

Editor:

As a veteran teacher in the employ of Unit 3 since the early seventies, I've come to appreciate the high quality of education offered our youngsters. Facilities are second to none in the world, for the most part, while the dedication and talents of the majority of its teachers are superior to what you might find elsewhere.

Dedication on the part of a teacher comes about as a result of three variables: self-motivation, natural inclination, and teaching environment. The first two are inherent qualities of those in the profession who could best be described as natural talents who take to their calling as naturally as fish take to water. No matter how turbulent the waters, they endure. The other teachers acquire their skills, through great effort, instruction and application. Allowed to develop their talents in a safe, stable environment, they thrive. Faced with lack of direction from their superiors, or a tentative or deteriorating environment, erodes their morale and renders them insecure in the performance of their duties. The end result of sagging morale in the domain of education, is a system whose students are "shortchanged." The current state of affairs in Unit Three could be described as being in a "crisis" of far reaching implications.

The current crop of school board trustees, have apparently collectively assumed that the direction given the system by its superintendent is inadequate.

The Superintendent, Dr. Parnell Garland, always known for his rational and inoffensive approach to his assignment, must have decided that the current school board, essentially in accordance with the general will of the teachers and principals, for whom he served as professional

Dr. Garland, an inspirational leader for many of the member teachers in the unit, and a highly respected leader in the field of education for the greatest majority of teachers in Unit 3, feeling that the demeanor of the current school board members and its alleged "Hidden Agenda", could see no alternative but to resign from his post, effective December 31, 1986.

And so a popular figure such as Dr. Garland, who has been directly re-

sponsible for maintaining a high degree of morale of teaching personnel, at a time when declining morale in education across North America is perilously close to impacting severely on the quality of education offered our unsuspecting youngsters, removes himself from the gruesome grasp of a school board directorate lacing in proper direction.

How can the current school board continue to direct the fate of its employees without having their support?

All Unit 3 principals, without prejudice, have already issued a written statement of support for Dr. Garland's leadership, and the principles of which he stands.

The delicate issues of teacher morale, and its ascribed teachers' dedication to their work, is now being held in the balance.

The choices the school board trustees presently have are few. Either resign en masse, and offer others in the regional communities an opportunity to assume leadership roles in the unit that are more in tune with Dr. Garland's principals and teachers. Or the "innocent" school board trustees, whose silent faction has resulted in their perceived as supporters of the current trends initiated by other school board trustees, take a more vocal stand, denouncing the pressure tactics used by the board at large, in trying to ensure Dr. Garland's swift departure from the scene.

Or, the board as a whole, reassess its unacceptable and pernicious posture, via a vis Dr. Garland, and offer him sufficient support and recompense to reconsider his decision to resign.

Should the Unit 3 School Board not do anything constructive or dynamic at this time, their lack of goodwill, will serve as a moral indictment of a school board whose place in history, will have them become known as "Leaders without a Cause and without Reason".

For today's mortals they will be known as dictatorial, operating out of touch from their ivory towers, bereft of disciples and support at the critical grass roots levels of their beloved system.

The school board's motives may be honorable from their own perspectives, but vacuum directed as they are, can only result in the value of what can be found generally in vacuum spaces.

Sincerely,
Larry Resnitzky
Teacher/Broadcaster

JACK SCORPIO

By BRIAN LINKLETTER



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