

A Message from the President

Colleagues:

These are difficult times.

Events affecting teachers have moved quickly and, as a result, one of the most difficult problems is one of communication.

Let me try to make two points clear:

1. On the removal of automatic membership:

The government has seen fit to remove the automatic membership provisions which were made law in 1947. There is no doubt that the removal of these provisions is a punitive act of retaliation — retaliation for our criticism on a number of fundamental issues — the education finance formula, the school con-

struction freeze, the attention to deteriorating learning conditions in school districts with referendum defeats, the teaching and working conditions in the Peace River North area, the FLQ Order-in-Council, and a host of others, too numerous to mention.

Automatic membership is vital if the teaching profession is to maintain and enforce a code of ethics and other established standards of professional conduct. True professions are able to influence entry, training and competence. The government has chosen not to recognize these important factors.

Not only was automatic mem-

bership repealed, but a new section makes it impossible for the BCTF to negotiate with the school boards, as employers of teachers, any sort of union or closed shop agreement. A right freely accorded to unions in democratic societies is denied to a teachers' organization — a right ensured to other groups by Section 8 of the Labour Relations Act.

The appropriate response to this high-handed move by all teachers must be a continuation of membership in the BCTF. This is not as satisfactory as automatic membership, but it is an effective alternative given the present conditions. I would

urge you to sign and return the pledge card as soon as possible.

You will note that I hold unity as the NUMBER ONE issue. I realize that actions on a number of other matters have not always found 100% membership approval. I also know that teachers are too smart to be fragmented because of government action.

2. On pensions:

The strike threat still remains. It is unfortunate that one has to talk in such terms. The Federation offered a reasonable proposal in a supplementary brief presented after the introduction of Bill 4. It was recog-

nized that we were not pressing all of our original propositions at that time — negotiation was the order of the day. Long-term policy remains unchanged.

The government can still move to amend Bill 4 to provide better pensions for our retired colleagues. They can also move by regulation to improve actuarial tables and to provide better terms for teachers with war service, out-of-province service, or who wish to be re-instated.

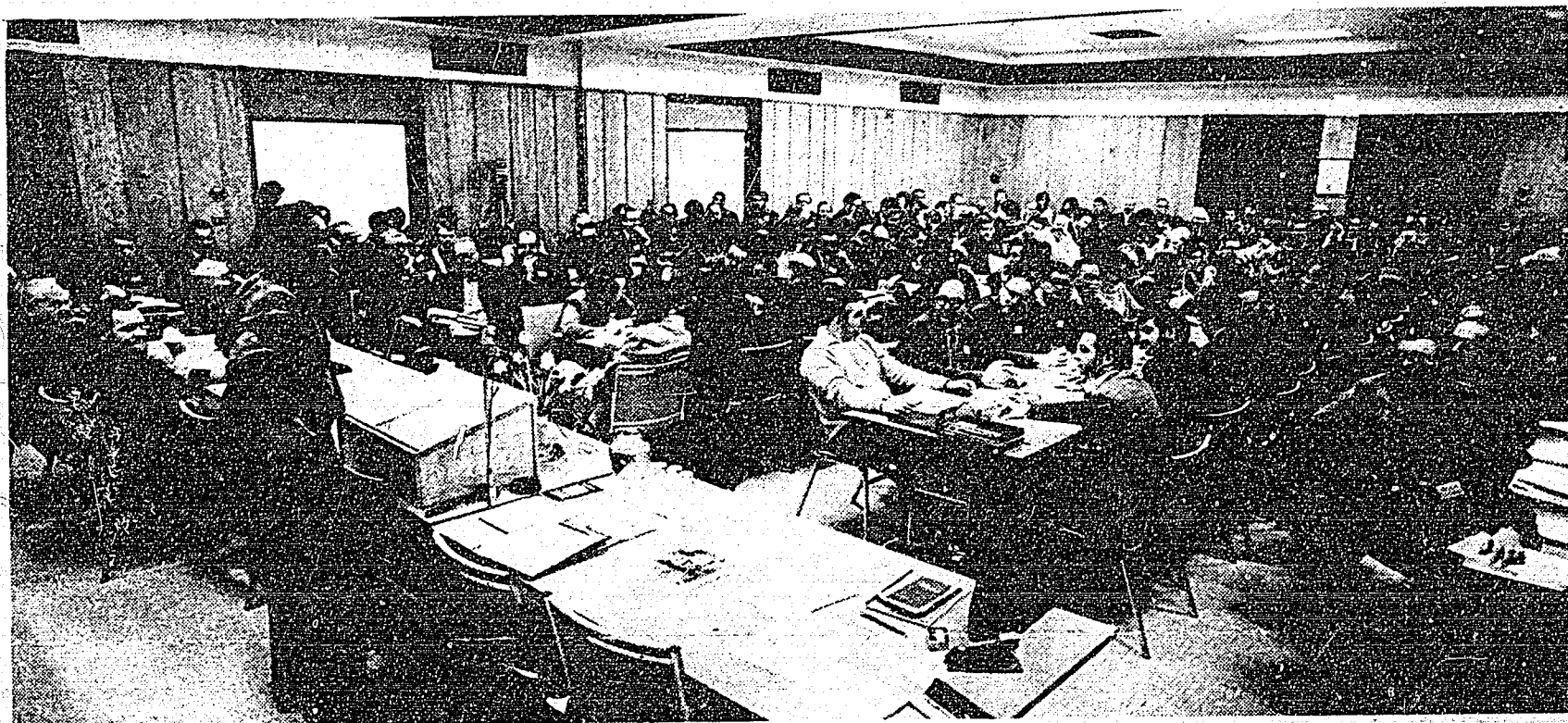
If no further action is forthcoming from the government, we must protest. The protest will be meaningful and appropriate and must receive 100% support.

BRITISH COLUMBIA TEACHERS' FEDERATION NEWSLETTER

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'What happened?' asked over 200 teachers at an emergency meeting of the Representative Assembly and local association presidents. Teachers heard about the changes in the Public Schools Act during the 10-hour meeting and they reaffirmed their determination to strike unless the government improves pension benefits for retired teachers.

Closed shop always open

Contrary to reports by the mass media, the BCTF has never had a 'closed shop.'

In a closed shop a person must join the union or professional association before he may look for a job. The organization decides whom it will admit to the occupation.

The BCTF has never had any control over who becomes a

teacher. Entry to the profession has been and still is controlled by the Department of Education, the only authority in the province that certifies teachers.

For 24 years the BCTF has had a 'union shop.' This arrangement requires a person who finds a job in an occupation to join the union or professional association as a condition of employment.

Recognized professions have membership as a condition of practice so that they can discipline their members and control standards of practice.

Teachers are specifically ex-

cluded from the provisions of the Labor Relations Act. The BCTF cannot, therefore, be a trade union in the normal sense of that term. The amendments to the Public Schools Act have removed the automatic membership provision, therefore denying to the Federation the rights accorded to other professional groups by statute.

In other words, the BCTF has now been denied the right of unions to negotiate security clauses in collective agreements, and has also been denied the right of professional associations to govern the ethical behavior of their members.

Loss of membership will affect professional work

In three respects the removal of automatic BCTF memberships will have unfortunate results on the work of the organization.

The main reason the provision was included in the Public Schools Act in 1947 was to give the profession control of the ethical behavior of its members. At that time the profession took on the responsibility of enforcing its Code of Ethics, thereby guaranteeing to the public that all teachers would behave ethically.

Now, however, a teacher who violates the Code of Ethics will merely have to resign from the BCTF and the profession will be unable to discipline him.

The work of the BCTF Professional Relations Commission

may also be undermined. This commission, made up of outstanding members of the profession, had done valuable work in resolving interpersonal difficulties within the profession before those difficulties could grow into ethics or dismissal cases.

Because the commission acts only on request, it will probably be unable to function if non-BCTF teachers are involved in relations problems.

The third adverse effect of the new legislation will be that the Federation will now have to spend time, effort and money on membership recruitment and maintenance that ordinarily would be spent on projects of direct benefit to teachers and to education.

The provincial government has served notice that it is out to destroy the effectiveness of the BCTF, in particular its influence on education in the province.

In what some teachers have called 'massive retaliation' for BCTF criticisms of the government's education policies in recent years, the government has removed from teachers and all other school board employees the right to run for school board positions anywhere in the province, removed the automatic BCTF membership provisions in the Public Schools Act, and started moves to revise the regulations governing teacher tenure.

'The unwarranted attack on the BCTF in removing automatic membership was done without any consultation with us and without any attention to the arguments justifying automatic membership provisions,' said President Jim Killen.

'And denying school board employees the right to serve as trustees is a flagrant denial of civil liberties.'

Killen said that it is not difficult to understand the government's antagonism.

'Since 1966, when the BCTF opposed the government's first school construction freeze, the Federation's policies for advancing education have run counter to the education policies of the government.'

'Even a partial listing of the issues indicates that the BCTF has been a thorn in the government's flesh. We have actively opposed the government's policies on school construction freezes, education finance, referendums, class sizes, curricular matters, report cards, the FLQ edict, etc.'

'In addition, our campaign to win a decent pension plan for teachers and our actions to improve learning conditions — especially in the Peace River North school district — have been vigorous and, we hope, successful.'

One of the main reasons for the government's desire to clip the Federation's wings, said Killen, was the Federation's 'apple campaign' in the 1969 provincial election, a campaign designed to make education an issue in that election, not to attack or promote any political party.

'The government has persisted in interpreting the campaign as an attack on it, rather than on its education policies, and has disregarded the fact that the campaign would have attacked those policies regardless of what political party or government had implemented them,' said Killen.

He also said that the removal of automatic membership was an obvious attempt to weaken the Federation, but that in fact the move would probably strengthen the organization.

'I am convinced, from the hundreds of letters, telegrams and telephone calls I have received since the news broke, that teachers recognize the need for a strong professional organization, and think far too highly of it to let it become ineffective.'

The Executive Committee sought legal opinion regarding the possibility of the Federation's challenging in court the amendments removing the right of school board employees to serve as school trustees. The Federation's solicitors advised that there is no precedent for such a challenge.

The BCTF and the B.C. Principals' and Vice-Principals' Association have presented briefs to the Legislative Committee on Education, which is discussing teacher tenure.

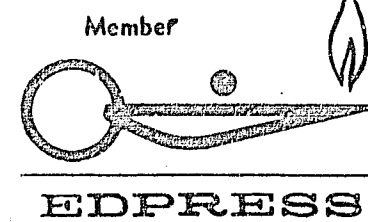
The committee discussions were prompted by repeated requests of the B.C. School Trustees Association that the tenure of all teachers be reviewed automatically every five years, and that principals be separated from the BCTF because they were part of the 'management' team.

The committee has not yet reported to the Legislature.

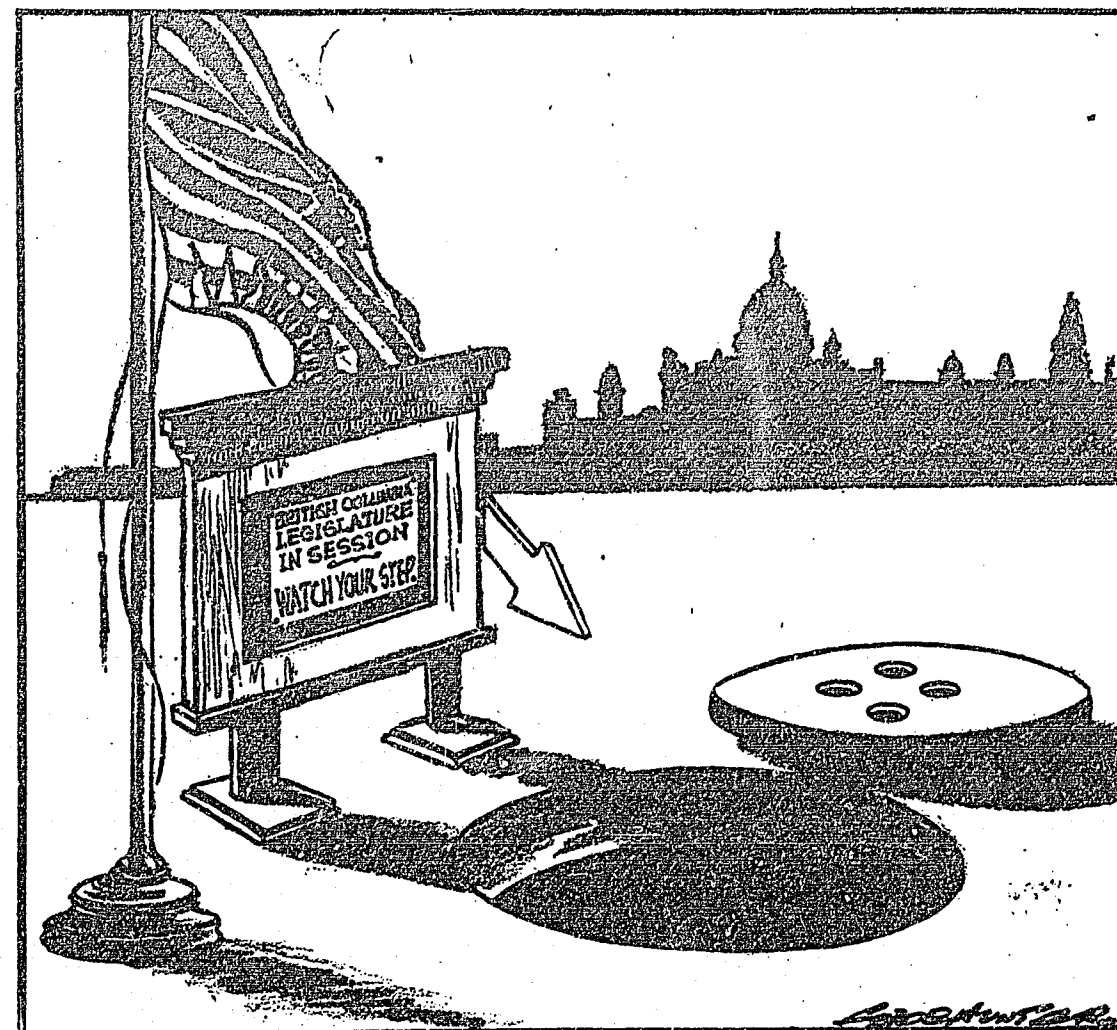
SPECIAL EDITION

Gov't moves to destroy BCTF

Editor
JOHN HARDY



105 - 2235 Burrard Street, Vancouver 9, B.C.



—Victoria Colonist

Did You Know?

The BCTF is the only teachers' organization in the world that offers a Lesson Aids service.

Any BCTF member may borrow books, periodicals, films, filmstrips, recordings and tapes from the BCTF Resources Center.

The BCTF has assisted thousands of teachers in locating teaching positions.

The BCTF has successfully opposed such proposals as one to shorten the Easter vacation and one to institute provincial salary bargaining on terms that would have been unfavorable to teachers.

The BCTF offers grants to local associations to enable them to send delegates to the Annual General Meeting and Summer Conference, so that all associations can be represented.

The BCTF Retirement Savings Plan offers BCTF members tax sheltered savings.

The B.C. Teacher is rated by 'outside' publishers as the leader in Canadian teachers' magazines.

BCTF summer short courses offer practical assistance to teachers at all levels.

The BCTF pays for local associations the cost of salary arbitrations over and above a sum equal to \$10 a member of the local association.

The B.C. Teachers Credit Union offers savings plans, personal loans, chequing accounts, endowment plans, safe deposit boxes, travellers' cheques, etc.

The BCTF Co-operative Asso-

ciation offers investment opportunities, mortgages, insurance, charter flights, etc.

Through grants to isolated local associations, the BCTF makes it possible for teachers in those areas to meet with their colleagues on professional and organizational matters.

The BCTF Benevolent Fund provides financial assistance to teachers and their families in cases of emergency.

Any BCTF member is entitled to free legal advice on any matter arising from his position as a teacher.

The BCTF Teacher Award Fund provides cash awards to teachers for innovative teaching practices.

There are 22 provincial specialist associations within the BCTF through which teachers can pursue their specific professional interests.

The BCTF provides all members each year with a summary of the salaries paid by all school districts in the province. This year's summary will be published in the March issue of The B.C. Teacher.

The BCTF is promoting the development of curricula at the school district level.

The BCTF campaign on class size virtually eliminated classes of more than 40 students.

The maximum classroom teacher's salary in 1947, the year the BCTF gained automatic membership, was \$4,400 a year. In 1971 the maximum classroom teacher's salary is \$15,118.

Over-Reaction— or something more sinister?

By C. D. OVANS, General Secretary

In repealing the automatic BCTF membership provisions of the Public Schools Act, did the government simply over-react to the threat of teachers to strike over pensions, or was its action something more deliberate, more sinister?

The pension dispute had been reduced to two simple issues: improved allowances for retired teachers and a better deal for short term teachers wishing to retire between ages 60 and 65. Had the government heeded, even in a modest way, the plea of the active teachers that their retired colleagues deserved and needed more consideration there would be no strike.

How did the government respond? There was no intimation of any kind even hinting at the possibility of any further adjustment to retired teachers' allowances. There was a repeal of the automatic membership provisions, an amendment forbidding school boards to make membership in the Federation a condition of employment, and a move to disqualify teachers from holding the office of school trustee.

Are these actions related? The Minister of Education says they are all part of 'planning for education in the 70's'.

The teaching profession has been only too aware since 1968 of what the government means by 'planning for education'. The education finance formula and policies arising out of it amply demonstrate that the real interest is in planning to limit spending on education. A finance formula devised by bookkeepers, not an education finance formula designed by educators, is how the BCTF described it when it first came out.

BCTF campaigns to get funds

released for school construction, to reduce class size to manageable proportions and to spotlight deteriorations in learning conditions, were seen as challenges to government policies.

'Planning for education in the 70's' means weakening the only organization that has effectively resisted government cut-cost efforts.

But it didn't end there. The Department of Education bureaucracy is to be restructured. The post of superintendent of education is to disappear. The duties of the superintendent are to be reassigned, partly to seven assistant superintendents and partly to the Minister of Education himself.

Consider some of the interesting functions the Minister now acquires. Legislation miraculously transforms him from a political figure to a professional educator. By statute, not by expertise, he is competent to control issuance of textbooks and courses of study, to hold district superintendents directly responsible to him for attaining the standard of education he requires, to recommend a reduction in grant to a school district if its program of studies or quality of instruction is not satisfactory and to make the final decision on dismissal of principals and supervisory personnel.

'Where there is no vision the people perish,' says Ecclesiastes. Where there is so little vision in educational planning for the 70's it is the public school system not the BCTF, that is threatened.

No government can weaken any profession; a profession may only weaken itself. A profession remains strong only so long as it maintains its solidarity.

Teachers throughout the province have pledged their support to their organization. They did not need to be told that to the extent they increase their solidarity they win and the government loses.

Whether the government actions represent a simple over-reaction to a challenge or whether, as seems more likely, they were a deliberate, sinister, attempt to weaken or destroy opposition to short sighted educational policies, the BCTF response will be the same.

Teachers will face the future boldly, firm in a resolve to continue not only to protect their own interests, but to promote better opportunities for the growth and development of their pupils — planning for education in the 70's in terms of human needs and aspirations.

Who benefits?

Now that the government has removed automatic provisions and shifted the BCTF to voluntary membership, one of the questions that inevitably will be raised is: 'What benefits do I get from the organization?'

The answer to why a teacher should join the BCTF is really a simple one: teachers have a common interest that unites them. Through the BCTF, teachers seek to further the cause of education and to improve their own status and welfare.

There is no contradiction between the well being of teachers and the quality of education in the province — one sustains and enriches the other.

The BCTF is a professional organization providing services to teachers and to education in the province. A strong professional organization, it has long since passed the market test and will be around long after this government is gone, with or without automatic membership!

Others Are Saying:

Social Credit 'Union Busting'

By ARTHUR MAYSE, Victoria Times

It is the nature of government to reserve its most pious face for its more dubious undertakings. By this ploy, what might look suspiciously like a Social Credit venture into union-busting is presented as something quite otherwise.

Understandably, however, British Columbia teachers who stand to lose their closed shop as a result of legislation proposed this week by Education Minister Donald Brothers are relating cause to effect.

Their spokesmen see the move as a plain answer to B.C. Teachers' Federation warnings of a possible strike by the profession if pension inequities aren't straightened away.

A point at issue was and still is the plight of 2,000 retired teachers already on pension in this province. According to their association president, W. W. Auld, of Vancouver, many of these find that their teachers' and old age pensions combined

are less than sufficient to meet their needs.

The federation holds that pensioners should receive more than the 7 percent increase — which would range from \$10.52 to \$21 monthly — contained in a planned amendment to the Teachers' Pension Act.

In this context, it's worth noting that public money is not involved. What's sought is a larger return from a pension fund to which working teachers contributed an approximate \$18 million in 1970 alone.

I'm solidly on the side of the federation in this assault by government on a membership which for its own sake would be wise to stick with its union.

The alternative is to be divided and conquered... at grave cost not only to the individual teacher, but to the quality of public school education in this province.

NOTICE OF EXTRAORDINARY RESOLUTION

Take note that the Constitution and By-Laws Committee will present to the 1971 Annual General Meeting, in addition to the extraordinary resolutions listed in the March 1971 issue of the BCTF Newsletter, the following extraordinary resolution:

That Article 3(1) be amended to read: "Active membership may be granted on application to the Executive Committee and upon payment of a fee according to the scale of fees then in force, in accordance with article 5(1)."

NOMINATIONS

Table Officers

For president

Adam G. Robertson

Graduate Victoria Normal School, B.A. (UBC). Teaching experience — commenced 1931, now Creston (16 years supervising principal elementary schools, appointed supervisor elementary instruction 1964); involved in elementary curriculum development, past summer school lecturer UVIC and UBC off-campus instructor in Cranbrook; past president Cranbrook and Creston Teachers' Association 25 years; past president B.C. Principals' and Vice-Principals' Association; BCTF Member-at-Large 1967-68; Second Vice-President 1968-69; First Vice-President 1969-70. Currently chairman BCTF Professional Relations Commission, member BCTF Pension Committee, member BCTF Learning Conditions Committee. Nominated by Nominating Committee.

STATEMENT

As a teacher and candidate for the Presidency of the BCTF I subscribe to the three principal objectives of our organization:

1. To foster and promote the cause of education in British Columbia.
 2. To raise the status of the teaching profession in British Columbia.
 3. To promote the welfare of the teachers of British Columbia.
- I am of the opinion that we can best realize these objects by:
- (a) Embarking on a program of quiet diplomacy which clearly reflects our resolve.
 - (b) Striving to unify the divergent elements within our membership into a cohesive body.
 - (c) Striving to develop a positive working relationship with the British Columbia School Trustees Association, the Department of Education and the Teacher Training institutions.
 - (d) Moving toward decentralization in order to involve more members in the decision making process.
 - (e) Identifying and meeting the unique needs and aspirations of both rural and urban members.
 - (f) Identifying the improvement of learning conditions as our top priority for the immediate future.
 - (g) Clarifying the functions of, and the relationships that exist among the Executive Committee, Representative Assembly, district councils, local associations and provincial specialist associations.

For first vice-president

A. H. Blashill

A. H. (ALF) BLASHILL
Born Regina, Sask.; elementary school there and Vancouver; secondary school (Vancouver); B.A. and B.Ed. (UBC); Teacher Training (Vancouver Normal), M.Ed. (WWSC); teaching experience — 21 years — both elementary and secondary — Fraser Lake, Prince George, Salmon Arm, Kitimat (elementary principal); North Vancouver (elementary principal); chairman local conventions; chairman local agreements committee and member of agreements committees and negotiator; past chairman North Coast District Council; past Geographical Representative BCTF Executive Committee (before re-organization); chairman Group Insurance Committee (Life insurance and pioneered a Salary Continuation Plan); at the request of the BCTF President visited Prince Rupert and Terrace to consolidate and bolster their 1970 pension referendum campaigns; community activities, past member and executive officer of Kinsmen Clubs, Rotary, Boy Scout District Council, Retarded Children's Association and Citizenship Council; now president, North Vancouver Teachers' Association.

Education Minister Donald Brothers' statement in explanation of amendments to the Public Schools Act barring teachers from holding trusteeships, said teachers should not in any way be controlling education from an administrative point of view.

Apart from the fact that the voters should be saying this sort of thing when they go to the polls if this is the way they feel, the minister's words might be interpreted as meaning he is against lawyers holding the office of attorney-general. The principle is the same.

Teachers have good reason to be upset over the government's action. It indicates a lack of faith in the integrity of the profession. Some will look upon it as a childish move — and who better than they understand the ways of the immature? — Daily Colonist, March 3, 1971.



MISS FRANCES M. WORLEDGE



LOUIS BEDUZ



ADAM G. ROBERTSON

Miss Frances M. Worledge

Born Victoria, attended school there; in business approximately 15 years; Teacher Training, B.Ed. (Sec.), UBC; work begun on Master's program; teaching experience 14 years Vancouver; past member and chairman of Vancouver Elementary Teachers' Association committees including salary, convention, induction, in-service; past president VESTA; past member board of VSTMSA; working conditions; sick leave committees; past chairman Large Urban Locals Committee; ad hoc committees, BCTF; past member WCOTF Hospitality Committee; BCTF Sick Leave Committee; secretary Vancouver Elementary Sports Association; VESTA Large Urban Committee; past salary chairman and negotiator VESTA and negotiator for working conditions contract; past member BCTF Learning Conditions Committee, Teacher Education, Letter of Permission, Problems of Culturally Deprived Children committees; Past President and Curriculum Rep for PITA; continuing member of Department of Education Elementary Social Studies Revision Committee; past chairman Vancouver Teachers' All-Candidates Meetings; Geographical representative for VESTA several years, and Executive Member-at-Large several years. Second Vice-President 1969-70; First Vice-President 1970-71. Nominated by Nominating Committee.

Education is vital in Buying Children Their Future. The BCTF can best demonstrate to the public that it is getting its money's worth in educational spending by supporting a TOGETHER program for 71-72.

Teachers planning top priority — inviting public to discuss current practices — adequacy of educational dollars — firmly opposing educational down-grading.

Organizing school-by-school to involve actively and regularly local publics in educational objective-setting — discussion of problems — in determined stand against deterioration of learning conditions.

Granting subsidies to local officers for regular servicing of all schools.

Establishing regularized extended Field Staff Services giving added expertise in support of local officers, volunteer co-ordinators in Learning Conditions, Pensions, Agreements.

Taking responsibility for establishing standards of professional practices to be observed by all who use paraprofessionals, trainees on practice, interns, substitutes.

Holding Federation-organized Professional Development Sessions on OBJECTIVE-BASED AND EVALUATED Innovations in education designed in regional settings for joint participation of teachers and public.

Establishing joint Board/Federation hearings to investigate alleged incompetencies.

Reorganizing internal political structures to improve 2-way communication — provide flexibility in geographical zonal representation.

In '71 we stand united on fair pensions for all.
In '72 we firmly oppose depreciation of the importance of education in Buying Children Their Future.

Louis Beduz

Born Kimberley; B.A. (1949), B.Ed. (1958), M.Ed. (1965), UBC; teaching experience — Kimberley; Union Bay Elementary, Principal, Comox Junior Secondary, president, secretary, chairman of agreements committee, Kimberley Teachers' Association; president, secretary, executive member, Courtenay District Teachers' Association; acted as teachers' advocate in arbitration; member North Vancouver Island DC 1960-1965, secretary; chairman BCTF Ad Hoc Committee on Membership; chairman Ad Hoc Committee on Teacher Competence and continuing to work on developing program to promote and evaluate teacher competence; member 'Action Elementary' Committee. Geographical Representative for NVDC on Representative Assembly 1965-68; Member-at-Large, BCTF Executive Committee 1968-69, 69-70, Second Vice-President 1970-71; formerly Alderman, Town of Comox; Nominated by Nominating Committee.

STATEMENT

The Federation is an organization designed to serve its members. If at any time it becomes perverted to the goals of any single group or to the ends of any single program, it will no longer serve its members in the way that I conceive of its role.

Maintenance of economic parity, development of teaching competence, and assistance to individual members are the three prongs of the Federation's work. Emphasis on any one of these creates an imbalance and weakens the total entity.

To make certain that all three factors function well carefully designed programs are necessary. Needs must be balanced with resources. A rational approach to issues is essential.

The Federation needs to resist ad hoc reactions to events. There are times when an organization must re-act, but it is most often far better to plan to remove or circumvent obstacles over a period of time than to expend energy and resources in confrontations.

Therefore, the work that has been started of setting goals and of planning programs to achieve these goals should continue. We cannot disperse our resources; we must concentrate them on issues that we can effectively tackle. Answers to our problems are not simple and cannot be found in rhetoric or promises. If we are to maintain a balance within our organization, we will do it by planning better programs, by seeking and developing new answers, and by encouraging and asking the members to plan with us.

(Continued on Page 4)

Legislative Changes

Two of the Legislative Amendments—

Section 59 is repealed and the following is submitted:

59. (1) Subject to the provisions of this Act, a person (a) who is an employee, or salaried officer of a Board, or employed as a teacher by a Board; or (b) who is neither a Canadian citizen nor otherwise a British subject; or (c) who has been convicted of an offence in Canada, or who has been pardoned therefor, or unless five years have elapsed since the date of his punishment therefor; or (d) who is mentally disordered within the meaning of the Mental Health Act, 1964; or

- (e) who is an undischarged bankrupt as defined in the Bankruptcy Act (Canada) is disqualified from being nominated, being elected, and from holding office as a member of the Board of any school district, or as a representative of any school attendance area, or school attendance zone in any school district.

Section 144 is repealed and the following is substituted:

144. Membership in the British Columbia Teachers' Federation or any other association of teachers shall not be a condition of employment of a teacher by a Board.

Sections 145, 146, 147, and 148 are repealed.

For first vice-president (continued)

Jim MacFarlan

Born and educated in Vancouver; B.A. 1958 UBC. Teacher Training 1959 UBC, teaching experience — 12 years McPherson Park Junior Secondary, Burnaby, teaching social studies, maths, English; head Social Studies dept. since 1962 and District Subject Co-ordinator for Social Studies since 1968; staff rep to Burnaby TA executive 1960-61; agreements committee 1961-66 including chairmanship 1963-65; presented arbitration case 1965; BTA executive member 1963-67 and 1969-70; member numerous BTA committees 1961-71; Geographical Representative for Burnaby on BCTF Executive 1964-67; member BCTF Agreements Committee (Metro Co-ordinator) 1965-67; Geographical Representative on Representative Assembly 1969-70; Member-at-Large BCTF Executive Committee 1970-71; community activities — member Vancouver Board of School Trustees 1967-68; served on many VSB committees including leave of absence, special education, community relations, Board-PTA liaison, etc. Nominated by Nominating Committee.



STATEMENT

'Teacher Power' is not merely a catchy phrase. It means that teachers have a right to a major share in the decision making process at every level — from the staffroom to the Department of Education.

For too long we have passively accepted the decisions of administrative bureaucrats and ignorant politicians — both the

local and provincial variety. The results of this submissive approach are painfully obvious — a critical finance formula; repeated construction freezes and slowdowns; intolerable teaching loads; inadequate provision for special education; libraries which fail to meet standards of a decade ago; still unsatisfactory pensions; and on and on.

We are a large organization with the potential strength and resources to begin to rectify these problems. To do this requires confrontation at the local and provincial level with all of those who hinder educational progress. The conservative, non-militant philosophy which has in recent years frequently characterized the leadership given by our elected officials and hired staff simply doesn't provide adequate answers to the problems facing our members. In particular, it won't solve the **major problem** — erosion of learning conditions.

To reverse the present critical trend in B.C. education requires militant leadership at every level of Federation activity — leadership pledged to the concept of teacher involvement and teacher decision-making — Teacher Power.

For second vice-president

A. L. (Les) Isaacson

Born Cambridge, England and educated there. London Matriculation and Cambridge School Certificate 1935. Teacher Training 1945-48; external work at Cambridge University. B.A. (UBC) 1957 after Summer School and Correspondence. Seven years World War II Army and RAF; teaching experience: Cambridge 1946-51; Victoria 1951, Oak Bay Secondary, 1952-54, Monterey Elementary, 1955-56 vice-principal Quadra Elementary, 1955-68 principal Macaulay Elementary, since 1969 principal George Jay Elementary; various Greater Victoria Teachers' Association committees — Sports Council, Principals' Sub-Association, Convention, Learning Conditions and Executive; two years BCTF Workload Committee, three years member and four years chairman E.T. and L.C. committee, E.T. and L.C. co-ordinator for Lower Vancouver Island one year; Member of Learning Conditions Commission 1969-70. Geographical Representative 1968-69; at present, president of Greater Victoria Teachers' Association and Member-at-Large BCTF Executive Committee.

STATEMENT

What can one individual accomplish for the Federation? Whatever his expectations in attempting to help shape events, his is merely one voice. In the ever-changing educational picture, all he can offer is commitment, honest and time-consuming.

The key to effective involvement is communication, two-way and direct, with the



A. L. (LES) ISAACSON

Frank Roemer

Born Burns Lake; teacher training Victoria Normal School 1955, B.Ed. (Secondary) UBC 1960, M.Ed. (Administration) Western Washington State College 1965; teaching experience — elementary one year Quesnel, Grades 5 and 6, two years Coquitlam, Grades 4 and 5; Como Lake Secondary School math and science four years, counsellor three years; administration — vice-principal Winslow Junior Secondary School, vice-principal Centennial Senior Secondary School four years; member Coquitlam T.A. executive 1960-1970 in all positions except treasurer and agreements chairman; president CTA 1968-69; GR 1968-69; BCTF Member-at-Large 1969-71; chairman, Information Campaign Committee 1969 to present. Nominated by Nominating Committee.

STATEMENT

My major concern as a member of the BCTF Executive is to better the teaching profession.



FRANK ROEMER

Members-at-large

Diana Crutchley

STATEMENT

1. I want to serve
2. I offer the BCTF:
 - (a) A capacity for hard work and enthusiasm
 - (b) Willingness to devote a lot of time
 - (c) Ability to organize and see things through to their natural conclusion.

3. My credentials are:

- District association service in its two most active and important positions namely:
 - (a) Secretary
 - (b) President (1970-71)
- (c) The confidence of my local association, nominated me unanimously for this position.

4. My concerns:

- (a) Tenure and the Royal Commission investigating teacher tenure
- (b) Accountability and the implications it has for our profession
- (c) Structure of the BCTF with particular reference to the Representative Assembly.

5. Concluding Statement:

I hope to provide a measure of representation for the larger number of younger teachers in our classrooms and I'm willing to devote myself wholeheartedly to the tasks assigned to me by the president.

strong, B.Ed. 1964 and M.Ed. 1967 UBC. Major awards: BCTI Undergraduate Scholarship (1963); The Alumni Association Graduate Fellowship (1966); Teacher Award Fund (1970). Teaching experience, 10 years: Canada, Kemano, Vancouver and, since 1965, mathematics department head, Prince George Senior Secondary. Two summers' contract work in Economic Welfare Division; PGDTA agreements chairman for two years. PGDTA vice-president, chairman Salary Study Group and currently North Central District Councilor. Member BCTF Task Force on Staff Differentiation. Nominated by Prince George District Teachers' Association.

STATEMENT

Campaign statement. I am a slightly less comic than biographical sketches and posed photographs for persuading electors to vote in their best interests. You must get to know the man: his intellectual attributes, his behavior under stress, his concern for others and the roots of that concern and, in a political setting, his ability to influence. Such things cannot be communicated briefly.

Though I am moved to run for office out of a desire for involvement in the important issues that are upon us — organization of the Federation, decentralization, teacher training and internship, competence and accountability, entry, education finance, staffing patterns — I should mislead you were I to imply that my position was settled on any of these. Rather, if I have qualifications for office, it is my suspicion that important points of view are under-represented in Federation debates. If the Executive ever needed a gadfly, it is now. The moguls and pitbull men of education have had their day. I see too much stress on decision-making, not enough on decisions; too much time spent on tinkering with machinery, not enough time on designing programs; in general, too much politics and ego, not a large enough vision of where we want to go.

In addition to my approach to problem-solving, I like to think that my background will make me more responsive to the aspirations of the younger, non-Metro teachers. At any rate, my presence would up the Canadian content of the Executive; the membership will appreciate how this could help in getting radio and television time.

STATEMENT

The BCTF is an organization designed to voice and act upon the collective decisions of its membership.

Too often the voice has been unsupported by the action necessary to give the decisions more than paper value.

More recently, such efforts as the pensions campaign indicate a healthy trend toward being prepared to back up our words with the necessary action.

This trend must be continued. The defeat of the education finance formula, the improvement of learning conditions, teacher control of entrance to the profession, salaries and fringe benefits, are a few of the key issues facing us.

We must decide on priorities, present our position through all possible persuasive channels, and, failing successful results, be prepared to act, either by withdrawal of services or other appropriate militant tactics.

By following the above mentioned methods we shall be acting in accord with the real fact of collective power that operates in our society.

Terry Mullen

Born North Vancouver, 1939; elementary education in a number of isolated coastal communities; secondary education in Arm-

strong, B.Ed. 1964 and M.Ed. 1967 UBC. Major awards: BCTI Undergraduate Scholarship (1963); The Alumni Association Graduate Fellowship (1966); Teacher Award Fund (1970). Teaching experience, 10 years: Canada, Kemano, Vancouver and, since 1965, mathematics department head, Prince George Senior Secondary. Two summers' contract work in Economic Welfare Division; PGDTA agreements chairman for two years. PGDTA vice-president, chairman Salary Study Group and currently North Central District Councilor. Member BCTF Task Force on Staff Differentiation. Nominated by Prince George District Teachers' Association.

I submit that B.C. teachers have too often been 'down on their knees.' For too long, arbitrary decisions affecting the welfare of education have been made by people who are out of touch with classroom conditions. It is not their fault.

It is our fault — teachers who have learned to 'make do' with large classes, no preparation time, inadequate supplies, dictatorial administrators; or Federation leaders who tell us to 'live with' a finance formula which is causing a steady deterioration in learning conditions.

We must rid ourselves of our apologetic attitudes and stand up and demand a strong say in the entire decision-making process. Strong, militant leadership can achieve this right.

Harry Peebles

Born Scotland; attended school there; M.A. St. Andrews University, Scotland 1950; Diploma of Education, St. Andrews, 1951; M.Ed., UBC 1966; teaching experience — Quesnel Secondary 1956-62 (English and Social Studies, senior boys' counselor); vice-principal Sparwood Secondary School, Fernie, 1962-65; principal 1965-67; vice-principal Fernie Elementary Secondary 1967-69; principal, Sparwood Secondary School, member of Agreements Committee and later chairman Quesnel District Teachers' Association; district councillor for local on North Central District Council; member of Agreements Committee Fernie District Teachers' Association; past president Fernie TA; district councillor on East Kootenay District Council; member convention committee 1966; Geographical Representative East Kootenay Teachers' Association 1966-70; Member-at-Large, Executive Committee, 1970-71. Nominated by Nominating Committee.

STATEMENT

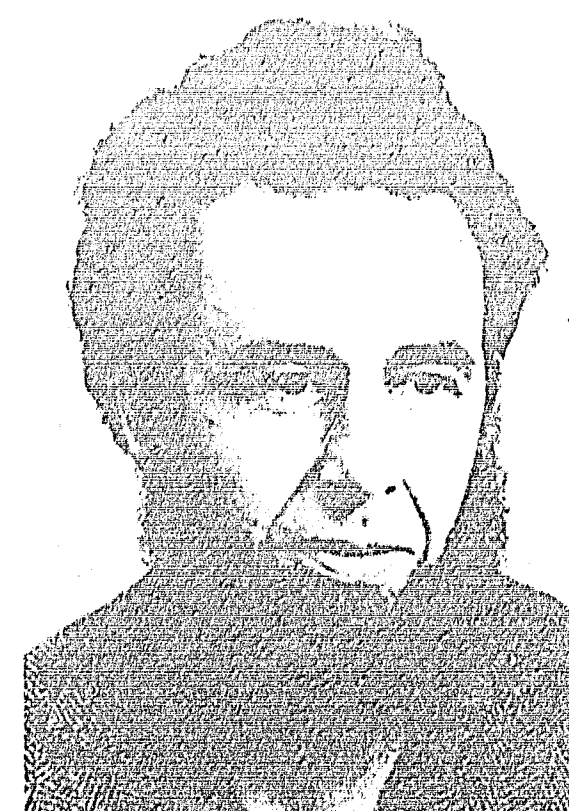
In my opinion, the Executive Committee is the senior committee of the Federation elected to administer our organization. As such, it is bound and directed by policy formulated by the AGM and/or the Representative Assembly. On this basis, I believe that the place for a candidate to state views on policy decisions and issues facing the Federation is on the floor of the AGM or the Representative Assembly rather than from the elevation of the AGM platform or in the print of the Newsletter. In open debate, everyone has an equal opportunity to take a kick at the can(didate). Since I hold this point of view, I have no campaign statement.

Austin M. Raham

Born Bankend, Saskatchewan; elementary school Saskatchewan and Okanagan, secondary school Summerland and Penticton; teacher-training Victoria College 1955-56; B.Ed. (Elem) UVic 1969; teaching experience — MacDonald School, Summerland (all intermediate grades and subjects, 7 years); Fort St. John Central



DIANA CRUTCHLEY



ALLAN BLAKEY



A. F. (ALF) BLASHILL



HARRY M. PEEBLES

Elementary School (vice-principal since 1968); member agreements committee 8 years plus 3 years as chairman, president Peace River North Teachers' Association 1 year, secretary 1 year, teacher representative joint board-teacher agreements 3 years; member BCTF Steering Committee 1967 AGM; member District Council 2 years; Geographical Rep. for Peace River 1968-71; in community, vice-president Peace Country Arts Festival Association 2 years; currently vice-president Fort St. John Branch, Canadian Mental Health Association.

STATEMENT

I am proud of the past achievements of the Federation: they have been significant and numerous. But there is much more we must do for both teachers and students. We must attain a greater voice in decisions affecting conditions under which teachers work and children are asked to learn. We must achieve a full partnership role in curriculum matters. We must strive for greater involvement in the training and certifying of teachers. A true profession accepts responsibility for these matters and there is no reason such a role should be denied teachers.

To attain such objectives, a change in our organizational structure is necessary. Launching programs to bring about these results requires greater member support and involvement than we expect under our present system. We must provide for more visible and direct interaction between classroom teachers and Federation officials. Complete analysis of the present structure of the BCTF is therefore in order with particular attention to the feasibility of establishing regional offices. Provision for optimum contact will lead to greater general participation in Federation activities. True professional status may then be sought from a position of great strength.

I request the opportunity to pursue these objectives on your behalf.

Lorna Robb

Born in Saskatchewan; educated in Vancouver elementary and secondary schools; Vancouver Normal School and UBC; teaching experience — 3 years rural schools; 23 years elementary schools, Richmond; president B.C. Primary TA 2 years; editor Prime Areas and primary newsletter, member numerous BCPTA committees, including chairmanship Provincial Primary Conference; member Richmond TA executive 3 years; now president-elect. Nominated by 10 members in good standing.

STATEMENT

I believe that the B.C. Teachers' Federation, and the teachers who comprise it, have a tremendous potential! However, I am well aware also, of the many discouragements that frustrate these teachers, and of the multitude of pressures that can misdirect their energies.

To attain and maintain the power and prestige that is rightfully

theirs, teachers as individuals, and the Federation as a whole, have much to do. It would seem like an overwhelming task, were this organization and these individual people not rich in intelligence and energy.

Already they have voiced the principles that will build their strength when they are enacted:

- a democratic organization with representation in its government by many different groupings,
- involvement by teachers in evaluation of educational practices and procedures, and opportunities for influencing decisions,
- an open ended approach to diagnosing, and meeting the needs of the membership,
- a federation that will thrive and grow because of the healthy condition at the grass-root level,
- an emphasis on the human-value aspect of measuring services, and there are others today.

In choosing your BCTF Executive for the ensuing term, may I urge you to try to select persons who will act in a positive, practical, and professional manner on your behalf.

R. M. Wilson

Born N.S.W., Australia; trained as an elementary teacher, later obtained B.A., completing thesis for M.A. from UVic; taught 8 years in N.S.W., 11 years in B.C., English dept. head at Lake Cowichan Secondary School for last four years; president, Lake Cowichan Teachers' Association, twice; chairman, South Vancouver Island District Council, twice; G.R. for SVICD for last three years; many other activities at local and regional level, such as chairman of committees on conventions and amalgamation. Nominated by Nominating Committee.

STATEMENT

In relationship with other groups, the BCTF should be prepared to seek reasonable negotiation, but when this fails to bring about an acceptable situation, the BCTF must be prepared to act strongly. Where conditions are not adequate for the ordinary teacher to perform well, the BCTF must accept responsibility for correction. The BCTF should see that all teachers are treated fairly by all levels of administration. An organization should be judged not on how well it

protects its members in a strong position, but on how well it protects all its members. The BCTF has taken some hesitant steps in deciding what is acceptable teacher training; further, more determined steps should be taken.

Internally, too much of the policy is emanating from a small group, the Executive and those appointed by it. The Executive must return to its function of carrying out policy, and policy must clearly be decided by a larger, more representative group. The time may have come when the only effective way to provide certain services, such as Professional Development, is through regional or local offices. The BCTF has become efficient in obtaining the feelings and ideas of teachers is needed.

Kelly Slater

Born in Victoria; attended elementary school in Sidney and Mount View High School in Victoria; Teacher Training Victoria Normal School, university courses Victoria College and UBC, B.Ed. (Secondary) UBC, 20 years' teaching experience at elementary and secondary levels; now head Social Studies department, Rutland Secondary School, Kelowna School District; active in teacher affairs, worked on agreements, in-service and learning conditions at the local level; served two years as president of Rural Teachers' Association, two years as vice-president and president of Okanagan Valley Secondary Athletic Association; president of Kelowna 1969-70; president Okanagan Valley Teachers' Association 1970-71; OVTA Geographical Representative on Representative Assembly. Nominated by Nominating Committee.

STATEMENT

In allowing my name to stand as a candidate for member-at-large, I hope to contribute actively to BCTF's new sense of direction as proposed by the PPBS. A constant criticism has been that the membership, as a whole, lacks communication with the Executive, but perhaps if we listen to each other more often we'll get each other's messages. Constructive criticism usually contributes to growth and development, but only if it is directed to and received by those who are in a position to analyze, prescribe and



R. M. WILSON



MRS. LORNA ROBB



AUSTIN M. RAHAM



TERRY M. MULLEN



GARY ONSTAD

Members-at-large (continued)

implement the suggestions put forth. However, it must also be remembered that the foregoing must inevitably come from the membership. It is difficult at present for the existing executive format to evaluate itself objectively. This is why new people, new ideas, new approaches are always a necessary part of progress.

The ball game has changed, new rules must be considered, we've moved into a different league. Consequently, the purpose and structure of BCTF in the 70s must be challenged and challenging.

Len Traboulay

Elementary and secondary education in Trinidad; post-secondary training in Canada; 11 years' teaching experience at both elementary and secondary levels; on leave of absence this year to serve as full-time president of Burnaby Teachers' Association; president of BTA three times; Geographical Representative for Burnaby 1970-71. Nominated by Nominating Committee.

STATEMENT

The BCTF has been strongly opposed to the education finance formula since its inception. Its ill-effects were publicized and attempts were made to have it reviewed. Greater effort must now be exerted to educate teachers and the public about this formula that is crippling learning conditions throughout the province. A program should be planned to help local association officers to inform teachers and the public about the inside story of the formula. With such a program, local associations would be better prepared to influence parental and community attitudes toward learning and educational priorities. Only through united action can the finance formula be amended. We must be ready and willing to work with school boards and parent groups to help bring about a review of the formula.

A top priority of the provincial Executive, as I see it, is to obtain greater involvement and support of more teachers. This is best done through the local association. The provincial Executive should be prepared to ensure that local

associations are so organized that they are able to assist school staffs in their efforts to work along collegial lines.

Ralph Sundby

Born Saskatchewan; secondary education B.C.; B.Ed., UBC, at present on Master's program, UBC, head teacher, Seaforth Elementary School, Burnaby; active Burnaby TA—agreements chairman 1970-71, negotiator learning and working conditions contract 1970, executive council member; Metro 1 Learning Conditions Co-ordinator for BCTF Learning Conditions Committee; in community, Junior Development Chairman, Vancouver Golf Club. Nominated by Burnaby Teachers' Association.

STATEMENT

I believe that if this Federation is to make progress toward its goals, the efforts of its members must be concentrated in one area at a time. Just as we have centered our



LEN TRABOULAY



RALPH SUNDBY

attention in the past year on pensions, so we must zero in on what is obviously emerging as the next priority item — the maintenance and improvement of learning conditions.

The learning conditions battle will be long, difficult, and less clear cut than the pensions issue. I favor a two-pronged attack:

(a) Build an image of desirable conditions for which we should strive (as begun in 19.A. 05). This must begin with visionary planning and be spotlighted by effective communications among members and with the public.

(b) Take a strong stand, as we

have done on pensions, on clearly drawn lines of tolerability. Since the learning conditions issue can only be won over a period of years, the BCTF must adopt a schedule that calls for gradual escalation of the minimum standards that would be tolerated.

In facing this problem, the Executive must increase the Federation's effectiveness by striving for better two-way communication with the membership. The strong support of the stand on pensions was the result of communication and the time in BCTF history when members stood most closely united.

Specialist Association Meetings

MARCH 19-20, 1971 SPECIAL EDUCATION

Workshop on modifying classroom behavior sponsored by PATSE and the Prince George Teachers' Association.

Speakers: Mrs. Diana Mitchell, psychologist, Nanaimo.

Mr. Ron Sexton, instructor, Department of Special Education, University of Oregon.

Program Chairman: Lock Mawhinney.

Place: Prince George Senior Secondary School.

MARCH 20, 1971 SHOP TEACHERS

The AGM for shop teachers will be held in Duncan, V.I. on March 20, 1971.

9:00 a.m.—Workshop with Ross Regan and Kip Hill on ways of producing transparencies by three basic methods: heat, chemicals, and plastic lifts. Following the workshop, the official meeting will cover election of officers, financial reports, and evaluation of the industrial education program.

TUESDAY, APRIL 13, 1971

ART

Centennial Secondary School, 570 Poirier Street, Coquitlam

10:00 a.m.—Coffee and business meeting.

1:00 p.m.—Lunch at Cariboo Trail Hotel (charter bus from school)

2:15 p.m.—Tour of art rooms; display of student work; tour of VICOED room; film show.

N.B.—for those needing transportation, bus will leave Hotel Vancouver at 9:00 a.m.

COUNSELLORS AND SPECIAL COUNSELLORS

Auditorium, B.C. Teachers' Building, 2235 Burrard Street

10:00 a.m.—Separate business meetings.

11:00 a.m.—Joint meeting of associations.

12:00 noon—Happy hour.

12:30 p.m.—Smorgasbord luncheon.

2:00 p.m.—Premiere showing of new NFB film on human relations.

—Discussion: The Human Relations Approach to Current Issues.

ENGLISH

York Room, Georgia Hotel

2:00 p.m.—Business meeting.

Speaker: —to be announced.

INTERMEDIATE

Henry Hudson School, Cornwall Avenue and Cypress Street

1:00 p.m.—Smorgasbord luncheon (\$1.50).

—In-service workshop on audio-visual equipment.

3:30 p.m.—Coffee—H. R. MacMillan Planetarium, 14 Chestnut Street (\$1.50 covers admission, coffee and donut).

4:30 p.m.—Show at Planetarium.

MATHEMATICS

Garibaldi Room, Hotel Vancouver

9:00 a.m.—Drop-in center, featuring multi-media approach.

1:00 p.m.—Business meeting.

2:00 p.m.—Drop-in center, featuring multi-media approach.

OCCUPATIONAL

Social Suite East, Hotel Vancouver

1:00 p.m.—Luncheon and business meeting.

Speakers: — to be announced.

PHYSICAL EDUCATION

1:00 p.m.—Registration and coffee.

1:30 p.m.—Report on elementary curriculum.

2:00 p.m.—Elective P.E.

3:00 p.m.—Coffee.

3:45 p.m.—Community - School programs.

4:15 p.m.—Extra-curricular Activities within the P.E. Program — Whose Responsibility?

5:00 p.m.—Business meeting and election of officers.

6:00 p.m.—Dinner and social program.

PRIMARY, LIBRARIANS and MUSIC EDUCATORS

Waddington Room, Hotel Vancouver

1:00 p.m.—Luncheon and program (\$5.00).

Note: BCPTA annual meeting will be held on Saturday, May 29, 9:00 a.m. - 3:00 p.m. at a location to be announced.

PRINCIPALS AND VICE-PRINCIPALS

Board Room, Hotel Vancouver

2:00 p.m.—'Proposed Secondary School Curriculum Changes — Why? When? Then What?' — John S. Church, Assistant Director, Professional Development Division, BCTF.

SCIENCE

Vancouver City College

WEDNESDAY, APRIL 14, 1971

BUSINESS EDUCATORS

Auditorium, B.C. Teachers' Building, 2235 Burrard Street

9:00 a.m.—Annual meeting and Workshop.

SATURDAY, APRIL 24, 1971

HOME ECONOMICS

Hycroft, 1489 McRae Avenue (east side of Granville Street at 16th Avenue)

8:45 a.m.—Business meeting.

1:00 p.m.—Speakers

Ron Lane-Smith, School of Architecture, UBC

Doris Anderson, Editor, Chatelaine magazine.

—Displays of crafts and books.

Pre-registration for full day, incl. luncheon, \$4.00; late registration (on April 24) \$5.00. Afternoon only (open to public) \$1.00.

APRIL 3, 1971

CLASSICS

L. J. Prior Auditorium, BCTF Building

9:00 a.m.—Registration

9:30 a.m.—Business Meeting

10:30 a.m.—'The Romans Look at Their Civil War,' Dr. W. C. Grummel, University of Washington.

11:25 a.m.—'Some Roman Antiques of England and Germany,' Mr. W. A. Huggett

1:30 p.m.—'Athens, Ohio, 1970,' Sister Ignatian Maria.

2:15 p.m.—'Virgils Italy,' Dr. Peter Smith, U. of Victoria.