

BCTF Newsletter

VOLUME 20 NUMBER 13

BROADWAY PRINTERS LTD.

MAY 14, 1981

Gallup poll shows public supports us

Almost three out of four British Columbians believe teachers should have the right to bargain with their school boards for better working and learning conditions.

More than half of British Columbians (actually two out of three of those who have an opinion on the subject) support teachers' attempts to regain full indexing for teachers' pensions.

These indications of strong support for BCTF objectives emerge from the latest public-opinion survey carried out for the BCTF by the Canadian Gallup Poll Ltd.

To test public opinion on a number of subjects of concern to teachers, Gallup interviewed 1,064 adult British Columbians in their homes. The respondents constituted a randomly selected but carefully structured sample that closely matches

the total B.C. population in age, sex, occupation, income, education, geographic distribution and other characteristics. The results therefore are considered highly reliable.

The survey showed that 73 per cent of the sample think teachers should have the right to negotiate class sizes, instructional time, preparation time, noon-hour supervision, et cetera. Only 19 per cent said teachers should not have this right, while another eight per cent had no opinion.

On the pensions issue, 56 per cent support the drive for full indexing, compared

to 28 per cent who do not. There are twice as many undecided — 16 per cent — on this issue as on the scope-of-bargaining question.

The latest survey, conducted in March, strengthens the indications that the public is beginning to regain its confidence in the public school system. The decline in public confidence seems to have bottomed out in 1978, when only 55 per cent of British Columbians felt satisfied with the quality of education their schools were providing. By 1979 that figure had climbed to 60

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Terrace personnel dispute erupts

Barring a last-minute reversal in their school board's position, Terrace teachers will start a work-to-rule campaign as this issue of the *BCTF Newsletter* goes to press.

Representatives of the 337-member Terrace District Teachers' Association met last night to hear the board's response to the TDTA demand for a negotiated contract covering personnel practices. The contract would include a grievance procedure.

Long-simmering frustration with the district's personnel practices erupted last month when the district announced its intention to transfer two principals to the classroom. Tom Hamakawa of Skeena Junior Secondary School and Roy Greening of Thornhill Elementary School both appealed their transfers but the board turned them down.

"No reasons were given, other than the fact that both principals had received one less-than-satisfactory report," says local association president Wayne Wyatt,

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Fascinated by the blackboard of the future, this girl was one of hundreds of students, teachers and others who attended last month's BCTF-sponsored conference on the educational implications of new technology. BCTF staff member Nancy Flodin reports on the conference, page 3.

Shake-up follows Shuswap report

Ralph Sundby
Government Division

In a dramatic administrative reorganization, Shuswap school board has swept out all six of its district level officials.

The changes came on the heels of a report on the district's operations by a team of three Saskatchewan administrators.

The first announcement came May 1 when superintendent Neil McDonald resigned, effective immediately.

Six days later the board announced that Alf McLean, director of instruction,

had resigned as requested and had declined a teaching position. Dave Gooden, secretary-treasurer in the district for 25 years, was also asked to resign. He refused and was fired.

Big R Radio, which serves the Salmon Arm region, reported that severance arrangements for the three would cost taxpayers in the area of \$200,000. Board chairperson Cliff Michael refuses to comment on the report.

Supervisors of instruction Tom Brighthouse and Marion Gleason, whose jobs were eliminated, received letters of

transfer to teaching positions effective June 30. Both were invited to apply for posts in the new district structure. Brighthouse has consented to act as interim superintendent and Gleason will stay on as supervisor for the balance of the current school year.

Norm Martin, co-ordinator of special programs, was also reported to have resigned after the findings of the consultants were released. His job had been slated for elimination through an earlier board decision to change the position to a principalship on June 30.

Brighthouse, Gleason and Norman are BCTF members.

BCTF President Al Blakey has sent

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Smith's suggestion scorned

John Hardy
Government Division

BCTF President Al Blakey says Education Minister Brian Smith is "playing ostrich, putting his head in the sand" on matters of bargaining rights for teachers.

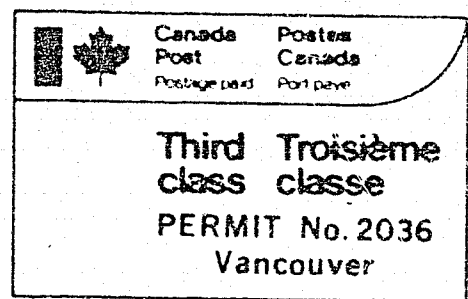
Responding to Smith's suggestion at the recent B.C. School Trustees' Association annual meeting in Vancouver that school boards should consult with teachers, Blakey says flatly: "We've already told him consultation doesn't work."

"Consultation," says Blakey, "is a euphemism for collective begging — the school board still sets all the rules. We've been that route. That's why we want bargaining rights in legislation. Teachers

want the same rights other workers have in the province and we won't put up with the old rules," he says.

"Mr. Smith's sweet talk conceals a bitter pill, as usual, just like his position on education finance. We aren't swallowing it."

A full report on the BCSTA convention, which dealt extensively with the issue of teacher bargaining rights, will appear in the next issue of the *BCTF Newsletter*.



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

Minister blames 'bureaucratese'

Jim Bowman
Government Division

"It was drafted in unfortunate bureaucratese and will be redrafted." That is Education Minister Brian Smith's response to a teacher at the recent BCTF Annual General Meeting who asked why teachers are hardly mentioned in the 10 pages of Circular 144.

Schools Department Circular 144, issued in March, outlines certain key features of school organization which could not wait for the printing of the final draft of the *Administrative Handbook* for schools.

Federation representatives on the Deputy Minister's Advisory Committee had

already protested certain features of the content and the feudal style of the document, and copies of a strongly-worded letter to Smith from BCTF President Al Blakey were distributed to AGM delegates.

For those who haven't seen Circular 144, it outlines ministry requirements on reporting and permanent report cards, curriculum requirements and certificates, locally developed courses, program evaluation and non-instructional (professional development) days. In short, the meat and potatoes of school life.

A quick reading reveals the introduction of a new course in Grade 9 and 10 on consumer fundamentals, the shifting of Grade 7 from elementary to secondary

school for reporting procedures, and the inclusion of failures in the permanent records of students. A closer examination reveals a deepening of the centralized control over students and teachers which does not bode well for any future pronouncements by the minister on major shifts in education policy and practices. What is worse, the circular conveys an impression that teachers are not an integral part of the business of schooling and are either not mentioned at all or they are given only the odd passing reference in the circular.

The question on Circular 144 by the AGM questioner drew the loudest applause of the convention, and Smith realized that this bit of "unfortunate bureaucratese" did not sit well with the profession. We hope the recall notice will soon be in schools and that the redraft will be made less proscriptive in content and more enlightened in style.

pose is to define categories of teacher qualification and evaluate the academic-professional preparation of teachers.

TQS members are expected to attend eight to ten meetings a year to represent the BCTF in the administration of the service, and to serve on the TQS board, which considers appeals against the decisions of the TQS director of evaluation.

Some general knowledge of teacher preparation programs and/or salary administration plans would be desirable.

Application deadline is June 12. For more information, contact Jacquie Boyer at the BCTF building.

LC co-ordinator

A learning conditions co-ordinator is sought for the Vancouver Island North zone. Application deadline is May 22, and the Executive Committee will make the appointment at its June 19-20 meeting. For more information, contact Jacquie Boyer at the BCTF building.

6 lose jobs in Shuswap personnel shake-up

From page 1

telegrams to Michael and Education Minister Brian Smith expressing "grave concern" that the board has "summarily eliminated the positions held by several BCTF members."

"While it is the prerogative of school boards to establish their administrative structures within the limitations of existing legislation, reorganizations can destroy tenure and cause unjustified hardships," he said in his telegrams.

Blakey also raised with Smith concerns about establishing assistant superintendencies to replace supervisors' jobs (see below), and requested that ministry approval of the proposed structure be withheld until the federation's concerns have been resolved.

The investigating team was Murray Scharf, an assistant dean of education, Herve Langlois, whose position is similar to that of a secretary-treasurer in this province and Wayne Reed, who recently retired as director of a school unit, a position closely resembling a B.C. superintendency. Appointed in December, the trio interviewed more than 100 people in January and February.

The investigation was triggered by an earlier BCTF inquiry into concerns about personnel practices in Shuswap. The board formally rejected the report but set up its own investigation with help from the B.C. School Trustees Association.

Only 8 of the 31 pages in the more recent report were released. School board chairperson Cliff Michael stated that the balance of the report addresses personnel matters and as such cannot be made public. The released portion criticized operation of the district as being too casual and recommended a more business-like approach. A breakdown of trust and confidence was the implied consequence of the present style.

Under its newly-implemented structure the school board has designated the superintendent its chief executive officer and draws a clear distinction between the board's policy-making function and the administrative function of its officials. The secretary-treasurer is designated as an assistant superintendent responsible for business, reporting directly to the chief executive officer. Projected to replace the present director and two supervisors are two new assistant superintendents, for secondary and elementary.

A further assistant superintendency is being sought for administering special programs. This represents a departure from the board's earlier decision to establish a principalship of special programs.

The district has been abuzz with speculation as events have unfolded. Shuswap Teachers' Association president Margaret Robertson declines comment on the resignations but expresses reserved confidence in the board.

"Some of us are concerned at the board implementing major structural changes without consulting teachers," says Robertson. "I've asked the board for an opportunity to involve the STA in building a new situation with which we can all live comfortably." Michael has responded by offering a spot on an upcoming board meeting agenda.

Robertson expresses a special concern about the two new assistant superintendencies.

"These are more administration and authority-oriented positions than are the supervisor jobs," says Robertson. "What we need are people to advise and help teachers rather than administrators who write reports and exert control over teachers."

Changes in store for classroom teacher

Nancy Flodin

Professional Development Division
If Seymour Papert has his way, the "true" computer revolution will lead to the redefinition of teaching, schooling, and especially learning. If he's right, B.C. teachers are in for some changes.

Papert, the Massachusetts Institute of Technology thinker who was the feature speaker at the BCTF/PSA Council conference, *Learning in Transition: the New Technology*, April 24-25, at the Bayshore Inn, charmed and challenged 200 B.C. educators to face the computer presence as a reality.

Papert scorned the existing educational practice of computer-use for drill-and-practice of skills and for getting kids to be familiar with computers for career reasons. He countered by suggesting "the right computer should be placed at the disposal of the child to use freely and creatively on personal projects."

To settle for the conversion of traditional curriculum material and tradi-

tional instructional approaches on to the computer medium can only lead to yet another doomed educational innovation, suggested Papert. He was critical of our present instrumental, "gee whiz" thinking about computers as educational tools.

After 12 years of research and study with MIT, Papert is now committed to spreading the word about the potential of computers. This new or conceptual use of computers promises that the computer will "change the way you think about yourself, change the way you think about everything."

To implement this change two things are needed: a computer with a reasonably high-level language and graphics capability, and computer programs that allow the child to make fantastically exciting things happen: shapes, movement, color, sound, dancing images ... In this approach, the child is in control of learning ... is active, purposeful, and independently able to directly access knowledge. Our cultural myths such as, teacher

as dispenser of knowledge, child as dependent on adults, crack in the face of this conception.

"Technology should not be for imposing limitations on people. It should be for freeing them. It should not restrain people. It should liberate them," argued Papert.

Papert acknowledges that this use of computers brings with it the requirement to be sensitive to the problems: a potential generation of psychotics, unhealthy personalities, social dislocation, political struggles while power is redistributed. The solution is not to resist and avoid the computer but to start with those computers you have to find "uses that allow the child to use it as an instrument of personal expression."

Saturday morning, the conference participants had a first-hand opportunity to play with and test out the new technology. A "marketplace" representing the spectrum of computer/communications systems presently operating in B.C. filled half the Bayshore ballroom. Knowledge Network of the West (KNOW), Open Learning Institute (OLI) JEM Re-

search, Occupational Training Council, the ministry, all three universities, Bell and Howell, Addison-Wesley, Sharp Electronics, Digital Equipment, Wang, teachers and students from Computer Users in B.C. were on hand.

BCTF First Vice-President Larry Kuehn outlined the federation's computer education plans for next year, which include a microcomputer for Lesson Aids and a pilot study linking the BCTF building with one or two local association offices.

Papert began with a plea for the conference to lead somewhere, for his remarks to be more than an inspirational talk. Al Berry, PSAC chairperson, offered his own reflective comments in summary. Conference participants want more "in-service programs, debate on the teaching implications, information, software tips, a contact system, a BCTF computer division, practical immersion." A participant from post-secondary commented, "I hope the college faculty will be able to catch up with the ground-breaking BCTF."

Federation severs ERIBC connection

The BCTF is ending its association with the Educational Research Institute of B.C., an organization it helped found in 1968.

The recent Annual General Meeting voted to delete policy statement 41.01 (page 61 in the *Members' Guide*), "That the BCTF support ERIBC by appointment of a member to the ERIBC board of directors."

The Executive Committee recommended the withdrawal of support because of its increasing dissatisfaction with the kind of research undertaken by ERIBC. The ERIBC report on last year's teacher strike in Calgary, which the Calgary board commissioned and then used to back its arguments that teacher bargaining rights should be restricted, was the last straw.

"Research is basically a political kind of thing," says BCTF First Vice-President Larry Kuehn. "When somebody hires a researcher they want that research done for political purposes. People who hire ERIBC increasingly are groups who have particular political purposes which seem to be against the interests of teachers."

Kuehn also cited the Consequences of Funding Independent Schools (COFIS) study as another example of the kind of research carried out by ERIBC which is

harmful to teachers' interests. That study has been used, particularly in the U.S., by opponents of the public schools system.

Kuehn says that the BCTF's association with ERIBC lends credibility to a seriously-flawed study.

"We've had a representative on the board (Tom McRae of Belmont Secondary School in Victoria) but it hasn't done us any good in influencing ERIBC," he says. "We get associated by implication with positions they are taking and it becomes and embarrassing thing."

Doug Smart, a member-at-large on the executive, says, "All of us recognize that ERIBC has done some good things and has helped teachers with their grant system for some of their minor research projects. But in the end we had to look at two situations, COFIS and the Calgary situation, where clearly ERIBC was taking a position that was detrimental to the interests of the federation and in the case of COFIS, detrimental to the interests of public education. COFIS started being used not just in B.C. but also in the U.S. to support the private education system."

"We had learned to live with COFIS until Calgary came along," Smart says.

The BCTF, along with the B.C. School Trustees Association, was a founding member of ERIBC in 1968, and continued to contribute about \$5,000 a year to the organization until the mid-1970s. At that time, the nature of ERIBC's work began to change, and the Ministry of Education began to assume the major portion of ERIBC's costs.

The Ministry contributed about \$150,000 towards the COFIS study. Another \$400,000 came from American sources.



Saying goodbye after 27 years with the federation, BCTF personnel manager Joan Bekius receives the best wishes of colleague Jim Cairnie at a dinner in her honor last month.

BCTF staff vacancies filled

The BCTF has hired Al Cornes, a member of the Executive Committee, and Art Broomhall, the personnel manager for the city of Kamloops, to replace two staff members who quit in the past year.

Cornes, who was president of the Alberni local association before he was elected second vice-president of the BCTF two years ago, replaces Dennis Rankin in the Learning Conditions Division. His responsibilities include providing financial and educational statistics and co-ordinating the education finance program. He was hired on a two-year

term appointment, and starts this summer.

Broomhall becomes the BCTF's personnel manager, succeeding Joan Bekius, who left the federation this year after 27 years. He will be responsible for relations with the federation's own employees.

He has been personnel manager for the City of Kamloops since 1975. Before that he worked for the Alberta School Trustees' Association and B.C. Hydro and its predecessor, B.C. Electric. He starts June 10.

In addition, Nora Grove has been rehired until the summer of 1982 to work half-time on the stress counselling program she has been developing. She has been working full-time on the program since January on a contract that was to expire this summer.

Committee vacancies

Program Sponsor Teacher, in its second year, offers courses in two locations this summer to train teachers in the fundamentals of working with student teachers. Enrolment is limited to 30 for each of the courses.

One course will be held in Vernon August 16-21. The second is in Prince George August 23-28.

Program Sponsor Teacher, which operated in the Lower Mainland last year, was developed in collaboration with the education faculties at B.C.'s three public universities and is supported by the BCTF and the Ministry of Education.

After taking the course, sponsor teachers will work with student teachers during the coming school year, evaluate

the program and, if possible, attend short workshops with student teachers.

The main qualifications are a degree and valid teaching certificate, some teaching experience, and reasonable assurance that you'll be working with a student teacher next year.

All expenses will be paid for.

Application deadline is June 15. For more information, contact Tom Hutchison or Denise Buckoll at the BCTF building.

Teacher Qualification Service

The Teacher Qualification Service is a joint operation of the BCTF and the B.C. School Trustees Association whose pur-

Letters

Infuriated by picture of dirty classroom

The picture of the Surrey classroom on the front page of the April 2 *BCTF Newsletter* infuriates me — a retired teacher with 30 years in primary classrooms in B.C.

"What are your kids doing in a place like this?" Obviously they are spending a great deal of time throwing paper on the floor and are being encouraged to waste and litter. No wonder school grounds, parks, sidewalks and lawns are eyesores, if this is typical of many schools in struck districts.

Did CUPE throw the paper on the floor? Did CUPE steal the waste

baskets?

What is the teacher doing? What is the principal doing? Are they aiding and abetting such unnecessary habits and attitudes?

Far better a picture of a neat tidy classroom to indicate that your children are still being taught to be good citizens in spite of strikes.

We had a CUPE strike in Vernon some years ago. In no case did I see where paper was left to accumulate, or where the class had to operate in an environment such as your picture.

I hope this picture will not be circulated in the big daily papers. Surely when we are struggling to improve the "image" of the teachers in this province we can do without this reminder that many of our teachers and principals tolerate the behavior you depict.

Marjorie Fulton
Vernon

Pedagogical teacher

Three things caught my eye when looking at the picture on the front page of the April 2 *BCTF Newsletter*: the litter on the floor, the blackboard, and the caption under the picture.

I may be considered an old-fashioned pedagogical prig, but I do insist that whoever litters is responsible for picking it up (not the janitor or anyone else); I do try to teach the difference between who and whom; and I insist on making a differentiation between proper and common nouns, as in Sinclair Elementary School.

E. Doehnel
Marigold Elementary School
Victoria

Pick it up!

Re your picture on the front page of the April 2 *BCTF Newsletter*:

My kids would not be in "a place like this" if they had been taught by their parents and their teachers not to scatter their litter, or had been made to dispose of it properly.

I am an ex-teacher and have seen classrooms which looked like this at the end of a day even without CUPE strikes.

Hazel Miller
Kaslo

BCTF Newsletter

BRITISH COLUMBIA TEACHERS' FEDERATION
2235 Burrard Street, Vancouver, B.C. V6J 3H9

Letters to the editor must be signed by and bear the address of the writer. The Newsletter may edit letters for brevity, clarity, legality or taste. Letters to the editor and signed articles contained herein reflect the views of the authors and do not necessarily express official policy of the BCTF. Unsigned articles are the responsibility of the editor.

MEMBER: EDPRESS

ISSN 0709-9800

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For:

DeGirolamo

The current certificate in B.C. is an anachronism, predicated on the shaky belief that there is a set of generic "teaching skills" transcending grade level and subject area. Yet research has yet to link conclusively any specific set of teaching competences to student learning, and the emphasis on "teaching skills" implies that subject content is irrelevant.

Current practice allows a teacher away from the classroom for years to re-enter a highly specialized and rapidly changing environment with little or no updating. The problem is compounded by declining enrolment, which results in the movement of teachers into areas for which they have little or no preparation.

Teaching has become highly specialized. Staying in the same job demands on-going professional development, and changing to a significantly different assignment demands retraining.

The proposed certification changes would not preclude a teacher's acting as a "self-directing professional." The implication of an endorsed and expiring

Chalk talk

The Teacher Education Committee is proposing a new BCTF policy on certification, but TEC members Dan DeGirolamo and Ann Ederer don't agree on it.

certificate system is more extensive funding for in-service, and encouragement to the universities and to the BCTF to design and deliver more programs.

An endorsed certificate would satisfy me, as a parent, that my child was in the hands of someone trained to work with her. It would also reassure me, as a teacher, that if I were required to change jobs, adequate opportunities would be provided for my retraining.

It is naive and dangerous to assume that BCTF opposition to certification change will inhibit the government. We face two alternatives: to continue to support current certification practices and have changes forced upon us, or to acknowledge that changes are necessary and to participate in making those changes the right ones.

Against:

Ederer

The Teacher Education Committee has developed a set of certification principals based on three sources: the federation's response to the 1978 McGregor report, a survey of teachers conducted by the committee in 1978-79, and discussion groups at the October, 1980 Representative Assembly. The latest word from the RA is that that group is against lapsing and endorsement.

Teachers are employees after they get certificates. The employer has the right to hire according to need and can assess the teacher's performance. If a teacher has been out of the classroom for a while, it's

still up to the board whether to hire. A woman who has been out of the classroom to raise children is not likely to have lost her teaching skills.

Many teachers work well in subjects that were not their original areas. If there is a mis-assignment, it's as much an administrative problem as one of qualification. We should not try to cure schedule difficulties with certification changes.

Many places in the U.S. have endorsement and lapsing. But it is doubtful that the regular prescribed in-service that these teachers take really makes them better teachers. Lapsing sounds easy, but it is difficult to set up the conditions and courses for a person going back into the classroom. In any case, B.C. has not had the severe decline in enrolment that requires massive retraining programs.

Certification only indicates that a teacher has been trained to teach, and that training is becoming longer and more comprehensive. But the test is in the classroom. Teachers who pass that test are not going to forget their knowledge, and are able to apply it in more than one situation.

Good news from Gallup

From page 1

per cent and this year it is up to 62 — back where it was in 1976.

But British Columbians still aren't convinced they're getting good value of their school-tax dollar. A bare 50 per cent feel they're getting excellent or fairly good value for their money; 25 per cent think they're getting fairly poor or extremely poor value, and another 25 per cent have no opinion on the subject.

The latest poll reveals strong, and increasing, support for the maximum class sizes established by the BCTF's provincial declaration on working and learning conditions (*Members' Guide*, page 36).

The survey shows 75 per cent of the public favor a maximum of 20 pupils per kindergarten class, 84 per cent want no more than 25 in a primary class, and 91 and 87 per cent, respectively, favor a maximum of 30 students for elementary and secondary classes.

Support for the BCTF maxima at primary, elementary and secondary levels has grown substantially since 1979; opinions about kindergarten class sizes were not sought that year.

The survey is hearteningly supportive of teachers' efforts, especially in view of the fact that parents with children in school — traditionally teachers' strongest supporters — are a minority in the population (31 per cent).

Two questions were included in the survey to get some idea of the general public's contact with schools and its sources of information about them.

GALLUP POLL '81 — Summary of responses

Question 1:
Overall, how would you rate the quality of education provided by the public schools in your area?

	1972	1974	1976	1978	1979	1981
Excellent/good/satisfactory	84%	68	62	55	60	62
Poor	9	16	23	16	17	17
Don't know/no response	7	16	15	29	23	21

Question 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	1981
Excellent/fairly good	64%	58	59	49	50	50
Fairly poor/extremely poor	22	25	28	26	27	25
Don't know/no response	14	17	13	25	23	25

Question 3:
How many students do you think there should be in an average classroom in each of the following school divisions in your community? (1979 data in parentheses.)

	1-20	21-25	26-30	31+	NR
Kindergarten	75%	11	6	1	7
Primary (Grs. 1-3)	59 (54)	25 (23)	8 (8)	2 (3)	7 (6)
Elementary (Grs. 4-7)	43 (32)	32 (29)	16 (13)	3 (3)	6 (13)
Secondary (Grs. 8-12)	33 (37)	28 (24)	26 (21)	6 (5)	7 (13)

Question 4:
At the moment B.C. schools boards are required to negotiate with teachers only on matters of salary and fringe benefits. Do you think teachers should or should not have the right to negotiate working conditions such as class size, the number of hours spent in the classroom, time for preparing lessons, noon-hour supervision of students, and so on?

Yes, should have right	73%
No, should not have right	19
No opinion/no response	8

Question 5:
Last year the B.C. government put a limit on the amount of indexing, or cost-of-living increases, for the pensions of retired teachers. Teachers have been trying to have this ceiling removed. Do you or do

you not support the teachers in this attempt?

Yes, support teachers	56%
No, do not support them	28
Don't know/no response	16

Question 6:
Do you currently have any children enrolled in the B.C. public school system, that is, in kindergarten, elementary or secondary schools?

Yes	31%
No	69

Question 7:
How long has it been since you were inside a public elementary or secondary school?

Less than 1 year	47%
1-3 years	14
4-10 years	16
More than 10 years	20
Can't remember/no response	3

Question 8:
What is your best source of information about your local schools? (Totals more than 100 per cent; some identified more than one source.)

Students	21%
Teachers	14
School board	2
Personal contact with schools	13
Friends/relatives	25
School newsletters	8
Newspapers	21
Radio	4
Television	4
Other	2
No response	8

Question 9:
The B.C. Teachers' Federation has been in the news frequently during the last year. Is your general impression of the teachers' federation:

Very positive	10%
Somewhat positive	34
Somewhat negative	24
Very negative	7
No opinion/no response	25

lic's contact with schools and its sources of information about them.

Rather surprisingly, 47 per cent of all those surveyed — and even 30 per cent of

the non-parents — said they had visited a public school within the last year.

Terrace's job action

From page 1

adding that Hamakawa's came less than a month before the transfer.

Hamakawa has been principal for three years, Greening for much longer.

Parents as well as teachers protested the transfers as soon as they were announced. More than 250 people crowded the trustees' meeting room on April 28 to demonstrate their unhappiness, and 250-280 teachers, including about 90 from the Hazelton-Kitwanga sub-local, turned out for a May 6 study session in Terrace that closed all district schools except those in remote Stewart.

"We're concerned for the individuals, 4/MAY 14, 1981

but we're more concerned that fair play hasn't been done," says Wyatt. "If we had decent personnel practices, these situations wouldn't have arisen."

The May 6 teacher meeting voted to begin a work-to-rule this week if the board did not agree to:

- commit itself, in writing, to negotiating a personnel practice policy ("Not just discussion, but actual negotiation," Wyatt says);

- rescind the involuntary transfers of Hamakawa and Greening, and make no further involuntary transfers; and

- go ahead with the accreditation that was to take place at Hamakawa's school this spring.

Other elements in the action plan adopted (almost unanimously) by the

TDTA are a publicity campaign, a \$10-per-local-member levy, and a request that the BCTF declare the two principalships "hot" — that is, discourage other federation members from applying. This has now been done.

For many years few teachers moved to Terrace, several hundred kilometres west of Prince George, with the intention of staying for any length of time, says Wyatt, and if you didn't like the way things were done there you simply moved on. "But in the last few years things have been getting a little tighter. The turnover rate dropped and people reached the point where they realized that they have to do something about it."

During the work-to-rule, classroom instruction will continue as usual, but

teachers won't arrive at the school until 15 minutes before the day begins, and leave five minutes after the last bell. There will be no noon-hour supervision and no extracurricular activities. Wyatt says only about a dozen teachers at the May 6 meeting voted against the work-to-rule.

The Skeena accreditation process, essentially peripheral to the dispute, gained importance because of its timing. It was delayed for legitimate reasons, but many teachers feel the board could be making more of an effort to overcome these difficulties and go ahead with it immediately. Wyatt says some Skeena teachers believe the board is delaying because the accreditation would vindicate Hamakawa.