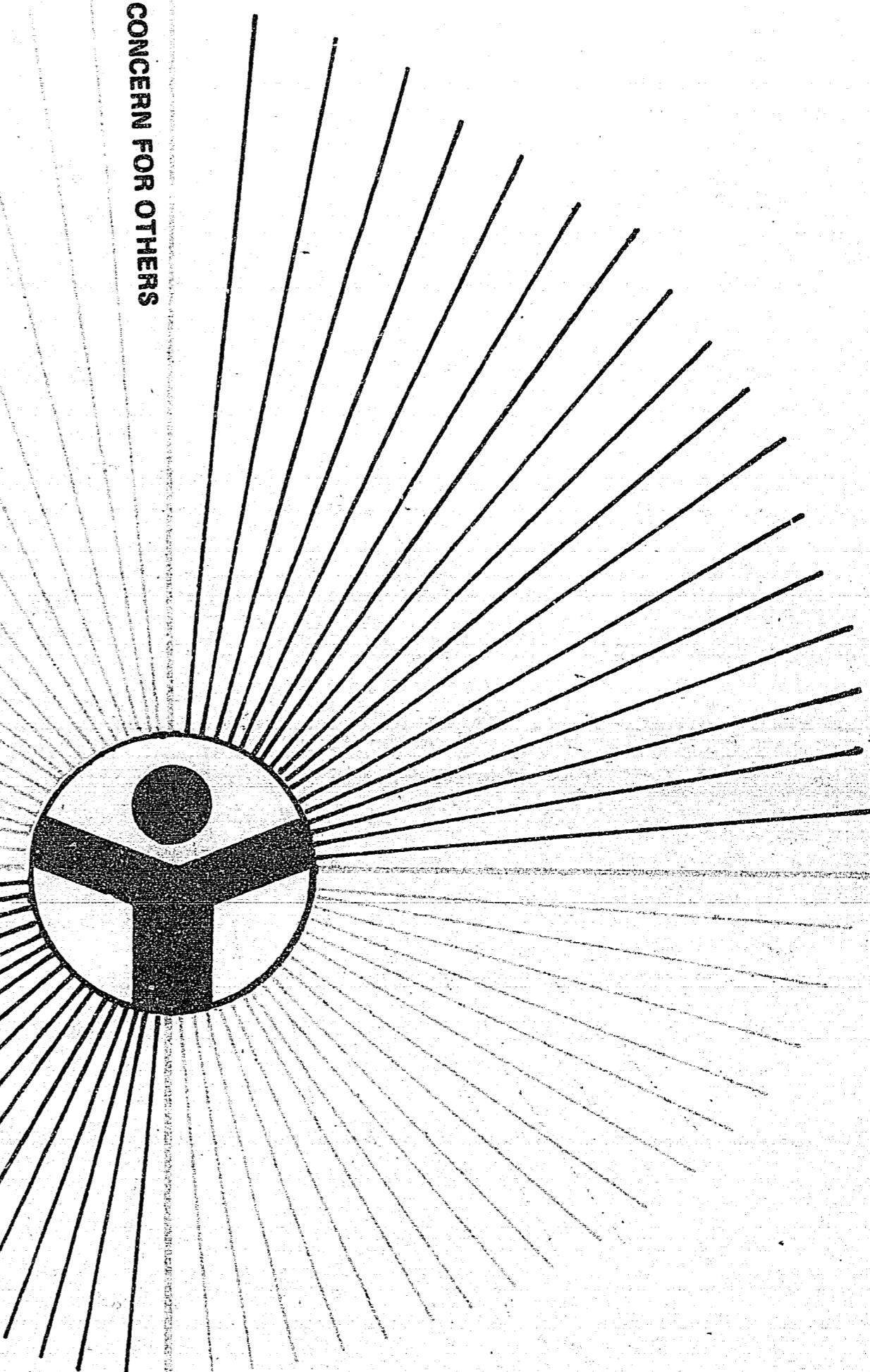


PERSONAL GROWTH
VOCATIONAL SKILLS
IMPROVING SCHOOL LIBRARIES
GOOD VALUE FOR MONEY SPENT
INTELLECTUAL CURIOSITY
EDUCATIONAL FUNDS WELL HANDLED
MAJORITY WILLING TO SPEND MORE MONEY
IMPROVING THE QUALITY OF TEACHERS TOP PRIORITY
70% AGE 35-54 RATE QUALITY GOOD, SATISFACTORY

CONCERN FOR OTHERS



QUALITY EDUCATION

A survey of public opinion

As part of its activities the BCTF supports programs which would improve the quality of education in the province. Recognizing the importance of public awareness and understanding, the BCTF (since 1972) has undertaken a series of studies to monitor general trends and opinions in education and to determine public knowledge and attitude toward specific programs.

A poll was again conducted this fall from October

29 to November 18 by Regional Marketing Surveys Ltd. consisting of 510 telephone interviews with adult residents 19 years of age and over throughout B.C. Interviewing was carried out from central location telephone facilities in Vancouver with interviewers under regular supervision throughout the entire period. A table showing the sample distribution is enclosed with this report.

SAMPLE DISTRIBUTION

	Study Sample (510)	Total Adult Provincial Population* (1,414,475)
Sex:	%	%
male	50	50
female	50	50
Age:		
19 to 24 years	16	16
25 to 34 years	21	21
35 to 44 years	18	18
55 to 64 years	17	17
65 years and over	14	14
Area of Residence:		
In Metropolitan Vancouver	52	52
Outside Metropolitan Vancouver	48	48

* Provided by Statistics Canada

GENERAL SUMMARY

Basic Attitudes Toward Education

1. Overall, the adult residents of British Columbia hold traditional, somewhat conservative, attitudes toward education.

There is strong support for the use of formal tests to evaluate students' progress. Nine out of every 10 residents think teachers should administer in-class tests periodically to measure students' performance.

Six out of every 10 residents think province-wide examinations should be given to determine students' over all standings. However, support for province-wide examinations is less consistent than support for in-class tests. Men, and older people generally place more importance on province-wide examinations than do women or younger people.

Public Attitudes Toward Student Evaluation, By Individual's Sex and Age

	Sex			Age		
	Total (510) %	Male (254) %	Female (256) %	19 to 34 Years (186) %	35 to 54 Years (180) %	55 years and Over (143) %
Teachers should Administer Tests Periodically	92	92	92	91	92	93
Teachers should not Administer Tests Periodically	6	6	7	9	6	4
Don't know	2	2	1	0	2	3
Province-wide examinations should be administered	63	68	58	53	65	73
Province-wide examinations should not be administered	32	27	37	42	29	22
Don't know	5	5	5	5	6	5

Note: 0 equals less than one-half of one percent

Public Attitudes Toward Grading Systems, By Individual's Age

	Age			
	Total (510) %	19 to 34 Years (186) %	35 to 54 Years (180) %	55 years and Over (143) %
For Primary School Students:				
Students should receive specific grades (A,B,C, etc.)	55	44	59	62
Students should have a general evaluation (satisfactory / unsatisfactory)	41	51	37	35
Students should have both types of evaluation	8	1	—	—
Don't know	4	4	4	3
For Secondary School Students:				
Students should receive specific grades (A,B,C, etc.)	77	72	74	85
Students should have a general evaluation (satisfactory / unsatisfactory)	19	23	19	14
Students should have both types of evaluation	8	1	—	—
Don't know	4	4	7	1

Note: 0 equals less than one-half of one percent.

Perceived Appropriate Level of Parental Involvement In the Selection of Courses taken by Son or Daughter, by Individual's Sex, Age, Children and Area of Residence

	Sex			Age		
	Total (510) %	Male (254) %	Female (256) %	19 to 34 Years (186) %	35 to 54 Years (180) %	55 years and Over (143) %
In selection of courses taken by son or daughter parents should be:						
Very Involved	29	26	31	17	34	37
Fairly Involved	49	49	50	55	51	39

Children **Area of Residence**

	Have Children		Not Attending Public School		No Children		Metro Vancouver		Outside of Metro Vancouver	
	Attending Public School (180) %	Not Attending Public School (58) %	Children (272) %	No Children (264) %	Metro Vancouver (264) %	Outside of Metro Vancouver (246) %	No Children (272) %	Metro Vancouver (264) %	Outside of Metro Vancouver (246) %	
In selection of courses taken by son or daughter parents should be:										
Very Involved	32	34	26	24	34	34	34	34	34	34
Fairly Involved	53	45	48	52	46	46	46	46	46	46

3. The majority of British Columbia residents feel parents should be fairly involved in some aspects of the operation of the schools. Of primary concern to them is the selection of courses to be taken by their sons or daughters. More than three-fourths of the adults in the province feel parents should be 'very' or 'fairly' involved in this process. Those between 34 and 54 years of age (63% of whom have children attending public schools) feel particularly strongly about this issue, and there is a tendency for those residing outside Metropolitan Vancouver to place more emphasis on it than those residing in that area.

Of secondary importance is parental involvement in determining subjects to be offered by schools, and types of facilities — such as classrooms, gyms, libraries, etc. — needed.

The perceived appropriate levels of involvement for these two areas are virtually identical, but they do differ with respect to the consistency of these levels across varying segments of the population. Opinion on the appropriate level of involvement in determining the courses to be offered varies significantly. Women place more importance on this than do men, and there is a tendency for parents and residents of areas outside Metropolitan Vancouver to feel more strongly about it. On the other hand there is a fairly high degree of consistency in opinions expressed about involvement in the determination of facilities, perhaps because this area is viewed as a 'money' issue as well as an 'education' issue.

Perceived Appropriate Levels of Parental Involvement In Determination of Subjects Offered and Facilities Required, By Individual's Sex, Age, Children and Area of Residence

	Sex		Age			
	Total (510) %	Male (254) %	Female (256) %	19 to 34 Years (186) %	35 to 54 Years (180) %	55 years and Over (143) %
In determining courses to be offered by school parents should be:						
Very Involved	22	20	23	19	24	21
Fairly Involved	49	45	53	50	50	47

In determining physical facilities needed parents should be:

	Very Involved	Fairly Involved
Very Involved	24	20
Fairly Involved	46	47

	Have Children		Have Children Not Attending Public School		Have Children Attending Public School	
	Attending Public School (180) %	Not Attending Public School (58) %	No Children (272) %	Metro Vancouver (264) %	Outside of Metro Vancouver (246) %	
In determining courses to be offered by school parents should be:						
Very Involved	26	35	16	17	26	26
Fairly Involved	49	38	52	54	44	70

In determining physical facilities needed parents should be:

	Very Involved	Fairly Involved
Very Involved	20	40
Fairly Involved	47	49

Perceived Appropriate Levels of Parental Involvement In the Hiring and Evaluating of Teaching Staff, By Individual's Sex, Age, Children and Area of Residence

	Sex		Age		
Total (510) %	Male (254				

Factors Important in Evaluating the Quality of Education

4. One of the more important probes made by the Federation has been into what the public expects from its education system. The answer seems to be 'everything.'

Although the key criteria for judging the quality of education is the extent to which the system has provided students with basic skills such as reading and writing, the development of student's social skills such as concern for other people, ability to work with other people, personal growth and independence, intellectual curiosity and vocational skills all have importance.

Factors Important in Evaluating the Quality of Education, By Individual's Sex and Level of Education						
	(Average rating on 10-point scale) *					
	Level of Education					
	Total (510)	Male (254)	Female (256)	Less than Secondary School Education (157)	Secondary Graduate or School Equivalent (225)	Some University Graduate (124)
Importance rating given to developing a student's:						
Basic skills like reading and writing	9.23	8.95	9.50	9.17	9.33	9.08
Concern for other people	8.61	8.20	9.02	8.69	8.72	8.28
Ability to work with other people	8.46	8.23	8.69	8.24	8.71	8.27
Personal growth and independence	8.18	7.71	8.65	7.82	8.26	8.49
Intellectual curiosity	8.14	7.76	8.52	7.63	8.29	8.47
Vocational skills	8.08	7.79	8.37	8.25	8.34	7.37
Creativity	7.89	7.59	8.19	7.67	7.98	7.98

* Average ratings based on a 10-point scale where 10 equals extremely important and 1 equals not important at all and based on those who rated the item.

5. In general there has been little change in the past year in the importance placed on these factors in evaluating the quality of education. The general rank ordering of the factors is unchanged. Women still place more importance on students' personal and social development than do men. People with lower levels of education still place less importance on the development of intellectual curiosity than do those with higher levels of education. Those who have attended university place less importance on vocational training than those who have not attended university.

Only two minor changes have occurred. The emphasis placed on developing students' ability to work with other people has declined slightly in the past year, and the tendency for people residing outside Metropolitan Vancouver to place more importance on virtually all of the factors than those residing in the Metropolitan area no longer exists. The opinions of those residing outside of Metropolitan Vancouver area have shifted and the two groups now take similar positions in evaluating the quality of education.

Given the public's continuing conservative perspective and the absence of major changes in their attitudes toward the importance of selected criteria in evaluating the quality of education, it is not surprising to find the quality of education offered in the province is generally still thought to be only satisfactory.

The overall evaluation of the quality of education provided by public schools in the province has changed only slightly in the past year. People 55 years of age and over have become increasingly critical of the quality of education and those living outside the Metropolitan Vancouver area no longer rate the quality in their communities higher than Metropolitan Vancouver residents rate it in their area.

Knowledge of and Attitudes toward Financing of Education

6. Although they feel that the quality of education provided is barely satisfactory, British Columbia residents generally feel that educational funds are well-handled and they are receiving fairly good value for the money spent in their community. There are however, some disagreements on the value being received with older people being more critical than younger people and those with no children being more critical than those who have children attending public schools.

Overall Rating of the Quality of Public Education By Individual's Age and Children						
	Age			Children		
	Total (510)	19 to 34 Years (186)	35 to 54 Years (180)	55 years and Over (143)	Have Children Attending Public School (180)	Have Not Attending Public School (58)
	%	%	%	%	%	%
Quality of public education is:						
Excellent	4	2	5	4	6	—
Good	27	31	32	17	38	29
Satisfactory	31	33	38	20	37	27
Poor	23	17	16	38	13	24
Don't know	15	17	9	21	6	20
Average rating: *	2.14	2.23	2.27	1.84	2.39	2.06
						1.96

* Average ratings based on a 4-point scale where 4 equals excellent and 1 equals poor and based on those who gave a rating.

Value Received for Portion of Tax Dollar Spent on Education, By Individual's Sex, Age and Children						
	Age			Children		
	Total (510)	19 to 34 Years (186)	34 to 55 Years (180)	55 years and Over (143)	Have Children Attending Public School (180)	Have Not Attending Public School (58)
	%	%	%	%	%	%
Community is receiving:						
Excellent value	3	3	5	—	5	2
Fairly good value	56	61	62	41	65	58
Fairly poor value	19	16	19	22	19	20
Extremely poor value	9	6	5	20	3	15
Don't know	13	14	9	17	8	14
Average Rating: *	2.60	2.70	2.74	2.26	2.80	2.63
						2.44

* Average ratings based on a 4-point scale where 4 equals excellent value and 1 equals extremely poor value and based on those who provided a rating.

7. To improve the quality of education, the majority is willing to spend more money, particularly if the funds come from the general funds of the province, rather than local taxes. Men and young people are the strongest supporters of increasing educational funds. Support for obtaining these funds locally is concentrated in the Metropolitan Vancouver area.

Attitudes Toward Increasing Expenditures on Education, By Individual's Sex, Age, and Area of Residence

	Sex			Age		
	Total (510)	Male (254)	Female (256)	19 to 34 Years (186)	35 to 54 Years (180)	55 years and Over (143)
Would be prepared to pay more to improve the quality of education	52	58	46	64	45	45
Would be in favour of the government spending more from general funds to improve the quality of education	65	71	60	81	61	51
Area of Residence						
Metro Vancouver	Outside Metro Vancouver					
(264)	(246)	%	%			
Would be prepared to pay more to improve the quality of education	58	45				
Would be in favour of the government spending more from general funds to improve the quality of education	66	64				

Knowledge of and Attitudes Toward Specific Aspects of Education

8. If additional funds are made available, the public has definite feelings on how they should be spent, and in some instances these feelings have changed dramatically in the past year.

From the public's point of view, top priority should be given to improving the quality of teachers and to making more vocational training courses available. Both of these areas are continuing weaknesses in the system as far as the public is concerned (both were given top priority for improvement a year ago as well) and receive consistently high priority ratings from all segments of the population.

Of secondary importance is improving the quantity and quality of materials in school libraries. This issue receives the same priority as it did a year ago and has consistent support from all segments of the population.

Priorities for Improvements and Changes

	Total feeling Area deserves High priority (510)	Total feeling Area deserves High priority (509)
Highest priority:		
Improving the quality of teachers	72	66
Making more vocational training courses available	67	65
Second highest priority:		
Improving the quantity and quality of materials in school libraries	58	51
Third highest priority:		
Reducing the size of classes	46	66
Increasing the number of teachers	39	56
Providing nursery or day schools	38	37
Building more schools and improving existing ones	37	46
Lowest priority:		
Offering a wider variety of classes in courses such as art, music drama	29	28

Knowledge of and Attitudes Toward Class Size

	Total Residents (510)	Total Residents (509)
Number of students in elementary school classes:		
25 or less	20	6
26 to 30	36	23
31 to 35	13	27
36 to 40	4	14
41 or more	1	2
Don't know	26	28
Number of students in secondary school classes:		
25 or less	16	5
26 to 30	24	13
31 to 35	13	20
36 to 40	4	14
41 or more	9	2
don't know	43	46
Feel classes are:		
Too large	31	45
About the right size	37	21
Too small	1	2
Don't know	31	32

Note: * equals less than one-half of one percent

10. Regardless of opinion on class size, the public has obtained most of their information from three basic sources — personal observation or experience, students, and teachers.

Source of Information About Relative Class Sizes By Perceived Size of Class			
	Perceived Class Size		
	Total having an opinion on class size (350) %	Classes too large (159) %	Classes about the right size or too small (191) %
Personal experience or observation	33	29	38
From own children or other students	26	27	24
From teachers / I am a teacher	24	24	23

11. The information they obtained from these sources varies and hence, the differing evaluations. Those who feel a class which has more than 30 students is too large for a teacher to handle claim it impairs a good teacher-student relationship. The teacher simply does not have sufficient time to give each child the individual attention he / she needs.

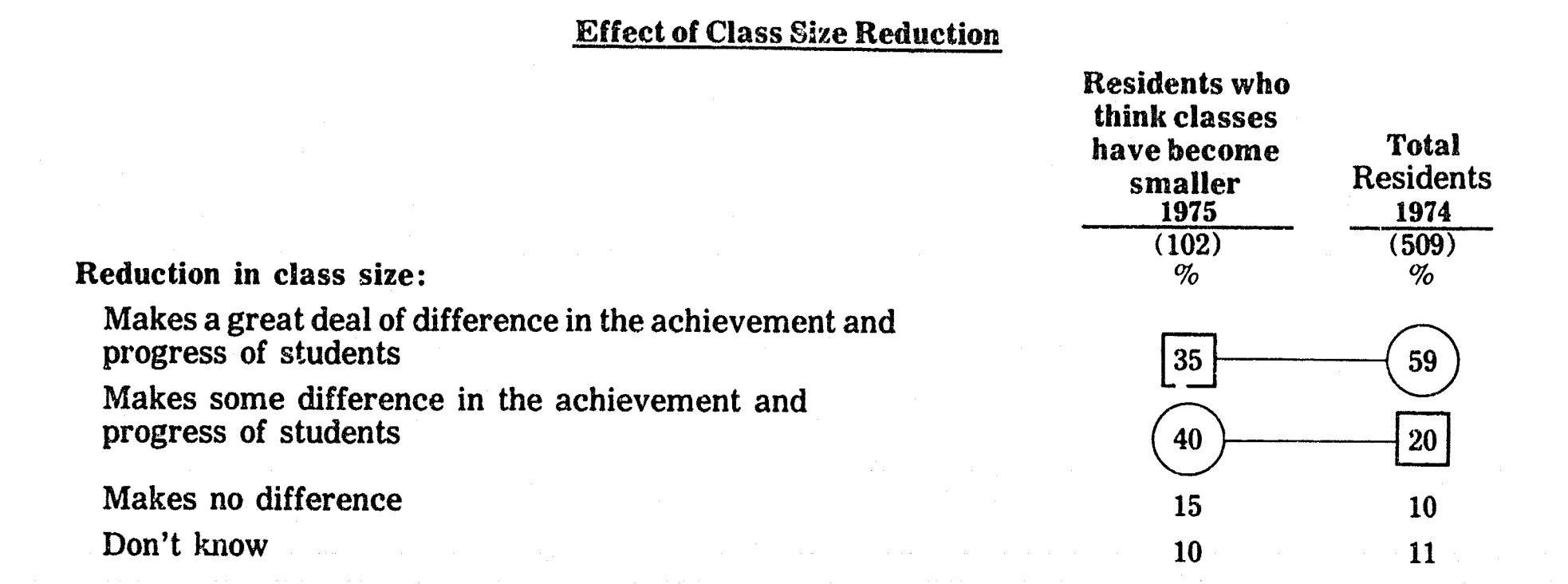
Those who think classes are the 'right size' feel the student-teacher ratio is good, although there is some difference of opinion as to whether that ratio is 20 to 1 or 35 to 1.

12. There is one significant difference between those who feel classes are too large and those who do not. Those who think class sizes are too large generally feel that they are part of the vast majority in this respect. Conversely, those who think classes are about the right size, or too small, are not quite sure that other people share their opinion.

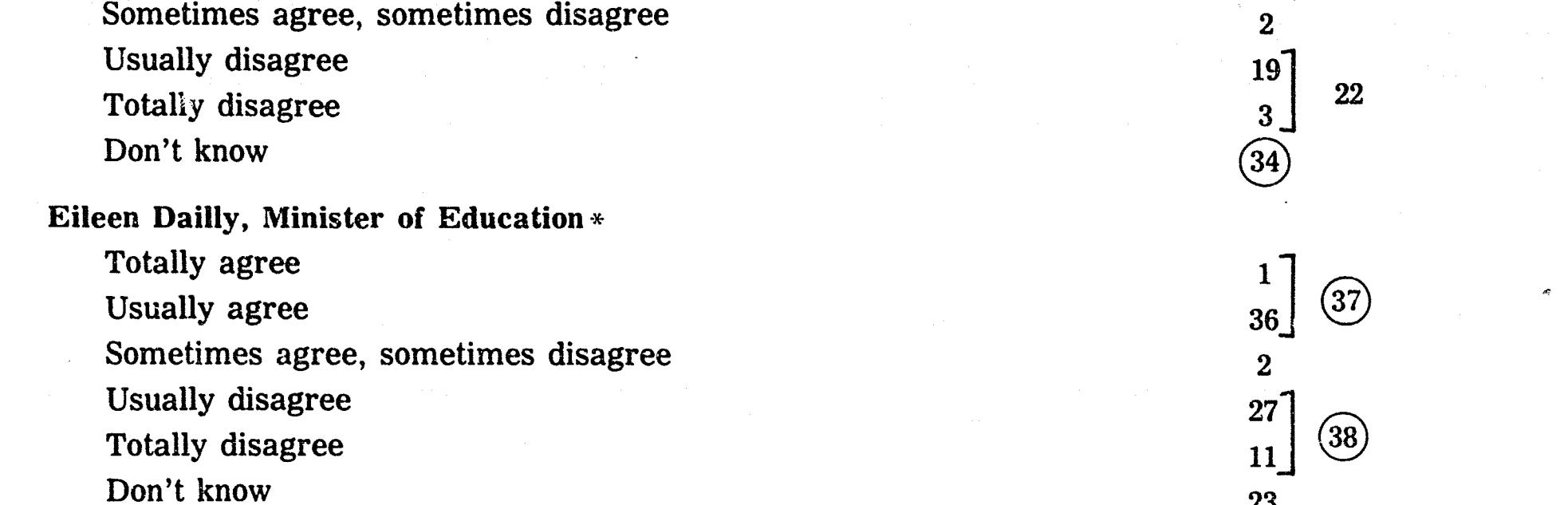
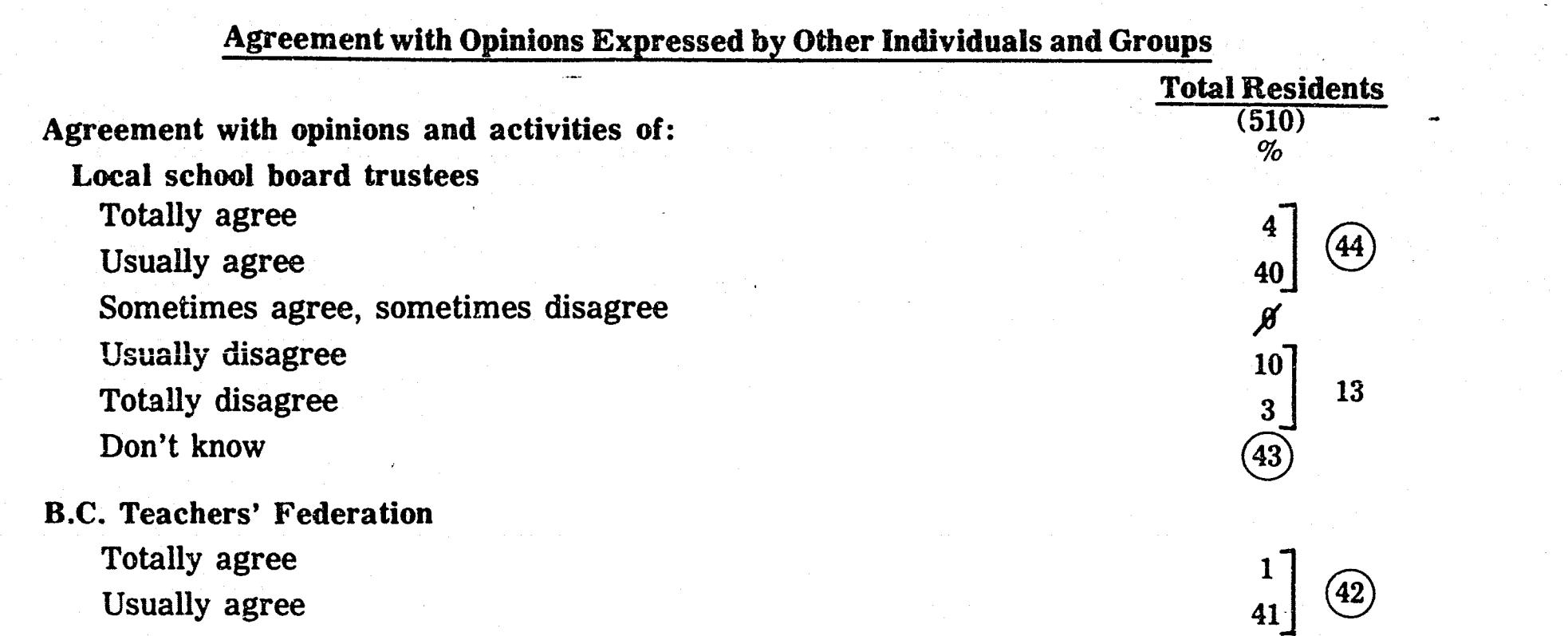
13. In addition to the reduction in class size, the perceived effect of this reduction has contributed to the de-emphasis on class size reduction, increasing the number of teachers, and the building of new schools. In those areas where classes apparently have been reduced in size the impact has been less dramatic than was expected a year ago.

14. There is one additional area where it is generally agreed educational funds could be put to good use. The majority believe that public funds should be used to partially cover the costs of independent schools.

Other People Thought to Share the Same Opinion of Class Sizes, By Perceived Size of Class			
	Perceived Class Size		
	Total having an opinion on class size (350) %	Classes too large (159) %	Classes about the right size or too small (191) %
Friends and neighbours	28	34	22
Teachers	17	21	13
Relatives	13	15	12
No others sharing opinion	34	24	43



Opinion of Using Public Funds to Cover Costs of Independent Schools, By Individual's Sex and Age						
Costs of independent schools should be:	Sex		Age			Total Residents (510) %
	Total (510) %	Male (254) %	Female (256) %	19 to 34 Years (186) %	35 to 54 Years (180) %	
Totally covered by public funds	6	9	4	3	11	6
Partially covered by public funds	51	45	56	61	46	43
Not covered at all by public funds	37	41	33	32	37	43
Don't know	6	5	7	4	6	8



16. Given the extent to which the public agrees with their activities, one might expect the public to perceive school board trustees as having a significant impact on their opinions regarding changes to improve the quality of education in British Columbia. This is not the case.

The two most influential groups are still the teachers and the school principals. (A similar pattern was noted in 1974.)

Influence of Selected Individuals on Public Opinion of Issues Affecting Quality of Education, By Individual's Sex, Age, and Level of Education

(Average rating on 4-point scale)*

Sex	Age	Level of Education			
		Less than Complete Secondary School Education	Secondary School Graduate or Equivalent	Some University or University Graduate	Total
Male	Female	19 to 34 Years (186)	35 to 54 Years (180)	55 years and Over (143)	Total (510)
3.59	3.64	3.59	3.60	3.59	3.58
3.47	3.36	3.30	3.54	3.61	3.56
3.10	3.08	3.12	3.42	2.99	3.12
3.06	3.02	3.10	3.05	2.96	3.20
3.03	2.99	3.07	3.00	2.99	3.13
2.70	2.58	2.82	2.79	2.75	2.69

* Average ratings based on a 4-point scale where 4 equals very important and 1 equals not at all important and based on those who rated each individual.

** As a result of the December 11, 1975 election the position of Minister of Education will no longer be held by Eileen Dailly. Since these ratings have been influenced by the individual as well as the office, these results should be treated with caution.

In affecting public attitudes, the opinions of students, the Minister of Education, and the local school board trustees are of secondary importance.

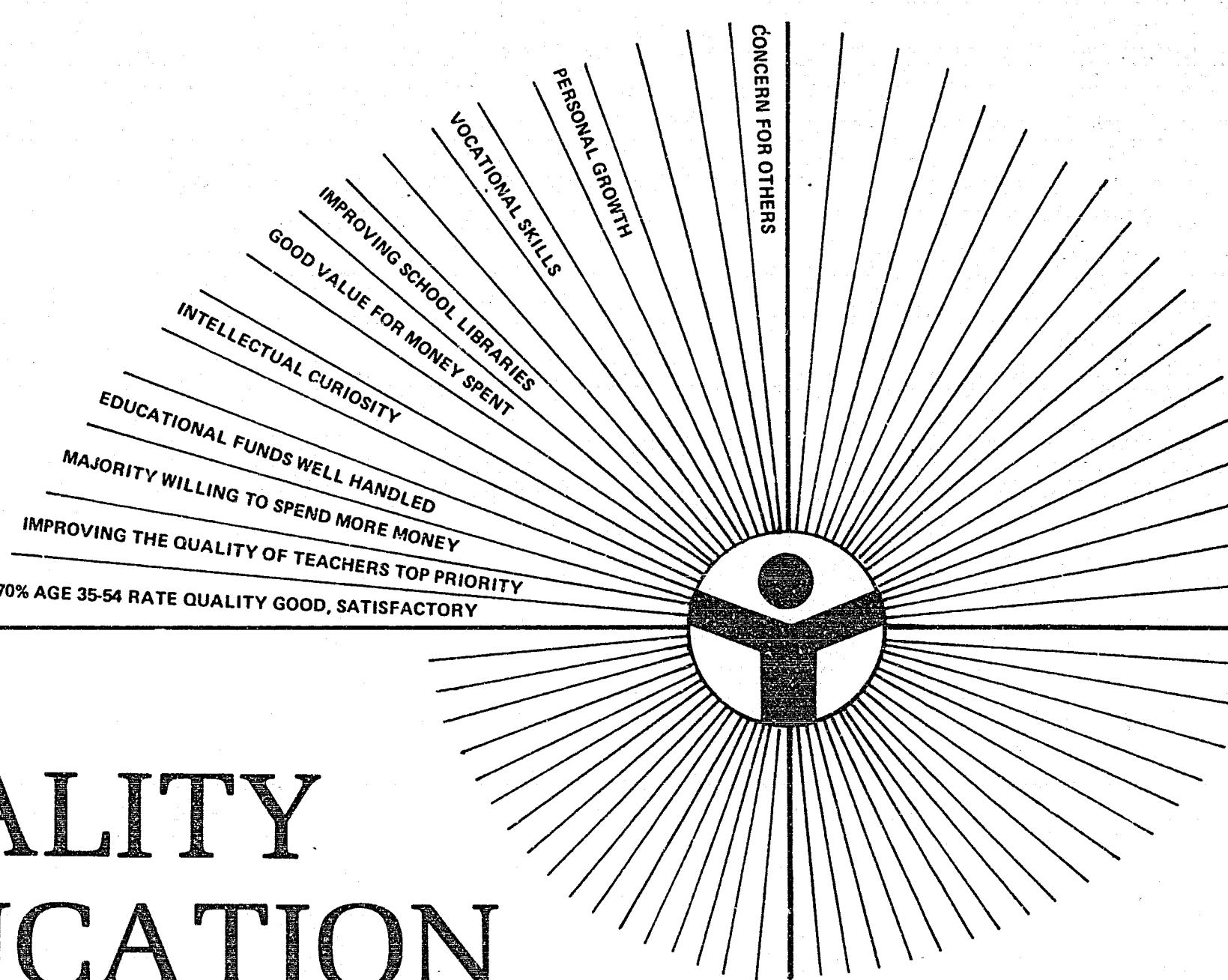
17. The apparent differences between the level of agreement with BCTF and the strong influence of teachers and school principals on public opinion are not really conflicting results.

The influential people are the individual teachers and school principals with whom the residents have had contact. It is their opinions that people are most likely to be exposed to when looking at issues

dealing with the quality of education. On the other hand the influence of BCTF is weaker because the public is less familiar with this group than they are with the teachers in their own community. While 94% of B.C. residents are aware of BCTF, most of this awareness is at a relatively low level. Only 31% of the public can immediately identify the B.C. Teachers' Federation without assistance; the remaining 63% only recognize the name after it is given to them and cannot identify on a spontaneous basis the group to which teachers belong.

Awareness of the B.C. Teachers' Federation, By Individual's Age, Children and Education

Age	Children	Level of Education		
		Have Children Attending Public School (180) %	Have Children Not Attending Public School (58) %	No Children (272) %
Total (510) %	94	91	95	96
19 to 34 Years (186)	94	93	93	89
35 to 54 Years (180)	38	36	25	14
55 years and Over (143)	56	57	68	75
Know of B.C. Teachers' Federation	94	91	95	96
Unaided Awareness	31	27	40	26
Aided Awareness	63	64	55	70
Don't know of B.C. Teachers' Federation	5	7	4	3
Don't know	1	2	1	1





Discipline, dissent, control and censorship.

Following the submission of a brief to government by the Principals' PSA, the RA in October requested a legal review of the rights of individuals and the rights of the Federation.

by Des Grady, BCTF Legal Affairs

The following motion was approved by the Representative Assembly on October 4, 1975:

'That a legal opinion on the rights of individual teachers and groups of teachers to present their point(s) of view to external bodies be obtained and presented to the winter session of the Representative Assembly. This legal opinion shall include comment on:

1. the rights of individuals and groups of teachers to hold divergent opinions, and
2. the right of censorship by the BCTF.'

Discipline & dissent

Some years ago, D.E. McTaggart, then solicitor to the BCTF and now a judge of the County Court, noted two definite trends in the area of control of members of organizations. Firstly, he noted more unrest and challenge of authority within organizations, followed by more resort to disciplinary powers by those in control.

Secondly, he noted that whenever the discipline was challenged in the courts, the courts appeared to 'lean over backwards' in favor of the individual as opposed to the organization of which he was a member.

When associations were essentially voluntary organizations, usually for a social purpose, the courts were reluctant to intervene in disputes between the group and the individual. However, the increasing tendency in the modern state is to organize in groups for other than social purposes, and trade unions and professional organizations now have rules or statutory authority that have the effect of saying whether a member will be allowed to work.

This awesome power over a person's livelihood has spawned legal actions and hastened the development of a new area of jurisprudence. Not only have textbooks been written on the subject, but every year new landmark decisions make it clear that organizations acting in the manner of courts can expect the real courts to rigorously review their decisions.

Courts provide leavening

Basically, there is conflict in that courts think primarily of protecting the individual, and unions and the like think of protecting the group. However, the courts have not been shown to be unconscious of the need of unions to protect themselves from undesirables. Absolute protection of the individual would be ruin to the union and vice versa. The courts provide the leavening.

Most unions or professional organizations identify punishable offenses that are particular to the group. Usually, the offenses can be classified as 'specific faults' or 'blanket provisions.' For the BCTF, the former would relate to breaches of the Code of Ethics; the latter would be conduct harmful or prejudicial to the interests of the Federation.

Rights of members

Turning to the issue under review, any member or members may hold to any divergent view they choose, and may do with impunity, provided that they do not breach a term of the Code of Ethics or engage in conduct harmful or prejudicial to the interests of the Federation.

Whether the member's conduct does constitute a punishable offense cannot be determined in the abstract but must be determined by the Executive Committee acting pursuant to the By-Laws — and a decision to discipline a member may be appealed to the Representative Assembly and, in certain cases, to the Lieutenant-Governor in Council.

Thus the rights of members are protected to the extent that severe penalties may be determined or reviewed by at least three separate bodies, and thereafter the member may still seek recourse to the courts.

Some trends in recent court decisions are worthy of note:

1. Ethics were seen to regulate remarks about another teacher when such remarks related to the person qua teacher. A teacher strongly opposed to action taken by the leadership publicized her objections by letters to the press. A reprimand of the teacher was quashed by court order.¹

2. The wide disciplinary powers of professional bodies are granted for the protection of the public interest, that is, for society not the society. Members can be deprived of rights and privileges only by clear and express authority. The acts complained of must be apparent to all and constitute a clear violation of the law.²

3. All members of trade unions have the unqualified right to speak out against the manner in which union affairs are conducted. There is a right of dissent.³

Though it is frequently noted that the niceties of legal procedure are not applicable to domestic tribunals, many decisions have been quashed on the basis of a denial of natural justice in that the established procedures were not followed or that the procedures themselves were lacking some essential safeguard. To the writer's knowledge, only one disciplinary decision of the BCTF has been subjected to judicial review and that decision was upheld. This seems to indicate that the procedures are adequate and that disciplinary powers have not been misused.

Declarations self-defeating

From time to time, it has been suggested that the BCTF should declare that certain breaches of policy statements will be classified as conduct harmful or prejudicial to the interests of the Federation. Such declarations are likely to be self-defeating in that they would interfere and perhaps unduly restrict the powers now vested in the Executive Committee through the By-Laws.

Also, in my opinion, the authority of the society to create new offenses is very restricted. A heavy onus would lie on the society to show that conduct that, for over 50 years, has not been viewed as unethical or harmful, is now so noxious as to warrant disciplinary action that could lead to the member's loss of a right to teach.

Compulsory membership effectively limits the notional theory that persons becoming members are taken to accept the rules of the society as conditions of a contract.

Precise statute needed

In addition, under the present state of the law in British Columbia, teachers — unlike doctors, lawyers, agrologists, architects, foresters, dentists, land surveyors and many other professionals — lack precise statutory authority, couched as it usually is, to provide for '... the government, discipline, and honor of the members including the prescribing of a Code of Ethics binding on the members ...'

Precise statutory authority, be it through a Teaching Profession Act or some other statute, would provide a more substantial foundation for the enactment of changing rules or regulations affecting members.

Clause 8 of the Code of Ethics touches specifically upon the course of conduct we are asked to review. We note that the phrase '... properly dealt with ...' is subjective. Any disciplinary action arising under this clause would require careful consideration of the phrase and its applicability to the case under review.

By the Public Schools Act, local associations are charged with the responsibility for negotiating agreements with school boards. Thus there would be little doubt that such negotiation is a matter '... properly dealt with ...' by the local association or its agents. However, most representations arise not by statutory duty but by the desire of the society to advance its objects by making representations to persons with authority to make decisions. It is believed that Clause 8 enhances the effectiveness of the society and its branches when the BCTF speaks for its members.

Code of ethics required

In recent years a Royal Commission and a Legislative Committee have sought opinions respecting educational matters. Divergent opinions have been expressed to such groups. In addition, there have been and will be occasions when such bodies as school boards or the Department of Education will request input or ideas from particular teachers or groups of teachers. On such occasions, Clause 8 could not be invoked to muzzle or punish a member.

Hamilton v. Architectural Institute of British Columbia, previously cited, is authority for stating that a by-law that has the effect of hiding information or opinion is void as being against public policy. Accordingly, the BCTF can claim and maintain a right to speak in the name of the society, but its ability to restrict dissenting opinion of individual members is very limited. This is not to say that the profession should not seek to speak with one voice but it does mean that the society's disciplinary powers cannot be relied upon to silence the dissenting voice.

The foregoing observations should be taken to reinforce the fact that because expulsion may lead to economic ruin for a member, an accused member is entitled to a fair and impartial hearing. Those in positions of leadership should see to it that disciplinary proceedings are conducted calmly, cautiously, without undue haste and strictly in accordance with the constitution and by-laws of the society and the rules of natural justice.

As noted earlier, there is no suggestion that such safeguards and good judgment have not been maintained, and a member disciplined for a breach of the Code of Ethics or conduct harmful or prejudicial to the interests of the Federation cannot be confident of relief by the courts.

Censorship & control

Policy statement 36.22 reads: 'That it shall not be the right of any provincial specialist association to make representations to any authority or agency outside the BCTF on any matter that is properly the concern of the BCTF.'

This statement appears to be parallel to Clause 8 of the Code of Ethics in that it limits the representations that can be made by provincial specialist associations. In matters concerning the operation of associations within the society, the BCTF is not bound by the same strictures that apply to individuals. BCTF procedures respecting provincial specialist associations effectively regulate the existence of such groups, including their servicing and financing. Such procedure statements as 36.22 can be viewed as conditions precedent that have to be accepted by provincial specialist associations as a consequence of being an association operating within the ambit of the BCTF.

If the policies are not acceptable, the provincial specialist association can cease operations or more constructively, the association members can seek policy changes in the same manner that any other policy changes are accomplished. The civil libertarian concerns that have been seen as a fundamental right of individual persons would not extend to a provincial specialist association, which is not a person.

Local departments freed

Further, in my opinion, were the individual members of a provincial specialist association to attempt to thwart the policy by combining as individuals through the mechanism of the provincial specialist association, they could be perpetrating a fraud on the society and BCTF recognition, and services through the society could be withdrawn.

¹Re: Busche, Nova Scotia Supreme Court, 1975

²Hamilton v. Architectural Institute of British Columbia, British Columbia Supreme Court, 1975

³Tippett et al v. International Typographical Union Local 226 and E. W. Bickle Ltd., British Columbia Supreme Court, 1975

⁴'Tribunal' in this context meaning a decision-making body outside of the law-court hierarchy.

