



Eileen Dailly met with the group for two hours and heard directly about local problems.

## Ed finance is in a mess

The government:  
did not provide sufficient funds to maintain existing programs, including teachers already hired to reduce the PTR in 1974-75;  
did not provide any money to reduce the PTR in 1975-76;  
did not revise the finance formula to produce equity for students and taxpayers.

Last year, the government did tinker with board budgets through supplementary grants, with secret guidelines.

This year, the government has failed to give boards any indication of any tax relief through any one of these means: home-owner grants; tax rebates; supplementary grants.

The result?

If no further changes in final budgets are made and no supplementary grants are provided, the following will occur:

(a) Districts with similar educational needs will have widely different pupil/teacher ratios.

(b) Districts with greater educational needs (e.g., isolated, many small schools, high proportions of immigrant children or children from poor families) will frequently have higher pupil/teacher ratios than districts with less pressing needs.

(c) Mill rates will vary tremendously from district to district, increasing well beyond the 4-5 mills justified by inflation.

(d) Some districts will pay huge mill rate increases for no appreciable improvement in their school systems.

Education finance is in a mess.

What needs to be done by government?

Provide money to maintain existing programs.

Provide money to continue the PTR reduction.

Provide money to hold local mill rate increases below five mills.

# Teachers protest lack of funds

Communication took place in Victoria last week.

About 120 teachers, mainly presidents and officers of 23 local associations representing about 65% of the teaching force, travelled to Victoria February 26 to protest the government's apparent unwillingness to provide sufficient funds to continue its commitment to reduce pupil-teacher ratios and to maintain local mill rates.

Education Minister Eileen Dailly's speech in Prince George, and later meetings with delegations of trustees, had resulted in cutbacks to some school board budgets on the assumption that no supplementary money would be available to compensate for the inadequacies of the present education finance formula.

During the meeting the Minister claimed to have been 'misinterpreted' by teachers and trustees, and even by some district superintendents who had advised their boards that

supplementary grants would not be available. She expressed surprise when told that a Department official had also said there would be no supplementary grants.

She repeated a number of times that supplementary grants would be available 'on an equitable basis' following the report of departmental budget review teams currently examining school board budgets.

She stressed also that she welcomed teacher participation in these budget reviews.

If the Minister's message had been misinterpreted, there can be no misinterpretation of the message given to her by teachers.

Representatives met for two hours with her. (Various delegations met with their MLAs through lunch and through the afternoon, finally meeting for a review session at 4:00 p.m.)

Opening the meeting, Al Paterson charged the NDP

does not have education as a priority program.

Paterson, Vancouver Elementary teachers' president, charged funds are distributed inequitably in the province. He reiterated the special problems of Vancouver, particularly the northeast sector where there is a heavy incidence of English as a second language, and informed the Minister there has been no response to a letter of last November about this problem.

Linda Wilson, Vancouver Secondary president, who organized the schedule in Victoria, agreed with the Minister that there is some federal responsibility for Vancouver's problems, but, she said, the process of involving the federal government is lengthy, the need is now, what is being done?

Eileen Dailly replied that her Department is working on Vancouver's problems, that a budget review board will be analysing the situation and that she recognized the urgent need in Vancouver.

Inge Valen, of the Department, told teachers it was 'premature speculation' on the rising mill rate, but Leo Chaland, North Vancouver president, insisted that the local school district had enough expertise to calculate what the mill rate would be. Chaland said the NDP had promised to remove taxes but now the mill rate is increasing. '10 to 13 mill rate increase will mean an average \$180 to \$200 more for each taxpayer in our district.'

Chaland charged further that the Minister had created a 'climate of ambiguity' in her letter of October 15 to school boards when she had said things were looking slim, don't

count on the government for any money. Boards wanting to continue the commitment to reduce class sizes were faced with uncertainty about the amount government would share in the cost, he argued, and there are now gross inequities between districts. 'We agree,' the Minister replied. 'The formula is inequitable and we're working on it but it can't be done overnight. We're still committed to removing local property tax.'

The Minister says she was 'shocked' at the misinterpretation of her stated guidelines.

'My responsibility was to give guidelines,' she said, 'I could have sat back and said nothing. I asked school boards to budget to maintain their existing programs and their existing staffing levels. This means that additional teachers hired last year to reduce the pupil-teacher ratio can be retained.'

The government grant, she said, will be increased in 1975. Supplementary grants will be provided so that no district will suffer an undue mill rate increase. Also, she said, there is the home owner grant, the school tax removal and resource grant to ensure no undue burden will be placed on local taxpayers for school taxes.

She reiterated that the only difference between this year's guidelines and last year's is that the government did not consider it responsible financing in this period of inflation to proceed with the reduction of the pupil-teacher ratio at the same pace as was done last year. 'To encourage the hiring of almost 2,000 more teachers into the public school system for the coming year would be an irrational and ir-

responsible policy in a period of inflation and recession.'

John Sawatsky, Richmond president, said the board initially would have hired 130 teachers in keeping with government policy, but hired only 28. The board slashed 102 teachers from its budget, he said, because of the lack of optimism in the Minister's Prince George speech and subsequent news about government reluctance for additional funding.

From Courtenay-Comox, Art Tindill, said the board had a planned reduction of the pupil-teacher ratio on the basis of a promised grant, but with no money forthcoming, now expected a 12 mill increase to simply maintain the status quo. Dailly replied the board had been informed supplementary grants would be available, that this was another misinterpretation of her statement and that the district superintendent couldn't have got the message.

Brahm Sahadeo, Langley, said the costs of teachers hired last September must now be borne locally and the district needed grants of the same magnitude as last year.

This is a crisis, Glen Plueckhahn, Nanaimo president, said, and that is why we're here. Nanaimo is declining in libraries, is increasing in the pupil/teacher ratio, and is facing a large increase in local cost.

Plueckhahn also complained of special need schools, government schools, in the district that are not taken care of by the formula, but that distort the really poor pupil/teacher ratio. 'Taxpayers need relief,' he said. He

(Continued on page 2)

## MLAs not informed on educational issues

Teacher representatives reported on their meetings with MLAs at a debriefing session held at the end of the day. The main points that emerged were:

- Many MLAs do not understand pupil/teacher ratios.
- Many do not understand the distinction between pupil/teacher ratio and class size.
- Some do not appreciate that the schools need extra re-

sources to overcome inequality of opportunity for students.

- Some, while expressing concern over educational inequalities and injustices, do not think that economic circumstances allow government to put extra resources into deprived schools and regions at this time. (There are, however, apparently funds for more 'urgent' priorities.)
- Some do not think that reducing pupil/teacher ratios in deprived schools will make any significant difference to student learning.

## AGM delegates to quiz candidates

This year's Annual General Meeting will get under way at 8 p.m. on Sunday, March 30.

A two-hour meet-the-candidates session will be held that evening to enable delegates to interview the various candidates for office.

Two adjoining rooms on the convention floor of the Hyatt Regency Hotel will be used for

the interviews. Table office candidates will be in the Queen Charlotte Room; member-at-large candidates will be in the Prince of Wales Room.

Coffee will be available free of charge in the Prince of Wales Room, and a COD bar will be available in the Queen Charlotte Room.

Delegates will be able to pick

up their AGM information kits beginning at 7:30 p.m. that Sunday. The Information Desk will be situated on the convention floor (third floor) near the top of the escalator.

Kits will also be distributed Monday morning, March 31, beginning at 8:15 a.m.

The first business session will begin at 9 a.m. on Monday.

## Retired teachers AGM

The spring convention of the Retired Teachers' Association will be held as usual in the Pacific Ballroom of the Hotel Vancouver beginning at 9:30 a.m. on April 2, 1975. The luncheon will cost \$4, at which time there will be an outstanding speaker.

Because the first exchange

of teachers from Vancouver was arranged 60 years ago, and because the Vancouver Branch of the League of Empire was formed 50 years ago, a grand anniversary reunion is planned for the afternoon of May 24, 1975. Anyone who has ever been on exchange is invited to attend. Watch for details later.

## Districts vary greatly

# Shocking inequities in quality of education

by Mike Zlotnik, BCTF staff

Government MLAs would oppose building a school system according to the following principles:

1. Establish separate schools for children from lower and higher socio-economic status families and communities.
2. Put extra resources into schools for the high status children.
3. Put in fewer resources for low status children or children whose parents do not speak English in the home.
4. Provide your conditions that discourage for the low status children, attendance at school, university and other post-secondary institutions.

Yes, the MLAs would be opposed to building a school system on the fore-going principles. But our school system does operate in accordance with those principle to an alarming degree. The question is what is government prepared to do about it?

The White Paper tabled in the Legislature stated that there must be an equitable opportunity for all people to participate in the educational system regardless of race, beliefs, sex, socio-economic status, geographic location, age, or assessed intelligence. For school resources this means:

1. Children with equal needs are treated equally,
2. Children with greater needs are provided with greater resources.

The B.C. school system fails miserably on both counts. Sadly, just as several local school boards have become aware of these injustices and have developed programs to overcome them, they have run into the policies of fiscal retrenchment by the Department.

It appears that government does not yet put a high priority on overcoming injustices and inequities in providing educational services.

The following are a few examples of the extent of inequality in the B.C. school system.

—District-wide pupil/teacher ratios for districts employing over 100 teachers range from 17.82 to 21.45, a variation of over 20%. (1974-75 data).

—District-wide average pupil/teacher ratios for elementary schools varied from 21.3 to 27.8, a variation of 30.5% (1973-74 data).

—Among each 10 secondary schools of similar enrollment size, the variation between the highest and lowest pupil/teacher ratio is typically between 14 and 27% (1973-74).

—Elementary and secondary class sizes vary tremendously. Last year in Kelowna over 68% of elementary classes were over 30 while in Nelson, less than 7% of classes were over 30. (1973-74 data).

—Many large schools have no teacher librarian. In 1973 there were 15 elementary schools of over 400 students that had no teacher librarian

service whatsoever while there were fourteen schools with fewer than 300 students that employed a full-time librarian. —Some schools have over 7½ times as much clerical and stenographic service, on a per pupil basis, as others.

—Years of professional teacher training vary greatly from district to district, as much as 25% difference in district averages.

When socio-economic status is considered, even more shocking inequalities appear. There were 95 secondary schools in the metropolitan Vancouver and Victoria area reported in the 1973-74 BCTF school questionnaire survey. These were ranked according to the average income, house value, education of the head of the household and percentage of households in which English was not the main language, according to Statistics Canada data, 1971 census.

An overall ranking was developed by weighting each of the four factors equally. Vancouver emerges as a very polarized city. Of 18 Vancouver secondary schools, 7 were in the top quarter of all metro dis-

**Horizontally, along the 40 mill axis, you can see that districts paying the same mill rate have extreme variations in the PTR. Vertically, along the 20 PTR axis, you can see that Nechako is forced to pay 55 mills, to get a poorer ratio than Merritt at 30 mills.**

tricts, 8 were in the bottom quarter, and only three in the middle half.

As a matter of fact, five were in the top 10% of all schools and 5 were in the bottom 10%.

Any serious plan to overcome such inequalities would encompass housing programs, income supplements, medical and dental health programs\* and

programs utilizing the services of social workers. Schools are a vital part of any program to improve the life changes of disadvantaged youth.

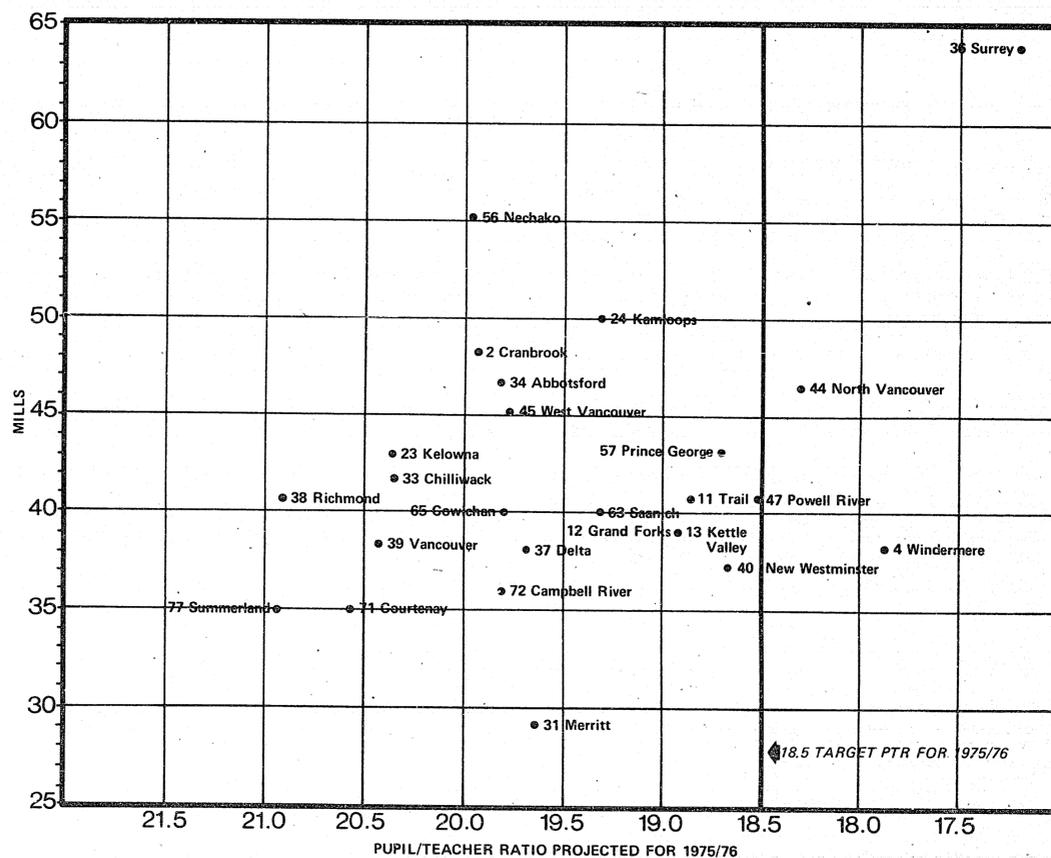
### PERCENTAGE INCREASES IN MILL RATES

#### VERSUS PERCENTAGE IMPROVEMENTS IN PUPIL/TEACHER RATIO

District	1974 Mill Rate	1975 Mill Rate	% Increase	1974 PTR	1975 PTR	% Improvement
2. Cranbrook	33.3	48.0	44%	20.0	19.1	4.7%
4. Windermere	32.6	38.5	18	18.7	18.0	3.9
11. Trail	34.5	40.5	17	20.4	18.9	7.9
12. Grand Forks	37.8	37.8	0	20.5	19.0	7.9
13. Kettle Valley	33.7	37.8	12	19.1	19.0	0.5
23. Central Okanagan	32.1	43.0	34	20.7	20.3	2.0
24. Kamloops	38.6	50.0	30	19.3	19.0	1.6
31. Merritt	26.7	29.7	11	20.3	19.6	6.1
33. Chilliwack	32.7	41.9	28	20.3	20.3	0
34. Abbotsford	31.9	46.9	47	19.6	19.8	-1.0
36. Surrey	39.0	64.0	64	19.1	17.6	8.5
37. Delta	33.3	38.3	15	19.7	19.7	0
38. Richmond	33.4	40.7	22	19.8	20.8	-4.8
39. Vancouver	32.7	38.7	18	21.1	20.4	3.4
40. New Westminster	31.7	37.7	19	20.3	18.6	9.1
44. North Vancouver	36.6	46.5	27	18.8	18.3	2.7
45. West Vancouver	35.0	45.0	29	20.6	19.9	9.1
47. Powell River	32.5	40.5	25	19.2	18.5	3.8
56. Nechako	39.2	55.0	40	20.2	20.0	1.0
57. Prince George	34.9	43.0	23	19.1	18.7	2.1
63. Saanich	31.6	40.0	27	19.2	19.2	0
65. Cowichan	32.1	40.0	25	19.9	19.8	0.5
71. Courtenay	31.1	35.0	13	20.7	20.5	1.0
72. Campbell River	32.2	36.0	12	20.4	19.8	3.0
77. Summerland	34.9	35.0	0	21.5	20.9	2.9

Source: BCTF Local Association Reports, B.C. School Trustees Association, Analysis of 1974 School District Budgets.

### PROJECTED MILL RATES AND PUPIL/TEACHER RATIOS 1975 FINAL BUDGETS (FEBRUARY 15) FOR A SAMPLE OF DISTRICTS



## Letters

### Income security plan needed

Dear Colleague:  
May I take this opportunity to commend the Editor of the February Newsletter for carrying such excellent coverage on the winter Representative Assembly. I do, however, take exception to the article entitled 'Get Actuarial Support Says RA,' as you gave over one column to the arguments put forward by Ben Thomas without reporting the rebuttal of the Income Security Committee.

'Diseases you've never heard about' indeed, Mr. Thomas! What has happened to the idea of collegiality, trust in each other as professionals and caring for each other as human beings?

The number of claimants on SIF may indeed increase as the number of teachers increase, as well as the number of problems teachers face daily.

I fully support the proposed SIF plan because I believe that to ask any human being to exist on \$23.00 per day (current rate) is demeaning and is giving that person a swift kick when they most need a helping hand.

I believe we have a responsibility as a profession to ensure that our colleagues are cared for in a time of crisis. I personally am very grateful that at the moment I am not in need of SIF and I hope I never have to use the service. I imagine the person quoted in the article would feel the same way. However, should the need ever arise, I would like to believe that my years of service would be counted for something and that I would not feel I was

being given a mere pittance of \$23.00 a day on which to exist!

An argument quoted was that the 'BCTF cannot guarantee benefits.' I believe that the Income Security Committee has adequately covered the question of liability in clause 'b' of recommendation 1, or does the opponent of the plan have as little faith in both our Executive members and actuarial advisors as he appears to have in his colleagues?

I feel that the plan must be studied carefully and fully endorsed in the belief that our colleagues are true professionals who will not misuse such a plan if implemented.

Mavis DeGirolamo  
President, GVTA

### More TPA

Dear Sir:

M. Stewart's 'frontal attack' in the February Newsletter amounts to no more than a near skirmish and a noisy leftward shift to a safer battleground where she can lash out at troublesome but more familiar shadows.

She answers none of my quiet questions about the Teaching Profession Act and the way my colleagues handled it for me.

Another question then for M. Stewart.

Might not a group, such as the R.A., hold for itself powers others might rightly share, just as she claims some principals do, and would that be any more democratic?

Gordon R. Scott,  
White Rock

### Income plan not needed

Dear Sir:

At its last meeting the RA decided to recommend to the AGM a proposed revision in the Salary Indemnity Fund which would put the Federation in the insurance business in a big way. The RA held a long debate on whether or not the plan was financially practical, but no debate was held on whether or not it was desirable. For a number of reasons I believe the plan in fact is not a desirable one.

The proposed plan amounts to self insurance. The BCTF would try to operate an insurance scheme more efficiently than an insurance company could. But, unlike an insurance company, the BCTF would not guarantee its members a benefit. The liability of the plan would be limited to the total amount of monies credited to the fund. If I am unfortunate enough to be disabled at a time when the fund is low, I might not receive the benefit I expect. Some security.

This problem can be eliminated two ways. The membership can pay large premiums to build up a large reserve. Insurance companies already have large reserves. The membership could be levied whenever the fund runs out. Insurance companies guarantee rates for specified periods.

Another major objection to the plan is in the administration of claims. The Federation should be in a position to support the claim of a member for a benefit. Under a self-insurance plan, the BCTF would find it had a conflict of interest.

### Sound & fury

It could not serve the interest of the welfare of its members and the financial health of its fund at the same time. If the insurance were purchased, it is clear that the members' welfare would be the BCTF's only concern.

In West Vancouver, teachers enjoy guaranteed income security benefits purchased from an insurance company at rates comparable to those proposed in this self-insured plan. I do not believe that the AGM should support this proposed plan until it can be clearly demonstrated that the BCTF can operate an insurance company more efficiently than insurance companies can. In view of our experience in West Vancouver, I do not believe this to be the case.

R.D. MacQueen, President  
West Vancouver  
Teachers' Assn.

Bruce Ewen  
Coquitlam

### Sechelt elementary approach

Dear Sir:

Many thanks for your kind words in the Newsletter — February. I realize that it is extremely difficult to give a complete picture on integration that has taken place in this school and the community over the past seven years; but I do appreciate your positive comments on the progress that has been made.

The role of the school is to develop young people, Indian and white, to their maximum potential so they can cope with society. In the long run, I believe, education will have made the most significant contribution of all the agencies, religious or government.

There is no doubt that many mistakes have been made, and we still have a long way to go. I sometimes wonder if we are simply in a continuing transitional spectrum regarding our relationships with Canada's first citizens. If I could expand on this thought by looking back to the historical 'raping' of the Indians' land and culture, to the indifference of many decades, we are now passing through a period of over-indulgence to give the Indian everything we think he needs. There is no doubt in my mind that this approach is the greatest threat to the Indian.

Recently I asked one of my Reserve friends how he felt the school should treat the Indian, and he simply answered 'Treat us as equals — no better and no worse.' I had some inner thoughts regarding that comment, as I personally was going through what I would call a 'Hiawatha' syndrome, in having a whole host of Indian goodies, such as culture days, resource people, etc. All excellent. But I wonder if I was really over indulging by treat-

ing the Indian child as somebody as exceptional, special, different. My own feeling is that we now have approximately 500 children in our school; some happen to be Indian. And do you know, I feel one hell of a lot better with this approach.

W. L. Reid  
Principal, Sechelt Elementary

### Power real issue

Dear Sir:

I have recently received several pamphlets on staff committee organization; their quality is, to say the least, uneven. Two are of such low level that they raise serious doubts as to either the competence or the frankness of the writers.

As a teacher of English, I have to dismiss Mr. Miklos' gree paper as a disastrous example of how not to write English prose. It is verbose, jargon-laden, stuffed with woolly abstractions (try reading aloud the opening sentence of the last paragraph, page 2), and does not at any time touch ground solid enough to allow one to take serious issue. However, I must at least question his statement that 'teachers want to assume responsibility for all activities directly related to instruction. . . . The context of the word 'responsibility,' here and elsewhere, leads me to believe that what is meant is 'power' or 'authority' — not responsibility

Responsibility is the function of an individual, never of a group. It is answerability, accepting the consequences of having stuck one's neck out.

Robert Loosmore,  
Hagensborg

From page 1

## 120 visit Victoria

said it would require a 10 mill increase in Nanaimo to maintain the status quo.

Daily reiterated that Nanaimo would get supplementary grants. Pleuchhahn said the district superintendent didn't get that message either.

Bill Broadley, BCTF First Vice-President, stepped in at that point and told the Minister that a Department official, Fred Macklin, had recently said 'no supplementary grants.'

Inge Valen replied that Macklin was a consultant, not

### 3 chair AGM

Acting on a directive of the 1974 AGM, the executive Committee will recommend that the AGM name Jim MacFarlan as chairperson and Tom Hutehison and Adam Robertson as assistant chairperson. None of the three is running for office.

2 — MARCH, 1975

an official, and that supplementary grants would be available.

From Abbotsford, where a 40% mill rate increase is anticipated, Wayne Anthony charged that in the midst of confusion the board had decided to maintain existing staffing, but with an enrollment increase there will be a worse pupil/teacher ratio despite the huge mill rate increase.

Myron Holder, Maple Ridge, said he would have presented a case to the Minister, but the board would not give association a copy of the budget.

John Ward, Lake Cowichan, complained of a 'blockage' in the building improvements, and was assured by the Minister that she had asked for an explanation.

Provincial learning conditions chairperson, Ralph Sundby stood up towards the end of the meeting and said that he was not satisfied with the answers from the Minister.

He said there had been a considerable amount of scapegoating, blaming boards for misinterpreting, but he wanted to know if supplementary grants would be available to continue the pupil-teacher ratio reduction.

Legislation does not permit the government to direct how the grants are to be used, Daily said. It is up to the school board to decide whether to reduce pupil/teacher ratios or reduce mill rates, something Jim MacFarlan later called 'Hobson's choice.'

District superintendents, teachers felt, were in need of massive in-service programs regarding the interpretation of messages and the teachers' right to participation.

Lynne Napper, Coquitlam, closed by asking 'What is an exorbitant mill rate?' 'Can't tell yet,' replied Daily. 'Four to six mills?' Then she said it will depend on the average and we would see what is in the budget.

# Three stand for BCTF presidency

## for president



**BILL BROADLEY**

### his platform

Public schools in B.C. are served by dedicated, competent teachers. As such, they need the maximum freedom to use their competencies to make professional decisions with their colleagues that are consistent with ultimate public control of the school system. We must continue to work to reduce the frustration encountered by teachers who are prevented from using their competencies to the maximum.

Care must be taken to ensure that we do not create a centralized, authoritarian Federation. As more local associations provide time for presidents to do BCTF business, they must be provided with appropriate support to facilitate their work. The structure that has worked well in agreements — well qualified staff, zone coordinators and local chairpersons — should continue for learning conditions and be applied to professional development. By such structures, the principal authority and responsibility for action can remain where it must — with local members.

Recent experiences with the proposed Teaching Profession Act emphasize the need for a re-examination of our internal communication processes. To send a message out from the BCTF office is easy. But how do we ensure that the message is received?

The strength of the BCTF is that each member has the full right to participate in BCTF activities at the school, local association and provincial levels. Each member should use that right.

The Federation must continue to serve professional development and economic welfare needs of teachers. It must also act as a powerful and respected force working to improve educational services for children.

Above all, we must learn to look beyond tomorrow in education and plan for the future well before it becomes today.

### 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 — 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 1971-74; Executive Committee 1972-73, co-chairman, Teachers' Political Action Committee 1972; B.C. director,

Canadian Teachers' Federation 1973-75; chairperson, Teacher Qualification Service 1974; Policies and Procedures Committee 1973-75; co-chairperson, Teaching Profession Act Committee 1973-75; BCTF First Vice-President 1973-75.



**DOROTHY GLASS**

### her platform

The Executive you elect must not only advocate collegiality, but must practice it. In actively working to provide leadership, your Executive must be prepared to examine current problems, explore alternatives, become aware of implications and consequences to the membership and then decide on the best solutions.

Rationally and constructively we must work together:

- to have the provincial government recognize and meet its commitments to education
- to provide greater emphasis on professional development in such areas as teaching styles, curriculum and evaluation
- to improve learning conditions of students
- to improve the economic welfare of teachers
- to obtain a Teaching Profession Act which is acceptable to our members
- to ensure that our education system truly provides for the optimum growth of each student by furthering such as the status of women program, the development of positive programs in native education and special services
- to improve our communications with all those concerned in education — students, parents, trustees, Department of Education — in keeping with our concept of collegiality and involvement in decision-making.

In attempting to pursue these concerns we must decide which are the most urgent problems, establish priorities, and then make the most effective use of the limited resources — money, people, time — available to us.

In working to achieve these objectives we must have an active, united organization. The Executive will need to be able to count on:

- active involvement from each member — our Federation welcomes part-time teachers but cannot afford part-time professionals.
- frank, open communication among all our members — we should actively encourage divergent views.

Our changing society and changing education system requires new ideas and new approaches to problems. Let us together establish policies that truly represent our beliefs and together work to implement them.

### 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, M.Ed. (Admin.) summer 1975; teaching experience — YWCA, community centers, Campbell River Senior Secondary (English, PE), Campbellton Elementary (vice-principal), currently 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; Member-at-large, 1973-74; currently B.C. director, Canadian Teachers' Federation; Dept. of Ed. Joint Commission on Evaluation; Second Vice-President.



**DON WALMSLEY**

### his platform

The BCTF has made some major gains over the past few years. Class sizes are down, salaries are up about 35% over three years, and pensions are significantly better. To some extent these gains resulted from the logical arguments presented by teachers to both the public and local and provincial governments. In addition, however, I believe the gains came about because teachers, both locally and provincially, were prepared to supplement their arguments with such collective actions as the Surrey teachers' class size march; the actions of Coquitlam, Vancouver, Alberni, Campbell River, North Thompson and others during the salary bargaining last fall; and the pensions protest in 1971.

I believe the BCTF must continue to be prepared to back logical arguments with local and provincial action if we are to hold, and improve on, our recent gains.

I believe the BCTF must continue to encourage the development of more effective teaching styles and foster the development of local curricula.

I favor the increasing sense of social responsibility in teachers. The Learning Conditions Committee's recommendations, which recognize that some schools have students with greater needs, are a major step toward a more equitable school system.

I feel very strongly that teachers have the right to take an active part in decision-making; teachers can do more than simply give advice.

I favor the continuation of the status of women program . . . along with appropriate BCTF staff support.

I support the BCTF's emphasis on due process for all members. As well as having a trained legal aid staff in Vancouver, we must, I believe, continue to bargain for due process clauses locally.

I favor an Executive Committee and staff that are responsive to the membership.

I should like the opportunity to continue to serve and to provide leadership on such an Executive Committee.

### his background

Born in New Westminster; attended school in New Westminster and Duncan; B.Ed. and M.A. from University of Victoria; taught in the South Cariboo, Williams Lake, Burns Lake and Hope School Districts; 13 years of teaching experience (Grades 2 to 10); 12 years of administrative experience; at the present time, principal and teacher in the Boston Bar Elementary-Junior Secondary School. Served local association executives as public relations officer, learning conditions committee member, agreements committee member, vice-president, president and Geographical Representative; delegate to 8 AGMs; Geographical Representative for Fraser Valley East District Council; member of Teachers' Political Action Committee in 1972 provincial election campaign; member of BCTF Task Force on Membership; chairperson of Task Force on Legal Aid, Professional Relations and Discipline; Member-at-large 1973-75.

# Nominations for 1st and 2nd vice-presidents

## for first vice-president

1971-73; Central Mainland District Council representative; Geographical Representative 1972-74; member BCTF Education Finance Committee; member B.C. English Teachers' Association, CCTE, NCTE; Member-at-Large 1974-75.

ternalize what I hear, and to work collegially to meet the challenges posed to educators in the year ahead.

### her background

Born in Manchester, England; Gr. 8 to 12 in Saskatchewan; teaching certificate Saskatoon, Sask., third year Arts UVic; teaching experience: 3 years 'regular' intermediate class; 6 years emotionally disturbed children; GVTA-BCTF experience: committee work with status of women; executive member GVTA - 2 years; president - 1½ years (full-time); status of women contact person for GVTA; active on all local committees; TPAC - local chairperson; Geographical Representative 1975; member of Teacher Education Committee 2 years, chairperson since November 1974.



**JACK TEARNE**

### his platform

The strength of our Federation lies in its members — dedicated professionals working in schools throughout the province. Many are not actively involved in BCTF affairs, but they are busy doing 'the job' in their classrooms, and winning, by their efforts, credit, admiration and respect for our profession.

I believe in these teachers. I believe in their professionalism and their professional judgment. I believe in their right, individually and collectively, to make responsible decisions that affect their classrooms and their schools.

Certainly, the BCTF has a role to play in protecting students and teachers from those who confuse freedom with licence, but we must avoid overreacting and restricting the rights of responsible educators in order to control a few.

The role the BCTF must adopt is one of providing collective action for the teachers of this province: it must co-ordinate teacher efforts to deal with trustees and government; it must work to improve the economic welfare of teachers and the working and learning conditions in our schools, and it must increase its role in the professional development of those in the classroom.

Those who lead the Federation must provide direction and guidance for our members, yet remain sensitive and responsive to the concerns and opinions of both teachers and the general public. They must strive for rational dialogue between all parties concerned with education and seek to shape opinion through logical persuasion rather than conflict and confrontation.

The Federation has made significant gains over the past few years and has articulated sound educational positions — culminating in the working paper for a Teaching Profession Act. It is now time to consolidate our position, to assess our accomplishments, to analyze our failures, to redefine our goals, and to take calm and deliberate action to attain these goals.

### his background

Born and educated in Windsor, Ontario; teacher training London Teachers' College; B.A., UBC; M.A., University of Washington; elementary, secondary and administrative experience; currently senior English, Chilliwack Senior Secondary School; Nicola Valley Teachers' Association executive 1964-73; agreements chairperson 1964, 1970, 1972; president 1966-67,

## for second vice-president



**MAVIS DE GIROLAMO**

### her platform

I am committed to the following priorities:

- continued pressure upon the government
- equality of opportunity for all students
- sexual equality in education
- more varied teacher education programs
- continued stress upon the need for professional responsibility and involvement in our Federation.

A question facing us currently is the Federation's commitment to collegiality. I support the collegial model because it is my firm conviction that teachers are professionally responsible people who must be given the opportunity to share in the educational process. We have a responsibility for the learning conditions within the schools in which we teach and we must have the authority to ensure that such responsibility is met. Teachers must not be denied the right to participate fully in solving their own problems.

I believe that our Federation must generate more enthusiastic participation of its members. Greater visibility of Executive Committee members and on-going dialogue with our membership must be high priorities in the year ahead.

A strong BCTF Executive Committee is essential: to confront this government with the reality of its commitment to the pupils, teachers, and school boards of this province; to give educational leadership to the teachers in the classrooms; and to provide an honest and open climate for active involvement of our members.

I believe that the Executive Committee must provide the vehicle through which vital changes in the educational hierarchy can be brought about through an examination of society's goals for the school system.

I feel that I offer an ability to listen, to in-



**JERRY JOYCE**

### his platform

In the minds of many, our Executive Committee has become polarized. Because our Executive Committee must be an effective decision making body, there will be polarization, but polarization must not be the norm. Radicals, be they of the left or right, and moderate individuals can work together. The issues, of course, are the important things and I feel strongly about the following.

1. People are important.
  - Students' rights should be protected.
  - We should take a much stronger stand with regard to the secrecy of third party reporting in our Code of Ethics.
  - We should endeavor to reduce the areas in which moralistic judgments and punitive actions by others, such as school boards, limit our ability to participate fully as citizens.
  - The status of women program and the staff required to service it (now that it has had its two-year 'probationary' period) should be removed from the 'special' category of a property of the AGM and treated like any other program.
  - A judicial branch of this Federation should be established to provide better service to members and lighten the workload of the Executive Committee.
2. Members do not have unlimited funds.
  - Values must be given for expenditures.
  - Income is essential; therefore, income security is a must and a feasible way has to be found to provide it.
  - A system of fiscal categorization should be used for programs so that their priorities are well known to members.
  - Monies spent on properties must be secured and readily marketable so that we protect our capital and allow for organizational flexibility.
3. All programs must fit the needs of people and the funds available.

The methods used to obtain the above are, of course, important. It is just as foolish to use a tackhammer to drive spikes as it is to use a sledgehammer to drive tacks. Consensus and confrontation are tactics — our elected officials must have the wisdom to use them correctly.

# Nominations for second vice-president

Jerry Joyce, continued

## 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), 10 years secondary (6 years as head of science department). BCTF experience — on local executive committee 13 years including agreements chairperson, president, district council chairperson and Geographical Representative.



**JOHN  
UZELAC**

## his platform

The development of both 'functional' local associations and collegiality rank as basic priorities for the BCTF. A year ago the Task Force on Reorganization clearly demonstrated the need for improving local circumstances to the critical point where locals could, with supportive field services, work with their respective school boards to achieve the collective goals of our membership.

The evidence is before us. For the past three years strong locals have had a dramatic and significant effect on board budgets. Even this year, despite government reluctance to spend additional funds, many locals have successfully encouraged boards to maintain their provisional budgets. Where there have been successful programs, the Federation should assist in duplicating these successes through expanded field services that would enable locals to develop programs and to maximize their capacity.

We can all agree that the Federation must budget wisely. Functional locals are the best value for our dollars.

Collegiality deserves attention. It is within both the proposed Teaching Profession Act and staff committee concept. Unless we come to grips with 'collegiality,' arriving at a common and acceptable understanding of how it fits into our philosophy and practices, we will never successfully direct our collective efforts to achieve common causes. Collegiality, to me, implies a rational and shared process for determining philosophy and policy, as well as decisions that are not legally the responsibility of a single individual or identified group. Further, collegiality implies that participation could still be provided even where legal responsibility is conferred upon specific groups or individuals.

A strong, well structured, and organized local association is necessary to achieve the established priorities of the membership, in particular: learning conditions, agreements, and professional development. With locals equipped to execute their tasks the BCTF can correspondingly concentrate on achieving provincial objectives in Victoria.

Let's place an emphasis on developing locals and thereby multiply our total effectiveness.

## 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 1972-75; VSTA rep to administrative internship program 1973-75; Geographical Representative 1971-73, 1974-75; chairperson VSTA Bill 3 Committee; member of TPAC; Member-At-Large 1973-74.

# for member at large



**SUE  
GRANGER**

## her platform

As a member of the Task Force on a Teaching Profession Act, I've been fortunate, over the last 18 months, in meeting with colleagues to discuss their concerns about the increased responsibilities assigned them under the proposed act. Many competent people feel they lack the time, the resources and the training to undertake additional professional duties.

Even as we debate teacher rights and responsibilities, the first influx of paraprofessionals, human resources personnel, etc., has arrived in the schools to assist in the educating of students. With the arrival of auxiliary personnel, the teachers' responsibilities become greater and the area of authority correspondingly 'toggier.' We require terms of reference for those outside our professional ranks so responsibility can be assigned. We require terms of reference for ourselves, to be able to define our areas of responsibility and authority. The working paper is an initial, if flawed, attempt to do so.

We shall require assistance in making the transition from our present non-role to full professional status; assistance with funding for in-service at the local school level to ensure competence, assistance in funding accreditation and evaluation bodies. That assistance is something we seek in exchange for acceptance of full accountability in all areas in which we claim the sole right of decision-making.

So many of our years have been spent reacting to initiatives from other groups. It is time to define ourselves.

## her background

Born and educated Prince George; B.Ed. (Sec.) UBC. Teaching experience — four years primary and intermediate, 9 years secondary. Currently vice-principal Ogden Senior Secondary, 100-Mile

House. BCTF experience — secretary, president and GR, Delta; board liaison representative and member-at-large, Cariboo Chilcotin Teachers; Pro-D chairperson, North Central District Council; member, Task Force on Teacher Competence and Task Force on a Teaching Profession Act.



**NINA  
GREEN**

## her platform

The bright hopes many teachers had for comprehensive and swift educational change have been somewhat dimmed by the events of recent months. Perhaps we should not be too surprised. The political, economic and social constraints surrounding educational change are enormous.

In the face of these constraints, the BCTF stance must be one of perseverance in seeking to attain the objectives that have been articulated as Federation policy.

In addition to the continuing programs of the Federation, the following concerns should be priorities during the coming year:

- strengthening the capability of local associations through increased staff support in the field and through direct financial assistance in the form of fee rebates
- preparing for curriculum decentralization
- implementing collegiality through small group processes that provide for gradual attitudinal change
- improving teaching styles through specific professional development activities
- investigating the relationship between learning conditions and the design of educational facilities
- finding ways of allowing for student and parent input into educational decision-making at the school and school district levels
- dealing with the increasingly widespread public concern about student literacy
- breaking down the sex-role stereotypes that restrict achievement for both male and female students and teachers

As educators, we have always been concerned with the needs of all those affected by our educational system — teachers, parents, students and the citizens of the local community. Sometimes, however, teachers' concerns for all these groups have not been readily apparent; teachers' motives in seeking educational change have been interpreted as narrow and self-serving. We must take particular care during the coming year to ensure that the general public clearly perceives the relationship between Federation objectives and the betterment of society as a whole through improvement of its educational system.

## her background

B.Ed. (Secondary) UBC 1964; M.Ed. (Educational Administration) UBC 1973; 11 years experience in B.C. elementary and secondary schools as classroom teacher and librarian. Served 7 years on local association executives, including 4 years on executive of Central Okanagan Teachers' Association. Currently president of Central Okanagan Teachers' Association, Geographical Representative, member of RA Agenda Committee.

# Members-at-large — 3 to be elected



**LES  
PHILLIPS**

## his platform

The priority concerns of the BCTF must be those that directly affect the individual teacher and student.

Learning conditions must certainly remain the top priority. We must maintain constant pressure on the provincial government to return to its supportive role in improving learning conditions, particularly class sizes. There must be a serious attempt to work jointly with the BCSTA to improve learning conditions for our students, rather than sparring over the validity of class size research. Local associations must be given aid and direction to develop vocal public support for the local learning conditions improvements. Only such a multi-faceted approach will gain the desired improvements for students.

Professional development must parallel improvements in learning conditions. We must press particularly for the availability of sufficient time and resources to permit teachers to develop improved teaching styles and to take part in the development of local curricula specifically suited to individual student needs. To guarantee a successful professional development program, we must promote the provincial specialist associations and provide adequate support for these associations and their chapters.

Whatever activities the BCTF undertakes must be clearly communicated to the membership. Two historical examples prove the point. Who would believe that any one could possibly oppose a collegial system that would evolve into peer evaluation or a Teaching Profession Act based on our own policy? It is most unfortunate if such obviously desirable goals are jeopardized as a result of being misunderstood by some members.

A strong and persistent Executive Committee is essential for achieving these goals.

## his background

University education includes B.Sc. and M.Sc. in mathematics (SFU) and 5th year education program (UBC). Taught mathematics for 4 years in Coquitlam; full-time president of CTA 1974-75; served CTA as agreements committee member and chairperson, secondary vice-president and currently president.



**GLEN  
PLEUCKHAHN**

## his platform

We must not be lulled into a state of complacency brought about by a government that seems more sympathetic and responsive to

education. True, some action has been taken on reducing class size and restoring compulsory BCTF membership, while the White Paper has brought promise of much needed reforms. Despite the promises, most remain unfulfilled and little of any real substance appears to be happening.

Any accomplishments that have taken place, have been gained by BCTF leadership, backed by strong local initiative. Class size reductions and successful salary negotiations occurred this year only because of local association and BCTF action. The government vacillates, speaks in generalities and has succeeded only in convincing reformers that it is opposed to change, while frightening conservatives that it is bent on reformation. We must continue our action in the years ahead.

We teachers must strive to: (1) improve learning conditions and education finance, (2) develop local curricula, (3) restructure organization and authority. The profession must be an educational leader.

The proposed Teaching Profession Act and the concept of collegiality reflect changes currently taking place in society. For these reasons, the Executive Committee must be responsive to the desires and concerns of the membership so that decisions can be made. Teachers must have input into decision-making that affects them, be it in the classroom, the school or the Federation.

All BCTF programs should be carefully scrutinized and evaluated. They should exist only if there is a need, not for the purpose of tokenism. We get the type and quality of service we demand and for which we are prepared to pay.

Our profession cannot be apathetic; it must show educational leadership, not passivity, yet be aware of the dangers that can thwart its aspirations. My record and willingness to serve have been demonstrated at the local level. I seek your support on these issues.

## his background

Born in South Australia; elementary and secondary education in Australia. B.Ed. (Secondary) UBC 1966. Previous employment with provincial government and city of Vancouver. Teaching experience — 9 years Nanaimo District Senior Secondary (mathematics, science). NDTA experience in areas of agreements, learning conditions and professional development; 5 years negotiating committee; 4 years NDTA executive; agreements chairperson 1971, 1972; president 1973-74, 1974-75; co-chairperson teacher-trustee liaison committee; member SD 68 Intern Advisory Board.



**SYLVIA  
RAYER**

## her platform

Each year two or three BCTF committees investigate areas of teacher concern and make recommendations that eventually become BCTF policy. Many of these policies enthusiastically supported by AGMs, RAs, provincial executives, local executives, sit for years in our handbook as good ideas — not implemented. A prime example is the staff committee concept. Although endorsed by the 1969 AGM, in 1975 a majority of districts do not have functional staff committees. Only now are we allocating resources to this important area.

Perhaps there is merit in having desirable

policy on the books and in hoping that gradually the desirable will become the norm. Surely it is more desirable to decide which of our objectives are key and to concentrate our resources and efforts in these key areas until we attain our objectives.

Many classroom teachers are overwhelmed by the number of important topics with which they must familiarize themselves, the number of areas in which they are expected to participate. Teacher time and energy is not without limit; and primarily teachers want to do what they do best — teach.

Consequently, the Federation must accept that it cannot do everything. Although teachers have a role to play in solving society's ills, primarily the Federation must concern itself with what it does best, with what it has the resources and expertise to handle. I do not see the proposed income security plan as a program that a teachers' organization is best qualified to operate. I do see issues such as broadening the scope of bargaining and curriculum development as areas requiring a major expenditure of time and resources.

## her background

Born in Greenwood, B.C.; B.Ed. UBC; primary and intermediate teaching experience — 9 years Vancouver, 8 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, 1972-74 president and Geographical Representative; presently GR and co-chairperson BCTF School Staffing Committee.



**ROSS  
REGAN**

## his platform

Decentralization of education creates uncertainty for our role in this changing scene. Are we prepared to meet the increasing demands placed upon us as teachers, curriculum planners, course writers, program innovators? Can we meet the challenge of changing our teaching styles to take advantage of decreasing class size? Do we welcome the idea of community/parental involvement in our school operations; are we sensitive to the expressed needs of pupils and parents, or do we feel uneasy, perhaps even threatened by this apparent intrusion?

If any of these questions strike a responsive chord, the logical place to seek assistance is from our Federation, from our own members. It is imperative that our professional organization provide supportive services designed to assist teachers in all areas of professional development. Leadership for such assistance must come from a carefully selected Executive Committee, backed by competent staff.

It is essential that emphasis be placed not only on the continuation of the basic programs leading to improvement in learning conditions and economic welfare, but also on:

- support for school-based decisions and locally-established criteria prior to adoption of new programs (i.e., facilities, personnel, time, materials, resources)
- establishment of clearly-defined channels for local curriculum planning
- assessment of teacher needs in relation to studied priorities of the community

# Members-at-large — 3 to be elected

## Ross Regan, continued

- assistance in local course development (needs assessment, objectives, activities, evaluation)
- co-ordination of teacher concerns and problem-solving on a regional basis

With your support I will work toward these goals.

### his background

Born in Calgary; educated in Vancouver; graduate studies in curriculum and educational media, M.Ed. Central Washington State College 1973; teaching experience 23 years: Salmon Arm, Trail, Vancouver, Victoria. Executive of Vancouver and District Inter-High Athletic Association — 4 years; PSA president — 3 years; GVTA — learning conditions chairperson — 3 years; GR — 2 years; executive — 1 year. BCTF Professional Development and Curriculum Committee — 6 years (2 as chairperson); Dept. of Ed. — Secondary Advisory Committee on Curriculum — 6 years, Rules and Regulations for Decentralization — 1 year.



**KEN SMITH**

### his platform

The BCTF — organized to serve teachers and to improve the quality of education. The objectives must follow in that order. A happy, unhassled

classroom teacher, feeling and being a part of the education process, and having confidence in elected representatives, will be a better teacher.

I stress the word 'representative.' Much criticism has been leveled this past year at the Executive Committee for not 'consulting' the membership. Communication and consultation, however, is a two-way street. Are you involved with your staff committee, your local? Has your Geographical Representative represented you and reported to you? Has your GR felt informed and an important part of the information chain? Are we aware of present and up-coming BCTF policies and how, if implemented, they would affect us? We must all get involved. We must communicate and we must trust our representatives and paid staff. As an Executive Committee member I would work to rejuvenate our lines of communication.

We must also open up the Federation and move to decentralize some of its functions. More contact between staff and Executive Committee and the local associations is needed — let's move the experts to the action areas! Next year should see major growth in local curriculum development, improved teaching styles, removal of sex discrimination and teacher involvement in school operations. These local actions will continue to require central and local leadership. The BCTF Executive Committee — central leadership. I ask for your support.

### his background

B.C. born and educated; B.Sc. (UBC); 10 years of secondary experience, 1 year vice-principal; Qualicum — SVDC (5 years), agreements chairperson (4 years), vice-president, AGM delegate, convention vice-chairperson, PTA vice-president and president. Kamloops — staff rep., LC member, agreements chairperson (2 years), president and GR (2 years), convention vice-chairperson, Science PSA executive. Currently on BCTF Task Force on School Buildings and Grounds, BCTF Agreements Committee.

### his background

Born and educated in Scotland; M.A. (Hons) University of Edinburgh; M.Ed., Ed.D. University of Washington; graduate studies in education at University of Dallas and North Texas State University; currently principal of F. W. Howay Elementary School in New Westminster. Five years member executive Delta Teachers' Association; 1 year GR; 1 year BCTF Finance Committee.



**ED WILSON**

### his platform

One of my immediate concerns is the lack of direct information between the practising membership of the BCTF and Executive Committee as experienced by some of the major reports provided by the BCTF in 1974-75.

I feel that I am in excellent position to be a direct liaison between large geographical areas and the BCTF as I have the time, energy and resources at my disposal to provide such a service.

Although perhaps a potential newcomer to BCTF working staff, I've worked with many of the BCTF staff during my years in Penticton. I strongly believe in professionalism 'per se' and would be keenly interested in working toward improvement in the areas of:

1. BCTF — general membership communications
2. professional development
3. teacher education
4. learning conditions
5. fiscal responsibility.

### his background

Holds B.Ed. (Elem. and Spec. Ed.) UBC; teaching experience — 1 yr. Prince George (Grs. 4-7); Penticton, 4 yrs. (Grs. 5-6), 1 yr. supervised school library/teacher remedial reading (Gr. 2) / designer personalized reading program (bright Gr. 7), 1 yr. innovative program gifted children (Gr. 6), 1 yr. establishing resource center and TV broadcasting system, 4 yrs. ETV-AV coordinator; BCTF activities — PDTA chairperson public relations (twice) and in-service education (twice), treasurer, vice-president, now GR. Member 12 PSAs — served as BCETA regional coordinator and host BCETA conferences; helped organize Penticton Intermediate TA, vice-president and president; served OVTA convention committees; co-chairperson Summerland-Penticton teachers' convention 1975; now coordinator OVTA 1975 fall convention; also PRO 1975 PITA fall convention. Member various media organizations; currently member-at-large Pacific Instructional Media Association; liaison S. Okanagan for PEMC.



**BEN THOMAS**

### his platform

The success of the Federation depends upon the efficient use of our resources and, in this coming year, with hyper-inflation to contend with, it will do so even more. As you probably are aware, my main concern is the efficient management of the Federation's financial resources. We may this year embark on an addition to our existing building. The funding of this project will require careful financial management.

You will be faced with another decision at the AGM and that is the proposed expansion of the SIF. If the decision is made to expand the fund, secure financial guidelines will have to be placed on it by the Executive Committee, and I believe that my expertise in this area will be of service to you. Finally, last year I promised you that 'I would be the one to save you money,' and I believe that with my efforts on the Finance Committee this promise has been realized.

BRITISH COLUMBIA TEACHERS' FEDERATION

**NEWSletter**

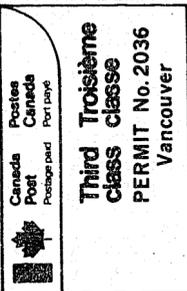
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