

BCTF gears for action on controls

BCTF President Bill Broadley has rejected claims by the Minister of Education that school board operating costs appear to be 'sky-rocketing.'

'Not so,' says Broadley. 'Cost increases have been moderate and controlled.'

'For example, teachers' salary increases this year averaged 12.5% from arbitration board awards that clearly reflected the effect of the federal restraint program. Teachers' salary settlements were well below the average

settlements in the private sector.'

School board budgets, Broadley maintains, do show moderate increases. These are associated primarily with inflation, but in addition, more teachers have been brought into the school system.

He says these cost increases are already 'built-in' to school board budgets.

'Inflation has sharply increased the costs of school maintenance and heating, learning materials and teacher

supplies, secretarial and janitorial services.

'In the spirit of the federal restraint program, grants from the provincial government should be increased to cover these inflationary costs that have already occurred.'

Additional teachers are required to reduce class size in a number of over-sized classes, especially at the primary level, and approximately 200 additional teachers are required for students with learning disabilities, Broadley says.

The Minister's statements on school costs sound alarming, according to Broadley, and

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The gloves are off

Salary recommendations to AGM:

1. That the BCTF go on record as being opposed to the federal government's program of wage controls.
2. That if an arbitrary provincially-legislated adjustment of teachers' salaries is proposed, a special general meeting be called in accordance with By-Law 8, with prior regional study sessions held in the required 14-day notification period.

Editorial

Independence of AIB said 'rough justice'

By MIKE MIDZAIN

According to a March 1 article by reporter John Sawatsky of the Vancouver Sun's Ottawa bureau, the B.C. government has a deal with the federal government whereby the massive ICBC rate increases will not be subject to the price restraint guidelines of the Anti-Inflation Board.

This deal, he says, had to be made before the B.C. government would agree to participate in the federal anti-inflation program. It is therefore 'with a lot of cynicism' that one should regard Jean-Luc Pepin's 'ominous threats about cutting back the increases being charged by ICBC' and his talk about the power of the Anti-Inflation Board to roll them back.

Sawatsky reports on a December 23 meeting of federal Finance Minister Donald Macdonald, Labour Minister John Munro and Consumer Affairs Minister Andre Ouellet with B.C. Finance Minister Evan Wolfe, Labour Minister Allan Williams and Consumer Affairs Minister Rafe Mair.

He concludes his report this way:

'With both Wolfe and Macdonald worried, the two ministers came to a quick understanding. If B.C. joined the program, the federal government would not allow the anti-inflation program to interfere with increases in ICBC rates.'

'This was not an implicit understanding or a vague promise by Macdonald to do everything he could. It was a carte blanche undertaking from the federal Minister of Finance to exempt ICBC from the anti-inflation guidelines.'

'This verbal pact had been checked and confirmed through both parties.'

'So when Premier Bill Bennett, who has given a record quick commitment to the anti-inflation program, says he is confident ICBC's increases will be approved, he is not talking glibly.'

'Somebody should tell Pepin to forget his analysing, his pencil-sharpening and his standing on toes over ICBC because its rates have already been approved by a higher authority.'

In view of the comments of the Minister of Education and the Premier on the salaries of teachers and other public sector employees, one can be equally cynical about the degree of independence the Anti-Inflation Board will be allowed to exercise when it is authorized to monitor this sector.

Surrey Flurry Studied

An educational commission has been struck by the BCTF Executive Committee to assess the direction of education in the Surrey school district, including allegations of censorship and other restrictive practices.

Appointments to the three persons commission will be announced later this week.

A budget of \$7,500 has been authorized for the commission to investigate and prepare a report and recommendations for consideration by the Executive Committee.

The commission was set up by the Executive Committee in response to the opposition by the Surrey Teachers' Association to the proposed establishment of a 'fully implemented value school' in Surrey.

To clarify areas of concern the commission will seek meetings with:

- the board of school trustees
- the district administrative staff
- the Surrey Teachers' Association executive
- students, parents, school staffs
- the Surrey Value School Association
- the Citizens for Rights and Responsibilities
- the Concerned Parents' Association.

The outcry from Surrey teachers that has been brewing for more than a year reached a deafening pitch with the publication of an advertisement by the Surrey-School Board in lower mainland newspapers seeking an elementary school principal for a fully implemented value school for September 1976 and listing characteristics of the proposed school.

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Watchdog committee bares teeth

At a recent planning session, the Agreements Committee developed the following statement and recommendations on wage and price controls. These recommendations have been approved unanimously by the Executive Committee and will be included in the Committee's report to the Annual General Meeting.

- The Agreements Committee recognizes that there is widespread support by the membership for a program of attack on inflation.
- However, the committee also recognizes that the membership has expressed its concern over the inequities of the federal program of wage and price control.
- The Agreements Committee has examined the federal program of wage and price controls. It is the assessment of the committee that the program:
 - a) has already, through its psychological effect, held teachers' salary increases significantly below the community average;
 - b) will not significantly reduce the rate of future price inflation;
 - c) would, if applied over two or three years, depress the salaries of teachers;
 - d) would, in the long run, shift the allocation of national income in favor of profits and away from wages and salaries.

Therefore the Agreements Committee recommends:

1. That the BCTF maintain the campaign to inform the government that teachers will oppose any arbitrary adjustment of 1976 agreements and arbitration awards.
2. That if an arbitrary provincially-legislated adjustment of teachers' salaries is proposed, a special general meeting be called in accordance with By-Law 8, with prior regional study sessions held in the required 14-day notification period.
3. That an immediate and on-going information campaign be undertaken to acquaint the membership with the effects of the federal program of wage and price controls and other similar programs.
4. That the BCTF retain special expertise to assist in developing the content and format of such an information program.



Indignant Surrey teachers attend meeting to protest censorship and restrictive practices of district board.

Unilateral tampering will not be tolerated

By BRUCE C. WATSON
 'We intend to refer all public sector compensation agreements arising since October 14, 1976 to review by the federal Anti-Inflation Board.' — Premier W. Bennett, February 27, 1976.

What will the federal-provincial agreement implementing the above contain? What effect will it have on 1976 teachers' salaries, salaries that have already been reduced drastically through the dampening effect of the federal wage control program? Is there to be an automatic, arbitrary rollback, as hinted earlier?

The BCTF officers do not know. Since last December efforts have been made to obtain some answers. A short meeting was held on January 14 with Dr. Pat McGeer, followed by a longer meeting on February 10 with him and Labour Minister Alan Williams. At these meetings no commitments were made by the government, no indication was given on which way the government would move.

The BCTF position of January 14 still stands:

'We recommend that if your government does enact legislation to bring public sector employees in British Columbia under the federal wage restraint program, you exercise your right under Section 4(3) of the Anti-Inflation Act to enter into an agreement with terms specific to British Columbia, that these terms recognize the restraints

under which teachers have always negotiated and which have already been applied in 1976 contracts, and that no additional restraints be imposed with respect to these 1976 contracts.'

This position means that no local association should be party to submitting its 1976 contract to the federal Anti-Inflation Board until at least such time as there is an actual federal-provincial agreement. Even then there should be a careful study of the agreement to ascertain the rights of the employee and the obligations of the employer. Teachers are not employed by the provincial government, there should be direct reference in the federal-provincial agreement to school boards as employers before any action is taken by the local association.

Teachers will have to insist on being heard and must be prepared to insist that each bargaining unit be treated as a separate entity.

Unilateral action, without a proper hearing, without access to all data, by a federal agency 3,000 miles away is not acceptable.

Teachers will have to insist on hearings in B.C. Their side of the story, their arguments for special considerations, their arguments for historical relationships are valid and must be heard by a board sitting in B.C. Unilateral tampering, unilateral interference in teacher contracts should not be tolerated.



Bruce Watson, acting director, BCTF Economic Welfare division.

Surrey flurry

(Continued from page 1)

One of the characteristics as listed was 'these values will be based on the Judaeo-Christian heritage.' Surrey teachers immediately voiced loud indignation followed by an appeal to the Federation. The BCTF quickly moved to support Surrey Teachers' opposition by placing an 'ad' in newspapers throughout the province requesting teachers interested in applying for the position to contact the BCTF office before doing so. Ten teachers have to date contacted the office.

Following the outcry and sanction, the Surrey board substituted the phrase 'traditional moral ethical core values' for the more controversial one.

The report, expected to be completed within three weeks following the appointment of the commission, will be available to groups that participate in the process.

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BCTF gears for action

could force school boards to cut back on essential services, with unfortunate consequences for school programs.

Commenting on the mill rate, Broadley explained that on December 1, 1975 each school district received notice that the costs of the basic education program would be shared on an equitable basis — 26.50 mills paid by the local school district and the remainder paid by the provincial government.

All costs above the basic education program determined by government are paid entirely by local taxpayers.

The Minister has threatened to raise the basic levy above 26.50 mills.

'Local taxpayers will pay more, and the provincial government will pay less, for the same basic education program,' says Broadley.

He agreed with the Minister's concern about increasing administrative costs. He noted, however, that the 33% increase claimed by the Minister was, at least in part, attributable to an instruction to school boards to transfer certain costs from the 'instruction' to the 'administration' section of board budgets.

'We've suggested on several occasions a step that would help control non-instructional expenses and ensure more effective use of school resources.'

'We have asked that the provisional budgets be made public prior to the final budget deadline. This would enable teachers' associations to

examine budgets and make suggestions on priorities.

A number of progressive school boards do this now, but until the government requires that provisional budgets for public schools be made public prior to final budget setting, we shall continue to see instances of administrative overload and other misallocations.'

B.C. Teacher survey out

A random sample of more than 800 BCTF members recently received questionnaires designed to evaluate The B.C. Teacher.

Inadvertently, the forms were mailed before copies of a covering explanatory letter were prepared to accompany them.

The readership survey is being conducted at the request of the Editorial Board and Representative Assembly to ascertain what BCTF members think of the magazine.

The questionnaires are anonymous. Only a computer knows which members received one.

Many of the forms already have been returned. The editorial staff extends its gratitude to those people who have participated in the survey.

If you received a questionnaire but have not yet completed it, please do so and return it in the stamped, addressed envelope that accompanied it.

Results of the survey will be published in the magazine.

Declaration of learning, working conditions clarified

A blow for clarity has been struck by the Provincial Learning Conditions Committee with its proposed Declaration of Basic Learning and Working Conditions Rights, Prerogatives, and Obligations that will be going before the Annual General Meeting.

The Declaration provides a model for locals to follow in negotiating learning and working conditions agreements and sets out a grievance procedure aimed at providing due process to teachers facing 'learning or working concerns' connected with their assignments.

Spelled out in the document are 13 articles that center on basic criteria for school staffing; a supplementary formula for schools with greater educational needs; space and facilities; class size; teacher workload; specialized services; health and safety.

Tying it all together is the 'grievance procedure' that involves setting local procedures for 'identifying, investigating, and resolving learning and working conditions, problems, and concerns prior to formal grievance proceedings.'

The formal 'grievance' may be filed by a member or group of members to rectify violations of the rights, prerogatives, and obligations of teachers, staffs, and local associations, class size, workload, specialized services, health and safety.

In the context of the Declaration the 'formal' phase of proceedings means actually putting the complaint on paper and processing it through the local association. For that purpose, a sample form is provided for setting out details of the problem, preliminary steps taken to resolve it, local association involvement in the case, and eventual presentation of the grievance to the local school board.

If all other remedies fail, the BCTF will become involved in resolution of the grievance in co-operation with the local association.

A separate enabling procedure allows two weeks

to resolve the problem prior to direct local association involvement, and a week at this level after which a formal grievance may be filed. If the problem remains after a further three weeks, the BCTF is contacted. A maximum of six weeks will have elapsed to this point but where problems involve health or safety, 'the member's discretion rather than a specific time interval should govern when to proceed to the next step.'

At this stage, always in consultation with the local association, the BCTF may, with the consent of the grievor(s), publicize the grievance, report it to the Minister of Education, report it to the local MLA(s), or as a final step, propose curtailment or withdrawal of services.

If the BCTF Executive recommends withdrawing the services of one or more members, present policy reaffirmed in the Declaration commits the BCTF to providing moral and financial support. This includes full salary to members while they are off a school board payroll. If a teacher loses a position because services are withdrawn, the BCTF is committed to restoring the person to the original position or finding a comparable posting.

Basic assumption underlying the Declaration is that 'minimum criteria are serious assertions of policy that teachers and their organization will do their utmost to achieve.' It involves local commitment to its terms and 'is a statement to a local school board that these are conditions espoused by the local and logically handled through negotiation.'

The unilateral declaration would apply only where no learning and working conditions agreement exists and is in fact aimed at achieving the right to bargain in the broad range of conditions beyond simply salaries and bonuses as set out in the Public Schools Act.

The recommended changes in policies and procedures, particularly those connected with the Declaration and its grievance procedure, 'are

nant to facilitate our attainment of a broad scope of bargaining as well as to assist in the attainment of some interim objectives: provide BCTF members with as much due process as possible under present legislation, hold school boards and the provincial government publicly accountable for problems they create, and provide a "model" agreement to assist local associations able to negotiate.'

The total policy package, including commitment to the process of local collective bargaining for learning and working conditions, the issuing and enforcement of the Declaration, the Declaration itself, and the grievance procedure have been on the BCTF Executive agenda on four occasions.

The Executive Committee has made a number of changes in the Declaration, all of which will be going before the Learning Conditions Committee at a meeting set for March 28. Main points of difference between the Executive Committee and the LC Committee appear to center on Subsection 3.1 which reads:

'It is the obligation of the local association to ensure that discussion of the declaration takes place. If any additions to, deletions from, or other modifications of this Declaration are to be made, they shall be approved by a general meeting of the local association and any proposed changes shall be forwarded in writing to the BCTF office.'

The Executive favors deletion of the second sentence because of a concern that this could lead to weakening the Declaration by removing or diluting its contents. The committee's view, on the other hand, is that the clause provides ample protection against this type of action since local proposals for change will be forwarded to the BCTF prior to implementation.

A possible compromise wording will be looked at by the Learning Conditions Committee at its pre-AGM meeting.

The Executive Candidates

Two stand for BCTF Presidency



BILL BROADLEY

his platform

The B.C. Teachers' Federation must work to ensure that all teachers can exercise their right to make professional decisions in consultation with their colleagues. Enactment of a Teaching Profession Act and extension of the scope of bargaining can help to ensure this right.

Schools deserve a model of authority and responsibility unique to their needs, a model that envisions the school staff as a professional team operating on a collegial basis. The principal teacher — let's eliminate that U.S. import 'administrator' — is part of the team. I disagree with those who see schools organized on an industrial model with the principal as only a 'branch manager.'

Our work must foster open decision-making within schools, school districts and the Federation. Such openness requires respect and tolerance for opposing viewpoints. Ideally, decisions reached are a synthesis of a variety of views — not just the fixed position of 51% of the group. The interaction of forces which results from the free flow of information and ideas is fundamental to good decision-making.

We must insist on greater provincial effort in financing public schools so that all students, regardless of sex, race or socio-economic status, can have access to the resources needed for their maximum growth and development. Unity of purpose is also essential to work for greater decentralization in both the school system and the Federation; to improve and provide a focus for our professional development division's capability to assist teachers; to protect the relative economic status of teachers; and to maintain and improve channels of communication with government and other groups in education.

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) 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 1973-76; co-chairperson, Teaching Profession Act Committee 1973-75, chairperson, 1975-76; BCTF First Vice-President 1973-75; BCTF President 1975-76.



DON WALMSLEY

his platform

Education and teachers are coming under an increasing attack. Gains that we have made in salaries, in learning conditions and in professional development are directly threatened:

- Already this year most teachers have lost 8% to 8% in salary increases due to the Wage and Price Controls.
- We have seen that while our salaries will not exceed the guidelines, other items will (ICBC, hydro, transportation).
- Learning conditions contracts are being challenged.
- In spite of increased provincial sharing in operating costs, many school boards will reduce their mill rates instead of class sizes.
- Schools and teachers are being blamed for every ill in society. Governments are being influenced by people who claim that the cure is standardized testing, rigid discipline, larger classes, rote learning, censorship of learning materials and blind obedience to a particular value system.
- In the face of these onslaughts we must unite. I believe that strengthening the BCTF must be our priority in the coming year. We have a great deal to protect.

As teachers we have a right to be proud of the steps we are taking through the BCTF:

- to remove sexism, racism and class bias;
- to introduce improved teaching styles;
- to make schools more responsive to individual needs by reducing class size;
- to increase teacher participation in decision-making;
- to maintain our economic position;
- to defend the individual's right to due process.

The BCTF can continue to improve education only if we are prepared to take a strong collective stand on behalf of students and teachers. I believe the role of the Executive Committee and the President is to lead in taking such a stand.

his background

Born in New Westminster; attended school in New Westminster and Duncan; B.Ed. and M.A. from the 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. Served local association executives as public relations officer, learning conditions committee member, agreements committee member; vice-president, geographical representative and president; delegate to nine AGM's. Geographical Representative for Fraser Valley East District Council; member of Teachers' Political Action Committee in the 1972 provincial election; member of BCTF Task Force on Membership; chairperson of the Task Force on Legal Aid, Professional Relations and Discipline; co-chairperson of the Learning Conditions Committee 1975-76; Member-at-Large of the BCTF Executive Committee 1973-75; B.C. Director to the Canadian Teachers' Federation 1975-76; BCTF First Vice-President 1975-76.

for first vice-president



PAT BRADY

his platform

There are two main issues facing our organization. The first concerns allocation of scarce resources.

Delegates to the 1976 AGM will be asked what priorities we should set for the ensuing year. Your Executive Committee should be directly informed of membership support (or lack of it) for present programs. We have limited resources, both human and material. It is the responsibility of elected representatives to ensure that expenditures are made according to the wishes of the majority. Often the loudest voices at an Executive table belong to special interest groups — groups which are often unaware of the budgetary and staff-time implications of their proposals. Socially valuable concepts/programs may have to be postponed in light of fiscal restrictions, or in favor of on-going endeavors.

How far and where do we go? I believe that we must set our priorities on feasibility, not just desirability. It is time that we learned how to say 'No'!

A second issue is somewhat less complex. During the past year several long and involved debates have focused on the rights and responsibilities of individuals and groups vs the policies of the organization.

I view BCTF policy as just that — policy. It is not the law of the land. It is something that is (and must remain) flexible and amendable. Our policy is a summation of the aspirations and positions of the BCTF at a particular moment. If members do not like the policy, they must feel free to criticize and attempt to effect changes. We must never accept situations where members are coerced into blind acceptance of any policy or procedure of the organization.

his background

Born Vancouver; elementary and secondary education Vancouver and Abbotsford; EA certificate UBC 1960; B.Ed. (Secondary) UBC 1966. Fourteen years teaching: Chilliwack 1960-64 (Grades 6 and 7); Prince George 1966-76 (Senior Secondary — law, economics, history, geography, commerce, Elementary — Grades 2 and 4, Junior Secondary — commerce and home economics). Presently a Grade 6/7 class. Experience in agreements, PD, and other committee at local and regional levels; executive committee Prince George DTA six years; district councillor two years; vice-president North Central District Council three years; Geographical Representative four years; AGM delegate 11 years; Member Task Force on Reorganization 1974. Member-at-Large provincial Executive Committee 1974-76.



GALE NEUBERGER

her platform

BCTF concerns can be divided into two categories: (1) those which are dependent on external forces and, (2) those which are dependent on internal forces. With a new government in power some of our objectives may prove difficult to achieve without the strong support of a Federation unified through common objectives.

The following areas of concern will require well organized political action:

- The possibility of further drastic cuts in teachers' purchasing power due to wage controls.
 - Our concern for the extension of our bargaining rights to include working and learning conditions. (Ours is the only group of organized employees in B.C. that is denied the right to negotiate our working conditions.)
 - School boards jumping on the 'Value Schools' bandwagon.
 - School boards arbitrarily making decisions without consulting local associations.
 - The need for further reduction of those classes still over the BCTF class size criteria, in particular, kindergarten and primary classes.
 - The possibility of teacher layoffs along with the tightening of the economic belt.
 - The present government's refusal to recognize sex discrimination as a serious educational concern.
- Of those BCTF concerns which are dependent mainly on internal forces, I see the following as priorities requiring concerted membership action. We must work together to:
- Further the development of staff committees.
 - Expose social issues affecting education to ensure a better focus for future professional development that will meet the needs of students.
 - Examine existing community schools to find out if there are better home and school relationships established in these schools than in traditional schools.
 - Involve more women members on committees at all levels of our Federation. (There are still only 15 Geographical Representatives out of a total of 85.)

her background

Born in Vancouver; attended public school in Vancouver; worked a year for MacMillan-Bloedel; attended UBC majoring in primary education; taught 14 years in Coquitlam School District — seven years in regular primary, seven years as primary learning assistant. Local involvement includes membership on the following committees: agreements, learning conditions, Executive Member-at-Large, Geographical Representative, status of women. Provincial involvement includes two years as Member-at-Large, four years on Status of Women Task Force — three as chairperson; member of Provincial Advisory Committee on Sex Discrimination, member of Joint BCTF and B.C. Pre-School Teachers' Committee to develop brief to government. BCTF delegate to CTF Annual General Meeting 1975.

Nominations for 2nd vice-president

for second vice-president



MAVIS DeGIROLAMO

her platform

I am committed to:

- improving education for all children
- strengthening membership involvement
- collegial decision-making
- honest and open debate of major Federation issues
- greater social responsibility on the part of teachers

I believe that B.C. has a fine, dedicated teaching body and that the Federation must give more focus to meeting the needs of all children. Greater emphasis must be placed on listening and responding to community members who are critical of certain facets of education. Schools must be open to parents to ensure that they are aware of and support the positive directions within our schools and are also aware of the problems and frustrations faced by teachers. Political action is important. Political action is meaningful when parents, teachers, and students are aware, informed and supportive of new directions.

However, the support we must draw from parents has to be first in evidence within our Federation. The strength of any actions we may take lies in the support given to these actions by a united teaching profession. The Executive Committee must represent the members by whom they have been elected and be responsive to teachers when making decisions affecting them. An Executive Committee cannot work in isolation from the 29,000 teachers across this province.

14 run for office

Members-at-large — 4 to be elected



JOE BERRY

his platform

I believe it is important that we as professionals deliver to the public the very finest quality of education that is possible.

If elected to the Executive Committee, I would work energetically on behalf of fellow-teachers in all of the areas of concern to them such as the improvement and increased support of professional development, the betterment of teaching and learning conditions, a reduction in the disparity between male and female representation in the administrative ranks, and modifications to curriculum aimed at eliminating sexism.

In the area of professional development where the Federation has traditionally provided leadership, efforts must be made to make school boards increasingly responsive in terms of time and resources to needs at both the local district and school levels. The Federation must also seek through the Joint Board of



JACK TEARNE

his platform

The areas of priority for the BCTF in the coming year must be:

- increased effort in the area of Professional Development to help teachers meet the demands created by curriculum decentralization and locally developed courses.
- maintenance and extension of learning conditions which constitute measures of quality education for students.
- defence of the principle of non-sectarian schools, consulting with parents, but free from interference and pressure from organized religious groups.
- resistance of efforts to erode the economic position of our members, relative to that of others in society.

We are once again in an era of fiscal restraint. To attain our goals for education will require a strong and united effort by our membership. The internal politics of the BCTF must give way to a unity of purpose. While we must be political in pressuring governments at all levels to provide support for quality education, we must not be partisan. Our organization must encourage diversity of viewpoint and political affiliation, but individual political ideology must be secondary to our common concerns for the welfare of students and our members.

The Executive Committee of the BCTF in the coming year must be more responsive to membership opinion. It must both welcome and solicit guidance from members, whenever possible, before establishing policy and reverse the present trend of increased centralization within our Federation.

Executive members must be prepared to enter into rational dialogue with all those involved with education, but must vigorously oppose those proposals which they feel will, in the long run, be detrimental to education and to students. They must seek to shape opinion through logical persuasion and compromise

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 vice-principal, A.D. Rundle Jr. Secondary School, Chilliwack; Nicola Valley Teachers' Association executive 1964-73; agreements chairperson 1964, 1970, 1972; president 1966-67, 1971-73; Central Mainland District Council Representative; Geographical Representative 1972-74, 1975-76; vice-president, B.C. English Teachers' Association; member CTE, NCTE; chairperson for organizing committee for Canadian Teachers' Federation Conference 1976. Member-at-Large 1974-75.



AL BLAKEY

his platform

Difficult times are ahead. The maintenance and continuance of our progress and gains of the recent

for member-at-large

past will be a real test. Success is anything but assured.

Federal wage guidelines, agreed to by a provincial government intent on cost cutting in all areas, have already created a bandwagon that threatens our earning power and the child's learning environment.

"Back to the basics" and "value school" — simplistic slogans have become major issues across the province and in some cases, notably Surrey, are the slogans of a majority of trustees.

We must respond with:

- A program to familiarize our members with the implications and effects of wage guidelines.
- An internal and external informational program presenting constructive alternatives that meet legitimate concerns about the school system and deflate the simplistic slogans of the articulate minority.
- The development, at all levels, school to provincial, of contact with the majority positive potential good will for education and teachers and the organization of that potential into an articulate majority.
- The intensification of pressure on school boards to resist cost cutting.
- An invigorated PD program to assist teachers in proving the benefits for children of improved learning conditions.

his background

Born in Winnipeg, Manitoba. Public schools in Prince Rupert and Victoria. Teaching experience in Cranbrook (one year), Prince George (one year) and Vancouver (17 years). Served one year on the Cranbrook Teachers' executive, 12 years on the VESTA executive (three years as president), and on virtually all association committees, chairing agreements and learning conditions committees. Active in Teachers' Political Action Committee, 1972. Eight years on BCTF Representative Assembly, two years on Executive Committee, co-chairperson on Task Force on Authority and Responsibility.



MIKE CAMPBELL

his platform

I believe that we must continue to support the BCTF's efforts to improve the status of teachers and students. Because of this I will vigorously oppose those who seek to emasculate the powers of the Executive Committee and the Representative Assembly.

I do not believe that the Code of Ethics should be regarded as a threat by any member or any member organization. I will work to help convince members to live up to the professional responsibilities required by the Code of Ethics.

I like the program planning system used by the BCTF but I believe it is sadly lacking in terms of program evaluation. The Executive Committee has to expand efforts to seek alternative programs and to seek alternative activities within programs. Evaluative criteria should be used not only to project the year's activities but also to assess those activities.

I remain committed to the creation of a more human and less impersonal educational system. I know many feel threatened by moves towards collegiality, community and student involvement in education, and a freer more democratic system. We must do more to open up communication with those who fear change. We must do more explaining and more seeking to redress legitimate concerns while maintaining the integrity of our position.

I have a social conscience. For that reason I support moves to eliminate discrimination and prejudice. Prejudice and discrimination result from the maintenance of a position of ignorance; teachers especially have a duty to counter ignorance wherever and whenever it manifests itself.

I fear that we are moving into a period when society will come to be increasingly dominated by reactionaries from all the strata of the political spectrum. Because reactionaries tend to operate on an

his background

BA (History) Simon Fraser University 1968; Professional Year University of B.C. 1969; M.Ed. (Administration) Western Washington State College 1974. Positions held: Board of Directors Community Services (Interim Community Resource Board) 1974-75; editor, student newspaper 1966; founding director publications society 1967; member of Senate (Convocation) 1969-72; executive of Alumni Association 1970-71; co-chairperson Alumni Community Programme 1970-71; vice-president Alumni Association 1971; vice-chairperson Thirtieth National Conference Canadian University Press 1967. Abbotsford District Teachers' Association: Bulletin editor 1970; public relations officer 1970; chairperson constitution and bylaws committee 1970-71, 72-73; convention chairperson 1972; inservice chairperson 1972-73; president 1973-74. Fraser Valley District Council of the BCTF: public relations officer 1971-72; president 1972-73, 1974-75; secretary-treasurer 1975-76. B.C. Teachers' Federation: Geographical Representative 1973-76; Task Force on Alternatives to Corporal Punishment 1974; Teaching Positions: social studies teacher, Clearbrook Junior Secondary School, School District No. 34 (Abbotsford) 1970, core-curriculum special class teacher 1973-74; social studies department head 1974-75; occupational department head 1975-76.



FRANK FULLER

his platform

The BCTF meets this year in an atmosphere of uncertainty. During the past few years our Federation has succeeded in achieving a more favorable educational climate for teachers. In the midst of our successes, however, the ghost of 1972 has reappeared dressed in new clothes.

In the face of this apparition, only a strong Federation working at the school, association and Federation level can sustain us in the next few years. In this context it is obvious the AGM must elect a dedicated Executive Committee that will:

- Move the Federation toward the goal of making the classrooms and schools more humane and effective places for all children regardless of race, sex or economic background.
- Continue to vigorously pursue our economic welfare and our right to negotiate learning and working condition contracts. We should support those programs that unite us in those efforts. (Agreements, learning conditions, status of women, professional development.)
- Make every effort to tap local association opinion in order to combine membership wisdom and experience with a strong democratic Federation leadership.
- Work toward making classroom teachers full partners in the educational process.

Clearly, such an Executive will be a powerful force for quality education in this province. It will give us the thrust necessary to unite our Federation around its long established goals. I am prepared to serve on such an Executive.

his background

B.A. Geography, 1961. Two years graduate training, University of Oregon. Meteorology School, 1941. Air Photo School, Ottawa, 1971; air force meteorologist, 1940-45; education materials grant, University of Wisconsin, 1967; adult education schools, Banff and Detroit, 1966. Member Canadian Adult Education Assn. Team designing teacher training program, Toronto, 1966. Extensive experience conducting adult education workshops, U.S. and Canada 1965-76. Classroom teacher, School District No. 46 (Sechelt), 1967-76. Active Sechelt Teachers' Association — nine years. Executive committee, geographical representative, president. Presently staff rep for: Elphinstone Secondary School. Chairperson, BCTF Labor Liaison Committee, 1974-76. BCTF Representative, Provincial Core Curriculum Workshop, 1975.

his platform

I am running for office because I think it is important that somebody stand up for the principle of the right of the individual to be critical of any action taken on his/her behalf without fear of threat or punishment. There is strength in diversity and if we truly believe in decentralization and collegiality we must respect the right of members to hold and espouse minority positions.

There has been a growing trend in the BCTF to set restrictive policy and then to try to enforce it on all members in the name of the greater good of society or the Federation. This trend has been aggravated by the election of a number of persons to the BCTF Executive Committee who have, in the broad sense, a particular political philosophy and who frequently band together on issues of fundamental importance.

Just as there is strength in diversity in the Federation, there is strength in diversity on the Executive Committee. Its present weakness is in there not being enough diversity of attitudes and opinions. Diversity forces the group to seek consensus positions rather than extreme positions. A consensus by definition has far more support from the total membership and is therefore a stronger position.

The tendency lately has been for the Federation to take an extreme position supported by a close vote, and then to try to enforce that position onto a large proportion of its members who do not agree. An example is the attempt made at the October RA to enforce Status of Women policy on members who do not agree. I do not object to the policy, but I do object to the attitude that BCTF policy is meant to be restrictive and if you do not adhere to it, you can lose your membership and your right to teach.

If we have matured to the level where collegiality is the order of the day, where is the need for Big Brother? Are we just replacing a central restrictive bureaucracy in Victoria with one on Burrard Street? Restrictions are a sign of weakness, and I therefore am taking a stand against any attempt to set restrictive policy and then enforce it. BCTF policy should represent the consensus of its members and its strength lies in its power of persuasion, not its power of enforcement.

his background

Born and educated in Vancouver; B.A., B.Ed., M.Ed. (UBC). Has been a teacher for 21 years. Taught at elementary and secondary level, a vice-principal in both systems and presently a Supervisor of Instruction in West Vancouver. Has attended 19 AGMs, been active at the executive level in Vancouver and West Vancouver, served on the BCTF Pensions, P.D. and C.C. Committees and presently active in the BCTF Assistance Society (Founding Member), PSA Council (vice-chairman), Supervisor's PSA (president) and chairman of local professional development committee. Community services are Kiwanis and SPEBSQSA (Barbershoping).



JULIA GOULDEN

her platform

The three year sojourn with a government that showed some sympathies and response to a humanistic approach to education is over. As teachers we must shake ourselves of the complacency that has settled upon us as the result of the more responsive government of the last few years. We must commit ourselves to continued pressure on the government to ensure that it assumes its responsibility to provide for quality education.

At this time teachers must embrace the collegial model concept. We must assume the right to take an active part in the process of decision-making in educational concerns at the local and provincial levels. Only through the strength of collective solidarity can we hope to continue the process of improving the standard of education in British Columbia.

A strong BCTF Executive Committee is essential if we are to meet and cope with the changes facing our society and specifically our education system. A strong Executive Committee is needed to know when to use all the tactics at our disposal, rational dialogue, logical argument and when necessary much stronger collective action.

In addition to the continuing programs leading to an improvement in learning and working conditions and

Members-at-large—4 to be elected

economic welfare, I also feel that the following areas should be of special concern to our Federation:

- to ensure equality of educational opportunity for both sexes,
- to improve learning conditions for students, recognizing that some students have greater needs than others,
- to ensure community involvement in the educational decision-making process,
- to ensure that the BCTF Executive Committee and staff be responsive to the needs of the membership,
- to find ways to deal with the public concern about the lack of student literacy,
- to support a successful professional development program to help teachers to improve their teaching styles.

her background

Born in Saskatchewan. Attended school in New Westminster, B.A. from UBC. Teaching experience — nine years in Burnaby, counselling. Served in local association as learning conditions chairperson, executive member, on budget, class size, Status of Women, flexible staffing and staff committees. BCTF experience — three years on Task Force on Status of Women, Department of Education experience — chairperson of Provincial Advisory Committee on Sex Discrimination; one year as Consultant on Sex Discrimination.



VELMA HASLIN

her platform

The BCTF is organized for the benefit of its members and the strength of the organization lies in its members. At the present time the demands upon the educational system are growing and with this growth, greater expectations and responsibilities are placed upon teachers.

Our Federation must strive to meet the needs of its members and provide for the individual voice to be heard through sub-groups within the organization. Sub-groupings occur at the school, local, district, and provincial level. Each group can provide an opportunity for the individual teacher to participate in areas of a particular concern. Opportunity for open channels of communication and collegial decision-making should be extended to all sub-groups within the BCTF.

- Consistency and collegiality should be practiced at the executive level.
- Priorities of the Federation must be those which have direct bearing on the needs of the classroom teacher.
- One of these priorities is to provide teachers with sufficient time to develop new programs and to participate in professional development.
- Supportive services in economic welfare, pensions and tenure should be balanced with professional services.
- A positive, professional image for our Federation and the teachers within it should be sought.
- Current educational issues should be brought to the attention of our members and relevant information disseminated.
- Supportive services should be given to the sub-groups of the BCTF at the local, regional and provincial levels.
- Decentralization of services would lessen the regional disparity that exists.
- Open communication without censorship must be encouraged if our Federation is to continue to grow in strength and effectiveness.
- Equality of opportunity for all teachers and students should be an ongoing commitment.

her background

Degree and post-graduate work at UBC Taught in Delta 13 years, Alberta five years, Vancouver 1 1/2 years. Served on the executive of the Delta Teachers' Association as secretary, learning conditions chairperson, education policy chairperson, agreements committee, delegate to AGM; Vancouver — AGM delegate, Music Conference Committee treasurer, registrar. BCTF — President of BCMEA two years, Director of Canadian Music Educators' Association two years, member of PD and Curriculum Committees as observer one year and as full member one year; served on a number of PDCC sub-committees; member of PD Summer Conference committee two years; PSA Council member four years, chairperson of PSA Council 1974-76, member of Fine Arts Advisory Committee to the Department of Education.



DAVID JANZEN

his platform

The service and strength of the BCTF derives from the opportunity of each member to contribute to the

formation of the Federation's policies and from the unity of all members to effect an implementation of adopted policies.

The announced intentions of the new provincial government and the reactionary trends in some school districts indicates that our unity of purpose will be needed very much during the coming year in order to bring about significant improvements in, or even to maintain a number of the BCTF's programs. Rational argument, persistence and pressure, if necessary, will be needed to achieve important objectives:

- maintaining and improving students' learning conditions, including a further reduction in class sizes.
- ensuring that teachers receive a fair, equitable salary.
- elimination of sex discrimination in the public school system.
- maintaining a large measure of decentralized curriculum decision-making.

Ongoing study and experimentation is needed in the areas of professional development and decision-making. The shift to regionally and locally centered professional development programs will hopefully result in greater flexibility and increased commitment to the improvement of teaching styles. Various models which might more effectively involve teachers, students and parents in educational decisions need to be proposed, examined and tried: neither the old corporate structure nor the decision-making procedures used by other professions are appropriate in the public school context.

The BCTF needs a strong Executive Committee which is responsive to the membership, which provides vigorous leadership, and which acts decisively when action is warranted. I should like to serve on such an Executive.

his background

Vancouver Normal School; B.A., UBC; M.A., SFU; eight years teaching in Penticton elementary and secondary; 12 years teaching in North Vancouver elementary and secondary; two years teaching in Zambia under CIDA; one summer in Africa and one summer in Caribbean with CTF's Project Overseas; past president of Penticton and District Association of Teachers; president of North Vancouver Teachers' Association for two terms (1971-73); recently resigned from Task Force on Professional Relations, Discipline and Legal Services to accept appointment to Task Force on Authority and Responsibility; currently serving second term as chairperson of Professional Relations Commission.



EVERT KRIDER

his platform

The three planks in my platform are Unite, Decentralize and Democratize.

In the past few years many of us have become aware of divisive forces in our Federation. We have many power struggles developing in the BCTF. The PSAs against the Executive Committee, the PDAC against the PSAs, the Interior against the Lower Mainland, the small rural locals against the large urban locals, teacher against administration and at times the R.A. against the Executive Committee.

I believe this divisiveness is deplorable and must be checked. It can, at best, only weaken and, at worst, destroy our Federation. Because there seems to be much negative criticism of public education, and because British Columbia spends less on Elementary and Secondary Education in relation to personal income than any other province in Canada, and because other groups are using confrontation tactics to attain their objectives, and because we will probably have some rough years ahead; therefore, we must Unite.

A lot of apathy among classroom teachers — and even disenchantment with the BCTF — is becoming increasingly apparent. I believe we must act to change this; we must get teachers involved if they are going to be interested and supportive of the BCTF. We must work at collegiality within the structure of our organization. We can involve our members by having more elected and fewer appointed committees, by giving more control to the locals and district councils, by decentralizing the decision making process and supporting grassroot operations like the PSAs.

If we Unite, Decentralize and Democratize we can be

Members-at-large—4 to be elected

strong to face the challenge of giving a better education to young people in the trying years ahead.

his background

Born and educated Saskatchewan; M.Ed. U of A. Teaching experience — elementary, junior, senior secondary, university, vice-principal, teaching-principal, Saskatchewan nine years, Alberta 10, British Columbia nine. Extensively involved in Alberta Teachers' Association work. B.C. — member of agreements, P.D., constitution; chairperson of Liaison and LC; vice-president of District Council; member of Provincial LC and LC co-ordinator for Central Mainland, and GR.



DON OLDS

his platform

We live in difficult times. I can recall stories of teachers working for a pittance because they were unorganized and disunited quasi-professionals in the dirty '30s.

Once again teachers are expected to serve as fiscal examples for all. After abiding by the law, the law is to be arbitrarily changed without consultation or consideration and we are expected to humbly acquiesce.

We must be organized, united and professional in our response. A rollback of compulsory arbitration awards already based on the federal guidelines and year-old statistics is unthinkable. We will be ill-served by an Executive Committee that must look to the membership for guidance while the same members seek strong leadership.

As a classroom teacher and a member of a small local I feel I can represent the outlook of those in the front-line of the profession. I have had to listen to advocates for individual autonomy support a massive expenditure for a centralizing building. I have listened to strong critics of the Executive Committee who offer no alternative policies at a time when we cannot afford any negativism.

Positive approaches are imperative. In these difficult times we must not be found wanting in resolve or we will have failed to learn the lesson of our own history.

his background

Began teaching in 1948 at age 17 as a 'permit-teacher' in Manitoba. Subsequently took teacher training and B.A. in Winnipeg. After teaching in federal Indian schools, rural schools and in the NWT moved to 100 Mile House Secondary in 1966. Now teach at Hope Secondary and have served as president and GR of our association. While in the North was secretary of the NWITTA and CSAC regional western delegate.



GLEN PLEUCKHAHN

his platform

Over the years the leadership, organization and strength of the Federation has resulted in significant changes in education, and has involved the Federation in many programs spanning the educational spectrum. The time has come to review these programs, examine our major goals and priorities and establish long and short term goals for each area. Concentration on one or two major issues at a time for each area would result in

a more effective approach to achieve these objectives.

Concern is growing among the various levels of the Federation that the role and function of establishing Federation policy should be separate from that of providing service to members. These roles should not overlap, otherwise they become divisive and hinder progress; witness the problems within professional development.

To lessen these concerns and to improve the effectiveness of the Federation in a leadership role, communication and input must be strengthened at all levels. The Executive Committee needs and must have the trust of the membership in order to fulfill its function.

Limited space prevents commenting on the many programs of the Federation, but within the philosophical framework outlined I support:

- Enlargement in the scope of bargaining affecting Learning Conditions
- Improvement in Education Financing
- Enactment of a Teaching Profession Act
- Involvement in curriculum development and decentralization
- Continuation of the Federation's social conscience
- Consolidation of related programs into one, for more effective use of staff and reduction of task forces.
- A strong Federation and strong local associations.

his background

Born and educated in Australia; B.Ed. (Secondary) UBC 1966; teaching experience: 10 years Nanaimo, (mathematics, science). Previous employment, City of Vancouver. Five years negotiating committee; agreements chairperson 1971, 1972; five years N.D.T.A. executive; N.D.T.A. president 1973-74, 1974-75; GR 1975-76. Member of following S.D. 68 committees: Teacher-Trustee Liaison (co-chairperson) 1973-74, 1974-75; Intern Advisory Board 1974-75; District Library Committee 1975-76. Member BCTF Task Force on Substitute Teachers; director L.E.A.R.N., 1975-77.



KEN SMITH

his platform

'Decentralization', 'Collegiality', 'Political action' — catch-words of our time. To me they are basically the same thing. And for these processes to occur, everyone must develop some commitment to them.

Decentralization means that the 'people' must take a greater part in the 'doing' and that the 'central authority' must have trust and must release control. Both events, 'doing' and 'releasing', must happen naturally, slowly and simultaneously. Within the BCTF today there is a growing political awareness and involvement by local associations and other groups, but there is a seeming reluctance on the part of the central Executive Committee to release control. I am committed to a leadership style that is responsive yet responsible, that will give direction if no one else is prepared, and that will facilitate, trust, and expect responsible action from, sub-parts of our organization. That is what I work for!

Overall I see the BCTF as a healthy, truly democratic, and over-extended organization. During the past few years we have become very involved in a wide range of activities, all of them commendable. The time has come that we must re-assess our priorities. We can only do so much.

In summary, I support:

- decentralization of authority and decision-making, including the increasing political activity of the R.A.; PSAs; the new Building project;
- our strong stand against the iniquitous wage restraints;
- PDAC (as a service committee, not as a minor bureaucracy);
- the L.C. 'In Quest' because it requires local action and commitment;
- a core curriculum.

That is what I will work for.

his background

Born and educated in B.C. B.Sc. (UBC) 1963, post-graduate education year 1964. Twelve years secondary (science) experience in Parksville and Kamloops, one year as vice-principal. In Qualicum S.D. served as agreements chairperson (four years); District Councillor to SVIDC (five years); MATA vice-president, AGM delegate, convention co-chairperson,

his background

Born Mont Nebo, Saskatchewan, 1926. Elementary and secondary education was in a succession of country and village schools. Graduated Meadow Lake High School, 1943. Saskatoon Normal School graduate in 1944, University of Saskatchewan 1946. University of B.C. M.Ed. in Sociology of Education and in Reading 1969. Twenty-four years of teaching, at every level from primary to University, in rural areas, towns, and cities in Saskatchewan, Alberta, and B.C. Taught in Vancouver since 1958. Member-at-Large VSTA 1971-74; Chairperson of Professional Day 1973 and 1974; Member of Committee on Role of Department Head 1973-74; President VSTA 1974-76; Geographical Rep. 1974-76.

PTA vice-president and president, etc. In Kamloops served as staff representative, L.C. member, local Science PSA executive, convention co-chairperson; agreements chairperson (two years); president (two years); G.R. (two years). Currently: KDTA president (full-time); G.R.; member, Task Force on School Buildings and Grounds; R.A. Triennial Review Committee; BCTF Agreements Committee (chairperson).



LINDA WILSON

her platform

I am proud to be a member of the community of teachers. Over the years, I have benefited in many ways from the work of those in that community who have served us so unstintingly in this organization. Now I offer to put whatever skills and talents I possess at your service at the provincial level.

Our most important task right now is to focus on our common interests as teachers. The false dichotomies which have sometimes divided us — rural and urban, elementary and secondary, administrator and classroom teacher, traditional and progressive, conservative and radical, old and young — these are merely misleading labels that serve only to divert attention and energy from our common goals, and from the common dangers that we face.

To be united does not mean homogenization. It does not mean muzzling by the majority of minority voices. Our strength depends upon our mutual respect, one for another, and upon our willingness to work together.

As teachers, we share a concern for children, and we must continue to work with all those who strive to better the lives of children. But to serve children well, we must continue to be strong and respected.

We must be concerned with preserving and enhancing the dignity and the welfare of each teacher. That most important task is one that can never be completed, because we continue to grow and develop.

We must preserve and enlarge our gains: the right to participate in the decisions that govern our lives and the lives of our students, and the right to negotiate salary and the other conditions of our employment. The problems we address are not new; they are recurring battles that must be won again and again.

What a curious paradox it is that to become more unified, we must create within the Federation a better balance between local autonomy and those centralizing tendencies which many of us regard as unhealthy. How do we make decentralization and local involvement work? How do we avoid the twin dangers of being run from the top down and becoming splintered into competing groups?

As a member of the executive, one of my chief concerns will be to see that a balance is maintained between local autonomy, to gain more strength to contribute even more to our common purposes.

As member of the Executive Committee one of my chief concerns will be to see that a balance is maintained between local autonomy, and central control; with locals being aided and encouraged to grow through autonomy, to gain more strength to contribute even more to our common purposes.

Since decentralization is desirable, we must carefully consider how it can be accomplished. If our purposes are clear, means can be found.

Service has been my guiding principle; as candidate for Member-at-Large. I subscribe to the objectives teachers have shared since this Federation began:

- To foster and promote the cause of education in British Columbia,
- To raise the status of the teaching profession in British Columbia,
- To promote the welfare of the teachers of British Columbia.

her background

Born Mont Nebo, Saskatchewan, 1926. Elementary and secondary education was in a succession of country and village schools. Graduated Meadow Lake High School, 1943. Saskatoon Normal School graduate in 1944, University of Saskatchewan 1946. University of B.C. M.Ed. in Sociology of Education and in Reading 1969. Twenty-four years of teaching, at every level from primary to University, in rural areas, towns, and cities in Saskatchewan, Alberta, and B.C. Taught in Vancouver since 1958. Member-at-Large VSTA 1971-74; Chairperson of Professional Day 1973 and 1974; Member of Committee on Role of Department Head 1973-74; President VSTA 1974-76; Geographical Rep. 1974-76.

AGM AGENDA

ORDER OF BUSINESS

Page numbers in brackets refer to Reports and Resolutions.

FIRST SESSION — SUNDAY, MARCH 28 8:00 p.m. - 9:30 p.m.

1. Recommendation 6 (Book 1, p. 7) and Resolution 6 (Book 1, p. 13)
2. Recommendation re Chairpersons
3. Adoption of Agenda
4. Adoption of the Minutes of the 59th Annual General Meeting
5. Election of Scrutineers
6. Election of Resolutions Committee
7. Election of Tellers
8. Mike Heron, President-elect of the Canadian Teachers' Federation
9. Report on the Canadian Teachers' Federation
10. Alternatives to Corporal Punishment (Book 1, pp. 53-58)
11. Recommendations 2-4 (Book 1, p. 6)
12. Resolutions 10-11 (Book 1, pp. 19-20)
13. Recommendation 25, Resolution 8 (Book 1, p. 17)

SECOND SESSION — MONDAY, MARCH 29

9:00 a.m. - 12:30 p.m.

1. Teacher Education (Book 1, pp. 70-71)
2. Recommendations 70-74, Resolution 30 (Book 1, p. 40), Resolution 29 (Book 1, p. 39)
3. Report of the President
4. Task Force on Substitute Teachers (Book 1, pp. 69-70)
5. Recommendation 47 (Book 1, p. 29), Resolutions 15 (Book 1, p. 29), 37 (Book 2, p. 95), 40 (Book 2, p. 98)
6. Resolutions 35-36 (Book 2, p. 95)
7. Business not completed at earlier session
8. Nominations from the floor for table office and Member-at-Large positions
9. Election statements (four minutes each) from candidates for table office positions — 12:00 noon

THIRD SESSION — MONDAY, MARCH 29

2:00 p.m. - 5:00 p.m.

1. The Honourable Patrick McGeer, Minister of Education
2. Learning Conditions (Book 1, pp. 63-64)
3. Recommendations 34-46 (Book 2, pp. 87-93), Resolutions 14, 32-34 (Book 2, pp. 93-94)
4. Recommendation 52 (Book 1, p. 32), Resolutions 20-21 (Book 1, p. 32), 41 (Information Kit)
5. Resolutions 12-13 (Book 1, pp. 20-21)
6. Business not completed at earlier sessions
7. Presentation of the G.A. Ferguson Memorial Award — 4:45 p.m.

FOURTH SESSION — MONDAY, MARCH 29

7:30 p.m. - 10:00 p.m.

1. Agreements (Book 2, pp. 100-101)
2. Recommendations 75-76 (Book 2, p. 85)
3. Recommendation 1 (Book 1, p. 4)
4. Resolutions 1 (Book 1, p. 4), 2-5 (Book 1, pp. 5-6)
5. Business not completed at earlier sessions

FIFTH SESSION — TUESDAY, MARCH 30

9:00 a.m. - 12:30 p.m.

1. Walter Hardwick, Deputy Minister of Education
2. Status of Women (Book 1, pp. 67-69)
3. Recommendations 69 (Book 1, p. 38), 79-81 (Book 2, pp. 97-98), Resolutions 27-28 (Book 1, pp. 38-39)
4. Racism (Book 2, p. 110)
5. Audio-visual presentation by the Task Force on Racism
6. Recommendations 5 (Book 1, p. 7), 7-9 (Book 1, p. 13)
7. Recommendation 33 (Book 1, p. 20)
8. Business not completed at earlier sessions
9. Election statements (three minutes each) from candidates for Member-at-Large positions — 11:40 a.m.

SIXTH SESSION — TUESDAY, MARCH 30

2:00 p.m. - 5:00 p.m.

1. Mike Berg, President of the B.C. School Trustees Association
2. Professional Development (Book 1, pp. 65-66)
3. Recommendations 55, 53, 54 (Book 1, p. 33), Resolution 22 (Book 1, p. 33)
4. Recommendation 68 (Book 1, p. 36), Resolutions 24-25 (Book 1, p. 37)
5. Resolutions 9 (Book 1, p. 17), 26 (Book 1, p. 37)
6. Recommendation 24 (Book 1, p. 16)
7. Recommendation 10 (Book 1, p. 14)
8. Business not completed at earlier sessions

SEVENTH SESSION — TUESDAY, MARCH 30

7:30 p.m. - 10:00 p.m.

1. Report of the Representative Assembly (Book 1, pp. 72-73)
2. Report of the Executive Committee (Book 1, pp. 44-72) and supplementary reports (Book 2, pp. 100-110 and information kit)
 - (a) Questions and discussion on Part A (Book 1, pp. 44-53)
 - (b) Questions on the work of:
 - (i) Authority and Responsibility Task Force
 - (ii) Income Security Committee
 - (iii) Labor Liaison Task Force
 - (iv) Teaching Profession Act Task Force

Note: Chairpersons of these groups will be present at this session.

3. Recommendations 56-66 (Book 1, pp. 34-36), Resolution 23 (Book 1, p. 36)
4. Recommendations 11-22 (Book 1, pp. 14-15), Resolution 7 (Book 1, p. 16)
5. Business not completed at earlier sessions

EIGHTH SESSION — WEDNESDAY, MARCH 31

9:00 a.m. - 12:30 p.m.

1. Recommendation 48 (Book 1, p. 29), Resolution 16 (Book 1, p. 30), Recommendation 49 (Book 1, p. 30), Recommendation 50 and Resolution 18 (Book 1, pp. 30 and 31 respectively), Recommendation 51, Resolutions 19 (Book 1, p. 31) and 38 (Book 2, p. 96)
2. Report of the Nominating Committee (Book 1, p. 73) and election of table officers and Members-at-Large of the Executive Committee, to begin at 9:30 a.m. and to continue as required
3. Recommendations 78 (Book 2, p. 97), 87 (Book 1, p. 36), 23 (Book 1, p. 15)
4. Priority rating of BCTF programs
5. Business not completed at earlier sessions

NINTH SESSION — WEDNESDAY, MARCH 31

2:00 p.m. - 5:00 p.m.

1. Pensions (Book 1, pp. 64-65)
2. Integration of the Teachers' Pension Plan with the Canada Pension Plan (Book 2, pp. 102-109)
3. Resolution 39 (Book 2, p. 39)
4. Resolution 17 (Book 1, p. 30)
5. Finance (Book 1, pp. 60-62)
6. Recommendations 26-32 (Book 1, pp. 18-19), 77 (Book 2, p. 85), Resolution 31 (Book 2, p. 85)
7. Business not completed at earlier sessions
8. 'Late' resolutions
9. 'New' resolutions

TENTH SESSION — WEDNESDAY, MARCH 31

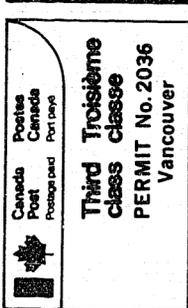
7:30 p.m. - 10:00 p.m.

1. Business not completed at earlier sessions
2. 'Late' resolutions
3. 'New' resolutions
4. Priorities for BCTF programs
5. Courtesy resolution

Happenings . . .

Watch this one!

Car salesman, Greg Fury, has written to several BCTF members claiming to be a 'BCTF field representative.' Fury is not a BCTF employee, and has no authority whatsoever to represent himself as such.



IF UNDELIVERED, return to 2235 Burrard St., Vancouver, B.C. V6J 3H9

PSA renewals

In the course of spring cleaning, those of you who were PSA members last year may turn up renewal notices that were sent to you from the BCTF office.

Even if your membership has expired, do not hesitate to complete the forms and return them with the appropriate remittance. Memberships, which run for 12 months from the date applications are processed, are accepted all year round.

Phone or write Debby Stagg at the BCTF office if you need a PSA application form.

Budget crisis

Representatives of 15 locals with a membership of over half of the province's teachers held a 'Budget Crisis' session on Monday, January 26, in the B.C. Teachers' Building with the prime purpose of assuring financially strong, educationally positive 'semi-final' school board budgets.

Presidents, learning conditions chairpersons, committee members, and co-ordinators heard the urgency of the situation described by President Bill Broadley and Vice-President Don Walmsley.

They were supplied with support data for the economic case and for smaller class sizes, and shared their own experiences.

CTF seminar

The 'Theatre Arts in French Language Schools' seminar for Ontario and the western provinces will take place from March 18 to 20 at the Centre Cultural Franco-Manitobain in St. Boniface, Manitoba.

For information contact Wes Knapp, at the BCTF Professional Development Division.

The seminar is being organized by CTF's French Language Commission. Deliberations will be in French only.

Fund drive

The campaign for funds to send school supplies to Vietnam and Cambodia gets under way this month.

The fund drive, approved by the Representative Assembly last spring, was delayed in the hope that representatives from teachers' organizations in the two war-torn countries could visit B.C.

The visitors were to visit local associations throughout the province and attend meetings of such other groups as student organizations at BCIT and the universities, and service clubs.

Difficulties in obtaining visas made the visit impossible, however, so the planning committee decided to launch the fund drive now.

Copies of a brochure outlining the purposes of the campaign will be sent to all teachers next week. An in-

formational display on the fund drive will be included in the displays at the Annual General Meeting.

All monies raised will be used to purchase supplies and equipment for the schools in the two Asian countries. The money will be dispersed on behalf of the BCTF by an organization acceptable to the Canadian government.

CTF conference

The Canadian Teachers' Federation's Quality of Education Conference will be held Sunday, May 16 to Tuesday, May 18 at Carleton University in Ottawa.

The conference is an intensive and practical look at what constitutes quality education in Canada. Workshops will focus on: How good are our schools? What would make them better? What can teachers do now?

Register with the CTF, 110 Argyle Avenue, Ottawa, Ontario no later than March 31. Fee is \$35.

Memorial

In memory of Roy Mountain, life member of the B.C. Teachers' Federation, the Langley Secondary School Scholarship Guidance Committee has established the Roy Mountain Memorial Scholarship Fund.

Teachers' Investment and Housing Co-operative, on behalf of the Langley Com-

mittee, will accept contributions to the Fund.

Cheques should be made payable to the Roy Mountain Memorial Scholarship Fund, or, if you prefer to transfer funds from your Investment Savings Account, please advise the Co-operative in writing.

As contributions to the Fund are tax deductible under the Income Tax Act, receipts will be mailed to all contributors.

BCP/VPA council

The B.C. Principals and Vice-Principals' Association Representative Council Meeting will be held at 3 p.m., Sunday, March 28 in the Plaza West room of the Hyatt Regency.

The BCP and VPA Representative Council Luncheon will be held at 12 noon Monday, March 29 in the Plaza Center room of the Hyatt Regency.

The BCP and VPA Annual Meeting will be held from 12:45 to 1:45 p.m. Monday, March 29 in the Plaza West room of the Hyatt Regency.

Racism report

This year's AGM will be shown a 30-minute presentation on Racism in B.C. Tuesday morning, March 30.

The presentation, a report prepared by the BCTF Task Force on Racism, shows historical and contemporary examples of racial discrimination in B.C.