

HILROY AWARDS

Trio wins top honors

Top professional honors have been given to three British Columbia teachers who recently received Hilroy Fellowship Awards.

Eric Hampson at Vancouver Technical School has developed an approach for children with learning problems that involves identification of precise educational objectives so that a teacher can develop appropriate programs to meet individual needs.

Dick Dunlop of Handsworth Secondary School, North Vancouver, is developing an alternative physics course for students who do not require the more formal, academically oriented Physics 11 course currently offered.

Marlene Morgan, a counsellor at Kensington School in Burnaby is developing a guidance project designed for consciousness raising for women in a changing world.

The Hilroy Fellowships program, established by Roy C. Hill, chairman of Hilroy Stationery and Envelopes, provides grants to teachers across Canada who wish to develop new and experimental approaches to teaching. There is a one million dollar endowment fund which offers at least one



E. HAMPSON



M. MORGAN



W. DUNLOP

teacher in every province each year grants of \$800 to \$1500.

Administered by the Canadian Teachers' Federation, the main objectives of the program are to encourage teachers to develop and apply innovative ideas in their actual work in the schools and then to make the description of these innovations available to as many of the teachers as possible.

Talking about winning the Hilroy Award Marlene Morgan says she is pleased with the recognition

because somebody has said 'Hey that's not a bad thing to do!' and, as she says, it helps to get the information around.

'As a counsellor, I am often shocked by the narrowness of girls' views of themselves. The traditional ideas abound and limit girls' career decisions. Their hopes are too limited too. They seem unable to see themselves in unusual or stimulating roles.

In conversations with boys, I find myself dismayed by their view of the female — one bound up in the mother and sex-object roles. Few young men see their female counterparts as human beings with potential as magnificent as their own.'

At present her students are out investigating: one group is exploring the women's page from the past 15 years, another group preparing to interview a 'radical women's lib' type, while a third group is investigating the status of policewomen.

Dick Dunlop is concerned that physics has alienated some students who, therefore, are not developing an understanding of science and its relation to our society. His course has been designed to show students what a human activity science is. Included is a simple, accurate account of the development of physics approximately up to the discovery of the laws and magnetism — the story of modern physics.

'The approach we intend to take to the students,' says Dunlop, 'is to find out their interests as best we can, to meet them on those terms, and not to seek to impose a physicist's point of view on them.'

Vancouver Tech teacher Eric Hampson is a department head of special education and occupational classes. He says there has been a complete absence of objectives stated in definitive terms so that classes tend to be little more than babysitting sessions. His program follows three areas: cognitive, affective and psychomotor. 'I decided for these kinds of students we want the doing; I put the emotional next and last the cognitive. All run concurrently.'

He has found that there is no similar research in Canada. ERIBC is helping; he has received a BCTF teacher award; and now a Hilroy. In addition, Eric Hampson notes, the administration at Tech as well as the school board have been most encouraging in his work in special education.

The Executive Candidates

27 candidates contest BCTF election

for president



GORDON HUTTON

The BCTF lists seven objects of the Federation. These are not meant to be just words in the BCTF Constitution and By-Laws, but goals to which the membership is continually striving to attain at all times.

The first object is 'To foster and promote the cause of Education in British Columbia.' To efficiently promote

Twenty-seven candidates will be seeking office on the BCTF Executive Committee at the fifty-seventh Annual General Meeting to be held this Easter. Executive vacancies to be filled are: president, first vice-president, second vice-president, and four members-at-large.

Most of this issue of the BCTF Newsletter is devoted to the candidates qualifications and platform. This is being published in accordance with policy from the May 1970 Representative Assembly.

The next edition of the Newsletter — in two weeks — will carry regular features and the second half of the tax tips article.

education the optimum use must be made of modern technology for research. Continually, new ideas are coming forth for 'where all think alike no one thinks very much.' To make progress in education, these ideas must be studied, implemented and evaluated in the aspect of modern education.

The media should be used to publicize the successful results of experiments so that the membership of the BCTF and the public will understand and accept these educational changes. Education needs to be

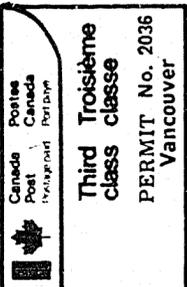
kept on a sound basis to counteract the idea that change is done only for change sake and not just to attract attention.

The ideal physical classroom is required today and yet it must also serve the future bearing in mind that the most must be obtained for the money spent. Then, with a good student-teacher ratio, the teacher will be able to strive for and achieve not the impossible but the BCTF ideal in education.

The second object is 'To raise the status of the teaching

profession in British Columbia.' This can be done by continual co-operation, and communication among the elected bodies of the Federation and the administrative staff. As we are not recognized as a professional group by the government and the public, we must continue to be a professional organization. The membership must encircle and protect themselves and individual members from outside negative forces. Thus professional teachers will not withdraw or be lost from our profession.

The third object is 'To promote the welfare of the teachers of British Columbia.' If the teachers of British Columbia are worthy of their hire, they should receive adequate compensation for their services so that they are not lost in the sea of mediocrity. Also they will be able to improve their professional standing.



IF UNDELIVERED, return to 2235 Burrard St., Vancouver 9.

Four stand for BCTF presidency

for president



JIM
MacFARLAN

his platform

The 1972 AGM made courageous decisions which helped to defeat the anti-education Sacred government. We are proud of our role. As a result today's climate is different. There exists the possibility of bringing about changes which we have long sought. The new Commission on Education, promises of additional provincial funding, consultation between ourselves and the Minister — all of these are hopeful signs.

But major problems still exist. Class sizes are the worst in Canada. Special education is neglected. Some school boards refuse to consult us on educational problems or share their decision-making powers. The drop-out rate among native Indian students is alarmingly high.

Organizational complacency and dependence on government action won't solve these problems. The role of the President and Executive must be to seek solutions now. We must use the latent power of 23,000 members — power to persuade, power to convince, and power to flex our collective muscles should it become necessary.

The new Executive should immediately draft a comprehensive program for Federation action on class size, special education, Indian education, the study of the relationship between education and the socio-economic environment, and democratic reform to extend to teachers a share in decision-making.

However, there is little hope for significant change if we elect a president who has presented a clear program for action and we then choose a majority of Executive members who wish to go in an entirely different direction. To take advantage of the climate which our actions of last year helped create we need a compatible team to lead the Federation in a period of great promise.

his background

Born and educated in Vancouver; B.A. 1958 UBC. Teacher Training 1959 UBC; teaching experience — 12 years McPherson Park Junior Secondary, Burnaby (social studies, math, English, head social studies department since 1962), district subject co-ordinator for social studies since 1968; member Vancouver Board of School Trustees 1967-68. VSB leave of absence, special education, community relations, Board-PTA liaison committees; staff representative to Burnaby TA executive 1960-61. agreements committee 1961-66, chairman 1963-65, presented arbitration case 1965. BTA executive member 1963-67, 1969-70, member numerous BTA committees 1961-71; Geographical Representative and Executive 1964-67, member Agreements Committee (Metro Co-ordinator) 1965-67. Geographical Representative 1969-70, member-at-large 1971, chairman Learning Conditions Committee 1971-73, first vice-president, 1971-73.



TERRY
MULLEN

his platform

The real rate of change may be glacial, the structures seem fossilized, but education is taking on a new face, a more human face, in this province. The vast majority of our colleagues have too much common sense, integrity and professional sophistication to have much patience with dated practices or, at the Federation level, an organization that speaks for a disaffected minority or that persistently sees the world in political, antagonistic terms.

The positive forces within the Federation — those persons who recognize the need for creative, nonordinary approaches to such tradition-bound concepts as staffing, financing, instruction, teacher training, curriculum and purposes — may appear to be in disarray. The negative (retardant) forces — those persons who feel more comfortable with the old verities and who see other groups and organizations as threats to their continued existence — may appear to be in the ascendant. Nonetheless, we must align ourselves with those positive forces if only because they are inevitable; we may be free but, as Hegel put it, freedom is the recognition of necessity.

The myths that gave a kind of credibility, a sense of worthwhileness, to our activities no longer provide solace. Indeed, the very notion of an education system is being critically examined. There is little profit in strengthening an organization if it cannot, because of its assumptions, relate to the world as it is. The task of the Federation is twofold: to understand the undeniable forces transforming society; to integrate our organization into that emerging society.

his background

Born in North Vancouver; elementary education in a number of small coastal communities, secondary education in Armstrong, B.Ed. 1964 and M.Ed. 1967 UBC; major awards — BCTF Undergraduate Scholarship 1963, The Alumni Association Graduate Fellowship 1966, Teacher Award Fund 1970; 12 years teaching experience — Vananda, Kemano, Vancouver, Prince George Senior Secondary (math department head since 1965); Economic Welfare Division 2 summers contract work, PGDTA agreements chairman 2 years, vice-president, salary study group chairman, North Central District Councillor; member BCTF Task Force on Staff Differentiation, member-at-large 1971-73; Project Overseas, Fiji, 1973.



ROBERT
WILSON

his platform

The BCTF should always seek reasonable negotiation and co-operation with other groups to obtain acceptable learning conditions and teacher welfare, but if this is not successful, the BCTF must be prepared to act strongly.

The BCTF needs to define the extent of its responsibility for the professional training, performance and behavior of its members. It is clear that if we do not judge and control our members, others less competent will.

A complete overhaul of the political and administrative procedures of the BCTF is overdue. It is unlikely this will be effective without some form of decentralization.

his background

Born N.S.W., Australia; trained as an elementary teacher, later obtained B.A. in English and history; M.A. (U.Vic) 1972; teaching experience — 8 years in N.S.W., 13 years in B.C.; currently teaching English at Lake Cowichan Secondary School; held some elected positions in local, regional and provincial sections of BCTF for last 12 years.

for first vice-president



WILLIAM
BROADLEY

his platform

The changed political environment enables the Federation to make significant positive contributions to the development of B.C. education. Gone is the need for the defensive role we have had forced upon us. Needed is a Federation Executive that can look to the future and create an atmosphere in which teachers have the opportunity to develop improved programs for the children they teach.

One of the great advantages our organization has is its two-fold purpose — professional and protective. Education benefits from the healthy tensions produced by the inter-actions of members who tend to one or the other purpose. We have effective programs in economic welfare. We need equally effective programs in professional development to achieve improved learning conditions including teacher participation in the decision-making process in schools. There should be no room today in education for the administrator who is not prepared to permit professional staff to determine the educational environment within a department, school or district.

With no external foe to unite us, we must ensure that each member finds it easy to participate actively in the Federation. The fewer levels of decision-making there are, the better it is for meaningful participation. Any reorganization we undertake should reflect this point to maintain an effective and strong Federation.

his background

Born in Calgary; elementary and secondary education Victoria; Victoria College 1951-53; Normal School 1953-54; summer sessions UBC, B.A. (history and math) 1959; graduate studies 1966-67, M.A. (math ed) 1970 UBC. Major awards — Dr. Maxwell A. Cameron Memorial Award 1954, Minister of Education's Scholarship for Teachers 1966; teaching experience — 18 years Greater Victoria elementary, junior and senior secondary

Members-at-large — 4 to be elected



ALLEN
BLAKEY

his platform

In the last provincial election we did our part, through TPAC and other direct involvement, in successfully concluding what had been our developing major direction of the past few years.

We now must develop a new central direction, around which we can focus our activities.

I feel that our central direction must become the active proposition of educational quality, of positive educational change.

This direction requires more than jargonistic words and philosophy. It is all very well to talk about educational change in a favorable climate in which teachers have the freedom to bring about change. But that climate and freedom is meaningless unless teaching workload is reduced.

Therefore, our efforts to stimulate and bring into being quality learning environments must be integrated with actions that will free the teacher to participate in substance, not just in form, in this process.

To be realistic proponents of, and participants in, the development of educational quality, teachers must have the power to create the physical conditions which make this possible — the power stemming from the generation of public support for education and the power of their own collective strength.

We must propose the positive and back it up with the power to implement it.

his background

Seventeen years teaching — 1 Prince George, 1 Cranbrook and 15 Vancouver, 9 years VESTA executive, experience as chairman of VESTA agreements and learning conditions committees, president of VESTA 1968-69, now on leave as full time VESTA president; served on BCTF Representative Assembly for VESTA for 7 years; participated in founding and leadership of TPAC summer 1972.



MIKE
CAMPBELL

his platform

I believe membership in the BCTF must be voluntary if we are to have a strong organization. I believe the Federation should assume the power to expel members for unprofessional conduct or conduct detrimental to the organization. I would like to see the BCTF assume control over licensing of teachers. All locals should be encouraged to press for the adoption of the Rand formula so that non-members do not benefit from salary negotiations without paying for them. Steps should be taken so that nonmembers do not

think that it is to their advantage to be non-members.

Strong effective leadership is necessary, but we must be careful to ensure that the leadership is not divorced from the membership. Small locals must be capable of expressing their opinions, and of having their opinions heard. For this reason I strongly favor district council's and direct representation. I think it would be a good idea for the BCTF to hire fieldworkers, particularly in the economic welfare and learning conditions areas. I think useful summer conferences would also be helpful.

his background

Born Vancouver; B.A. (history) SFU 1968, professional year UBC 1969; at SFU was editor student newspaper 1966, founding director publications society 1967; has been member of Senate (Convocation) 1969-72, executive Alumni Assoc. 1970-71 and vice-president 1971; in Abbotsford DTA: bulletin editor, public relations officer, chairman, BCTF Affairs Committee 1970, convention chairman 1972, in-service chairman 1972-73; in Fraser Valley East District Council: delegate 1970, public relations officer 1971-72, president 1972-73; now social studies teacher, Clearbrook Junior Secondary School.



NEIL
CAMPBELL

his platform

Historically the dominie walked down the village street, and the villagers doffed their hats in deference to his educated state. This recognition resulted in an 'isolated' position. It has led to the 'insulated' position held to some extent by educators and education today. We are too aloof from the public whose needs we are expected to meet.

We, the BCTF, have been kept so busy developing economic and educational policies for the welfare of our members that we have not sufficiently proved publicly, and I stress the word, 'publicly,' that the BCTF is the constructive, creative, educational leader that we know we are and should be.

The individual members' performances in their classes and communities are the local keys to opening the public doors of recognition. However, with the turbulent times educators and education have met recently, and shall meet throughout the next several years, it is essential that we communicate with the public in regard to new alternative programs relative to their needs.

The BCTF is considered a minimal figure in the area of educational research by a society that mistakenly knows us primarily as promoters of the welfare of teachers and as raisers of the status of the teaching profession. It is time we publicly emphasized by our actions our role of fostering and promoting the cause of education while continuing our efforts in regard to our other six objectives.

his background

Born and educated in Vancouver; Vancouver Normal School 1950-51, B.Ed. 1968 UVIC; teaching experience — Fort Nelson, head teacher 1951-52, Kimberley 1952-53, Cowichan Station Elementary head teacher/principal 1953-56, Fairbridge Elem. 1956-57, Duncan Elem. vice-principal 1957-73; Cowichan Valley summer school — English, math 1964-66, Cedar

Lodge Summer School for Emotionally Disturbed Children senior counsellor 1968; president, Cowichan Rural Teachers 1968; Cowichan Teachers' Association vice-president 1955, president 1956, chairman — education 1958, chairman—agreements 1963, councillor to South Vancouver Island D.C. 1969; vice-chairman SVIDC 1970, AGM delegate for Kimberley 1953, for Cowichan 9 times since 1955; attended summer workshops — Qualicum, Vernon (2); Geographical Representative (SVIDC) 1971, (CDTA) 1972.



COLIN
FORBES

his platform

I am convinced that the present political climate in British Columbia is conducive to meaningful discussion, progressive legislation and a team approach to the solution of education problems. Surely the present need of the Federation is for an Executive Committee characterized by maturity of judgment, width of experience and objectivity of debate; an Executive that will give positive leadership.

As a member of such an Executive I would actively support or sponsor the following policies:

1. Under existing legislation the BCTF should be a single organization aimed at promoting the professional and economic welfare of the membership. Under a Teachers' Professional Act, it is to be hoped, the judicial role of the Federation could be fulfilled by a separate association elected from the parent body.

2. Membership should be compulsory and automatic.

3. The reorganization of the Federation should demonstrate the evolution of a responsible form of government through a smaller Representative Assembly and an expanded Executive Committee, based on regional representation. The establishment of branch offices would build a stronger communications system within the Federation.

4. There should be a complete review of existing programs aimed at streamlining the financial management of the Federation, establishing revised priorities of spending and strengthening the concept of accountability to the membership for money spent.

Of immediate and paramount concern to me is the rebuilding of the Federation, at present fragmented, so that we can pursue our rightful objectives with deserving dignity, maturity of judgment and unlimited forbearance.

his background

Born and educated Brisbane, Queensland; teacher training (1943) at Queensland Teacher Training College, A.Ed. (1958) and B.Ed. (1964) University of Queensland, M.Ed. (1971) University of Portland; teaching experience — 11 years elementary, 16 years secondary, including 17 years administration, 2 years Alberni District Secondary School (1 year counsellor), 2 years Eric J. Dunn Junior Secondary School, Port Alberni (vice-principal), 5 years Parksville Junior Secondary School (principal); teaching subjects: English, mathematics, history, geography, record keeping, drama, choral music, guidance; military service — 1944-46 Australian Imperial Forces, overseas service in South-West Pacific Area in Army Intelligence Corps and Army Education Service, officer, Australian Army

Members-at-large — 4 to be elected

Cadet Corps (1948-64), awarded Cadet Forces Medal for long service; president, Alberni District Teachers' Association 1966-68, member LC Committee Mount Arrowsmith Teachers' Association 1968-69, SVIDC 1969-73; chairman, SVI teachers' convention, teacher-trustee action committee, S.D. No. 69 (Qualicum), president, Mount Arrowsmith Teachers' Association 1972-73, Geographical Representative 1971-73.



FRANK FULLER

his platform

If elected I will support the many excellent BCTF programs now in effect. However, I will press for change in those areas where the aspirations of teachers and students are not being met. For example:

1. It is a contradictory fact that B.C. teachers' salaries rank among the highest, while working and learning conditions lag many years behind labor agreements. We should concentrate the same kinds of skills and resources in learning and working conditions as on salary agreements and insist that government grant us the same rights as unions to bargain in all areas.
2. The task force on the status of women, which I support and will endeavor to implement, has indicated that discrimination against women exists in the policies and attitudes of the Department of Education, the BCTF, local school boards and individual teachers. There are thousands of competent women teachers in B.C., but only four are running for Executive Committee — one fact that substantiates the task force report.
3. The BCTF must make a major effort to develop a relationship with leaders of the 110,000 B.C. Indians to assist us in meeting the rising expectations of Indian students in a system, Indian leaders say, characterized by excessive Indian dropouts, paternalistic attitudes and racism.
4. The task force on labor affiliation has presented moderate recommendations which I support. It reflects a need for a long-range relationship with labor and an acknowledgement of the assistance given us by the trade union movement last year in our hour of need.

There are other areas of concern for the welfare of teachers that I will support as they arise.

his background

Born Texas, 1917; B.A. geography 1961; graduate training U. of Oregon; workers' education institutes Banff and Detroit 1966; meteorology school 1941; Air Photo School, Ottawa 1971; Sechelt S.D. 1967-73, teacher social studies and adult education director; IWA, 1965-67, assistant director of research and education, director for educational programs in Canada and U.S. and instructed CLC labor workshops B.C., Ontario; industrial worker, 1933-40 and 1947-60 including 4 years as union organizer; military service 1940-45 as meteorologist for Air Force and civilian employee 1946; Workers Educational Materials preparation grant, U. of Wisconsin School for Workers 1967; member University-Labour Committee designing teacher training program for CLC, Toronto 1966; local association committees; Geographical Representative; TPAC; BCTF Task Force on Labour Affiliation; liaison between STA and Sechelt Indian Band.



DOROTHY GLASS

her platform

This can be a most stimulating and rewarding year to us as educators. We now have an environment that encourages growth in many areas of education — an exciting prospect if we wish to avail ourselves of the opportunity. Externally, a new Minister of Education is encouraging and challenging us to provide a more meaningful type of education for those in our school system. Internally, we are being encouraged to truly work toward helping all children to develop to their optimum. Our committees and task forces, such as Learning Conditions, Teacher Competence, Membership and Status of Women, are presenting us with recommendations that demand action. It is an excellent time to reexamine our policies and programs — reexamine them with an eye to keeping those that are alive and growing and doing away with the deadwood. I would like to work with all our members to help ensure that both our external and internal environment remains one that stimulates growth for both students and teachers.

her background

Born in Birkenhead, England of Canadian parents; elementary education in New York, Trinidad (West Indies), Winnipeg; secondary education in Aylmer (Quebec), Ottawa, Carleton University and UBC; B.Ed. (Sec) 1966; teaching experience — YWCA, community centers 3 years, Campbell River Senior Secondary 6 years (English and PE), Campbellton Elementary 5 mos (vice-principal), currently vice-principal Campbell River Senior Secondary; staff representative, first vice-president, president CRDTA, 1972-73; North Vancouver Island spring conference chairman 1972; chairman BCTF Task Force on Status of Women in the Federation and in Education in B.C. 1972-73.



DON KELLEY

his platform

The BCTF AGM will meet this year in an educational environment that is much different from the one it faced just one short year ago. The changes have brought about situations that are more conducive to effective teaching and learning. Obviously, BCTF members have been instrumental in bringing about many of these changes.

The struggle to improve learning and working conditions is not over. One can only express deep concern over the apparent

lassitude into which large numbers of teachers have drifted.

Only a united and strong Federation, working actively at all levels of education and with all levels of government, will be able to achieve further improvements in learning and working conditions.

With the foregoing in mind, it becomes clear that this AGM must elect an Executive that will work toward:

- uniting the BCTF around the prime objective of making our schools more effective and humane places in which our children can learn
- tackling those social problems that exist within our society, insofar as they affect the learning situation of children; for example, problems of inner-city schools, problems of native Indian children
- seeking changes in the Public Schools Act aimed at meeting the changing needs of our society
- the development of a Professional Collegial model, under which classroom teachers will play a much more significant role in determining the conditions under which they will perform their teaching function. It is time that the bureaucratic and authoritarian controls that hinder the development of the school system are eliminated.

Clearly, to achieve the above objectives, we will need a strong and united Federation, led by a strong and united Executive.

I am prepared to work on such an Executive.

his background

Born in Trail; elementary and secondary education in Trail, Deer Park, Yellowknife, N.W.T., and Vancouver; B.Ed. (Sec) UBC 1965; teaching experience — 4 years in Ladysmith, 4 years in Burnaby, now teaching social studies at Burnaby Central Senior Secondary; BCTF activities: Ladysmith DTA public relations officer 1965-66, professional development 1967-68, secretary 1966-67, LDTA representative to South Vancouver Island District Council 1966-68; Burnaby TA staff representative 1969-70, vice-president 1970-71, full-time president 1971-72, Geographical Representative, chairman of BTA class size committee and contract implementation committee (under learning and working conditions contract) 1972-73; member BCTF Task Force on Membership 1973.



NEIL MCDONALD

his platform

The BCTF seems now in a state of drift, of uncertainty. Past events make this understandable. We marshaled our resources to fight a hostile government and more fortunately we were able to influence political change while retaining our own integrity, shaken though that may appear at the moment. The necessary will to oppose — a negative force — was strengthened then relaxed with the events of August 1972; the resolve to rebuild or recreate — a positive force — is still to be reawakened.

We must act on this positive note. The path of competency and service is the one along which teachers must move to a truly meaningful professionalism. We cannot continue exclusively as political protagonists or as people viewing professionalism as an idea without substance. Affiliation with labor (a

Nominations for 1st and 2nd vice-presidents

schools, department head 10 years; BCTF short courses: UBC and UVIC teacher training; other professional activities — numerous GVTA committees, also treasurer, president 1969-70, Geographical Representative 1970-72; B.C. Association of Mathematics Teachers: treasurer, newsletter editor, curriculum representative; Department of Education secondary mathematics revision committee 1961-67; BCTF: PSA Committee 1969-70; Pensions 1971 to present, Executive Committee 1972-73, co-chairman, Teachers' Political Action Committee 1972.



GARY ONSTAD

his platform

The role that teachers play in the educational system and in society must change.

We must have a share of the decision-making processes in education. This requires a move from passive subservience to active participation. We must establish the power of teachers in its rightful place in the educational system.

Politicians, superintendents, trustees and secretary-treasurers — who now make most of the important educational decisions — will not easily relinquish their powers. Nor will 'enlightened' governments hand us 'power on a platter.' A Milquetoast approach is inadequate.

Recent teacher-trustee disputes in Canada have centered on learning conditions. A recent report to the Executive Committee revealed that B.C. has the worst classroom learning and working conditions in the country. This is a shocking indictment of our affluent society.

One reason our classroom conditions are appalling is that teachers are seldom consulted about decisions that affect us and the children we teach. We have, I submit, been too apologetic about asking for better education. We should not martyr ourselves by 'putting up' with intolerable conditions — large classes, inadequate supplies, no time to prepare, to think, to establish anything but the most superficial relationship with our students. Teacher timidity must cease. There is no dignity in that.

Our role in the society must also change. We cannot afford, individually or collectively, to ignore society's problems. Dr. Lloyd Dennis, co-author of the Hall-Dennis Report, recently called on teachers to be the beacon of society — 'Teachers have the right and the responsibility to make themselves heard.' It is time we exercised those rights and responsibilities.

his background

Public school education in Weyburn, Saskatchewan, B.Comm. (1957) University of Alberta; LL.B. (1960) UBC; teacher education UBC; elementary and secondary teaching experience in London, England, East Kootenay, Burnaby; currently teaching social studies at Alpha Secondary; active Burnaby Teachers' Association on salary agreements, negotiated first learning and working conditions contract in district; past-president, BTA; member BCTF Bargaining Rights of Teachers' Committee; Geographical Representative; Liaison Committee to Unemployed Teachers' Association, curriculum development; team leader, 'Township Canada,' Project Canada West, Canada Studies Foundation; member-at-large, 1971-72; now BCTF second vice-president, last summer chaired Teachers' Political Action Committee (TPAC).

for second vice-president



DAVID JANZEN

his platform

Most BCTF efforts in the past several years have been defensive: protecting teachers' economic welfare, minimizing erosion of learning and teaching conditions, preventing the disintegration of the BCTF. We have not been able to do enough to achieve the Federation's prime objective — to foster and promote the cause of education.

Despite marked changes in government attitude, we are taking a long time to adopt a positive offensive for quality education; the Minister wants to improve public education, but we have given her only token suggestions. The three newly appointed deans of education need our advice immediately: improved selection procedures and training programs are required. We should be working for the implementation of some valuable recommendations of the 1968 Commission; we should be discussing the 'Model for pupil growth and development'; we should evolve a more cohesive alternative to our PSAs.

The BCTF's governing structures could be effective if we used them properly. Frequently the Representative Assembly (and occasionally the AGM) tries to function as an executive: the RA could be an exciting forum to discuss educational objectives. The Executive Committee often does administrative work: the roles of the daily doers and long-term planners have been reversed. If our organization is to function effectively, the parts of the BCTF machinery must return to the functions for which they are best suited.

Let us initiate discussions and programs that will lead to improved learning opportunities for our students; let us give positive alternatives rather than negative responses; let us provide a channel for our widely dispersed professional ideas — a channel that will result in a powerful force for quality education in the province.

his background

Elementary education in Ontario, Manitoba and B.C.; secondary education in Chilliwack; teacher training at Vancouver Normal; B.A. from UBC. Taught 8 years in elementary and secondary schools in Penticton, 1 year at secondary in North Vancouver, 5 years as vice-principal in North Vancouver, now in second year as principal; taught from 1966-68 at teacher training college in Zambia (with CIDA); Project Africa '65 in Uganda, Project Overseas '70 team leader in St. Vincent. Former president Penticton District Association of Teachers; chairman of OVTA Conference; executive member OVTA for several years; past chairman of numerous committees North Vancouver; serving second term as president North Vancouver Teachers' Association; member BCTF Representative Assembly in 1965-66 and 1972-73 and Ad Hoc Committee on Specialist Associations in 1965-66; now member RA Agenda Committee and Professional Relations Commission.



WILLIAM McCOLL

his platform

The idea of making a positional statement in this brief space reminds me of writing down why one likes a particular breakfast food in twenty-five words or less. The Federation is complex and one's feelings towards it tend to be pretty involved.

The difficulty lies partly in the dual nature of the organization, with a union wing on one hand, a professional wing on the other, and some complex mental gymnastics in between. I don't find any difficulty resolving the two because in unionism there is strength and money and the professional activities of the Federation would be emasculated without strength and money. Consequently, I favor automatic membership in order to maintain our revenue.

It is difficult to select other issues which are germane to the membership but I should like to select two which can serve as an example of the sorts of things I favor.

Confrontation tactics are over for the moment and I feel that the Federation must settle on a new aim. I strongly favor an attempt to obtain a Teachers' Professional Act. I don't mean a Milquetoast Act with fluffy aims and feeble controls but an Act with teeth in it so that we can control entrances to and exits from the profession and the competence of all those within it.

Finally, I support the increased use of the collegial model in schools. It is time for the authority of position to be de-emphasized in favor of the authority of expertise.

his background

Born in Duncan; B.A. Western Washington College; Teacher Training UVIC, PB; teaching experience — John Stubbs Memorial for DND, Esquimalt 7 years (Grades 5-9), Grandhaven Elementary, Fort St. John 3 years, Ambrose Elementary 1 year (principal); public relations officer 1 year, vice-president, president 2 years, district councillor 3 years, staff representative 2 years, AGM delegate 6 years, salary negotiations 4 years; Geographical Representative 2 years.



ELLEN PEARCE

her platform

With the change in government has come a challenge for the BCTF to lead in the improvement of the teaching and learning process in the schools of this province. Pre-occupation with reorganizing the BCTF must not be allowed to detract from this important task.

6 stand for 2nd vice-president

For the present the existing structure will have to serve, and must, therefore be made to serve us better.

Local association delegates at the RA must be better informed of the needs and ideas of their members who are entitled to 'feedback' on the proceedings. Some important Executive decisions are at present being given such scant treatment that they tend to confuse rather than to clarify.

One such area of confusion is the lack of communication about pensions. Information about what is now being negotiated on our behalf has been impossible to obtain. Inasmuch as our own BCTF policy (27.01.3) remains discriminatory will sections of the Pensions Act, which discriminates against female teachers, be discussed or removed?

The judgment in the Campbell River hearing contained grave implications for teachers. To us at Mission it had a familiar ring — same late 19th century law re 'master-servant' relationship, same lawyer, with the same result — dismissal of the MDTA president in 1971. Where indeed was the supportive BCTF personnel then to learn firsthand about such arguments? What criteria determines how much assistance, if any, will be given in such cases? What exactly is the BCTF record of cases won and lost? How long does it take experts in the field of learning to learn?

her background

Insofar as they have helped to shape my hopes and my aspirations for the future, are my educational background and 19 years teaching experience pertinent? While history and social studies are what I now teach at Mission Senior Secondary School — I have taught all subjects to all grades, elementary and secondary, over the years.

Extensive involvement in MDTA affairs — including service on all major committees, as secretary and as president (1969-70) — has provided the fund of experience and leadership qualities necessary for discharging successfully the duties of second vice-president in the BCTF.



RAY SKELLY

his platform

The BCTF's basic problem is unity.

If we cannot co-operate we will never convince others that we are capable of educational leadership.

To achieve unity, the BCTF must pursue goals and use means acceptable to the majority of members.

In the present, favorable climate, we find ourselves with two courses of action.

We can attempt to consolidate teacher political power and economic welfare, or we can attempt to consider the problems of the Federation and the problems of professional educators. The first course of action was appropriate last year but this year such a course could be disastrous.

BASIC ISSUES

Decentralization of the BCTF.

1. Field staff must be provided to assist locals in evaluating and solving their problems.

2. The BCTF must be democratized by involving the membership in key decisions (referenda). This process has many faults, but it does force members to seek information, to discuss issues and think through their position. This is the road to professional growth and development. The opposite, centralized decision making leads to a lack of involvement and commitment to policies and procedure.

3. The status of women is a serious Federation and education problem. Fifty-three percent of the membership hang like an albatross around the Federation's neck. There must be an attempt to involve a more representative number of women in positions of Federation and educational responsibility. This involvement will not occur, just through centralized effort, but will occur through intensive field work.

4. Finally the Federation must allow other groups, intimately concerned with education, to share in the formulation of its educational policies and Federation task forces must reflect this concern with broader representation.

his background

Ray Skelly, age 31, married with three children. Teacher/counsellor Comox Junior Secondary School. President, Comox District Teachers' Association, Geographic Representative for the CDTA, staff representative. Co-ordinator North Island Teachers' Action Committee. Graduate UBC. B.A.; Simon Fraser University. Trade union experience, IWA Local Executive. Chairman of Union Plant Committee, Shop Steward. Active in Courtenay community affairs.



JOHN UZELAC

his background

For the first time ever we have a government which supports education and we therefore stand on the threshold of opportunity. It is within our grasp to learn from past experiences and in a positive way articulate present and future direction. I support the newly appointed Commissioner of Education, John Bremer, in his view that system change and concern with process are more important than written reports. We need action.

With the underlying theme of 'looking forward,' I believe we must examine a number of issues:

— Reorganization — to define and serve membership needs.

— Professional Development division must explore new possibilities in education and effectively integrate it into practice.

— Status of Women has to be fully examined within our Federation, but more important we must evolve 'due process' for all our members.

— Evolve specific programs on a number of social issues directly related to education, i.e., non-status Indians.

— The direction we assume on membership has to promote competency. Compulsory membership and control over certification are initial steps required.

— Decentralization of authority places locals in a political arena with their board, i.e., spending over 110 percent. Locals require guidance in the understanding of the political process.

— Education finance must provide for flexibility and local control of expenditures

above the basic provincial programs.

— A BCTF study on the use of para-professionals and community resources would provide the initiative for provincial standards.

The ability of individuals on the Executive to perceive and articulate new directions determines the future of this Federation.

his platform

Degree and teacher training at UBC; president VSTA 1972-73; learning conditions chairman 1970-71; vice-president VSTA 1971-72; numerous association committees and representatives to school board committees; Geographical Representative 1971-73; worked on BCTF Bill 3 Committee and member of TPAC.



JOHN WINSTANLEY

his platform

The antagonism of the late Sacred administration has resulted in this Federation's adopting an essentially defensive and introspective posture. It also imposed some cohesion upon a membership often torn by conflicting loyalties. The current absence of this external threat makes it imperative for the BCTF to readjust to a constructive role and reassume positive participation in B.C. education.

The necessarily militant action we have taken in the recent past has grievously strained the fabric of our organization. It is remarkable how well we contrived to hang together under stress. Although we discovered during the hectic days preceding the provincial election who our friends are, I must recognize that the issue of labor affiliation must inevitably divide our membership. I therefore urge support for the compromise position of the task force.

We now have a unique opportunity to put up or shut up. Having long demanded the right to participate more fully in shaping the educational policies of this province, I suspect that we were caught by surprise when the walls of Jericho came tumbling down at the first serious toot on the trumpet and we found that the onus of exercising a truly professional influence was suddenly ours.

The BCTF had no significant comment to make on the Minister's decision to abolish corporal punishment because we have long neglected such basic educational considerations. That reflects little credit on a nominally professional body.

We cannot expect sympathetic treatment from any government, however enlightened, if we can't pick up the ball and run with it when given the opportunity.

his background

Born in St. Helens, Lancashire, England; B.A. and graduate certificate in education from Manchester University; 1960-68 taught as deputy head of English department in 2000-student Ruffwood comprehensive school in Liverpool and as head of English department at St. Michael's Secondary School, Chorley; senior English teacher at Grand Forks Secondary School (2 years as counsellor) 1968 to present; in-service chairman GFTA 1968-70, president GFTA 1970-72; WKDC Constitutional Revision Committee 1971; Geographical Representative 1972-73; member RA Agenda Committee 1972-73.

Members-at-large — 4 to be elected

specific policy stemming from these views) would serve neither the best interests of the labor movement nor those of youngsters, teachers and adults of our province.

Teachers must shape their own destinies. We must put faith in ourselves and our own independent organization. The BCTF as an independent organization can continue to be a union in the sense that it depends on collective bargaining to achieve its economic goals. However, it must also be a profession pursuing with equal dedication educational goals that serve the needs of children and society.

Professionalism cannot be legislated. Roderick Haig-Brown said to the 1951 AGM, '... Only when many men and women have performed well in a profession over a long period of time with devotion, integrity, power, skill and depth does the profession begin to draw prestige.' This prestige, an earned thing, follows the teacher, not the profession.

The time has come to act on this advice.

his background

Born Preston, Ontario; elementary and secondary education in Ontario; graduate 1958, B.A. (English, history, biology) University of Michigan at Ann Arbor; Chicago Black Hawks hockey organization, 1949-54; M.Ed. (administration) UBC 1958; teaching experience — Prince Rupert 1959-60; Masset (QCI) 1960-64, teacher and principal elementary and secondary; Prince George 1964-67, vice-principal and principal, Connaught and Blackburn Secondary; 1967-68 at UBC; 1968-73, principal Kamloops; taught at all levels including university; immediate past-president KDTA; vice-president KDTA 1970-71; vice-president Prince George DTA 1965-66; president Queen Charlotte Island DTA 1962-64; agreements chairman 1961-63; member, North Coast District Council 1962-64; now Geographical Representative; active in such community activities as minor hockey, Kamloops International Bantam Hockey Tournament, Cariboo College Athletic Advisory Council; member of Kamloops Gyro Club, Phi Delta Kappa.



JOHN POWELL

his platform

The problems facing our Federation are, in part, caused by an Executive Committee that is divided against itself. Internal dissension arising from competing goals for our Federation has left us uncertain and troubled concerning our future. We are not in a period of consolidation and reflection.

There are a number of critical areas that require both immediate attention and long-range thought. The future Executive should unite within its ranks those teachers who can co-operate in achieving objectives and implementing programs that will elicit strong teacher support. The apathy toward our traditional programs and structures can be overcome by persistent and purposeful planning with collective action in key areas.

(a) Support for provincial and local action by decentralizing staff support to the school level.

(b) Short-to-long-range programs to democratize education at the school level. Prototype models of educational administration should be tested and implemented which stress values of involvement, responsibility and shared decision-making.

(c) Taking initiatives in the area of education finance as in other provinces. The BCTF has procrastinated while elsewhere others have cooperatively presented joint submissions to their provincial governments.

(d) Implementing an improved learning conditions program with appropriate local action supported by the BCTF.

(e) Stricter budgetary control of older programs, cutting back where necessary to focus our resources and personnel in critical areas.

I ask for your support for a renewed and reinvigorated Federation that has put old hostilities aside in favor of a cohesive working Executive.

his background

Elementary and secondary education in Toronto, B.A. UBC, teaching training UBC; teaching 7 years (6 in B.C.); vice-president Kelowna TA 1969-70, member KTA executive committee 1969-71; member executive committee Modern Languages PSA 1967-70, president 1968-69; member OVTA executive committee 1971-72, Okanagan zone negotiating committee 1971, Geographical Representative 1971-72; originating member of TPAC 1972; appointed BCTF delegate to Canadian Teachers' Federation AGM 1971 and 1972; appointed member CTF French Language Commission 1971-73, elected executive committee FLC 1972-73; KTA learning conditions chairman 1970-71; member BCTF LC Committee and co-ordinator Okanagan zone 1971-72.



KELLY SLATER

his platform

BCTF is at a crossroad. We can remain static or we can move to a new threshold in our pursuit of quality education. During this past year we proved that we are a political force, so we must continue to be vigilant to attain new educational goals. If political activity is required, we must actively support any politician who will consider students as an important natural resource.

I am concerned about our future pursuits. Educational programs to promote new and functional concepts are mandatory. Local curriculum must be developed. BCTF funds must be made available to allow pilot projects to be initiated.

We must involve ourselves in the knowledge of social needs and social ills before well-equipped schools with small classes have any real meaning. Reasons for improved learning conditions must be developed with a much broader interpretation of educational needs.

Teacher, community and student involvement must be part of our new emphasis. True collegial responsibility must become a reality. Collegial responsibility is not a cliché. It demands much from both the teacher and administrator. We must accept the challenge and also the new concept of schools as they should be. Let us not prepare for yesterday's world. If we deserve the role of being leaders in our field, we must strive for true professionalism. To accomplish this, a social and political awareness is essential.

The government in power is sympathetic and receptive if WE are ready to provide educational programs that are relevant and viable. Consequently, BCTF must become DECISIVE in its deliberations and its Executive members must have an overview of the total aspect of education.

his background

Born and educated in Sidney, B.C.; teacher training — Victoria Normal; B.Ed. UBC; teaching experience in elementary, junior secondary and senior secondary; present position vice-principal, Rutland Junior Secondary School; past teacher association offices — president Kelowna Rural Teachers' Association; president Okanagan Valley Athletic Association; president Kelowna Teachers' Association; president Okanagan Valley Teachers' Association; member of local salary committee; Geographical Representative 2 years OVTA; currently member BCTF Executive Committee; chairman BCTF Membership Committee.



JACK TEARNE

his platform

While the climate of British Columbia has changed for both education and other sectors of the community, complacency can be our undoing. Pressures are being brought to bear on the present government from all sides and the BCTF must continue to exert a strong voice for education.

Co-operation has replaced confrontation; action must replace reaction. Our advice is being sought; we must be prepared to take positive and decisive stands on both educational and professional matters. We must safeguard our present rights while extending our influence in curriculum development, teacher education and control of our profession.

To achieve these ends we need a strong federation with strong leadership providing programs responsive to membership needs and objectives. Re-examination is overdue; bureaucracy breeds bureaucracy and, in the face of spiraling costs, we must insure our members receive value for money.

We must build a total program of income security; additional pension benefits, portable sick leave and salary continuance. We must involve the members more directly and encourage women to take a more active role in our profession. We must strive for continued good relations with labor and we must seek to improve, not only the image of education, but also our image as teachers.

New challenges face us in the coming year and great strides can be made in many directions. The climate is favorable now — let us make certain we take advantage of it.

his background

Elementary and secondary education, Windsor public schools; London Teachers' College, Ontario Elementary Teachers' Certificate 1956, Ontario College of Art, Elementary Art Supervisors' Certificate 1964, B.A. UBC 1969, M.A. University of Washington 1970; teaching experience — Windsor public schools 1956-58; Oakville public schools 1958-60; DND schools, Europe 1960-62; principal, Blue River Elementary School 1962-63; Merritt Secondary School since 1963 (art teacher 1963-68, English 1968-73, department head English since 1971); executive member, Nicola Valley Teachers' Association 1964-73, agreements chairman 1964, 1970, 1972; president, 1966-67, 1971-72; member of CMDC 3 years including 1972-73; Geographical Representative 1972-73; member BCETA and Canadian Council of Teachers of English.

Members-at-large — 4 to be elected



**JIM
ROSS**

his platform

By what names will we call ourselves a decade from now? In what roles will we find ourselves?

Change is upon us, and we can't ignore it. We can't even take for granted that schools need remain inside walls and fences. This society's very values are realigning themselves.

How much should one work? What are the proper rewards of life? What goals should the individual seek? We, the BCTF, must realize that we are part of a society whose rate of change forces new directions upon us whether we like change or not.

To function effectively under these circumstances, the Federation leadership must be willing to accept feedback from its members, its clients and society at large. We must use that feedback for constant review and correction of our course into the 21st century.

We cannot afford to remain so busy fighting the battles of the '60s that we let the problem of the '70s go by until the '80s.

his background

Born in Manitoba, educated Saskatchewan and Alberta; B.Ed. University of Alberta 1964, majoring in English; teaching experience — 7 years in Edmonton junior and senior high schools, 1 year at Ladysmith, 5 years (to present) at Mount View Secondary, Victoria (senior English, Civilization 12E); in Edmonton, active in curricular work and as staff representative (6 years); in Victoria, delegate and senior delegate (3 years), agreements committee (3 years), constitution committee (2 years), miscellaneous ad hoc committees; at present first vice-president Greater Victoria Teachers' Association.



**MAUD
VANT**

her platform

I would like to play an active part in the movement towards a stronger BCTF. It is only in this way that we may bring about the working conditions we all feel are necessary to be successful teachers:

- more time during school hours for lesson planning and marking;
- a much smaller student / teacher ratio, with figures based in reality, namely, amount of students to the amount of active teachers exclusive of nonteaching administrative staff and aides;
- complete and absolute abolition of all supervision outside the classroom by teachers

- aides hired for this chore;
- BCTF in complete control of teaching licenses and in-service for teachers and substitutes;
- consultation of teachers in the initial stages of all innovations.

In addition to the above, we ourselves must consider the strengths and weaknesses of the BCTF and not shy away from any changes which seem inevitable. We will be the stronger if we make changes before criticism rather than make changes only as a result of criticism. Every teacher, both male and female, has a right to take an active part in the BCTF, so long as that teacher is a member, and so long as that teacher wishes to do so.

her background

Born London, England. Having been given England, chose Canada in 1960; became citizen. Twenty years in the business world; teacher training and degree at UBC. Employed by VSB since 1966. Secretary-treasurer for Classics PSA 2 years, member-at-large VESTA this year, served on some committees including Civic Elections Committee.



**DON
WALMSLEY**

his platform

'Why doesn't the BCTF do something about . . . ?' Sound familiar? It should. It is the most common question I have heard (or asked) in my eleven years as a BCTF member.

One staff, having been arbitrarily placed in an open-area asked, 'Why doesn't the BCTF do something to help us learn about open-areas?' They were unaware that the BCTF Professional Development Division exists to do just that. Having asked, they received help. A local association, having had its school board refuse to make Salary Continuance deductions complained, 'Why doesn't the BCTF do something to help us?' The Economic Welfare Division can do something if asked in time. With hope, this particular local will receive the help it wants. Perhaps the most common, 'Why doesn't the BCTF do . . . ?' question comes from teachers who have differences of opinion with other teachers or with their administrators. The Federation does have a Professional Relations Commission that can be called in to help settle such differences.

The problem is not that the Federation has a great lack of services; it is that too many members either don't know of them or don't know how to get them. I believe I can help in getting more of our services to more members.

Although I was an advocate of the confrontation methods used against the last government, I favor negotiation and professional growth rather than re-action.

Given the present situation, I believe we can accomplish far more by talking than by confronting. If elected, I plan to pursue the former course.

his background

Born in New Westminster; B.Ed. (Sec) from University of Victoria; 15 units toward M.A. at University of Victoria; teaching experience — 1 year at Ashcroft (Grade 7); 3 years at 93 Mile (Grades 3 to 7); 2 years at Granisle (Grades 7-8); 1 year at Burns Lake (special class); 4 years at Boston Bar (math, English — Grades 7 to 10); vice-principal at Burns Lake, principal at 93 Mile, Granisle and Boston Bar; member of Burns Lake TA executive for 2 years, vice-president, president and Geographical

Representative for Hope TA, GR for Fraser Valley East District Council; currently member of BCTF Task Force on Membership.



**FRANCES
WORLEDGE**

her platform

Learning conditions: The seventies are already characterized by concern for individual learning disabilities. Our obvious priority is significant reduction of the ratio of pupils to each qualified teacher — to ensure optimum opportunities for prevention and treatment of learning disabilities — to ensure that teachers willing to use paraprofessional help have reasonable class sizes enabling their acceptance of this arduous added responsibility.

Policy says teachers should be withdrawn from intolerable learning situations despite the individual contract and the requirement to obey a lawful order of the board. Legal requirements should be altered to provide that should learning conditions be proven not to meet required basic minimum standards, teaching services be legally withdrawn.

Salaries and bonuses: Policy says — full bargaining rights including voluntary arbitration and the right to strike. Politically, this is now realizable, yet our economic 'experts' say compulsory arbitration brings more adequate benefits. If we can achieve the right to refuse teaching services in intolerable situations, I see no material gain in abandoning compulsory arbitration for salaries and bonuses.

Pensions: We remain determined to improve retired teachers' pensions.

Reorganization: I continue to believe we should experiment with a regularized field service linking schools to the Federation, involving associates in Federation work on an annual leave of absence, organized on a zonal basis, to provide the stimulus of direct service and feedback.

Retraining of teachers: Present and proposed extensions of the public school system demand we seek immediate provincial funding for paid leaves for teachers interested in retraining in new areas of education.

Curriculum: Teachers involved in curriculum design urgently need paid leaves of absence and summer workshops if revision is to be faster, more flexible and truly responsive to teacher reaction.

her background

Born in Victoria; attended school there; in business 15 years; Teacher Training, B.Ed. (Sec) UBC, work begun on master's program; teaching experience — 16 years Vancouver; past president of VESTA, past chairman of VESTA committees including salary, convention, induction, in-service; past president VSTMSA, working conditions and sick leave committees, past secretary Vancouver Elementary Sports Association, VESTA Large Urban Committee, past salary chairman and negotiator VESTA and for working conditions contract, past member of BCTF committees including Convention, Steering, Sick Leave, Learning Conditions, Teacher Education, Letter of Permission, Problems of Culturally Deprived Children, Bargaining Rights, Summer Conference; past president, curriculum rep. for PITA; past chairman Vancouver Teachers' All-Candidates Meetings; continuing member Department of Education Elementary Social Studies Revision Committee; now first vice-president of VESTA: BCTF second vice-president 1969-70, first vice-president 1970-71, Executive member-at-large 1971-73.