

## Minister's approach positive

BCTF President Al Blakey has asked for a meeting with Education Minister Brian Smith to discuss possible participation by the ministry in the federation's developing community relations program.

The B.C. School Trustees Association is also interested in the program and a cooperative venture by the three parties is emerging as a possibility.

The BCTF program, known as School Talk, calls for school/community meetings and other activities designed to improve understanding and rapport between each school and the community it serves. The program is to be tested in three pilot districts in the next few months.

Blakey's approach to the new minister stemmed from Smith's statement January 8 that he plans to hold a series of "education accountability meetings" throughout B.C. next fall. These would be "public meetings where people can come and tell us what they think about the educational system and what changes we should make," Smith said.

Smith told reporters that he planned a campaign to improve the image of teachers and that he wanted to enhance the dignity of the teaching profession.

Answering a reporter's questions about teachers' salaries, Smith said:

"I don't think, you know, that most people believe that teachers are overpaid. I think that some people may believe they are; they may sort of equate the long school breaks and holidays, and they may think, 'Well, gee, I don't get holidays like that.'

"But what they fail to realize is the enormous demands that they involve themselves in for students, that the public don't see.

"And the teachers that I know work very, very hard, and I don't consider that they're overpaid."



## Native Indian Ed program a success

In North Vancouver, members of the Squamish Indian Band are working with teachers, trustees and school board officials to improve their children's education. Their co-operative approach is working. More Native Indian children than ever before are continuing through secondary school.

See story on page 3.

## Gallup poll shows public is getting behind us

### October sampling indicates halt to public opinion slide

There's good news for teachers in the results of the most recent Gallup Poll on education:

- The long decline in public satisfaction with the quality of public education, which continued throughout most of the 1970s, seems to have been arrested; the trend may now be upward.
- Most British Columbians believe classes should be smaller than they now are, at least at the primary and elementary levels.
- And 4 out of 5 British Columbians now feel that more money should be made available to meet the special needs of handicapped children.

The poll was conducted for the BCTF in October through in-home interviews with 1,023 adult British Columbians. The makeup of the sample closely matches that of B.C.'s civilian population and the poll can therefore be considered as representative of public opinion in the province.

Only 34 per cent of those polled have children enrolled in the public school system. As with most similar surveys, the parents of school children were more positive in their attitudes toward the

school system, and more knowledgeable about it, than those who do not have children in school.

The BCTF conducted five province-wide samplings of public opinion about education during the 1970s. Two questions were repeated in each of the five polls.

In one, respondents were asked to rate the quality of education provided by the public schools in their area.

The total of those who rated the quality excellent, good or satisfactory slid from a high of 84 per cent in 1972 to a low of 55 per cent in 1978.

In the 1979 poll, the excellent/good/satisfactory rating went up to 60 per cent. The increase is encouraging but must be viewed with caution because of the possibility of what statisticians call sampling error. With a sample of 1,000 people, the reported figure of 60 per cent might actually be as low as 56 or as high as 64 per cent.

In the 1979 survey, 17 per cent rated the quality of education as low, compared with 16 per cent in 1978 and a high of 23 per cent in 1976.

However, those who had no opinion on

the subject dropped from 29 per cent in 1978 to 23 per cent in 1979.

This decline in the "don't knows" and the increase in the positive responses may indicate that more people are learning something about their school systems and, as they learn, are becoming more positive toward them. In the year between the 1978 and 1979 surveys, five times as many people seem to have shifted from the "don't know" column into favorable responses as have moved to unfavorable positions.

The second question that was asked in all five surveys was, "How would you rate the value your community is receiving (for its school dollar)?"

Here there was little change. Fifty per cent of respondents felt they were getting excellent or fairly good value for their money in 1979, compared with 49 per cent in 1978 (and well below the 64 per cent recorded in 1972). Those who felt they were getting fairly poor or extremely poor value (27 per cent) and those who had no opinion (23 per cent) were virtually unchanged from 1978.

A new question, asked for the first time in 1979, was, "Do you think that public education is meeting the individual needs of children?"

Here there was a substantial difference of opinion: 37 per cent said yes, 47 per cent said no, and 16 per cent had no opinion.

Turn to page 4

## Victoria extends deadline for Draft II reaction

Should a high school graduate receive one of three different types of certificates, rather than a standard diploma?

Should primary students get letter grades? Should a local school board be able to decide?

These are some key questions raised by a new Ministry of Education document, the *Administrative Handbook for Elementary and Secondary Schools, Draft II*.

This document will have more impact on the day-to-day working life of the teacher than any other single directive,

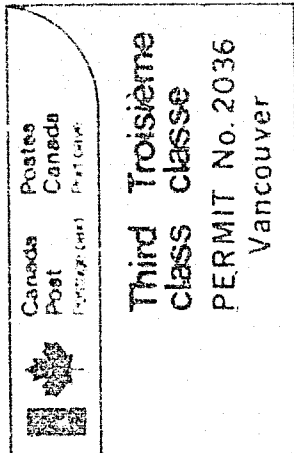
including the Public Schools Act.

The handbook has recently been distributed, and each school in B.C. should have at least one copy for examination and reaction from school staff or individual teachers.

In response to a BCTF request, the ministry has extended the deadline for submission of reactions to Draft II from March 1 to April 14. Any group or individual submitting comments is asked to send a copy to the BCTF Executive Committee to help it in preparing its own response.

Draft II is a compilation of past ministerial directives, plus some proposed changes. These include differentiated graduation certificates, the possibility of grading in primary school, and the use of letter grades in post-primary school firmly tied to a percentage mark scale.

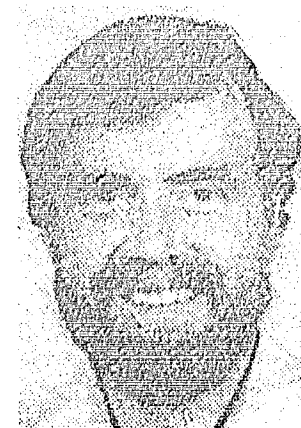
Draft II is a significant revision of the first draft prepared by Jim Killeen and Norm Ornes. This received limited circulation last year, and many of the changes are not in the direction proposed by a BCTF brief. An analysis of the changes, and their comparison with the BCTF's suggestions, is available from the BCTF's Professional Development Division.



IF UNDELIVERED, return to 2235 Burrard St., Vancouver, B.C. V6J 3H9



## Chalk Talk



### Geoff Hargreaves discovers stress and how to cope with it

On the day after Boxing Day, when the foamy tide of mercantile-Christian jollity had begun to brown and dwindle, I decided to brighten things up by popping round to my friend and colleague, Rodney Trepanning, in the hope of discussing highlights of the Queen's Christmas message.

It was Rodney's bouncy wife, Margot, who answered the door. "Come right in," she beamed with a glow matched only by the artificial candles on the plastic Christmas tree. "Tis the season to be jolly, eh?"

"That's the rumor," I grunted dyspeptically.

"Forgive the mess," she said. "But at this time of year we don't like to curb the high spirits of the children. It is their special time of the year, after all, though I do wish they wouldn't fling mince pies at the ceiling during our little family carol services."

The Trepanning children are Tiffany, aged 12, and Justin, recently turned 7. Tiffany belies the fragile elegance of her name by being a beefy, heavy-jawed youngster with mean, lustreless eyes. But to her mother's vision, myopic with love

and social ambition, Tiffany is a budding prima donna.

"I'm just putting her through her paces," explained Margot, above the plinkety-plonk of Tchaitkovsky from the stereo. "Come along, Tiffany. Let's see you try that again."

Tiffany raised herself on her points, spun around, tossed her brawny arms around angrily, jumped up in the air, and landed with a crash that rattled the contents of the china cabinet. Little Justin giggled with all the generosity of a fractious sibling.

"Isn't she wonderful?" asked Margot. "By the time she's twenty, she's going to be a regular Sugar Plum Fairy."

"Droit sur," I said to Margot. "Right on. By the way, is Rodney home?"

"Oh sure. He's in his den."

As I opened the door of the den, Rodney presented a bizarre sight. Clad only in magenta shorts, he was simultaneously raising his left knee and arching his right arm in an unhurried, effortless way, as if he were rehearsing a slow-motion commercial for sensitive gentlemen's underwear.

"White Stork Cools Its Wings," he said with a knowing wink.

"Does it?" I replied.

"Tai Chi Chuan," he went on, "the supreme, ultimate exercise for health and self-defense. Very relaxing. White Stork Cools Its Wings is one of the movements."

"Tell me more," I said.

He tilted his head a little condescendingly. "Well, as you probably *don't* know, the latest thing on the Pro. D. circuit is *stress*. And I'm booked to give a workshop on it in Nanaimo next month — that is, if I can find the time, now that I've been made a vice-principal. Tai Chi's one way to cope with stress."

"Show me some more," I asked.

He placed his right hand stiffly against his ear and buckled at the knees, bringing his hand down at a sharp angle. "Sea Bottom Needle that," he explained. "Driving your fingers deep into the groin of your opponent."

"You find it helpful?"

"For sure," he said with enthusiasm. "Whenever some nerd is coming to see me, I fantasize jabbing my fist into his solar plexus or breaking his nose with an upward sweep, or at least dislodging his false teeth. Suddenly, I find I've relaxed. So when the nerd arrives, I can smile at him and spout glib sentiments that not even a manufacturer of Christmas cards could stomach."

"You hypocrite, Rodney!" I declared with shock.

"The essence of leadership," he replied without shame. "What else does an administrator have? When you consider that an administrator is possibly dealing with teachers who are his superiors morally, intellectually, physically, spiritually, socially, and sexually, what is the only weapon an administrator can always depend on? Benign hypocrisy!"

"But it's still hypocrisy," I urged, "benign or not."

Rodney snorted impatiently. "That's where all you ordinary classroom teachers come unstuck. You're too romantic, you frontliners with chalk under your fingernails. You make a fetish of sincerity."

"Do you really think so?"

"And what does it bring you? Constipation, alcoholism, dermatitis, and divorce!"

"What's the solution?"

"Well, old pal, your only hope now is to attend my workshop in Nanaimo on reducing stress through methodical exercise in the martial arts. Which reminds me, I must practise Golden Cock Stands on One Leg."

I went along to the living room to say goodbye to Margot. As she turned her back on the children, beefy Tiffany stiffened her sinews, summoned up the blood, and dealt little Justin a fierce kick between the shoulder blades that drove him head first into the Christmas tree. And I've got to admit it, the exercise seemed to relax her.

## Native children's needs are being met

### Result: they're staying in school

Story and pictures by Ralph Maurer

Years of hard work to improve the education of Native Indian children has produced frustratingly meagre results. Now, North Vancouver is approaching the issue from a fresh perspective and achieving remarkable results.

When North Vancouver asked the question, "Why do Native Indian children do so poorly in school?" the answer they came up with was, "Because the schools aren't meeting their educational needs."

They are trying to do that now, and, judging by enrolment figures, succeeding. In 1977-78, the last year before North Vancouver's Native Indian education program was put into effect, only 63 Indians were enrolled in secondary school. Today there are 134. In 1977-78 there were 11 Indians in Grade 11 and 9 in Grade 12. Today there are 18 in Grade 11 and 17 in Grade 12.

North Vancouver's education services to Native children would likely never have reached their current state if the school district had not already had an excellent community schools program. It was the experience provided by that, and the community schools model, that forms the basis of the Native Indian education program.

North Vancouver school district's connection with Indian education began in 1969, when the federal government, until then responsible for providing education to the Native people, handed responsibility to the provincial government. Federally-funded, church-run schools on reserves were closed and Native Indian children were told to become integrated into the existing public schools system.

Things didn't work out. The influx of Native Indian children at Norgate Elementary, near the Capilano Indian reserve, resulted in racial tension and fights. The Indian kids weren't learning anything worth bringing home. "A lot of teachers just didn't understand our kids and their problems," says Gloria Joe, the Squamish Indian Band's social development director.

Those few Indian children who did all right in elementary school almost always dropped out of high school by Grade 10: there just didn't seem to be anything for them in high school either. "It resulted from our generation, really," says Leona Nahanee, the band's home-school co-ordinator. "When we were going to school we were told we needed up to grade 8 and after that what did we need school for anyway? We were going to be either cannery workers, loggers, longshore workers or housewives."

Significantly, things were better at Queen Mary Elementary School, just off the larger Squamish reserve that straddles Third Avenue. Queen Mary in 1971 became the district's first community school. But even the Queen Mary kids had lots of problems when they started going to junior secondary school.

Those few Indian children that survived junior secondary school usually ended up in Carson Graham

Senior Secondary. Jim Inkster, Carson Graham principal, and later as the school district's director of instruction, took an interest in the issue and established relations with leaders of the Squamish band. The work of Inkster, who won the BCTF's Fergusson award in 1973, and Jackie Nahanee, the band's education co-ordinator, was the foundation for the establishment in 1976 of a committee of Indian leaders, school board officials and teachers to make recommendations on how Native Indian educational needs could be met.

The committee sorted the issue out into three areas of priority. Their first concern was the fact that 90 per cent of Native Indian students didn't finish secondary school. In a report to the school trustees, they recommended establishment of an alternative school for Native Indian children unable to cope in the regular secondary school system.

Next, the committee said, attention should be turned toward cleaning up the problems at Norgate. The community school model, which makes the school a social centre of the community, would bring the white and Native Indian people together, let them learn about one another, and ease tensions, the report suggested.

The third priority was curriculum. "They were somewhat upset about the degree of stereotyping and just plain inaccuracies about Native people in curriculum materials," says Bob Dick, the district community education co-ordinator.

Curriculum ignored Coast Salish history and culture, and issues raised by and facing Canada's Native people, the committee felt. Now, after several years of negotiating details of representation, the district has established a further committee to make recommendations on what form a new curriculum should take.

The completed report was presented to trustees in 1977, and committee members prepared themselves for years of fighting for the principles, then fighting for the money to carry them out. But the trustees surprised them. They immediately agreed that the report was right, that its recommendations made sense, and that money should be allocated right away so work could get started. Nine months later, in March, 1978, the alternative secondary school opened its doors.

Its students called it Ustla-hahn, which means "up against the mountains." Ironically, it was located in the basement of the old Department of Indian Affairs-run day school on the reserve which the band had turned into the band office after Ottawa closed the school in 1969. The Department of Indian Affairs even gave the band \$30,000 to turn it back into a school.

The 24 kids at Ustla-hahn (its capacity; it has a waiting list) learn English, mathematics, science, social studies, Squamish language, physical education, native studies and art, which concentrates on techniques and forms familiar to the Squamish band. The

school has a staff of two teachers, both white, and a child-care worker and a teacher aide, both Native Indian.

Both the band and Jeff Ballou, the school's head teacher, believe that in the best of all possible worlds a Native Indian teacher would head the school, but both sides concede that isn't the most important qualification. "I don't have any beefs about whether they are black or Indian or whatever, as long as they have an understanding," says Gloria Joe.

"For some students, it's appropriate to use the school to work their way back into the regular school system, so part of it is a rehabilitative program," says Ballou. "For other students, that's not an appropriate goal. It's simply a matter of providing them with the opportunity of achieving the equivalent of Grade 10 so they can enter the job market with some skills."

"It's an alternate way of getting to the same place," says Dick, describing Ustla-hahn. "The goal is to work somebody back into the educational mainstream. Ideally, of course, Ustla-hahn would become redundant. Ideally, we would be doing an adequate job for Native kids in our other schools."

"But," he concedes, "I don't expect to see it happen in the near future."

All parties are happy with the results from Ustla-hahn so far. A prerequisite for enrolment there is that the student has practically no chance of advancing in the regular school system. Yet two years ago the school sent five students on to senior secondary, and three have continued on to Grade 12 this year. Four children from last year's class have graduated to Grade 11 at Carson Graham.

Ballou credits much of the success to the fact that the students can learn at their own pace in a comfortable — that is, Native Indian — environment. "Let's face it: the kids are in a segregated program and that has a certain value. They are going to be more trusting. It isn't white man coming down to say, 'This is the way it's going to be!'"

"I think it's necessary that there be established schools for Native Indian children. Not just as alternatives but as regular institutions in our society, especially at the elementary level," he says.

In September, 1978, a few months after Ustla-hahn opened, Norgate Elementary School adopted a new program. Though not an officially-designated community school, Norgate began offering many of the same services: night courses in crafts and skills and other projects that would draw in parents of both school populations. A parents' committee was established. The two communities got to know one another. Inevitably, the two groups of children stopped looking at each other as aliens. Tension decreased and friendships formed. Racial incidents, if they didn't stop completely, became much less common.

"The school had become the only point of interaction between the communities, and most of the interaction was conflict," Dick recalls. "We saw the community involvement model as the most logical thing for bringing about success."

Gloria Joe and Leona Nahanee also give a lot of credit to teachers, who know more about the Native Indian community, and are more understanding of the problems Indian children face in a white society. "I think teachers have come a ways," Joe says. "I think they have to come a long ways yet."

## News briefs

### Arbitration awards average 9.4%

Arbitration boards in the 23 teacher bargaining units where 1980 salary contracts could not be reached through negotiations have awarded salary increases ranging from 8.75 per cent to 10.57 per cent, with an average of 9.4 per cent.

In the 45 local settlements negotiated before the November 15 deadline, the average increase on scale was 9.5 per cent. Eight associations had negotiated some form of satellite agreement where final results will be determined by regional or provincial averages. Another two were on the second year of a two-year agreement.

B.C.'s 75 school districts contain 79 local teachers' associations, and 78 bargaining units, with two Vancouver associations traditionally bargaining as one unit.

This year 11 associations ended up with

two-year agreements. The 1981 increase for these will be established by formulas related to the consumer price index.

—Mike Midzain  
Economic Welfare Division

### Ombudsman in

Provincial Ombudsman Karl Friedman has undertaken an inquiry into "the procedures, policies and action of the BCTF Executive Committee and the appointed disciplinary committee in arriving at decisions" to terminate the membership of Alexandra Pazitch.

Pazitch's membership was terminated on the recommendation of the discipline committee in 1974 for "conduct harmful or prejudicial to the interests of the federation." Her membership was restored in 1976.

There is some question as to whether the ombudsman has the power to conduct this inquiry. Only two sections of a schedule of organizations coming under the ombudsman's purview have so far been brought into effect. The BCTF does not appear to fit into either of these sections.

BCTF President Al Blakey said the federation has indicated that it is "prepared to co-operate fully . . . provided that the legislative powers of the ombudsman's office are shown to extend to this type of investigation."

Blakey pointed out that the Executive Committee's decision has previously been reviewed by the Representative Assembly, by the provincial cabinet and by the Supreme Court of B.C. and had been upheld in every case.

However, he said, "We are willing to review the situation once again if it is clear that the ombudsman has authority to investigate actions taken by the governing bodies of this federation."

### Plan to retire?

Teachers contemplating retirement in 1980 should request pension estimates now from the Commissioner of Teachers' Pensions, 544 Michigan Street (West Wing), Victoria V8V 4R5.

Teachers who must retire this June (age 65 this school year) will receive the pension estimates automatically from the commissioner.

Information on retirement is contained in the *Members' Guide to the BCTF*, pages 75 to 79, and in the booklet, *As You Retire*, sent to all schools.

The Economic Welfare Division of the federation is able to give better pension counselling service after you have received the pension estimates.

Please do not delay; a request for an estimate does not commit you to retirement.

—Bruce Watson  
Economic Welfare Division

## Vacancies

### Prince George

School District 57

Applications are invited for the following positions:

1. Communications centre/learning assistance at McBride Secondary School from March 1 to June 30, 1980.
2. Intermediate special needs (EMR) in Prince George, effective immediately.
3. Itinerant teacher of the hearing-impaired, effective September 1.

Apply to Director of Education Personnel, School District 57, 1894 9th Avenue, Prince George V2M 6G6. Telephone number: 564-1511.

### Okanagan

Resource person/camp manager

A resource person/camp manager is needed for Silver Lake Environmental Education Centre in Peachland. Employment period is April to October, 1980.

Candidates should have a good knowledge of the environment and have some basic interpretation skills, should be self-motivated, be able to work efficiently on their own, have good communication

2/JANUARY 23, 1980

### Vancouver

Teaching position

Candidates are sought for a teaching position at Avalon Place Day Treatment Centre, Ministry of Human Resources, Vancouver. The teacher will function as a member of a team comprised of two other teachers and six child care counsellors. This is a temporary position until the end of June. Renewal

of the contract is subject to continued funding by the ministry.

Qualifications: Candidates must have a B.C. teaching certificate and possess at least two years' previous teaching experience. In particular, the teacher must be able to assess and create individualized reading programs for learning-disabled students (ages 12 to 16) in a therapy milieu. A background in counselling and working with

emotionally-disturbed students with severe behavior problems is preferred; ability to instruct in ceramics as well as reading is desirable. The candidate must be able to work within a treatment team.

Contact Deborah Snider or Randy Enomoto at Ministry of Human Resources, 2545 West 1st Avenue, Vancouver V6K 1G8. Telephone: 734-4881.

## BCTF Newsletter

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Leona Nahanee and Gloria Joe



Bob Dick



# Gallup poll suggests tide is turning

From page 1

But when they were asked about providing more money for the special needs of handicapped children, 78 per cent were in favor, 3 per cent qualified their answer, 8 per cent had no opinion, and only 11 per cent were against it.

Two questions in the 1979 survey dealt with class sizes. Respondents were first asked to estimate the current size of average classes in their school districts at the primary (Grades 1 to 3), elementary (4

to 7) and secondary (8 to 12) levels. Then they were asked to specify a desirable class size for each division.

Overall, people tended to overestimate the size of current classes: 53 per cent thought the average primary class was larger than its actual 1978 enrolment (23.4 students); 34 per cent overestimated elementary classes (26.5); and 56 per cent thought secondary classes were larger than they are (23.0).

But the public clearly wants smaller

classes, at least at primary and elementary levels. Twice as many people (54 per cent) wanted smaller primary classes than wanted larger ones, while 7 per cent want to hold them at present sizes.

At the elementary (Grades 4 to 7) level the feeling is even stronger: 71 per cent favor smaller classes, 3 per cent want to retain the current size, 13 per cent want larger classes.

At the secondary level the feeling was less pronounced: 37 per cent want smaller classes, 5 per cent favor the current size, and 45 per cent want larger classes.

Interestingly, many people seem willing to take a stand in favor of smaller

classes, even though they have no clear idea of how large existing classes are. The proportion of "don't know's" or "no opinion's" ranged from 26 to 31 per cent on the question of estimating current class sizes. This proportion dropped to 12 and 13 per cent on the question of desirable sizes.

## TEC to meet

The next meeting of the Teacher Education Committee is on February 15 and 16 in Boardroom 2 of the BCTF building, 2235 Burrard Street, Vancouver.

## Teachers rise to challenge

When the B.C. Rail trains stopped running last December 19, 40 kids who commuted daily from their Shalalth-Seton Portage homes to Lillooet for high school classes found themselves cut off from their education.

But their teachers at Lillooet Secondary School, with help from B.C. Hydro, found a way to bring school to the isolated students.

"They took the position that, if these kids can't come to the school, the school will come to them," Lillooet principal Jim Landy says. The school's 24 teachers took turns travelling the 17-mile distance between Lillooet and Shalalth-Seton Portage via Lake Seton in a B.C. Hydro craft, and held classes in the unfinished basement of Bridge River Elementary School.

The makeshift classes, covering most subjects, were held Mondays, Wednesday and Fridays. On each day, two Lillooet teachers made the journey in the boat, usually reserved for emergencies, but which B.C. Hydro made available.

"Sometimes going over that lake at this time of the year is dangerous," Landy says. "If the boat tipped over, that would be it."

The operation caused little disruption at his school because the teachers sacrificed their own time to make the trip to Shalalth-Seton Portage, Landy says.

## Nominations close soon

Nominations for 1980-81 positions on the Executive Committee will close on January 31.

By-law 5.4 (page 5 in the *Members' Guide*) specifies the deadline, and indicates that nominations may be submitted by local associations, district councils or groups of 10 members in good standing.

Positions to be filled by the 1980 Annual General Meeting are: president, first vice-president, second vice-president, and four member-at-large positions.

Members-at-large whose terms of office expire on June 30 are: Pauline Galinski (Powell River), Tom Krall (Nanaimo), Steve Norman (Vancouver) and Gerry Retallick (Richmond).

Table officers will be elected for one-year terms; members-at-large, for two-year terms.

## Positions open

The BCTF Political Action and Pensions Committees each have a vacancy. Application deadline is January 25.

For information on these vacancies, check your bulletin board, contact your local association office, or contact Geri Cook at the BCTF office in Vancouver.

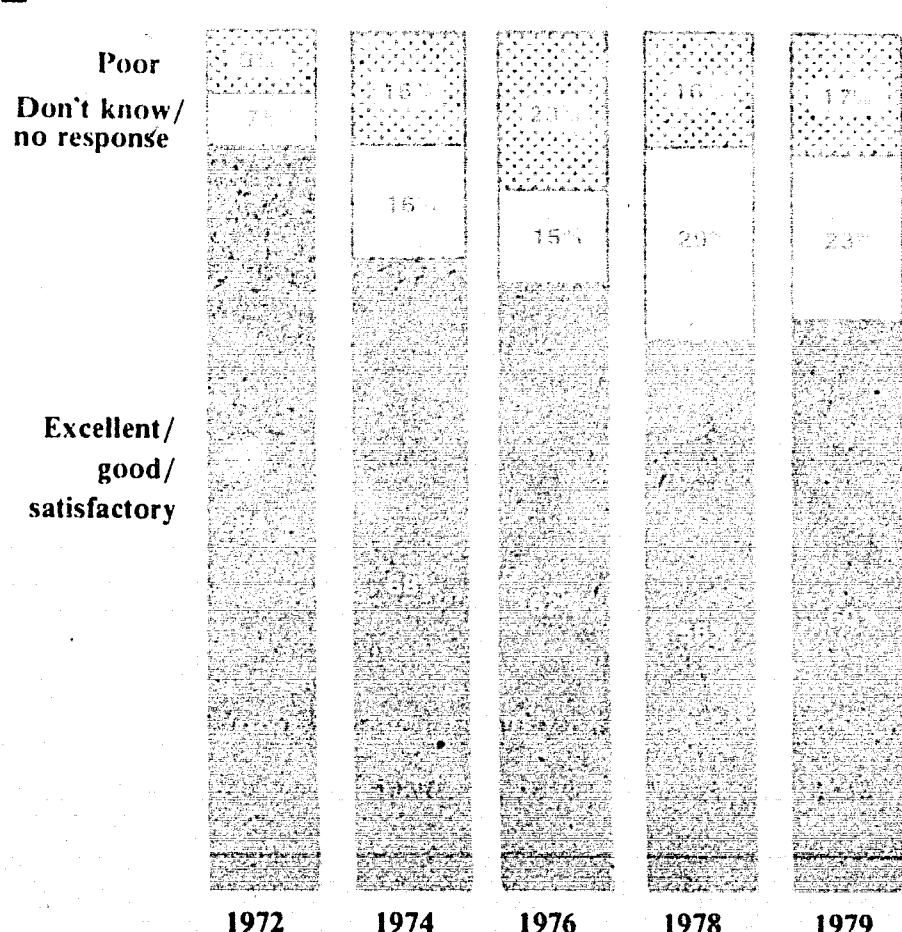
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# 6 questions

Gallup asked British Columbians

1.

Overall, how would you rate the quality of education provided by the public schools in your area?



2.

How would you rate the value your community is receiving for the portion of the tax dollar that is spent on elementary and secondary education?

	1972	1974	1976	1978	1979
Excellent/fairly good	64%	58	59	49	50
Fairly poor/extremely poor	22	25	28	26	27
Don't know/no response	14	17	13	25	23

3.

Generally speaking, do you think that public education is meeting the individual needs of children?

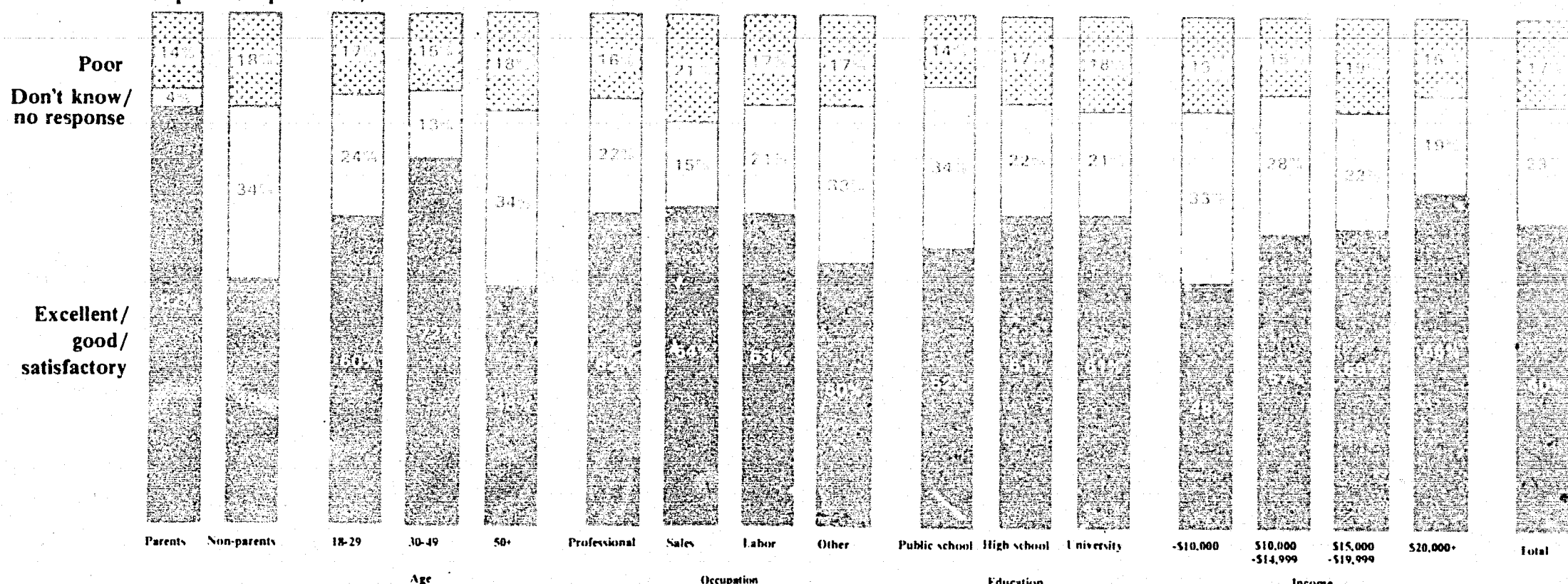
Yes	37%
No	47
Don't know/no response	16

4.

In your opinion, should additional money be made available to the public school system to meet the special needs of (handicapped) children?

Yes	79%
No	11
Qualified	3
Don't know/no response	7

Response to question 1, broken down:



5.

How many students would you estimate there are in an average classroom in each of the following school divisions in your community?

	Estimated class size									Don't know	Actual average class size
	1-19	20	21-24	25	26-29	30	31-39	40+			
Primary (Grades 1 to 3)	3%	11	7	17	10	17	6	2	26		23.4
Elementary (Grades 4 to 7)	2	6	6	15	9	22	10	2	28		26.5
Secondary (Grades 8 to 12)	2	6	4	12	6	20	14	4	31		23.0

6.

How many students do you think there should be in an average classroom in each of the following school divisions in your community?

