



Budget \$2.5 million short

Surrey protest continuing

The finish lines are far from being written on the one-day Surrey teachers' strike that shook the complacency out of government February 15.

The teachers are still seeking reinstatement of 2.5

million dollars cut from the original budget. The cuts mean increased pupil-teacher ratios from 21 to 1 to 24 to 1 for next year, with classes as high as 39 pupils.

The board also plans to

eliminate 74 department heads, eliminate all vice-principals in schools with under 600 pupils, cut back in counsellors and other support staff and drop innovative and special programs.

At a general meeting, Surrey teachers frustrated and ignored in the budget cuts, expressed nonconfidence in the board and voted overwhelmingly to march to Legislature in protest.

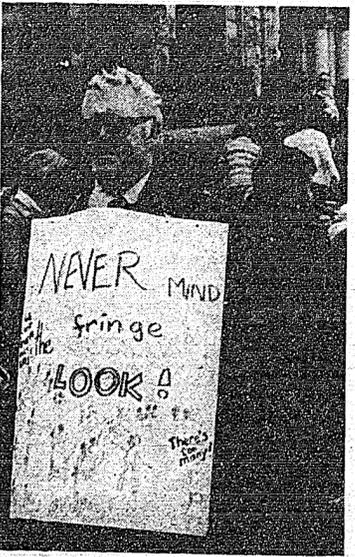
After the strike vote was taken on the Thursday evening, the local executive went to do what teachers do best: organize. Working in a rented suite in a local hotel well past midnight, the executive members actually wrote a brief to government, planned transportation for 900 teachers, and made placards for the demonstration.

The brief noted that during 1973, following the removal of restrictions in local school board spending, a number of significant improvements were made in the district: the pupil-teacher ratio was lowered, library and counselling services were improved, and a number of innovations were introduced which were designed to provide instruction based on individual student needs.

However, the brief said, 'all this has changed with developments during the past week bringing back bitter memories of the tragic erosion of standards which took place during the years from 1968 to 1972.'

Education Minister Eileen Dailly and Provincial Secretary Ernest Hall met the teachers' executive and later the entire group at the Legislative Building but Dailly tried to throw much of the blame back onto the school board for having made cuts in the budget

(Continued on page 2)



Top left, Surrey teachers voted overwhelmingly to strike at a general meeting then startled government at the legislature next day.

Excerpts from Hansard

Gov't to lower ratio 1.5 per year

Education Minister Eileen Dailly spoke on the budget in the House February 20, 1974 and the following summary and excerpts indicate some of the key areas in legislation. She told the House:

This year's budget provides for the elimination of all text book rental fees no matter what the grade.

All premiums for fire insurance will no longer be borne in any part by local school boards.

The daily per pupil allowance for transportation assistance is now set at 25c plus 12c a mile rather than a straight 10c per mile to a maximum of \$1.20.

Increase the amount of money to help Indian students from \$131,000 in 1971-72 to \$742,000 in 1974.

On the pupil-teacher ratio, she said:

Well, the Premier announced in the budget speech that supplementary funds would be available to improve the class-size situation in the classrooms of British Columbia.

In order to assess the size of the problem and to develop equitable disbursement techniques, questionnaires are being prepared to be sent out to all school districts asking for detailed information on existing and anticipated pupil enrolment and staffing levels by schools for September of this year, to enable my

department to assess where financial assistance will be needed in order to lower the pupil-teacher ratio in the province. This survey material will be mailed to school districts hopefully next week.

Also, the school districts' final budgets are now coming in, and where it is evident that provision has been made for the reduction of pupil-teacher ratios, supplementary grants will be made if this provision raises the level of local taxation beyond a reasonable level in the district.

Where provision has not been made by the board and unreasonable class-size situations exist, the board will be offered supplementary grants, in other words, in disbursing these supplementary grants we in no way want to penalize the boards of this province who have very courageously said: "We are going to lower these classes." And they have done so, and put the necessary extra load on the taxpayer. We want to take that into consideration when we issue these supplementary grants.

Because this programme of pupil-teacher ratio reduction is intended to be an ongoing one, districts will also be asked for details of their teacher-recruitment plans for September, 1975, so that the government can make financial provision for further orderly reduction in

pupil-teacher ratio in that year and gather the necessary data that's needed on the availability of qualified teachers. It is a complex matter, and this is why we find that the route of the supplementary grant is the best way to cope with the situation.

The BCSTA and the BCTF have each been asked to send in a nominee to work with

department officials on these surveys. It's the government's intention to bring the provincial average pupil ratio to the professional teacher level down by 1.5 per year for the next three years. In other words, we are aiming for a drop of 1.5 students to the ratio of the professional teacher, on an average, and we intend to carry out this commitment over the next three years.

Hilroy awards

5 B.C. teachers win top honors

Seventeen Canadian teachers, five of them from British Columbia, have won Hilroy Fellowship Awards.

The B.C. teachers are William Burton Stocks, Stikine; Robert Gregg and Ralph Moyle, North Vancouver; and Bruce Williams and Margaret Sawchuk, Cranbrook.

The Hilroy Fellowships program, established by Roy C. Hill, 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 teacher in every province each year grants of \$1100 to \$1400.

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.

William Stocks has developed a community-oriented program for his students, mostly native Indians, to give them an understanding of their own past and appreciation of the lives of the old people around them. The program 'combines white man's technology with Indian culture in a meaningful way which should enhance the self-esteem of all participants'.

Robert Gregg and Ralph Moyle, of Windsor Secondary School, intend to research old North Vancouver and translate this information into a visual presentation.

Students will deal with prime source materials, then be challenged to interpret the data.

Bruce Williams and Margaret Sawchuk of Gordon Terrace Elementary, Cranbrook, have a model for a program of reinforcement of motor perceptual skills.

Selection committee noted that the program in operation is well planned, documented, and evaluated so that it can serve as one model for this kind of training.

Inflation erodes basic program

by JIM MACFARLAN, BCTF president

A BCTF delegation has met with Deputy Minister of Education, Jack Fleming, and other Department officials to discuss the current situation in regards to Education Finance.

The provincial budget tabled in the house by the Minister of Finance earlier this month was severely criticized by the BCTF as being totally inadequate to meet substantial increases in education costs brought about as a result of inflation and by the action of boards to decrease the pupil-teacher ratio. During the introduction of the budget, the Premier announced that "special warrants" would be made available to boards to help reduce the pupil-teacher ratio.

Speaking in the legislature during the budget debate on February 20 the Minister of Education spelled out in more specific terms the objective behind making supplementary grants. She announced that there would be a reduction of 1.5 per year in each of the next three years in the average provincial pupil-teacher ratio.

There is considerable confusion over the relationship between the initial provincial budget figures, the Minister's statement re supplementary grants, and the announcement of the 15 million rebate to homeowners designed to offset increases in the school tax. A further complication arises from the fact that the standard property tax levy for education purposes which was set at 24.7 mills in 1973 has not yet been struck by the provincial government. These four factors have interacted to produce an unclear picture as to the impact on local property taxation for the coming year.

The BCTF believes that the provincial budget was initially short of meeting local school board requirements by an amount of some 15 to 20 million dollars. This figure was arrived at by calculating the difference between the actual value of the instructional unit for 1974 which was set at \$16,900, an increase of 8.9 percent over the 1973 figure, and the estimate that the instructional unit value should have been set at \$17,500 to take care of an inflationary factor of 12-13 percent. Thus the value of the instructional unit falls short by about \$600. Taken across the province this means that the provincial budget was approximately 15 million short of matching inflationary increases. An additional five million dollars will be required by school boards to pay for inflation of the portion of 1973 budgets that was not shared by the government.

The effect of the government's decision to rebate some 15 million dollars to residential property owners to help offset increases in education taxation is not clear. Government spokesmen have indicated that in spite of mill-rate increases, many residential property owners will see a decrease in education taxes for the coming year.

The reduction in the pupil-teacher ratio from 21.5 to 20.0 requires expanding the total teaching force by 7½ percent, which is to say 1800 new teachers.

The cost of 1800 new instructional units is approximately 31 million dollars.

The decision as to whether the provincial government will make this amount of money available will be made by the Treasury Board.

The process of distributing the additional supplementary grants will be a very complex one which must take into account existing pupil-teacher ratios, local mill-rates, district property assessments, and existing board actions to reduce the pupil-teacher ratio.

From the entire confusing situation several facts have become apparent. Firstly, the provincial government budget presented in the house by Premier Barrett was inadequate to meet the basic cost of education in the coming year, let alone move in the direction of a quality education system. Secondly, the issuing of special grants to lower the pupil-teacher ratio is a stop-gap measure which does however indicate the government's serious commitment to smaller class sizes. The third fact is that it is apparent to everyone that the present education finance formula introduced by the Secords in 1968 must be scrapped and replaced by a formula which is both adequate and equitable in both the collection and distribution of resources for education.

Continued from page 1

Surrey's protest continuing

saying that's not what she wanted boards to do.

According to school board chairman Rod Kerr, the original budget of \$33 million — a mill rate of 49.78 — was totally unacceptable and the board was forced to cut it to \$28.3 million or 42.05 mills. The mill rate is still nearly 5 mills higher than last year and is expected to cost the average homeowner about \$45 more in school taxes this year.

In the aftermath of the strike 2—MARCH, 1974

the STA executive met with trustees and resolved to join forces for a discussion with government officials, but at press time this still has not been scheduled.

'Not having heard from the board up till this time regarding the proposed meeting,' says Lloyd Edwards, STA president, 'motions have been passed requesting the board in writing for a precise account of what they have done and also informing them that if nothing

Olson's group has no faith in education

by C.D. OVANS

John Hardy's piece, Olson's Group Kept the Faith in Schools, in the February, 1974 Newsletter is unfair to both Illich and Bremer and gives Olson a credit he doesn't deserve.

Illich and Bremer are philosophers questioning the fundamental purpose of the schools. They recognize that the schools should educate but do not now educate. Teachers teach and pupils learn but teaching and learning do not necessarily add up to education.

Education has to do with the development of personality. The education process is the process through which the innate capacities and potentials of individuals to become self-reliant, autonomous, moral human beings are actualized through an hierarchal stage by stage development over time. No school system anywhere is truly educating. In the absence of fundamental social reforms in all countries it is doubtful that the schools can educate. There are too many anti-educational forces operating outside the school system. Any internal force for education the schools might muster would not likely be strong enough to overcome the anti-educational, dehumanizing forces, operating in society at large.

This is fundamentally Illich's complaint. He is a social reformer, not an educational reformer. He is down on schools because he sees them as serving to support and maintain a social system which is designed not to uplift persons but rather to maintain and strengthen class privilege. Through de-schooling privileged classes would lose one of their powerful support structures and their hold on privilege would thus be weakened.

Bremer, on the other hand, is fundamentally an educational reformer, not a social reformer. I put myself in Bremer's camp. Like him I see that the schools could and should become effective forces for educating. Like him I recognize that fundamental reform of the school system as we know it is required.

Where Bremer and I part company (if I interpret his writings and his talks

correctly) is that he wants to change structures whereas I want to change people. In particular I want to change teachers. I am convinced that the schools will become effective forces for educating only if and when teachers will them to so become and then set out deliberately to bring about the necessary transformation. Structural changes imposed on teachers from the outside won't work, at least not in a society which despite its defects is still politically democratic. No government could muster enough power to impose fundamental change. In promoting transformation, not social revolution, teachers will need to secure and organize outside support, particularly from students and parents. Bremer's tactics, whether or not he so intended, threatened to direct student and parental pressure against teachers.

Olson, on the other hand, is pure technocrat. He accepts, not the avowed but the actual purpose of the schools as they now exist—the passing on of culturally approved habits, attitudes, skills and knowledge. His concern is simply to help teachers do this better. This is not an unworthy concern. If you set out to do anything, you should set out also to do it well.

Those who favor this position, however, should go all the way and take a stand with Carl Bereiter. Bereiter is a realist—a person to be profoundly respected as such. He argues that the schools cannot educate and should not even

Decentralization, consultation put in Act

A new section in the Public Schools Act gives local boards authority to approve courses of study, textbooks, supplementary readers and similar instructional materials for use in the public schools in a district.

Changes in the Act brought in by the Minister of Education this month were generally welcomed by Federation officials although the regulations have yet to be discussed with Department officials for clarification. The BCTF does have a commitment that it will be involved in the development of appropriate regulations.

Decentralization was the main thrust of a curriculum brief presented to the Minister in September. The request appears to have been accepted in principle but the time schedule is unclear.

One significant amendment occurs in section 9 (1) which prescribes that superintendents now consult with the professional staff of the school district.

Instead of the words 'exercise supervisory authority in,' it now reads 'in consultation with the professional staff of a school district, supervise all matters relating to school organization, etc.'

try to educate. Let them, rather, limit themselves to the only thing they really can do well—skill training.

Those, who like myself and Bremer, want the schools to educate and who have enough faith in teachers to believe they can learn to educate (teacher training colleges have not taught them to educate) must reject Olson and Bereiter out of hand. We put our faith not in schools but in teachers.

Let's not get enthusiastic about Olson just because what he has to say supports our campaign for smaller classes. Class size, as Hardy correctly points out, is only a means to an end. What is important, what really counts in the long run, is the end. Olson's end is not education.

And a reply

by JOHN HARDY

Charlie, old friend, it's good to know you are out there keeping people honest but in this instance it's hard to say who commits the greater sin, you lumping Olson in with Bereiter, or me lumping Bremer in with Illich.

The end in view for Olson is quality education, not as you imply, quality technology.

It seems everybody wants fundamental reform of the system, including Bremer and Ovans, but one fails to find the new system in the writings of these distinguished critics.

You say you want to change teachers. Why not establish the preconditions for effective learning environments and allow a change in teaching styles? More precisely, provide teachers with the in-service, support services, conditions of learning, they need to effectively change their own styles from mass instructional techniques to personalizing learning.

Bremer wanted to change the system but he doesn't seem to have clearly in mind what system he wanted it changed to. But one thing is clear: the critics don't want to spend money in the 'transformation.'

For those teachers in this province who daily face classes of 35 there have been enough words said. It's time to act.

There is nothing quite so powerful as an idea whose time has come. The shift from mass instruction to personalizing learning for human growth and development is powerful enough to 'transform' the system. My guess is that we will look back and see the system changed but few noticed. Perhaps parts of it have already.

Headline rapped

Dear Sir:

I wish to express my regret that the February 1974 issue of Newsletter on page 1, has as a heading of an article 'Superintendent opposes hiring more teachers' when the article itself (reprinted from the Prince George Citizen) states 'District Superintendent Dave Todd urged that the teachers be hired as space becomes available.'

Surely we have enough of this sort of misleading heading in the public press without our BCTF becoming involved. Yours truly, F.L. Burnham Vancouver.

North Van parents agree

Small classes improve quality

'North Vancouver teachers and parents agreed Thursday that improved teaching quality should go hand in hand with reduced class sizes.

Both groups gathered to discuss class size and other education issues at a session in Canyon Heights Elementary schools sponsored by the North Vancouver Teachers' Association.

Invited from each of the school district's 45 schools, the

120 teachers and parents were enthusiastic enough about the chance to talk education that they agreed to hold another, larger session next month.

NVTA president Clifford Boldt told those present before they broke into smaller discussion groups that the B.C. Teachers' Federation is committed to improving the quality of education as class sizes are reduced.

'If we don't follow through,

I'm sure we're going to hear from you," he said.'

This is an item that appeared in the Vancouver Sun February 22 and it points out what is happening, not just in North Vancouver, but in many locals where a successful class size campaign has been mounted.

In fact, North Vancouver School Board chairman Don Burbidge said in an interview with the Newsletter after the



PARENTS MEET WITH TEACHERS IN SMALL GROUPS THEN HELD A PLENARY SESSION TO REPORT DISCUSSIONS.

Indicators of quality

Slide presentation now available

A slide presentation explaining Olson's research 'Indicators of Quality' is now available at the BCTF office and can be booked through the Resources Center. Booking should be done by local learning conditions chairpersons only.

Members of the BCTF professional development staff have been using the slide presentation at workshops held at various centers throughout the province.

One of these workshops, held in Victoria by the GVTA to provide an opportunity for

members to understand the Olson Study and its implications, received good evaluations from the participants.

Mavis De Girolamo, GVTA President, received the following evaluation:

'I found the session today very stimulating.'

'Good discussion group made me more aware of possibilities of change and some ways we may get started.'

'Extremely valuable — sure started me thinking.'

Among the 45 participants

were Bill Allester from the BCTF PD staff, the district superintendent, three school trustees, a director of instruction, two supervisors, a representative of the university, officers of the GVTA and senior delegates from some of the school staffs.

One perceptive individual noted that the workshop started with seat work, used the equivalent of an illustrated lecture (the slide tape presentation), included a film and a question and answer period as well as small group discussion sessions!

meeting that he is pleased with the NVTA and BCTF as a whole because teachers have made an impression on the public mind with the quality education campaign. In December, a joint teacher-trustee delegation met with Education Minister Eileen Dailly to make a case for smaller classes in the district.

Highlights of the brief were support for the BCTF class size criteria, support for the BCTF education finance brief to government, as well as suggestions for alternative means for providing increased provincial financial support.

'We're very happy about the degree of co-operation that exists in the district,' says Don Burbidge. 'The superintendent has regular meetings with the NVTA, increasing to a point where it's just about right.'

There is no learning conditions contract, Burbidge says, because trustees don't feel it can be legally upheld. Instead there is a statement of accord so that if the board intends to change policy the NVTA will be consulted, a move that he feels is good for students, teachers and trustees.

'There are areas of disagreement however, Burbidge points out. 'We feel unlimited

contractual arrangements are no longer in the best interests of children.' He notes the district hired a superintendent this year on a three-year contract. Trustees, he said, want changes in the Act so that a principal can be demoted to a teacher by a local board without having to be dismissed from the district.

Bill Fromson, acting district superintendent, says part of the reason for the success of the district lies with the Davis Brickell system that defines the board as a policy making organization, where policy is defined as a guide to discretionary action.

In North Vancouver, he says, the superintendent is appointed, responsible to the board for his administration of the district, and that's it. 'There is no more definition of his responsibilities.'

'There's a good feeling amongst us,' says Fromson, 'we can talk with one another. There's no closure but rather an openness in the district.'

The statement of accord, he says, provides a method by which the superintendent, board and teachers can understand each others' role. 'The ground rules are well established.'

Brief takes

Math teachers

The B.C. Association of Mathematics Teachers will be holding their Annual General Meeting, March 25, 9:30 a.m. - 12:00 noon in the auditorium of the BCTF building. Guest speaker will be Dr. John Berggren, SFU — 'Teaching and Learning Mathematics from an Historical Perspective.'

their annual general meeting at the Bayshore Inn on Monday, March 25. Business meeting — 4:00-5:00 p.m.; refreshments — 5:00-6:00 p.m.

Notice of motion to alter, amend and add to the BCATA constitution. All BCATA members are encouraged to attend.

Art teachers

The B.C. Art Teachers' Association will be holding

Retired teachers

The Retired Teachers' Annual Meeting will be held at the Vancouver Hotel, Wednesday, April 10, 1974.

AGM AGENDA

(Page numbers in brackets refer to Reports and Resolutions.)

FIRST SESSION — Monday, March 25, 9:00 a.m. - 12:30 p.m.

1. Adoption of Standing Rules of Order (Book 1, pp. 4-7); Recommendation 46 (Book 2)
2. Adoption of Agenda
3. Adoption of Minutes of the 57th Annual General Meeting
4. Election of Scrutineers
5. Election of Tellers
6. Election of Resolutions Committee
7. Report of the President
8. Report of the Representative Assembly (Book 1, pp. 55-56)
9. Report of the Executive Committee (Book 1, pp. 23-54) and Supplementary Report (Information Kit)

— Questions and discussions on Part A (Book 1, pp. 23-32) only. Questions on Part B will be taken at the specific times the work of each committee or task force is scheduled on the agenda. Questions on the work of committees or task forces not scheduled on the agenda will be taken as item 5 during the sixth session. Chairpersons of the committees and task forces will be in attendance at that time.

10. Teacher Competence (Book 1, pp. 50-54) — Discussion will continue in the second session.
11. Nominations from the floor for table office and member-at-large positions.
12. Election statements (four minutes

each) from candidates for table office positions — 11:45 a.m.

SECOND SESSION — Monday, March 25, 2:00 - 5:30 p.m.

1. Greetings from the Honorable Eileen Dailly, Minister of Education.
2. Continuation of Teacher Competence (Book 1, pp. 50-54)
3. Recommendations 39-41 (Book 1, p. 20)
4. Learning Conditions (Book 1, pp. 39-43), (Information Kit)
5. Recommendations — (Information Kit)
6. Resolution 16 (Book 1, p. 19)
7. Resolutions 21-24 (Book 2)
8. Presentation of the G.A. Fergusonson Memorial Award — 5:15 p.m.

THIRD SESSION — Tuesday, March 26, 9:00 a.m. - 12:30 p.m.

1. Greetings from H. Catherine Schoen, President, B.C. Home and School Federation
2. Report of the Task Force on Reorganization (Book 1, pp. 56-58)
3. Recommendation 28 (Book 1, p. 15), Resolution 8 (Book 1, p. 10), Recommendations 27 (Book 2) 28-31 (Book 1, pp. 15-16), 49 (Book 2)
4. Resolution 7 (Book 1, p. 9)
5. Pensions (Book 1, pp. 43-45)
6. Resolution 25 (Book 2)
7. Resolutions 10-11 (Book 1, pp. 13-14)
8. Election statements (three minutes

each) from candidates for member-at-large positions — 11:30 a.m.

FOURTH SESSION — Tuesday, March 26, 2:00 - 5:30 p.m.

1. Greetings from Patrick D. Walsh, President, B.C. School Trustees Association.
2. Agreements (Information Kit)
3. Recommendations (Information Kit)
4. Resolutions 12-14 (Book 1, p. 14)
5. Resolution 17 (Book 1, p. 20)
6. Professional Development and Curriculum (Book 1, pp. 45-48)
7. Recommendation 38 (Book 1, p. 19)
8. Recommendation 16 (Book 1, p. 12)
9. Resolutions 1-6 (Book 1, pp. 8-9), 19-20 (Book 2) 15 (Book 1, p. 19)

FIFTH SESSION — Tuesday, March 26, 7:15 - 9:15 p.m.

1. Constitution and By-Laws (Book 1, p. 34)
2. Recommendations 1-15 (Book 1, pp. 10-12), 42 (Book 2)
3. Policies and Procedures (Book 1, p. 45)
4. Recommendations 32-37 (Book 1, pp. 16-17), 43-48 (Book 2)
5. Resolution 9 (Book 1, p. 13)
6. Teaching Profession Act (Information Kit)
7. Resolution 18 (Book 1, p. 21)
8. Business not completed at earlier sessions

SIXTH SESSION — Wednesday, March 27, 9:00 a.m. - 12:30 p.m.

1. Greetings from Russ Mosher, Deputy Secretary-General, Canadian Teachers' Federation
2. Questions on the Canadian Teachers' Federation, including the CTF section of the Report of the Executive Committee (Book 1, pp. 33-34)
3. Recommendation for Honorary Life Membership
4. Report of the Nominating Committee (Book 1, p. 56) and election of table officers and members-at-large of the Executive Committee, to begin at 9:30 a.m. and to continue as required.
5. Questions on Part B of the report (Book 1, pp. 32-54) and Supplementary Reports (Book 2 and Information Kit) of the Executive Committee. The work of the following groups will be discussed:

- Committees: Education Finance, School Staffing, Teacher Education Task Forces: Part-time Teaching, Status of Women
6. Finance (Book 1, pp. 35-39)
 7. Recommendations 17-25 (Book 1, pp. 12-13)

SEVENTH SESSION — Wednesday, March 27, 2:00 - 5:30 p.m.

1. Business not completed at earlier sessions
2. 'Late' resolutions
3. 'New' resolutions

Two stand for BCTF presidency

for president



WILLIAM BROADLEY

his platform

We must remain alert to ensure that we are not led into a defensive role merely to maintain the status quo in education.

By our actions we must maintain a forward thrust to improve public education through programs such as the campaign for smaller classes; establishment of curriculum responsive to local needs; development of new procedures to deal with competence; provision of in-service and improvement of teacher education; and achievement of salaries and other economic benefits to attract and to maintain a continued supply of well qualified teachers. These programs give a focus for the commitment I believe Federation members have to quality education.

Another thrust is based on my faith in the collective wisdom and common sense of teachers.

The function of leadership in the Federation in the mid-70's is to work to ensure that all teachers have the opportunity to use their talents and abilities unrestrained by bureaucratic red tape but responsive to the needs of their community and school.

Some B.C. teachers already enjoy this opportunity and operate in a collegial fashion. More need the opportunity. Within the Federation we must take care not to impose situations on members which are best dealt with at the school or district level.

For the BCTF, greater membership participation should be our goal. Dependence on the same elected people known to be effective curtails opportunities for other able members to participate and, in the long run, weakens the Federation. Members must seek an optimum balance between the need for both continuity and change.

his background

Born in Calgary; elementary and secondary education Victoria; Victoria College 1951-53; Normal School 1953-43; summer sessions UBC, B.A. (history and math) 1953; 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 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; B.C. director, Canadian Teachers' Federation 1973-74; chairperson, Teacher Qualification Service 1974; Policies and

Procedures Committee 1973-74; co-chairperson, Teaching Profession Act Committee 1973-74; BCTF First Vice-President 1973-74.



JIM MacFARLAN

his platform

I believe that we can be proud of what has been accomplished during the past eight months:

- adoption of a statement of the basic aim of education
- eight briefs to government — curriculum, class size, education finance, status of women, teacher education, pensions, scope of bargaining, compulsory membership
- major class size campaign
- completion of BCTF reorganization
- strengthening of democratic processes by increasing regional representations on committees, guaranteeing members access to records, providing full presidential reports to Executive and RA
- improved financial picture — from deficit to surplus
- successful salary campaign — increases from 10-18 percent
- new task forces on school staffing, teacher education, school buildings, part-time teaching, education finance, teaching profession act
- continued work on income security — pensions, study of self insurance
- outstanding summer conference
- action to ensure teacher supply
- meetings with representatives of native Indian organizations
- successful opposition to proposed 'four level' system.

There is no doubt that our efforts contributed to:

- return of automatic membership
- Minister's decision to produce a 'white paper' to encourage rational approach to change
- Minister's announcement of 20 percent reduction in class size — 4,000-5,000 more teachers!

I am hopeful that our representations may produce:

1. further improvements in pensions
2. better teacher education programs
3. gains in the area of women's rights
4. improvements in the curriculum development process.

There are still many problems such as the integration of services to children, Indian education, improvement of BCTF communications, teacher evaluation and poor school board personnel practices which must be given immediate attention.

I am asking for your support for a second term so that we can build on our positive and constructive achievements and thus take one more step toward our goals of ensuring quality education for all students and guaranteeing economic and civil rights for all teachers.

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, co-chairperson Task Force on a Teaching Profession Act 1973-74, BCTF President 1973-74.

for first vice-president



DOROTHY GLASS

her platform

This past year has been one of intensive activity. The BCTF staff, together with our members have worked extremely hard in developing the programs which have been established — and in particular those on which we have placed priorities — learning conditions, response to legislative changes and income protection.

At a time when more and more is being demanded from each service our Federation provides, we must recognize that there is a limit to which our financial, material and human resources can be stretched. Our resources have now reached that limit. It is essential that we evaluate and decide realistically what our major focus will be for the coming year and subsequently, what further decisions are necessary. Do we want to just realign and refocus or should we consider an expansion of our resources?

The delegates to the AGM this month must be prepared to provide direction to our organization at a time when major changes in the education system are possible.

Externally, the government policy paper on education may suggest radical changes in the approach to education. Internally, our committees and task forces continue to encourage us to professional activism in such areas as improving learning conditions, assessing our instructional styles and facilitating collegial decision-making.

The Teacher Competence Task Force has presented a report which challenges us to action. It challenges us to begin accepting responsibility for how we and our peers perform our jobs. It challenges us to accept responsibility for evaluating the total educational program we offer in our schools. As professional teachers we should be prepared to accept that challenge.

If we are serious about improving education for the children of this province we can no longer afford to remain within the walls of our classrooms and expect 'someone else' to get involved. As Helen Wise, president of the U.S. National Education Association stated, 'professionalism is not synonymous with apathy, acquiescence and passivity.'

Nominations for 1st and 2nd vice-presidents

DOROTHY GLASS — continued

her background

Born in England of Canadian parents; education in New York, West Indies, Manitoba, Quebec, Ontario, Carleton University and UBC; B.Ed (Sec) 1966; teaching experience — YWCA, community centers 3 years, Campbell River Senior Secondary 6 years (English, PE), Campbellton Elementary 5 mos. (vice-principal), currently acting vice-principal Campbell River Senior Secondary; staff representative, first vice-president, president CRDTA, 1972-73; North Vancouver Island spring conference chairperson 1972; chairperson BCTF Task Force on Status of Women 1972-73; now Member-at-large.



JOHN UZELAC

his platform

The study of the BCTF's internal structure made by the Task Force on Reorganization and the current needs of the Federation have combined to expose areas that require specific directions.

There is, for example, a question of centralism versus local autonomy that has become crucial in such programs as learning conditions where the focus is local. The suggestion that any central body can, by just passing specific motions, resolve local problems is nonsense. There must be an immediate strengthening of local associations. There are locals, operating with highly developed structures, who have had a massive impact in the class size campaign. Where there have been successful programs, the Federation should attempt to multiply these successes by assisting other local associations develop their own processes.

To this end the Federation has a collective responsibility, and it should take the initiative, to provide training through field services. Our staffing and budgeting considerations will have to reflect this need.

Primarily we must evolve desirable processes to be established at the local level that will enable teachers to influence board decision-making in such crucial areas as budget.

The "white paper" will bring to the surface the necessity of our shaping new strategies and processes. Much of our policy is clear, enabling us to assess the government's basic position. Other policy areas, however, are unclear and will require rethinking even while there is a maintenance of our general programs.

Whatever policy changes are necessary, they must be well ordered and so designed to encourage the collegial well-being of our organization.

Finally, all teachers should realize that the BCTF should function as a vehicle for social change and therefore cannot operate from a static mind set. It must be open, flexible and integrating in developing our policies to meet the needs of education in the 70's.

his background

Degree and teacher training UBC: president Vancouver Secondary TA 1972-74; vice-president VSTA 1971-72; learning conditions chairperson 1970-71; VSTA rep on Vancouver School Board committee to provide alternative education and a total needs assessment 1972-74; VSTA rep to administrative internship program 1973-74;

Geographical Representative 1971-73; chairperson VSTA Bill 3 Committee; member of TPAC; Member-at-large 1973-74.



ROBERT WILSON

his platform

The highest priority is (still) the reduction of the excessive number of pupils that most teachers still have. In addition, we must plan for the inevitable increase in responsibility for the quality of performance. The revolutionary improvement in teachers' qualifications makes this possible. In its relationship with other groups, the BCTF should always be prepared to co-operate, or to negotiate reasonably, but where this fails to bring about an acceptable situation, the BCTF must be prepared to act strongly.

Support services of the BCTF and other agencies must be close to the teacher and pupil and responsive to their needs. The surest leadership is that which comes from many people who share the aspirations and the problems of the teacher.

A single person or a small group of people in one office can do little more than help these efforts. Care must be taken that the BCTF does not develop into a bureaucracy showing as limited an understanding of the needs of the classroom teacher as governmental bureaucracies often have shown. All Executive Committee members must keep clearly in front of them the important things, and not be distracted by necessary, but less significant administrative details.

his background

Born N.S.W., Australia; trained as an elementary teacher, later obtained B.A. in English and history; M.A. in educational foundations. Taught 8 years in Australia and 14 years in B.C.; held elected positions in the local, regional or provincial sections of the BCTF for each of the last 13 years.

for second vice-president



DON KELLEY

his platform

The BCTF has made some gains in the past year, thanks to the unity of purpose we have displayed in the face of a government more

reluctant to bring about fundamental changes in education than we had anticipated.

Such unity will enable us to respond creatively to the challenge of change which we expect will be contained in the Department of Education's policy paper which may be released soon.

Among the major issues facing the BCTF and the total education systems are:

- the need to re-allocate our resources in an effort to ensure every citizen, child and adult alike, equality of access to such educational resources required to provide them the fullest life possible in our society — we can afford no less
- the need to include in collective agreements control over class size and other learning and working conditions as well as the traditional salaries and bonuses
- the need to gain changes in the Public Schools Act which will give the BCTF control over the quality of the service delivered by our members and the conditions under which we deliver that service.

It is obvious that to approach these issues (and many not mentioned), the BCTF must elect a strong and united Executive. The needs are great for the issues are important.

I am prepared to continue as a member of such an Executive. I seek your support on these issues.

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, 5 years in Burnaby as a social studies teacher and counsellor, now involved full-time in a research project at the district level; 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, chairperson of BTA class size committee and contract implementation committee (under learning and working conditions contract) 1972-73; member BCTF Task Force on Membership 1973; Member-at-large 1973-74.

JOHN WINSTANLEY

John Winstanley has notified the BCTF office that he will not be running for office at this year's AGM. He had been nominated by the Representative Assembly to run for Second Vice-President.

Delegates to be given opportunity to meet candidates

Delegates to this year's AGM will be able to meet the various candidates for office personally, and discuss with them their views on specific issues.

The Prospect Room (on the second floor of the Bayshore Inn) will be set aside before and after the President's Reception on the Monday evening, and before and after the evening session on the Tuesday, for use by the candidates and delegates.

No formal program will be arranged, but candidates are asked to be in the Prospect Room during the intervals noted below to be available for interviews with delegates.

Times of the interview sessions will be: Monday, March 25, 5:30-8:00 p.m. and 10:00-11:30 p.m.; and Tuesday, March 26, 5:15-7:15 p.m. and 9:15-11:00 p.m.

The interview sessions have been arranged at the request of the Representative Assembly.

Election of table officers and members-at-large of the 1974-75 Executive Committee will be held on Wednesday, March 27, beginning at 9:30 a.m.

Members-at-large—6 to be elected



ALLEN
BLAKEY

his platform

The past year has been one of accomplishment. A number of gains have been made which bode well for education and for our members.

The coming year promises even greater opportunity.

The government commitment to provide the money to reduce class size over the next three years, a commitment that we must make sure becomes a reality, begins laying the groundwork for significant progress toward a better educational system.

However, the degree to which such progress will develop will depend greatly on legislation generated by the government policy paper.

Our major responsibility in the immediate future, in my opinion, must be to influence the direction of that potential legislation so that we will have authority, as professionals, over the learning environment in which we work.

It seems to me that the hierarchical pyramid with authority increasing in proportion to the distance from the classroom must be changed.

If teachers, as class sizes shrink, are to develop and use a greater variety of learning styles and are to be responsible for the improvement of educational quality, they must have the authority necessary to meet the responsibility.

We must also be prepared, I think, to oppose strongly any legislation we feel would be harmful, such as provincial bargaining with compulsory arbitration and the four level salary schedule which were presented to the ill-fated Minister's Committee that aborted in January.

The possibilities for education are exciting but also fraught with dangerous shoals.

his background

Taught one year in Cranbrook, one in Prince George and the past 15 years in Vancouver, the past two of which on leave as full-time president of VESTA. Served on the VESTA executive 10 years, eight as a table officer and three as president. Served on virtually all VESTA committees. Past agreements and learning conditions chairperson of VESTA. VESTA representative on numerous school board committees. VESTA GR on Representative Assembly for eight years. Member of Agenda Committee of the RA. Involved in the leadership of the Teachers' Political Action Committee.



CLIFFORD
BOLDT

his platform

Within the last year, the BCTF and its locals have had significant input into the whole process of education. The successes have been many, for example, in the area of school board budgets and

agreements settlements. There have not been substantial successes in the area of educational reform. Many of our expectations have not been met and the classroom teacher still experiences frustration in coping with large class sizes, the behavioral problems of some students, lack of supportive staff, lack of time to plan and evaluate.

These frustrations will be overcome if we identify problems specifically and develop programs that can lead to solutions. As a local association president I am aware of these frustrations and in my local we are developing some programs to assist in the solution of these frustrations.

As a local president, I am aware of the need to reassess the effectiveness of BCTF programs, to cut back on some, drop some and add others.

As a member of the BCTF Executive Committee, I would make the following my priorities:

(1) Assistance to locals to develop effective programs to meet local conditions especially in i) learning conditions ii) professional development iii) influencing public opinion on education.

(2) A more effective co-ordination of learning conditions and PD programs which should be directed more toward the local association needs and circumstances.

To achieve these would require an increased commitment of personnel and resources. This translates into money through fees.

Our effectiveness has increased tremendously in recent years. Our successes have been many, but I believe we must maintain our momentum.

his background

Teacher training University of Saskatchewan, B.Ed. Ten years teaching experience — two years elementary, one year junior secondary, seven years secondary. Most recent activity in professional organizations at local level in North Vancouver TA on committees as member and chairperson, executive member for three years and Geographical Representative. Currently president of NVTA.



PAT
BRADY

his platform

There are fifty sections in the Policies and Procedures portion of the Members Guide to the BCTF. To deal with any significant number of them here would be impossible. However, there are three sections which do warrant considerable attention from our Executive Committee in the ensuing year.

The proposed Teaching Profession Act offers all of us a challenge and a unique opportunity to improve our profession. Through this vehicle the BCTF can realize policies and aspirations which have been in a dormant or semi-dormant state for years (e.g. teacher competency, reporting, supervision, training and certification, tenure, educational leave).

The recently-completed work by the Task Force on Teacher Competence is a forward-looking document. Once the principle of collegiality in evaluation has been clearly accepted, that concept can then be incorporated into the Teaching Profession Act. Obviously there will be considerable discussion on the implementation and process sections, but I believe that fundamentally the teachers of this province will concur with the principle enunciated.

The second major item which requires immediate attention is that of professional development. The BCTF must make strong

representation to school boards and the Department of Education for additional financial support. Increasingly, teachers require assistance in upgrading their professional qualifications. It is impossible for the BCTF alone to bear the financial burden.

Our programs in the area of learning conditions must continue to receive strong support from all members. We must see that the public, school boards, and the Department continue to be made aware of the poor learning conditions which exist in B.C. We must encourage change — both in attitude and in substance. If we don't, who will?

his background

Born Vancouver; elementary and secondary education Vancouver and Abbotsford; EA certificate UBC 1960; B.Ed. (secondary) UBC 1966.

Twelve years teaching: Chilliwack 1960-64 (Grades 6&7); Prince George 1966-74 (Senior secondary — law, economics, history, geography, commerce. Elementary — Grades 2 and 4. Junior secondary — commerce and home economics).

Considerable experience in agreements, professional development, and other committee work at local level; executive committee Prince George DTA 6 years; district councillor 2 years; vice-president North Central District Council 3 years; Geographical Representative 4 years; AGM delegate 9 years. Member Task Force on Reorganization.



NEIL
CAMPBELL

his platform

Last year I stated that we had not sufficiently proved publicly that the BCTF is the constructive, creative, educational leader that we know it to be. The general public's apathy to education has been an indicator of this public failure. Too long have we been hidebound in our aloofness toward the public whose needs we are expected to meet. Fortunately, events of the past year indicate that the Federation is beginning to be recognized more positively by the public.

Our main concentration for the immediate future should be expanded and continuous dialogue with government, our own members, other educational agencies, and especially the people within our own educational community areas — taxpayers, trustees, business representatives, parents and students.

Our approach should be basically one of positive consultation, on collegial planes, with the above groups. If dialogues prove the value of education to the general public, then there will be no need, hopefully, for more of the confrontation tactics required recently. If successful, we will be giving B.C. education its rightful position of importance relative to other public needs.

Public apathy to, and ignorance of B.C. education and its value to the public must be eliminated to as great a degree as possible. Ignorance of the unknown creates fear and mistrust causing adverse attitudes towards progress. Knowledge and understanding through communication is the basis of our profession. Let us use our talents visibly within the B.C. community rather than from our outer edge position of the past.

Members-at-large—6 to be elected

NEIL CAMPBELL — continued

his background

Born and educated in Vancouver; Vancouver Normal School; B.Ed., University of Victoria. B.C. teacher/administrator, 23 years — Fort Nelson, Kimberley, Cowichan. Cowichan DTA president 1956 and 1972, South Vancouver Island District Councillor 1969, vice-chairperson 1970. AGM delegate 12 times, Geographical Representative 1971-73.



JERRY
JOYCE

his platform

While contemplating John Hardy's letter requesting a campaign statement, the February Newsletter arrived and saved my literary hide. The headlines provided an excellent plan for comments and it came free — no 'crib charge'.

Annual General Meeting — No doubt the same old faces waving their well-worn rules of order will be back.

Superintendent opposes hiring more teachers — 'Well we just hire them and they want classrooms, smaller classes and materials to work with, and complain bitterly at our intimidation and harassment.'

Large classes draw public concern — until they find out the cost of making them smaller.

North Van active in by-election — who will be the Liberal Minister of Education?

Collegial model advocated for reporting on teachers — I wonder what the cost will be?

Public attitudes toward the quality of education and the reduction of class size in the public schools of British Columbia — If you can't dazzle them with footwork, try statistics.

Teacher librarian first and foremost a qualified teacher — hired by a reluctant superintendent and judged by a 'collegial model.'

MacFarlan calls for wide discussion — that's one thing he will get.

Olson's group kept faith in the schools — 28,000 classrooms — if he had only known the next class had all the answers.

TV clips for free ads — goody!

Salary continuance revisions — oh boy — for .56 per \$100 salary we can starve for 105 days when for nothing we can starve on social welfare.

SACU proves poor predictor — right at last.

Status of Women brief to Minister well received — but Barrett says women are people.

BCTF office hours — but where is the staff?

his background

Born in Victoria; elementary and secondary education Port Alberni, Vancouver, Duncan and Cobble Hill; worked in logging, milling and construction industries for several years; B. Ed. (Sec.) UBC, majors in math and physics. Teaching experience — 5 years elementary (4 years as head teacher), 9 years secondary (5 years as head of science department). BCTF experience — on local executive committee 12 years including agreements chairperson, president, district council chairperson and Geographical Representative.



SYLVIA
RAYER

her platform

In past years we have had to deal with crisis situations. This year we will react to a govern-

ment white paper proposing major educational change. The real need is for planning to carry us through the next few years.

We must review existing policy with the view to developing a comprehensive integrated policy package. Our present piecemeal approach to establishing policy can force our representatives into the position of reacting to major educational change without knowing membership views.

We must provide locals with the assistance required to implement policy. This involves recognizing two alternatives: either we must restrict our objectives in the areas of agreements, learning conditions and professional development, or we must establish priorities and then provide staff and services needed to implement rather than pay 'lip-service' to planned programs.

Last year we set up a committee to prepare a draft of a Teaching Profession Act. This year we see hope of realizing our goal of smaller class sizes. With control of entry into the profession we must assume collective responsibility for assisting teachers experiencing difficulty and for ensuring removal from the profession of teachers who are incompetent. With smaller class sizes a reality we must improve quality of instruction. These increased responsibilities will place major demands on and will necessitate changes in direction for our Professional Development Division.

With clearly defined policies based on membership views we can meet with government from a position of strength. With effectively organized locals promoting policies we can influence public opinion and can promote education in importance as a political issue. With a professionally responsible teaching body we can achieve our major aim of fostering the growth and development of every individual in our schools.

her background

Born in Greenwood, B.C.; B. Ed. UBC; primary and intermediate teaching experience — 9 years Vancouver, 7 years West Vancouver; vice principal, Chartwell Elementary since 1971; VESTA — staff representative, agreements committee; West Vancouver T.A. — staff representative, agreements committee, learning conditions committee, 1971 chairperson LC committee, 1972-1974 president and Geographic Representative WVTA; presently co-chairperson BCTF School Staffing Committee.



MIKE
ROSCOE

his platform

The major problem that faces the Federation today is the unwillingness of much of the membership to accept the responsibility that true involvement in all aspects of education in the province demands. The membership has adopted the "collegial" approach at AGM's but in far too many cases the members in the field have not responded to the challenge and have not accepted the responsibility that this involves.

I have spent much of my time during the past two years as president of a relatively small local, trying to stimulate an awareness of our opportunities to develop true professionalism and would like to see the Executive work on ways that local associations can make the "collegial" approach a reality rather than just vague principles and policies.

As a member of the central executive, I would make this one of my first priorities. At the local level, I initiated staff visitations whereby members of the local executive responded to individual staff requests for meetings to discuss

Members-at-large—6 to be elected

MIKE ROSCOE—continued

local association and BCTF policy and action. As a member-at-large, I would certainly respond to and encourage visitations to locals in much the same manner.

Another important area of activity is in bringing about legislative changes so that teacher involvement in the whole education process and structure will have real meaning and so that professional growth will take place. Many teachers have developed a complacent attitude toward the new government and this naivete must be counteracted. As local president, I initiated regular meetings with our local MLA as soon as the new government was elected. Our Trail local has also been in direct contact with the Minister of Education in regard to local problems and has raised several key issues about the present structure and its inability to channel Ministerial statements into local action. The dismissal of the Commissioner of Education was protested by our local for we had been working on direct input at this level as well. Until learning conditions can be discussed as part of the bargaining process and made part of a contract or agreement under the Public Schools Act, management oriented boards will not allow teachers' associations an opportunity to help set priorities and to become involved in establishing budget needs. As a member of the Executive, I would continue to press strongly for needed legislative changes so that involvement at the local level could take place in all districts of the province.

IN ESSENCE THEN, I SEE THE NEED TO EMPHASIZE THE MEANING OF THE "COLLEGIAL" OR SHARED RESPONSIBILITY APPROACH IN EDUCATION AS IT APPLIES TO EACH MEMBER OF THE FEDERATION AND SOME FORCEFUL LEADERSHIP AS TO HOW THIS COLLEGIALITY CAN BECOME A REALITY AT THE LOCAL LEVEL WHERE THE REAL ACTION STILL IS.

his background

Born in Regina, Saskatchewan. Secondary education in Trail, B.C. BA degree and teacher training from UBC 1951-52. MA in history from the University of Washington. Twenty-two years teaching experience — all in B.C. with the exception of 3 years (1965-68) as teacher trainer in history at Morogoro Teachers' College in Tanzania, East Africa. Participated in 1970 in Project Overseas for Ethiopia and in 1972 was co-leader of that Project. At present vice-principal of a small jr.-sr. secondary school in Rossland.

BCTF activities: vice-president of Trail DTA before going to Africa, chairperson of a variety of committees, geographic representative for two years and president of TDTA 1972-1974.



JACK TEARNE

his platform

During the past 18 months, the Federation has made substantial gains for teachers; the removal of the ceiling on wages, improved pension benefits, and the return of automatic membership to the Federation.

Improvements in education, however, have been minimal. The vacillation of the present government on educational matters has occasioned little educational change. From the eight briefs submitted by the BCTF since the last AGM, only one recommendation has been implemented: the return of automatic membership.

The coming year may well be crucial for teachers and for education in this province.

Renewed pressures face our Federation from within and without: teachers, students, parents, school boards and the provincial government are raising challenges to the existing educational system.

The multiplicity and diversity of their proposals necessitate an executive which will strive to safeguard the rights of teachers and continue to seek the attainment of the legitimate goals of our membership; an executive set on achieving the best education possible for students in our schools; an executive which will continue to press for smaller classes, diversity of teaching styles and professional growth and development. Given the present state of limbo, the teachers of this province must be prepared to provide educational leadership.

The quality of education is at stake. The provincial government appears to lack any clearly defined policy in education. Of late its dealings with crucial educational problems have been by ad hoc decision. Such decisions are untenable.

A strong executive is essential during the next year: an executive prepared to listen to the proposals of others and to assess the viability of these proposals within the framework of teacher rights and educational soundness; an executive prepared to speak with authority on educational matters; an executive dedicated to immediate improvements in educational opportunities for all students; and most certainly an executive prepared to call the government to account for its failure to fulfil its election year commitments to education.

I should like to serve on such an executive.

his background

Born and educated Windsor, Ontario; teacher training, London Teachers' College; B.A., UBC; M.A., University of Washington; elementary, secondary and administrative experience;

presently department head English, Merritt Secondary School; Nicola Valley Teachers' Association executive since 1964; agreements chairperson 1964, 1970, 1972; president 1966-67, 1971-73; Central Mainland District Council representative; Geographical Representative 1972-74; member Education Finance Committee; member B.C. English Teachers' Association, CCTE, NCTE.



BEN THOMAS

his platform

At this time, faced with the election of an Executive for the BCTF, you would do well to consider the type of executive that you wish to serve the teachers of British Columbia. Irrespective of the views or opinions of the Executive, it is the MEMBERS of our Federation who are ultimately responsible for the ACTIONS of our Federation.

EFFICIENT and EFFECTIVE control of the Budget through whose expenditures we control the direction of the affairs of the Federation is of prime importance. To this end, I have made the budgetary practices of the BCTF my area of special concern.

This last year I was distressed with the seemingly arbitrary method by which the conditions on the Salary Indemnity Fund were altered — we changed the rules in the middle of the game. Although at first glance the fund appeared to be faced with a deficit of \$225,000, a second look revealed that savings in Unemployment Insurance premiums that resulted from the operation of the SIF amounted to \$187,000. Realistically, the deficit, PROOF ENOUGH THAT THE PROGRAM MEETS AN IMPORTANT NEED OF THE MEMBERSHIP, was only \$37,000. The question must be asked, Did we consider cutting other programs which do not so directly impinge on the standard of living of our members?

The concomitant issues of JOB SECURITY and TEACHER COMPETENCE loom importantly this current year, the former as a result of an unusually large number of 'firings,' some apparently without benefit of due process, and the latter from the need to IMPLEMENT WISELY the task force report on teacher competency.

This brief explanation of my concerns is not particularly esoteric, but rather the concerns of a teacher going about his daily task. Only a vigilant and alert response to the ever-changing status of teachers in the Federation is, I feel, the best way to lighten the load of each of us going about our increasingly difficult task.

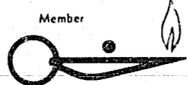
his background

Born and educated in Scotland; M.A. (hons) University of Edinburgh, graduate studies in education at University of Dallas, North Texas State University, M.Ed. (administration) University of Washington, presently reached the reading committee of final dissertation for Doctorate. Five years at Delview Junior High School, chairman of math dept. Previously vice-principal Cabri High, Sask. Prior to coming to Canada was a teacher and administrator in East Africa for 10 years. Served on the executive of the Delta TA for the last five years in a variety of capacities. Currently one of two GRS.

BRITISH COLUMBIA TEACHERS' FEDERATION

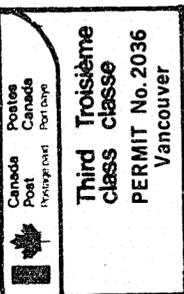
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