The results of a recent vote between Canada's two largest postal unions really couldn't be called surprising.

Following orders from the Canada Labor Relations Board, Canada Post's two largest unions—the 23,000-member Canadian Union of Postal Workers and the slightly smaller 21,000-member Letter Carriers' Union of Canada-held a recent showdown vote to determine which of the two union bosses would rule the new kingdom. Parrot, with a 2,000-member edge in voting, narrowly won with 51.1 per cent of voter support.

Needless to say, many observers of the beleaguered Canadian postal system weren't too thrilled with the outcome of January's vote. Parrot's militancy and strike-prone tendencies, they point out, haven't always been greeted with enthusiasm by the much more moderate letter carriers now under Parrot's enormous umbrella.

Dale Botting, executive director of provincial affairs for the Canadian Federation of Independent Business, says the small business community in particular has reason to be nervous about Parrot's galvanized power base. It would have been nice, he says, if the less strike-prone LCUC had absorbed Parrot's CUPW.

"The strike weapon is larger and more ominous than ever, especially given CUPW's millitant history," Botting said.

(The overwhelming majority of postal disruptions, rotating walkouts and full-scale national strikes have been the result of unrest by CUPW workers.)

"When small business owners in this country are through taking a look at Parrot's track record, they will have good reason to assume the worst. After all, it is this sector of the economy that shoulders the fullest brunt of these strikes."

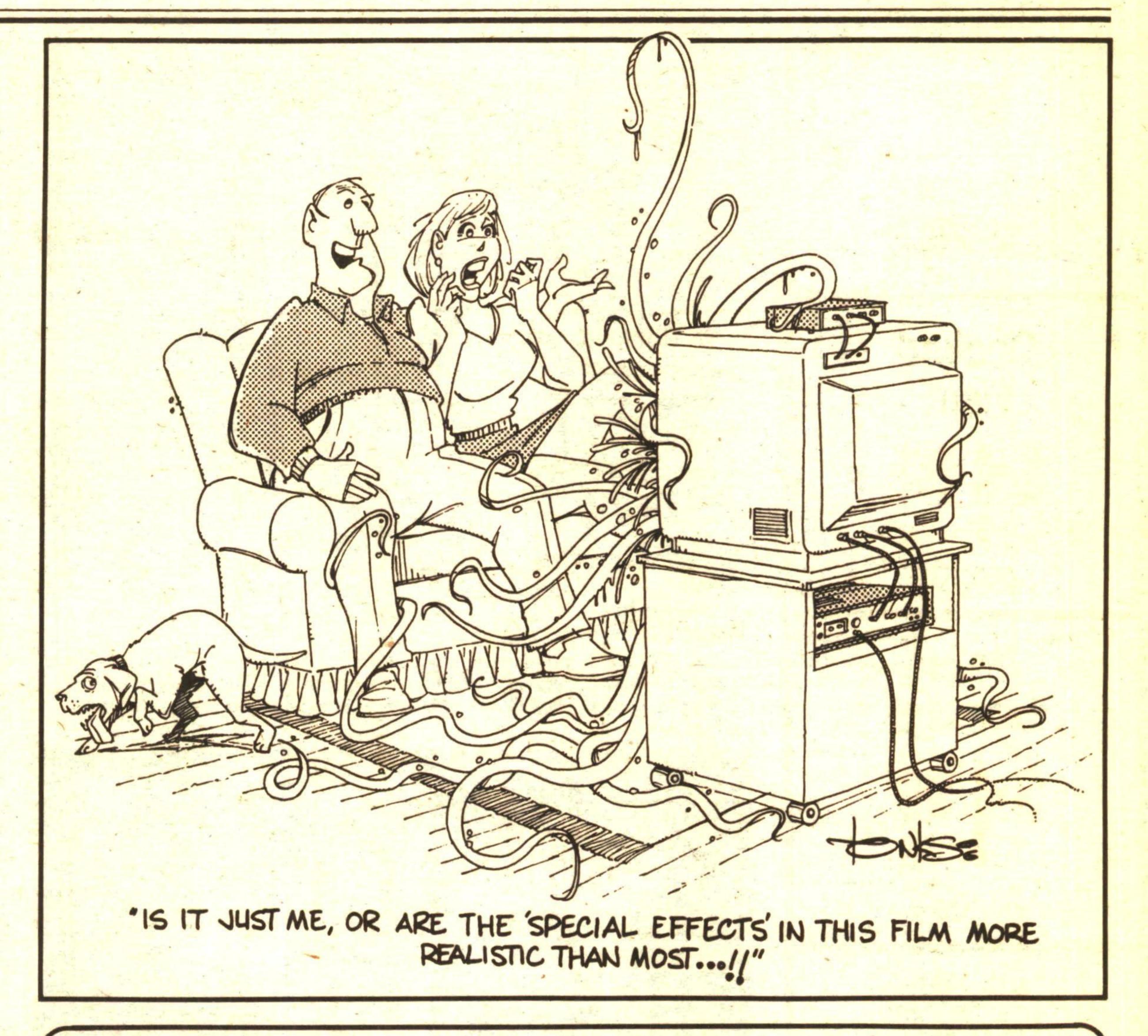
Control of the new "megaunion", however, makes Botting even more pessimistic.

For starters, Parrot now has the ability to pull all 46,000 members (including CUPW, LCUC and the remaining members from other Canada Post unions) out on strike which, in turn, will make it impossible to keep most of the country's mail moving despite the use of outside workers (as has been the case in several recent strikes). This could give CUPW more power to increase wages and benefits, which could keep pressure on Canada Post management to continue hiking postage rates.

So Parrot and his supporters will have to excuse those Canadians who aren't quite willing to join in his celebrations. He will have to prove that unlimited use of his strike arsenal isn't on the new union's agenda. Let's face it, though, that doesn't seem very likely. And, ominously enough, Parrot will begin his new mandate by sitting down with management in an attempt to re-negotiate a fresh contract for his workers. But, say his detractors, if there was so much acrimony in the past with only 23,000 workers to worry about, how realistic is it to expect that the situation will improve with 46,000 workers now in the picture?

Stay tuned. Parrot's centre stage antics will be on display soon enough.

By ANNY M. SMITH CFIB Feature Service



The power of positive thinking

By ERIC BALKIND

Let us begin by giving ourselves a "pat on the back" because, as parents and teachers we are doing our best in a mixed-up and often confusing world.

We can surely recognize that it is more difficult to be a parent today than it was when our parents were doing the job and, of course, it is also more difficult to be a child. An adolescent can hardly imagine that there was a time when alcohol was almost unknown among local high schoolers and the only drug anyone knew about was called Aspirin! Parents can remember (or think they can) a time when daily life flowed smoothly along without the painful challenges which many families must now endure.

Today's pressures are certainly considerable and are felt by everyone; it is not unusual for the parent, the teen and the teacher all to feel caught and helpless in the same trap—"No one understands what I'm trying to do!"

What we must have is a more effective approach to the communication problems which confront us; we need to know how to get our message across; we need to be heard and understood. If we recognize the difference between the traditional, negative way and to-day's more positive thinking on discipline we can soon change our approach. Consider the following examples.

1. Learning to Spot the Calm Before the Storm
Jack and Jill played quietly together for over an hour
but finally, as often happens, there was a bit of an argument. How should we respond? Yesterday's parent
would likely say: "Can't you kids get along together?"
Today's parent would comment on the good job that
the two kids were doing before the argument erupted.
i.e. "You two kids are doing such a good job of cooperating."

2. How to Control Perpetual Motion

A three-year-old is into just about everything at the

supermarket and the shopping is becoming difficult for the parent. Yesterday's parent would likely say (in whatever appropriate words) "You're going to get it!" Today's parents would recognize the child's needs to be useful in the situation and would likely say: "You could help me by walking down the aisle and fetching me a bag of potatoes. Please bring them and set them onto the cart."

3. A Real Teacher Takes the High Road

Every day in a thousand different classrooms the teacher is marking Johnny's work; an essential job if the child is to receive immediate feedback on his performance. When the teacher marks the work how should she show the child's score? A real teacher takes the positive approach (the high road) and shows the mark at 14/20; a negative teacher would show the score as 6X.

Don't worry, by the way, if you have labelled yourself as a yesterday's parent or teacher; that's the way most of us were taught. What we must do now is recognize ourselves and reprogram our responses so that we hit the positive notes first; we can learn from the odl song which taught us to "Accentuate the positive and eliminate the negative." Just look for little ways to catch the child doing the good things in life and when he/she does take a moment to recognize what is going on. It is also wise to remember that "practice makes perfect." Try saying:

1. You did a good job on your room—it sure looks tidy.

Thanks for the help with the dishes.
 I enjoyed reading your story about . . .

Finally, note that when giving credit we praise the deed but not the doer. We do not say directly "You are a good kid" because it is easier for children (and all of us) to accept credit indirectly—as noted above.

Eric Balkind is an Acton resident and principal at the Martin St. School in Milton.

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