonial Railway line from Tracadie to the Town of Antigonish. It was common for the one passenger car traveling that route to be overcrowded. Local officials complained about the carelessness of the people when visiting the sick and loitering around houses which was affected by the disease. Heatherton was especially affected. Some had died there and many more were sick. The newspaper advised the public to be much more vigilant and to wear a handkerchief over the nose and mouth when obliged to cough or sneeze.












The outcome would be determined by the public's attitude

The *Casket* was silent regarding any new cases for the month of January 1919. It noted in its 6 February 1919 issue that three weeks previous the flu epidemic struck like a tornado in Margaree and it “fell on them with plague-like severity”. In a matter of three weeks 33 residents died. The first week of the outbreak saw 20 deaths and the remaining two weeks brought 13 more. All ages were affected, and it published some of the names of the victims. In the following issue, it reported that for a month there had not been any outbreaks in Antigonish Town and County but in one recent week five cases had been reported in Town. By 27 February 1919 15 cases alone had been reported in the west end of the Town of Antigonish. One young man perished. Other parts of

town were also affected. Havre Boucher had 24 new cases. Linwood was also affected. Maryvale and the Ohio were experiencing very virulent cases. It warned that people acquiring colds should seek medical attention at once and not mix with the public. By 13 March 1919, the flu had entered a lumber camp in Tracadie, and one man died. The men had also worked in the East River-St. Mary's-Melrose vicinity of Guysborough County. It appears that by April the flu epidemic had dwindled in the local area. Dr. Hattie, the provincial medical officer was invited to present a public lecture at the Celtic Hall in Antigonish on 29 April 1919. He called for the public to take an active part in public health. No mention was made of the flu epidemic at this time, however, *The Casket* was requesting the public to support the tuberculosis isolation hospital and sanatorium which was to be built in Antigonish. It is interesting to note that by June 1919 smallpox cases were reported in Pomquet, Lakevale, and Havre Boucher. At this time, even though it appeared as if the flu epidemic had been dealt with, other infectious and contagious diseases were still very much prevalent in the area.

It is obvious that each Nova Scotian community was affected by the disease in proportion to how much interaction there was between its residents and with outsiders. Wharves and harbours dotted along the coastline often brought in ill sailors and fishermen. Overcrowded tram cars and trains easily spread the disease as well. There appeared to be no consistent application of public health regulations across the province and cultural norms greatly influenced the spread of the disease. The customary hospitality shown to visitors and the visiting of the sick in eastern Nova Scotia undoubtedly greatly aided the spread. The publicized bulletins and instruction from public health officials appeared to have been limited in their effectiveness. One

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positive outcome of the flu epidemic was that, in 1919, the Nova Scotia Department of Health was reorganized for better efficiency. As well, that same year a federal department of health was established.

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A Reflection of the CAUT Librarians' and Archivists' Conference, October 25-26, 2019

By Meghan Landry, BA, MLIS Scholarly Communications Librarian, Angus L. Macdonald Library

As I sit and reflect on the CAUT Conference in Ottawa, Ontario back in October 2019, I cannot help but realize how much the world has changed since. I will not take for granted again the opportunity of joining a large group of academic librarians collectively discussing the future of libraries.

This was my first time attending a CAUT Librarians' and Archivists' Conference and I hope it will not be my last. I am grateful for the financial support from the StFXAUT to allow me to attend this conference. The discussions that occurred here have existed before outside of the conference – whether informally between a handful of Librarians or as part of a different conference – but the ideas and statements that transpired in that Delta meeting room are ones that will stick with me for a long time and have made me reassess my own preconceptions and knowledge about the academic library field.

The Conference opened on October 25, 2019 with a session delivered by Dr. Larry Savage, a Faculty Member researching organized labour, from Brock University in St. Catharines, Ontario. He reflected on the importance of academic Librarians navigating the neoliberal university, and by extension, the library. Without getting too much into the details of his presentation, the main takeaway was that we are expected to do more with less. This statement really struck home with me because at the Angus L. Macdonald Library, we currently have four permanent Librarians, one contract Librarian, and an Archivist; this is in stark contrast to the librarian complement at the Library years ago. This is a growing trend in many academic libraries, but the Library at StFX is still functioning with less librarians than most of its counterparts of a similar size. At the time I am writing this, one Atlantic University with a similar FTE has five permanent Librarians and two contract Librarians, while another Atlantic University has eight Librarians and two Archivists. However, our workload has not diminished; with the rapidly changing world of scholarly communications, digital initiatives, and research data management, the pressure to keep up is felt more than ever before.

**This 'uncertain time' is more or less the forced transition from the
traditional liaison model to a functional model**

That being said, it is not all bad news. As I sat and listened to other Librarians in the room, I realized a sense of pride knowing that we were all in this together and that this opportunity provides an excellent platform to be able to voice our concerns and experiences. Dr. Savage did an excellent job at creating a sense of solidarity in the room with the short period of time he was given to speak, in how Librarians can band together and support one another during this uncertain time. This 'uncertain time' is more or less the forced transition from the traditional liaison model to a functional model.

Librarians at StFX have adopted a hybrid model

The traditional liaison model, which affords us the opportunity to liaise with Faculty Members and departments across campus, to speak in a classroom regarding information literacy, and to develop a robust collection to meet the growing needs of learners, is now being replaced with the ability to perform and complete practical duties and projects related to areas such as managing an institutional repository, facilitating research data management, and evaluating open educational resources. The Librarians at StFX have adopted a hybrid model in which we fulfill both liaison duties and functional ones, mainly due to the fact that we do not have enough Librarians to perform just one area of work. I, myself, can say I am very proud of the 'functional' projects I've completed and continue to toil on, but the work I do as a liaison Librarian is so important to the fundamental role of an academic Librarian. If we lose the liaison model, we lose our ability to influence students, to develop diverse collections for our campus, and our connection with the Faculty Members.

As we moved throughout the day and listened to a panel of Librarians who have been through this forced transition, I realized how important it was to work on defending academic librarianship *before* it is threatened. We then broke into smaller groups to chat with one another about our own experiences. I got to talk to others in all different scenarios – from no threat of a transition, to those in talks of one, to those that have completed one. Just sitting and listening was an important skill I honed that weekend.

On the second day we moved to the most important, if not most practical, part of the Conference. We were given the tools of resistance – the Collective Agreement and the law – and were put into imagined scenarios in which we were part of a Librarian's Council where the University Librarian announced staffing changes and a forced transition to a functional model. We all took part in an exercise in which we held a special Librarian's Council meeting to express our concerns. As beneficial as this mock exercise was, we were still 'preaching to the choir.' We were working with other librarians towards the same cause, but this does not accurately reflect most Faculty Associations to which we belong. The StFXAUT is comprised of Faculty Members and Librarians as well as Nurse Educators, Lab Instructors, Dietetic Educators, Program Teaching Staff at the Coady Institute, and others. It is unrealistic and arguably impossible for us to collectively understand everyone's wants and needs; therefore, it cemented the importance of Librarians continuing to serve on bargaining committees now and in the future. And perhaps, *this* Librarian will do just that.

Reminders...

- The Canadian Association of University Teachers (CAUT) offers [Health and Dental Benefits for Retirees](#).
 - StFXAUT social media activity is ongoing: follow [@StFXAUT](#) on Twitter and like our [Facebook](#) page.
 - The next deadline to submit the [2020-2021 StFXAUT Sponsorship Policy and Application Form](#) is **Wednesday, March 31st**. Please note that applications can be submitted any time before this deadline. The StFXAUT invites sponsorship requests from organizations committed to education, labour, social justice, and community development.
 - Please remember to send your notices/updates to the StFXAUT listserv to keep all Members informed.
-



StFXAUT President Dr. Martin van Bommel presents a sponsorship cheque in the amount of \$4,500 to Members of the StFX World University Service of Canada (WUSC) Society (left to right): Anyich Panchol, Priscilla Panchol, WUSC President Amy Graham, Angelique Uwamariya, and Dr. Maria Paz-MacKay, Department of Modern Languages; photo credit: Susan MacKay

Work Work Work: Work and Labour History in Song

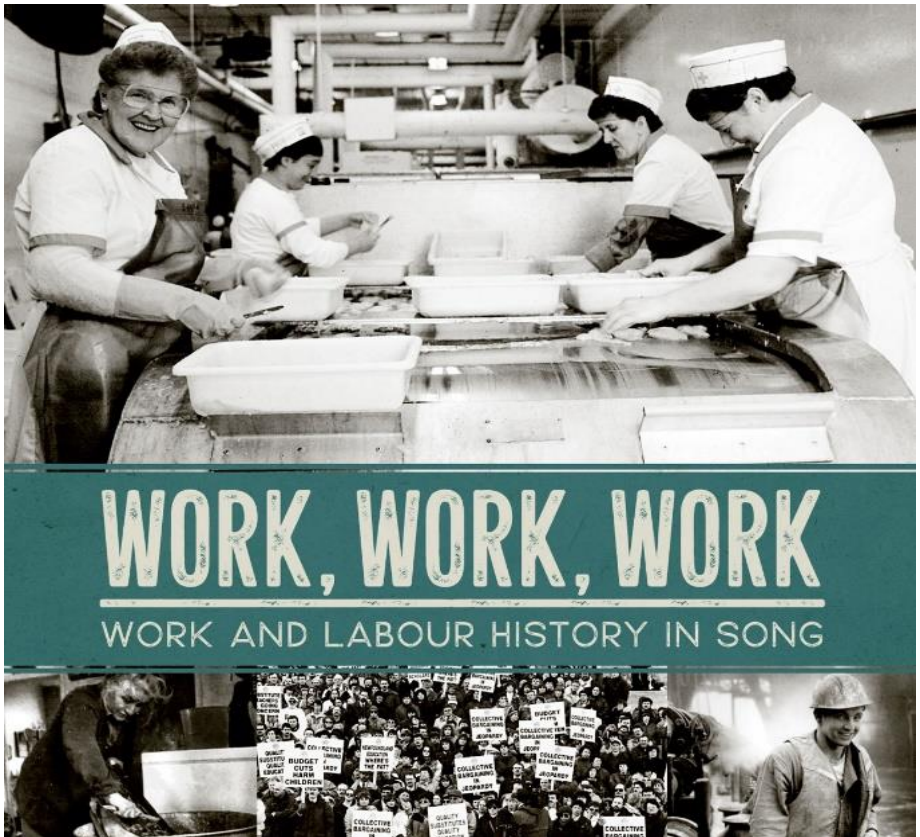
By Philip Girvan, StFXAUT Communications Officer

The 28-song two-CD album titled *Work Work Work: Work and Labour History in Song* is the collective brainchild of Mary Shortall, President of the Newfoundland and Labrador Federation of Labour (NLFL), and Jim Payne, a Newfoundland singer and songwriter.

Payne had long wanted to showcase a collection of songs that portrayed the relationships the people of Newfoundland and Labrador have with various kinds of work, traditional as well as contemporary; songs that acknowledged the significance of the labour movement and workers' efforts to organize and fight for improved workplace safety and better material conditions; as well as songs that lamented the loss of a way of life, and that spoke to relationships people have with the land and sea that transcend working for wages. Payne stressed a desire to avoid "preaching to the converted", as he put it in an interview with *The Beacon*, and to represent the whole of Newfoundland and Labrador, geographically and culturally speaking.

Shortall had participated in Canadian Auto Workers (CAW) learning sessions that emphasized the history of the labour movement, and the songs sung to communicate this history, and to emphasize solidarity among all workers. The fact that Newfoundland and Labrador, despite their rich musical heritage, had not produced a musical record of its labour movement, something akin to The Centre for Cape Breton Studies at Cape Breton University's *The Protest Song Project*, struck Shortall as curious and prompted her interest in this work. She credits Payne with broadening the scope of the project beyond the labour movement.

Though the two knew one another, neither was aware that the other was toying with this idea until Payne pitched it to Shortall at the Newfoundland and Labrador Federation of Labour's 80th anniversary celebration in 2016 where Payne happened to be performing. Also present at this celebration were Phil Davison, then Director, and Pauline MacIntosh, Fieldworker, of the StFX Extension Department and Shortall was able to connect Payne with Davison and MacIntosh. They discussed the idea and reached a general agreement that this was an appropriate project to be considered for support by the Greening Memorial Fund. The NLFL submitted a formal proposal to Extension and the project was funded.



The Ray Greening Memorial Fund is an endowment established by the Newfoundland and Labrador Federation of Labour in 1981 and put in trust with the StFX Extension Department to “embody the respect trade unionists felt for both Brother Raymond Greening (who died in 1980 at the age of 43) and the StFX Extension Department”. According to the Extension Department, the fund “supports initiatives that further the goals of the [labour movement] in Newfoundland and Labrador”.

In 2018, with funding in place, the work required to produce *Work Work Work: Work and Labour History in Song* got underway. Payne brought the Research Centre for Music, Media and Place (MMaP) at Memorial University on board.

The MMaP provided free studio time and technical assistance. Payne credits this support with enabling *Work Work Work: Work and Labour History in Song* to be a two-CD album. In addition, MMaP Director Harris M. Berger contributed a short essay titled “Music and Work in Newfoundland and Labrador” and engaged the services of Ethnomusicology Faculty Member Dr. Meghan Forsythe who wrote the liner notes.

The album showcases a wonderful collection of songs covering all kinds of work -- logging, fishing, mining, nursing, domestic labour, trapping, dog sledding -- sung by artists representing many areas of the province in a number of languages including English, French, Innu, Inuktitut, and Gaelic. Along with Dr. Harris' introductions and Dr. Forsythe's informative and engaging liner notes, the album contains a number of historical photographs and Dr. Sean Cadigan's excellent essay “Labour Relations and the Industrialization of Newfoundland and Labrador”.

Your 2020-2021 StFXAUT Executive Committee

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Member-at-Large

In addition to being a wonderful introduction to Newfoundland and Labrador's history of work and labour, the entire package is a tribute to the diversity of talent and culture and life experience found in the province. Songs are included from a number of performers who are not professional musicians, e.g., Ron Harvey is a heavy equipment operator; Jessica Hall is an HR administrator. The project also served as a catalyst for the formation of Labour Notes, a labour choir. This was one of Shortall's goals for the project, and she joins the choir on at least one song: "We Are Coming Mr. Coaker".

The album was launched on Labour Day 2019 during the NLFL Annual Convention. A second celebration of the album in December 2019 was organized by radio station VOXM-AM. Operating out of St. John's, the station has been giving regular play to a number of songs on the album and told Payne about their intention to hold an annual event to celebrate the album. There are also plans to send a copy of the album to each school in Newfoundland and Labrador.

The album is available for purchase through Jim Payne's record label [SingSong Inc.](#)

Works Cited:

1. <https://www.stfxextension.ca/work-work-work-work-and-labour-history-in-song/>

2. The history of the relationship between the founders of the Newfoundland Fisherman, Food and Allied Workers' Union (NFFAWU) and the StFX Extension Department is chronicled in Gordon Inglis's *More Than Just A Union* (1985).

<https://twitter.com/StFXExtension/status/1174394435297271811>



Key Dates from the 5th StFXAUT Collective Agreement:

December 15th:

- The President shall normally communicate their decision regarding grant of tenure to the applicant by **December 15**. (Article 2.2.3.2 Evaluation of Faculty Seeking Tenure and Promotion:7.1.1)

December 31st:

- All full-time eligible Members are enrolled in the health, dental and emergency travel plan. Coverage for eligible members will be effective until **December 31** following their 71st birthday. (Article 1.16.1 Health, Dental, and Emergency Travel Plan:1.1)

January 1st:

- Members electing the Phased-In Retirement Option must apply in writing to the AVP no later than **January 1** of the year in which they wish to commence a phased-in retirement. Phased-in retirement options shall commence on July 1. (Article 2.5.2 Phased-in Retirement Option:1.1 and Article 3.5.2 Phased-In Retirement Option:1.1)

January 31st:

- Employees must notify their intent to pursue this program on or before **January 31** of the year they reach the eligibility criteria, with a retirement date on July 1. (Article 2.5.1 Retirement Allowance:3.0)
- The deadline for the receipt of nominations by the Outstanding Teaching Awards Committee shall be **January 31**. (Article 2.7.1 University Research/Publication/Teaching Awards:4.5)
- The President shall normally communicate their decision regarding grant of permanent appointment to the applicant by **January 31**. (Article 3.2.3.2 Evaluation of Librarians Seeking Permanent Appointment:8.0)

February 28th:

- The President shall normally communicate their decision regarding advancement in rank to the applicant by **February 28**. (Article 2.2.3.3 Evaluation of Faculty Seeking Advancement in Rank:8.1)
- The President shall normally communicate their decision regarding advancement in rank to the applicant by **February 28**. (Article 3.2.3.3 Evaluation of Librarians Seeking Advancement in Rank:7.1)

Canadian Association of University Teachers (CAUT) Affinity Program

Did you know as a **Member of the StFXAUT**, you are entitled to **CAUT's Affinity Programs?**

Hotels: Alt Hotels and Le Germain (corporate code: 2119946)

✓ **Airport Parking:** Park 'N Fly (discount code 998636)

✓ **Car rentals:** Budget (discount code: C138500)
and Avis (discount code: A428600)

✓ **Insurance:** Home, auto, and professional property
(with [Johnson Insurance](#); quote **Group ID U5**)

✓ **Travel Insurance** (with [MEDOC](#))

StFXAUT Face Masks

Earlier this year, the StFXAUT Executive Committee commissioned Ross Screenprint to print black and grey face masks with the StFXAUT logo for Members of the StFXAUT.

Made in Canada, the face masks are lightweight, protective, and comfortable made from 70% rayon from bamboo and 30% organic cotton fabric with a 3mm elastic and nose wire. These 2-ply non-medical grade masks are designed to be worn for extended periods of time. For your information, here is the link to the [product description](#).

If you would like a StFXAUT face mask sent to your campus or home office, please email Susan at smackay@stfx.ca.

