

Candidates' statements inside

NEWSletter

BRITISH COLUMBIA TEACHERS' FEDERATION

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Child care chargeable

By Pearl Roberts

'Day care will not take the mother from the home. She's out at work already.' — B.C. Federation of Labour. Submission to the Minister of Human Resources — 1973.

'Day care, in the broadest sense of that term should be regarded, first, as a right for children and mothers, as a positive alternative to the twenty-four-hours-a-day, seven-days-a-week care expected of women who have children in this society.' — Press Gang Publishers. Cuz there ain't no day care (or almost none) she said: a book about day care in B.C. — 1972.

'Women (and men) must now demand from their employers, from their unions, and from their governments a comprehensive day care program at reasonable cost.' — Hartman, G. Child care: a right not a privilege. In *The Day Care Book* by Cameron et al. — 1972.

These three quotations are taken from an information pamphlet on child care recently produced by the BCTF. Teachers are faced with increasing numbers of 'latchkey' children who desperately need adequate and affordable child care. For teachers who are also parents of young children, the problems are all too familiar.

How many times have we heard of women teachers who want to become active in their local association, but have to rush home after school to pick their children up from a child care facility that closes at 5:30 p.m., meeting or no meeting. And what about the evening and weekend meetings? It's almost impossible to work out an arrangement that provides good care for children and offers flexibility to parents.

Current research indicates that, in general, children do not suffer from child care experiences as had been feared but that, in fact, children benefit significantly from such experiences. Social skills are enhanced by early exposure to group activities and intellectual and cognitive development is stimulated through interaction with peers. And, rather than undermining the family structure, studies show that jobs for women and day care for children make home life easier, eliminating many former sources of friction and frustration.

The BCTF is becoming increasingly concerned about this problem. Child care is now provided at annual BCTF meetings, freeing women to

participate more fully in federation affairs. And at the last Representative Assembly, delegates voted overwhelmingly in favor of an amendment which includes child care expenses as a chargeable expense for BCTF meetings.

At the BCTF building, a Child Care Committee has been established to investigate the possibility of providing child care facilities in or near the new building. Imagine the benefits of on-site child care, allowing parents to visit their children at lunch hour or coffee breaks. Children and adults have been totally separated in most working environments, creating an artificial barrier in our society.

At the AGM, the Status of Women Task Force is presenting a recommendation that encourages local associations to assume child care costs for members attending to local association business. Some locals already provide child care for teachers attending general meetings. Perhaps we will see an equitable representation of mothers, as well as fathers, at BCTF meetings!

For a copy of the child care pamphlet, contact the Status of Women office at the BCTF.

President explains events

Judge for yourself

By BILL BROADLEY



The Vancouver Sun, February 26, includes a letter to the editor from First Vice-President Don Walmsley stating that in view of my comments (to Sun reporter Doug Collins reported February 12), the public record must be set straight. He further alleges that, 'at least four . . . comments are very misleading.'

Judge for yourself.

Walmsley states, 'The draft paper (Essential Educational Experiences or EEE) has not been pushed through any body of the BCTF. No body of the BCTF has ever adopted it.'

To the best of my knowledge, the second statement is correct. To my surprise I learned February 28 that the committee charged with preparing the paper (Professional Development Advisory Committee or PDAC) has neither adopted nor recommended the adoption of the Paper. What PDAC did is to present the paper to the Executive Committee December 11 after approving four motions about the 96-page fourth draft of EEE:

'That the paper be given as wide a distribution as possible.'

'That the paper go out as a discussion paper to assist in identifying our focus.'

'That a digest of the paper be prepared to facilitate dialogue and to assist in gauging response of the public and teachers to the working paper.'

'That the PDAC recommend to the Executive Committee that the working paper and digest of the working paper be acted upon by the Executive Committee immediately as a matter of urgency.'

Not pushed through? Were these motions approved for a paper not supported by the majority of PDAC? Are the views expressed in the schools and society section of EEE those of the rigid right, the moderate center or the radical left? Incidentally, for the record, only seven of fourteen PDAC members were present at this December meeting.

If a motion in support of EEE had actually been placed before PDAC, would it have passed? Are we to believe that EEE was not being pushed through when PDAC asked the Executive Committee to act upon it immediately as a matter of urgency?

Was I naive to suppose that a committee would not present a working paper to the Executive Committee in these circumstances unless it had approved the paper?

Walmsley states, 'The draft paper was developed in response to a request initiated by the President (Bill Broadley), the First Vice-President . . .' Correct again. But what happened needs some description.

In July 1976, the Executive Committee approved the following:

'That a meeting-workshop of PDAC be held for approximately one week prior to September 4, 1976, for the purpose of drafting a working paper organized on the human growth and development model which could become a focus to permit teachers, parents and students to identify a core of essential experiences — a core curriculum, and that suitable resource people be provided.' (my underlining)

(Continued on page 3)

Origins of the Essentials paper

By John Hardy

Why the paper on core curriculum and where did it come from?

The origins go back to the summer of 1975 when six teachers were nominated by the BCTF and five school trustees by the BCSTA to meet for the purpose of designing a procedure for developing a core curriculum for B.C. public schools.

Key recommendations from that workshop emphasized the need for continuous public involvement at both provincial and local levels and for teacher involvement at the classroom level. As well, the workshop stressed that the core curriculum development process must provide for diversity in all its phases, given the multi-ethnic nature of British Columbians and the immense

economic and social differences among them.

By March 1976, the BCTF Executive had passed a series of motions, one that the BCTF oppose the 'unilateral establishment' of any core curriculum and another requesting the Professional Development Advisory Committee to prepare statements on curriculum development in time for consideration at the 1977 AGM.

The Executive Committee received three proposals at its July 13 meeting:

1. A meeting-workshop of the PDAC for approximately one week prior to September 4, 1976.

Purpose — to draft a working paper organized on the human growth and development model which could become a focus to permit teachers,

parents and students to identify a core of essential experiences — a core curriculum.

Possible resource people to contact — president and first vice-president will make recommendation.

2. Request the department to delay issuing its revised paper and so permit the preparation of a working paper — the result of evening and Saturday meetings during September and October.

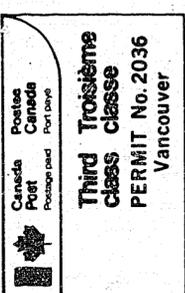
3. That the BCTF not attempt to prepare a working paper and that the BCTF simply criticize constructively the department's paper to the end that it will be improved.

Proposal 1 was accepted. PDAC was told to prepare a working paper organized on the human growth and development model which

would become a focus to permit teachers, parents and students to identify the core of essential experiences — a core curriculum.

Unfortunately, in the fifth edition that has been sent to all staffrooms, the introduction contained in earlier editions were shortened so that the names of everybody associated with the development of EEE was omitted.

The original motion is also shortened in the edition sent to staffrooms, in fact, the motion was shortened in draft one through five, to read: 'a working paper . . . which could become a focus . . .' It should read: 'A working paper organized on the human growth and development model which could become a focus . . .' The model got left out.



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

Scott objects to Rosen and McConnell's objections

Bob Rosen of Surrey objects to Bill McConnell's objection to the Executive Committee's recommendation to 'harass and obstruct' the bureaucratic functioning of the AIB.

In my response I'm going to object to both objections but I must warn the reader that Rosen and, as he likes to put it, 'others of his ilk' will strongly object to my being allowed to object in print, let alone object to my objections.

The reader should beware. This writer has been censored in Surrey for what he has written in the past, not by the Surrey School Board but by the Surrey Teachers' Association.

Rosen and 'others of his ilk' objected to what they thought were my attempts to 'harass and obstruct' the activities of two little bureaucracies.

Now as to McConnell's objection to the BCTF's 'harass and obstruct' activities, I must agree with Rosen, that we are obligated as citizens to oppose what we see to be wrong or 'unjust' in our society.

It would be very wrong if the youth of today were to grow old comfortably following slogans such as: 'My union, right or wrong, I give my all to keep it strong!'

I agree with McConnell that a citizen's opposition to the law is best kept within the law, particularly when that

citizen holds a privileged position as an adult model for children.

I disagree with the history lessons Rosen proposes for McConnell and 'others of his ilk.'

Just as with unions, history may well tell us that the armed forces of today had their origin in the early efforts of people to join against the forces of evil.

History might also tell us that some such collective enterprises had more selfish purposes and their activities caused the people they oppressed to unite and overthrow them, just as it might have been, or might be, with some unions.

I must agree though, with Rosen's concern for the youth in Nazi Germany. As Rosen 'and others of his ilk' can well appreciate, we should be thankful that our brand of democracy allows us to openly express our opposition — an increasingly large number of countries do not offer such freedom and we would not want our children coerced into taking the political direction such countries have.

But I think Bob Rosen's real concern shows up in his attack on Bill Broadley's views. Bob accuses Bill of a 'frustrated crusade against the more 'left' individuals on the executive' and this is what ties his response to several other items in the Newsletter.

Gordon R. Scott,
Surrey

In another letter Peter Minshull carefully shows Bob's friend, STA President Kerry Gibbs, that there are indeed two factions on the BCTF Executive. West Vancouver President Mike Deane, Peter's friend, assures Kerry that Peter is truly left enough, not right as Kerry had inferred in the previous edition.

Peter, of course, wants to be on the executive with Bill. Bob and Kerry have their own man picked out for that spot, someone endorsed for the position by about 60 Surrey teachers after some 30 seconds of thought at the end of a two hour meeting.

I'm sure many of the other 1500 Surrey teachers will agree with Bob and Kerry that their candidate certainly is good and left.

But whether it's to be left or more left I wonder at the fate of an organization that for years has been moving to the left and away from the mainstream of society.

Will those at the center suddenly realize that what they spawned long ago has left the path they set for it and through its hunger for power has grown large, ugly, and threatening?

Will they then unite against it?

Gordon R. Scott,
Surrey

President explains events

I've never concealed my views of the paper

The blunt truth is that PDAC did not fulfill the request made of it.

The EEE paper is in no way based on a human growth and development model. The major portion of the paper, 'School and Society,' is a fundamentally Marxist viewpoint that I reject. When Executive Committee members discussed the paper with PDAC members in December, I clearly stated in the group I was in that I did not agree with the general philosophy of the paper. I added that I was probably in a minority on the Executive once again.

Walmsley states that I supported the vote to give the paper widespread circulation among the membership. Right again! But why?

I wanted members to have the opportunity to debate in the open the concepts and direction of EEE. For the first time, BCTF members could determine in open debate if they wanted to adopt a particular ideological line. We could debate the issues and get away from the name-calling and whispering that have plagued us for several years.

It doesn't really matter if the idea is from the left, right or center. What matters is whether you agree or disagree on the merits of the idea, not the label.

When I reported to the RA, January 27, I said the following:

'Just as we demand openness in decision-making in schools, we must demand continued openness in decision-making within the Federation. There should be no hidden agendas.'

'The paper, EEE, gives us the opportunity to debate some of the ways in which we see society and its relationship to education.'

'As teachers, I believe that we must look beyond ideologies if education is to be improved. We must avoid stereotyping.'

I have never concealed my views of EEE since I first read it.

Walmsley states that I directed '... that copies of the draft paper be sent to the press.' He is right again. Although no motion was ever made, there appeared to be a consensus at the Executive Committee on January 21 and 22 that a news conference should be held about BCTF actions on core curriculum and the provincial learning assessment program. The RA meeting the following week caused a delay until February 1 for a news conference.

Planning for the news conference, I decided that the BCTF concerns would make the best sense if placed against an historical background of curriculum development in B.C. This background included the origins of the term 'core curriculum' within the Ministry and the BCTF actions to respond to the Ministry that led to the preparation of EEE.

news conference

I considered very carefully whether to make the EEE paper available to the media. It was not Federation policy, only a working paper sent out for members to discuss. The paper would be controversial. More than 6,000 copies had been sent to teachers around the province.

I concluded that with that number of copies in circulation together with the nature of the paper that it was inevitable that the press would acquire a copy. Adverse publicity surrounding the BCTF Working Paper For A Teaching Profession Act that was leaked to the press by unknown parties three years ago.

My decision was to distribute copies of EEE at the news conference. By openly providing the press with copies I had the opportunity to clarify the status of the working paper — that the Executive had not approved the paper, that the paper had been sent to members for discussion only the week before.

In my view, such action was the responsible action to take if I was to serve teachers best. The alternative would have been a report in the press based on a 'leaked' document.

(Ironically, such a report did appear in the Vancouver Province, February 2, from Victoria, based on the working paper of the BCTF Task Force on Authority and Responsibility. This paper, sent to schools some time ago for discussion, has never been released to the press by the Federation.)

The Vancouver Sun, February 2, carried a report on EEE under a six-column headline, 'Teachers Claim School-Job Link Breaking Down.' I received no telephone calls or letters about the story. Mr. Walmsley, whose office adjoins mine, made no comment.

Walmsley states, 'I don't know who, where or how President Broadley is fighting' (to have the paper come before the Annual General Meeting at the end of March). The word 'fighting' is Mr. Collins' word. Delegates will have the opportunity to discuss the paper at the AGM. Preparation of the agenda is the responsibility of the President.

unanimous decisions

Reporting to the RA January 27 specifically about EEE, I stated my assumption that local teacher associations would use the paper as the basis for discussion prior to the Executive Committee making a submission to the

Ministry. I further indicated that the RA might wish to give specific advice to the Executive Committee as to procedure. In response to a question, I indicated that if a formal BCTF presentation was to be made that might have some influence on the Ministry, it would need to be made after February 28. My answer went unchallenged. (The Ministry had already indicated a process would begin in March with a target date in May for completion of its work on responses to the booklet, 'Goals for a Core Curriculum.')

Before discussion of EEE was completed, the time allotted on the agenda (one hour) had been used. Some RA members made it very clear as the RA adjourned January 26 that they wanted additional time on their May agenda to discuss the paper.

At an Executive Committee meeting February 12 I was part of a unanimous decision:

'That PDAC be directed to establish time lines for reactions to be considered so that the Executive Committee may present an amended paper and make recommendations to the May Representative Assembly and that local associations be informed of these time lines as soon as possible.'

I supported such a motion to assure members that a BCTF position would not be taken to government on the basis of my unchallenged statement to the RA. At the same time the motion does not preclude action by the sovereign body of the federation, the Annual General Meeting.

Walmsley states, 'President Broadley was part of the unanimous vote which started the advertising campaign.'

Of course, the advertisements could raise legitimate concerns that needed to be brought to the attention of parents. One can support the advertisements and not be opposed to a core curriculum.

Walmsley identifies the following section from Collins' article as an example of '... President Broadley's comments (that) are very misleading.'

'... most teachers do not oppose the 'core' program in principle and he (Broadley) himself does not. This is despite the controversial advertising campaign the BCTF has staged ...'

The words omitted at the beginning of Walmsley's selected quotation are: 'According to Broadley, most teachers ...'

That is my belief, although we have never had a vote on the issue by our 29,000 members.

changes in the ad

The second sentence of Walmsley's selected quotation are not my words at all but a comment of Mr. Collins as a less selective excerpt from the article would clearly show. Walmsley states, 'He (Broadley) was involved in the construction of each of the ads.'

That fact is that during the opening session of the Representative Assembly on January 27, the BCTF staff member who constructed the first advertisement brought me a completed layout for final approval before submission to newspapers. Although busy with business items of the Assembly, I read the draft, and suggested certain changes that were made.

'That's what the Ministry of Education is planning!' became, 'Is this what the Ministry is planning?'

'If you believe that children's individuality should be respected, don't let the Ministry impose its plan,' became, 'To ensure that children's individuality continues to be respected ...' (four suggested actions followed.)

When I examined the final layout January 29, I made two further changes:

'Write your protests to the Ministry ...' became, 'Write to the Ministry ...'

'Write your support to the B.C. Teachers' Federation' became, 'Write to the B.C. Teachers' Federation.'

I had missed the need to make the last two changes January 27 because of my involvement with the Assembly

working paper

meeting. A proper group setting to discuss the ad could have led to further improvements.

The second advertisement placed was the product of a group involving myself, Don Walmsley and several staff members. Prior to this group involvement, I had attempted to amend, and finally rejected as too negative, a draft ad prepared by a staff member. At my insistence to the General Secretary, the group described was formed and agreed that a positive message was needed. After several revisions, a final draft was agreed to by the group and the ad placed.

The final 'misleading' statement Walmsley cites is: 'Broadley said, "Before this goes to Victoria it should be properly and fully discussed by members."' Ironically, President Broadley has already sent a copy of the draft paper to the Minister of Education without seeking authorization from any decision-making body in the B.C. Teachers' Federation.'

I suppose one can argue long and hard about what is meant by the words '... goes to Victoria ...' Within the context of the Collins' article, and on the basis of my earlier decision to be open with the press about the existence of the working paper, my clear message was

that the paper should not be presented to the government in Victoria as the official position of the BCTF until there was a full and open debate by members of the issues before them.

On February 7 I sent a copy of EEE to the Minister of Education stating:

'You will note that the paper on Essential Educational Experiences is a working paper developed by a committee. It has been distributed for teacher reaction. It is too soon to know the extent to which the membership as a whole supports the point of view expressed by the committee.'

'We had hoped that a draft paper would have been ready for distribution early in the fall. Then we would have been able to submit a revised statement to you, based on membership reactions, by this time. However, the process has taken longer than had been expected.'

I believe that Federation objectives are best served when we operate in the open as illustrated by my letter to the Minister. If you prefer to take your chances at having the Minister receive the paper out of context from a teacher dissatisfied with the paper, then you may disagree with my action. Fair enough. But I believe that most teachers appreciate that I informed the Minister that the paper was only at the discussion stage. What have we to fear by letting the Minister know what we are discussing? The Ministry did not hesitate to review its draft for goals of the core curriculum with Federation representatives last June.

Although a carbon copy of my letter to the Minister of Monday, February 7 went to Don Walmsley, he did not ask me about it until he raised the matter early in the Executive Committee meeting of Saturday, February 12.

Walmsley alleges that, 'At least four of President Broadley's comments are very misleading.'

disown organization

As I said at the outset, judge for yourself. Let there be any doubt, I shall continue to do my best to reflect the position of teachers whenever I am asked to do so by the news media.

When I spoke to the October RA I stated: 'It's pretty obvious that these objectives (of the BCTF) provide very broad parameters for you to work within. We will not always agree on the best activities to achieve these objectives. However, if we were only to concentrate on those activities that the vast majority of our members are prepared to support, we would have more than enough work for our staff and volunteer committee members to do. Moreover, such activities would have real impact because of the unified support they would receive from our members.'

'The B.C. Teachers' Federation will be best served when the actions you take here reflect the views and feelings of your association members. The purpose of an organization such as ours is to bring people together who have some objectives in common. If members perceive that their representatives are not representing their views, they disown their organization when they speak to their neighbors. The result: the organization loses credibility, not the member. The B.C. Teachers' Federation has been a strong and effective organization because of members' willingness to volunteer their time on behalf of their colleagues; and because of members' willingness to accept the decision of the majority of their colleagues after full and open debate.'

'The collective strength of the Federation will quickly disappear if instead of concentrating on those actions in support of teachers and improved education that the vast majority of us can agree on, we bloody each other in disagreement over issues which might better be settled in other organizations in which there would be general agreement on those same issues.'

'As we meet here this week let's build on what we have in common. We care about people, about social and economic justice, about quality education. We care enough about the BCTF to devote a lot of time and energy to it. On this basis, we should be able to approve a set of activities that will have the solid support of most teachers.'

public knowledge

I have always handled issues fairly, regardless of my own views in a matter. As I am about to complete my term as President, I look forward to being a full-time teacher once again instead of a teacher-politician. And I am not about to trade my reputation for integrity for political purposes.

Some teachers express concern about a public show of disunity. Nobody wants that. But when your neighbors and MLAs know that you reject many apparent Federation positions, the disunity is already public knowledge.

Don't worry about disunity. By asserting their individual voting power, the vast majority of B.C.'s 29,000 teachers will remain united in collective action to improve the quality of public school education — then elected leaders will operate openly and reflect the mainstream of teacher opinion.

Name calling

Watching 'All in the Family' the other day, I heard the following:

Gloria — 'What did I say that was Communism?'

Archie — 'You said something was wrong, didn't you?'

In teaming up with Doug Collins in the Page 6 article of the February 12 Vancouver Sun, our president seems to be interested in the level of debate quoted above. A primitive, red-baiting, name-calling approach to debate is not worthy of an educated person, not to speak of educational leadership.

The Archie Bunker mentality makes for a simpler world-view. If you don't agree with someone, classify him or her as a pinko, or a 'left-wing radical.' That way you don't have to address yourself to some of the complex contradictions between our social reality and our heritage of values.

In any meaningful debate there will be a wide spectrum of opinion. This spectrum is reflected in our federation membership as well as our leadership. It is a healthy sign and indicative of the sincere concern teachers have about the quality of education being offered to the children of B.C.

I believe that our president's statements, if quoted correctly, represent a great disservice to all teachers, wherever their philosophy may lie. These statements do not represent the open-mindedness and commitment of the majority of teachers. They have debased the quality of educational debate in B.C. Let's stick to the issues. Archie Bunker is a caricature, not someone to be emulated by our educational leadership.

Erdmann Tuemp,
Lillooet, B.C.

Enemy is us

It is interesting to speculate whether the over-crowding issue featured in your issue of January 6 is the cause of half so much frustration among teachers in general as the radical and politically activist philosophy exemplified by J. MacFarlan's address reported in the same Newsletter. As other correspondents have pointed out, progress in that direction only brings us to a crossroads where the membership will divide ...

Now arrives the issue of February 9, Bob Rosen's piece of humbug. In making his appeal to history he compares a teacher's position in Canada today, where we have the ballot box, with the situation in Nazi Germany, and apparently gives equal weight to 'due process of law' in each case. It was

precisely this kind of demagoguery that brought the Nazis to power ...

Let us continue to contend for a just application of the law but, as teachers, have done with political posturing and subversive strategies. The problems we face call for more humility and less hubris — as I overheard in the staffroom the other day: 'Gentlemen, we have met the enemy, and he is us.'

J. Harrison,
Powell River, B.C.

Ebert address

With interest I read: "You are one of the elites in our world" ... from President Wilhelm Ebert's Presidential Address to the West German Republic August 4 last.

On graduation from the Auckland Teachers' Training College in the late '30s we (590 budding teachers) on graduation were told we were the 'purveyors of milk and honey' to the rising generations of young New Zealanders. Unfortunately as it turned out many of those who were to purvey the milk and honey were to be chopped to pieces by the Africa Corps at Bengazi and Tobruk.

Under the crosses at Tobruk lie the remains of three whom I revere exceedingly ... one school principal, one school friend, and one brother-in-law.

Now 37 years later to read the same idealistic garbage as we had thrust down our throats in the 1930s is to say the least just another 'spin of the wheel.'

Today in the Federal Republic of Germany, something prevails which is much different from what President Wilhelm Ebert's speech infers. The streets are not strewn with flowers for teachers in West Germany today. Although many Germans see their country as a harmonic entity, most young academics are worried about the breakdown of democracy there ...

West Fisher,
New Westminster.

Thanks

The BCTF wishes to express its appreciation to the B.C. Teachers' Credit Union, the Teachers' Investment & Housing Co-operative, the Bank of British Columbia, and the Toronto Dominion Bank for their co-operation in offering BCTF guaranteed loans to members needing financial assistance as a result of salary rollbacks.

A donation of \$100 has been sent to the Pacific Association for Autistic Children.

Working paper

Dear Sir:

I wish to agree with the writer of a letter in the February 9th edition of the BCTF Newsletter, who stated that education should not be turned into a 'political football game.'

After reading the BCTF Professional Development Advisory Committee's 'working paper' on Essential Educational Experiences, I wonder if the members of that committee aren't trying to do just that?

I resent being told that I, as a teacher am treating 'working class' students differently from those from the 'managerial-professional workers and independent producers' class, to use the writer(s) of that report's own phrases.

Gordon R. Scott,
Surrey

These sweeping generalizations can be found throughout the report which is more of an attack on the social order of B.C. than a report on 'Essential Educational Experiences.' The writer(s) of this report seem to feel that it is the duty of teachers to advance the cause of the social revolution, as defined by them, in their classrooms. I wish to remind the committee that the classroom is not a political arena.

Increasingly, the views of the BCTF do not seem to reflect the views of the majority of its members. While every teacher has a right to his or her opinion, those entrusted with elected office in our federation, must show some responsibility towards the membership at large.

Greg N. Fraser,
Vernon

February 15, 1977

The Vancouver Sun,
Dear Editor:

In my two years as First Vice-President of the BCTF I have never written a response to an article in the press. It is with sincere regret that I do so now. However, in view of the comments made by BCTF President Bill Broadley in your February 12 edition, the public record must be set straight.

At least four of President Broadley's comments are very misleading.

1. '... he (Broadley) is opposed to most of its (the paper Essential Educational Experiences) contents ... the paper was pushed through by the radical left which is in a majority on the Executive.'

The draft paper (Essential Educational Experiences) has not been pushed through any body of the BCTF. No body of the BCTF has ever adopted it.

The draft paper was developed in response to a request initiated by the President (Bill Broadley), the First Vice-President, a BCTF staff member and a chairperson of the Professional Development Advisory Committee. It was given widespread circulation among the membership as a result of a vote by the BCTF Representative Assembly and Executive Committee. President Broadley supported the latter vote.

President Broadley also directed that copies of the draft paper be sent to the press.

2. '... it is more likely that it (the paper) will come before the Annual General Meeting at the end of March. Broadley is fighting for that to be done.'

I don't know who, where or how President Broadley is 'fighting.' Broadley has never suggested to any decision-making body of the BCTF that this be discussed by the AGM. In fact, at the last meeting of the BCTF Executive Committee, President Broadley was part of a unanimous vote which would see decisions on the paper made by the BCTF RA in May, following input from local associations and members.

3. '... most teachers do not oppose the 'core' program in principle and he (Broadley) himself does not. This is despite the controversial advertising campaign the BCTF has staged ...' President Broadley was part of the unanimous vote which started the advertising campaign. He was involved in the construction of each of the ads.

Incidentally, the advertising campaign does not oppose 'core.' Broadley said, 'Before this goes to Victoria it should be properly and fully discussed by the members.'

Ironically, President Broadley has already sent a copy of the draft paper to the Minister of Education without seeking authorization from any decision-making body in the BCTF.

Yours sincerely,
D.P. Walmsley,
First Vice-President,
B.C. Teachers' Federation.
bcc: G.W. Broadley

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newsLetter

Member

Editor
JOHN HARDY

Assistant
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EDPRESS

Letters to the editor must be signed by and bear the address of the writer. The Newsletter may edit letters for brevity, clarity, legality or taste. Articles contained here-in reflect the views of the authors and do not necessarily express official policy of the BCTF.

David Lloyd George Elementary writes...

There has been, as we noted in the last edition, many letters from members on the CORE and Essentials issue. Here's a pair of letters from David Lloyd George Elementary in Vancouver, one addressed to the BCTF, the other to the minister of education. Well balanced in content, both letters represent the kind of political action teachers can take collectively on an issue. Moreover, the statements seem representative of opinion.

To the minister . . .

Re: Goals of the Core Curriculum

The following statement represents the collective opinion of the professional staff of David Lloyd George Elementary School. Although the ministry requested a reaction to its specific proposal for a core curriculum, our comments will, by necessity, focus also on some related aspects.

1. Initially, we agree that not only does the ministry have the right, but probably the responsibility to provide leadership in curriculum for the province. In other words, we support the concept of a core curriculum.

2. The specific proposal, 'What Should our Children be Learning,' really presents little to be criticized, since many of the learning outcomes are currently taught. However, we are concerned about the rather simplistic and somewhat vague manner in which the learning outcomes are phrased. Outcomes such as A.4 and B.2 are not specific enough to give real direction to the intent behind them. Further, if this is a serious attempt to establish a core curriculum, and we have no reason to believe otherwise, then the content expressed by the learning outcomes cannot be considered complete. To think that it can become more complete and representative of the teachers' and parents' opinions in the manner suggested is unrealistic. The experience with Vancouver's Language Development Program (BUILD) demonstrates that an effective procedure is possible, and the results can be gratifying, but the time allowed must be more than the short span allowed for the ministry's proposal.

3. No guidance has been offered in relation to what might be a reasonable proportion of time to be spent on the core curriculum. We would not suggest that a prescriptive time allotment be adopted, since the 'mix' must really be determined according to school-based needs. Yet we feel there has to be some assurance that a realistic proportion of time should be spent on the 'should and may' goals (e.g. music, enrichment programs).

4. It really seems impossible to carry out a discussion about any curriculum without examining the evaluative procedure that must accompany it. We are at a loss to relate the present Learning Assessment Program to CORE when we hear conflicting statements from the ministry: 'PLAP is not a companion document to CORE' (Dr. Hardwick) and the memo to superintendents from J. Lowther (i.e. one of the ramifications of CORE is learning assessment).

In addition, while Curriculum Revision and Teacher In-Service are indicated as ramifications of the core curriculum proposal, they must surely be considerations resulting from a learning assessment program, as well. We are not satisfied that these two programs (CORE and PLAP) have the necessary coordination, nor do we feel we have been consulted to a sufficient extent on the implementation of either one (in relation to the other.)

5. Another aspect to be considered now is that surrounding the use of 'must, should, teach, and learn.' There is an apparent discrepancy in the use of the first two, and the latter two are used interchangeably in much discussion. It is surely realized that the distinction between 'must teach' and 'must learn' are very significant and bear considerable weight in any discussion by teachers.

What, for example, are the long-term implications regarding the achievement of the goals of the core curriculum (must learn) by all youngsters? Are we being encouraged back to a graded, lock-step (i.e. non-continuous progress) process where students fail? What provision will there be for those who cannot and/or will not master all the concepts in spite of diligent programming and effective instruction?

In summary, may we repeat that core curriculum is not an issue — the CONTENT and PROCESS involved are issues and will continue to be. The ball is now rolling, and some useful and pertinent dialogue is under way. What is most apparent to us now is the need to continue the discussion and modify the approach so that the results begin to take the shape we all seem to agree upon. Above all, more time is needed. If only one recommendation were to be made by this group, it would be:

PLEASE DELAY IMPLEMENTATION OF THE CORE CURRICULUM UNTIL SEPTEMBER 1978, IN ORDER THAT MAJOR CONCERNS CAN BE RESOLVED.

Respectfully submitted,
The Staff of David Lloyd George Elementary School
F. Scoppa, Staff Committee Chairperson

C.C. D. Lupini, District Superintendent; C. Etchell, Area Superintendent; BCTF Executive Committee.

To the BCTF . . .

This letter represents the collective opinion of the BCTF members of our staff. We have, during the past few weeks, had an opportunity to examine several documents and discuss several aspects relating to core curriculum. Enclosed is a copy of our submission to the ministry in response to its proposal. It was written with the faint hope that someone in Victoria might read it and perhaps even react to it.

Basically, we hold the opinion that a core curriculum will be a reality, with or without our blessing. Further, we think that teachers generally support the idea of a core curriculum. WHAT is consists of and HOW it is determined are the crucial areas of concern. In effect, we have adopted a position which is not in any apparent conflict with established BCTF policy, and also seems to reflect the feeling of the many colleagues with whom we discussed the subject.

We are very troubled, therefore, to have to defend and/or explain the public position that has been expressed on our behalf by the federation. We feel that any valid criticism that our profession might put forth has been undermined by the deleterious impact of our public statements.

Although it can be said that the public has not really 'read' our advertising, and therefore there is a misinterpretation of what the BCTF is saying, is not the point. What is to the point, and what we must express in a most emphatic way is the following:

1. We, along with the general membership, have been excluded from the process of establishing our collective reaction to the minister in his quest for a core curriculum. He has been listening to some teachers and has interpreted their words to mean support for his actions. If PDAC had been tuned to the membership during the past few critical months, they might have heard, as did the minister, what teachers were saying. If, then, they felt that teachers were 'misguided,' some form of leadership could have been demonstrated, requesting teachers to re-assess their position in relation to pertinent new information. Instead we have been provided with a paper 'against which teachers might consider the education ministry's core curriculum . . . Essential Educational Experiences.'

2. This paper (EEE) does everything BUT focus our attention on the problems related to the minister's proposal for a core curriculum. We fail to understand why, when some of the issues are so clear and would probably receive some enthusiastic support, they are cloaked in an abundance of argumentative and ideological comment. How could PDAC be so naive as to expect that (a) teachers would accept and/or support the ideological framework within which EEE is written, and (b) the schools are in any position to alter the societal and political system, whatever we perceive it to be?

Under no circumstances would we support the representation of a BCTF position on core curriculum as contained in EEE (or any variation of it.)

3. The CORE and PLAP pamphlet, which is probably what PDAC was expected to produce in the first place, appears to us an attempt to tell us what we are to think about the ministry's programs. In turn, the newspaper advertising expresses to the public what we are supposed to be thinking. One of our members was told that the expressed opinion was adequately covered by long established BCTF policy. We have searched the Members' Guide and note with dismay that the pertinent policies (34.A.05 to 34.A.27) are EXECUTIVE statements. Not only have we not been consulted, but the key policy statements have never been discussed at an Annual General Meeting!!

It may well be that we can support the policies, or we may take particular exception to them. Does PDAC or the executive committee know? Have they tried to find out? Do they care?

We are not paying \$200 a year to an organization whose 'leadership' considers the general membership to be a hindrance in their pursuit of certain goals. We fought together against the arrogance of a previous government; we are rapidly burying the authoritarian approach to school administration. Now we find our own leadership is demonstrating these undesirable traits. May we quote from current policy:

'1.A.03 (a) that the BCTF is, in general, against centralized provincial direction and control, and opposed to the idea that teachers as professional persons need close supervision.' and

'1.A.02 (b) Qualified teachers, as professional people, should accept responsibility for self-direction. They are not likely to do their best work under autocratic direction.'

David Lloyd George Teaching Staff,
F. Scoppa, Chairperson

P.S. We express complete support of Mr. Broadley in his attempt to make our concerns credible to the public.

C.C. VESTA
Professional Development Advisory Committee, BCTF

Request denied

A request from the Ministry of Education that the BCTF provide a list of names of teachers who might be appointed to PLAP management teams and review panels for signs and composition was considered at the February 12 Executive Committee meeting.

It was agreed that the position taken at the October 1 and 2, 1976 meeting of the Executive Committee should be maintained.

A letter from the Superintendent of Educational Programs, John Meredith, of May 20, 1976, requested the federation to identify qualified persons whom the department might contact for advice during the course of these assessments. Persons involved would be acting as individuals, Meredith said and not as representatives of or accountable to any organization.

The executive dealt with the matter in October, defeating a motion that the invitation from the department to identify qualified persons for advice during the course of its assessment program be accepted.

It was a recorded vote with Broadley, Granger, Brady, Smith affirmative; and Walmsley, Blakey, Green, Regan, MacFarlan, Goulden, Neuberger negative.

Going on leave?

Teachers who go on leave of absence without pay from their school boards do not have to pay BCTF fees.

Even if they are paid by another employer — e.g., a university — their fees are waived.

The reason is that some of the benefits of membership — e.g., sick leave, medical/dental insurance, salary indemnity, etc. — are not available to members unless they are being paid by or through their school boards.

At its February meeting the Executive Committee reaffirmed its position on active membership (statement 25.02 in the Members' Guide), and agreed to waive the fees of members who were on loan to universities last year and/or this year.

The executive also agreed to ask local associations to waive their fees for members on leave without pay from or through their school boards.

Members considering leave of absence to work at a university should weigh the advantages and disadvantages of taking leave of absence without pay (and being paid by the university) or of being seconded to the university, in which case the teacher remains a paid employee of the board and remains eligible for all membership benefits.

School boards are reimbursed by the universities for the salaries of teachers who are seconded from school districts.

Reunion

Templeton Secondary School is holding a reunion April 6 from 6:30 p.m. to 11 p.m. at the school in celebration of its Golden Anniversary.

Grievances

Students are beneficiaries

By Dennis Rankin

Let's not forget the beneficiaries — the students.

In Salmon Arm last fall three grievances were filed concerning kindergarten class size. Representations were made to the district staff. Two additional half-time assignments were approved by the board.

As for the remaining class of 29, the board balked.

Even though 10 or 11 students were being bussed for up to two hours per day, even though space and equipment were available closer to home at a school the youngsters would attend next year, and even though their inconsistency with the earlier decisions was acknowledged, the trustees refused to establish another kindergarten.

Teachers, parents and district staff appealed but to no avail.

Finally, the grievor and the local association executive saw no other recourse than to proceed with a withdrawal of services.

Endorsation for their action was received from the provincial executive. A BCTF staff person met with the local's coordinating committee, which included the grievor. The issue was further discussed with the superintendent.

It was decided to await the first meeting of the incoming board. District staff intended to place the matter before the new board.

On Tuesday, January 11 the Shuswap School Board approved another half-time assignment and the establishment of a kindergarten in the Silver Creek area.

The improved learning and working conditions can be attributed to the determination of the grievor who with the support of her colleagues chose to represent the interests of kids.

ASPs seen as supportive

By Doug Gagnon

The use of Auxiliary Personnel in the school system has been an exciting and innovative concept in the educational process; however, there does come a time when an honest appraisal and maybe a change in direction, becomes necessary.

As the number of aides, both paid and volunteer, increases steadily in B.C., and concomitantly their direct contact with the students becomes extended, teachers are faced with yet another responsibility. Firstly, we must learn how to train and employ our aides effectively; and secondly, we must ensure that no trade-offs, sacrificing teachers for aides occur.

In respect to responsibilities, it should be remembered that the basic educational component has been and will always be: Children and Teacher. There can be no compromise in this area. The

teacher has the right and the obligation to ensure that aides are never engaged in a situation where they are instructing students in any given subject area. Their use must be limited to supportive action under the direct supervision of the teacher and/or the administrative staff. To accept anything else is to gainsay that the basic educational component is correct and perhaps further, that the preparation for the profession is, in some cases, redundant.

Our very strength, indeed the foundation of our success in educating the children of B.C.,

should rest on our ability to prevent any undermining of our base.

The use of aides has contributed a great deal to the school system; however, we must remain cognizant that much work has yet to be done in both the implementation and training of aides. The federation has materials available that will readily define the role of the aides and specify their functions. The booklet, IN QUEST OF QUALITY EDUCATION, has a general description of the role and function of aides.

There are 15 candidates running for positions on the executive this year with three positions open for member-at-large. Four people, Ken Smith, Julia Goulden, Gale Neuberger and Al Blakey, will take on the second year of their two-year terms.

Candidates for BCTF Executive

Three stand for BCTF presidency



PAT BRADY

his platform

A survey undertaken by the BCTF Task Force on Reorganization several years ago determined that approximately 75% of our members believed the federation to be a democratic organization.

If we consider democracy to include the concept that the will of the majority is reflected in the actions of those in elected positions, then the executive committee of the BCTF must act in directions which will carry out the wishes of the membership.

The delegation of the powers of individuals to their local associations and the provincial body is a form of stewardship which cannot continue to exist if there is a one-way flow of information.

Decision making and policy formation demands the interchange of thought and opinion essential to the maintenance of a strong organization — an organization which can say with certainty to outside agencies, at whatever level, that it represents the collective will of its members and not that of a particular faction of the membership.

Several major decisions of the provincial executive committee this year did not reflect the aspirations of the majority of our members — a sad state of affairs in an organization such as ours. A lack of sensitivity to concerns of teachers is the type of thing which can destroy the credibility, internally and externally, of the federation.

In developing our provincial program, we must take into account our limited resources. At present we are in danger of allowing some committees and task forces to become entities unto themselves, rather than serving in an advisory capacity to the executive committee. Are we engaging in too many activities? Probably. The executive committee must take a closer look at all programs to ensure that we are not over-extending ourselves.

We are over-due for another look at those areas of the federation's activities that should be primarily provincial in nature (such as pensions, TQS, SIF, provincial government advisory committees, representation to provincial organizations); those that are primarily of a local character (including agreements, input to school boards, curriculum development); and those that should properly be joint endeavors (PSAs, lesson aids, and teacher

education, for example). Your provincial executive must guard against assuming a monolithic framework which will usurp local prerogatives and take unto itself a multitude of functions properly within the purview of other levels of the organization.

I would hope to see an executive committee which will reflect the will of the majority while protecting the rights of the individual; which will reject present trends of centralization; and which will be cognizant of the finite resources available to meet the demands put upon it.

his background

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

Fifteen years teaching: Chilliwack 1960-64 (Grades 6 and 7); Prince George 1966-77 (Sr. Sec. — law, economics, history, geography, commerce. Elementary — grades 2, 4, 6 / split. Jr. Sec. — commerce and home economics). Presently teaching a Grade 6 class.

Experience in agreements, PD, and other committees at local and regional levels; executive committee Prince George DTA six years; district councillor two years; vice-president of North Central District Council three years; GR four years; AGM delegate 12 years; member task force on Reorganization 1974. Member-at-large provincial executive committee 1974-76; presently second vice-president BCTF.



DON WALMSLEY

his platform

During the past two years I have served the BCTF as Learning Conditions co-chairperson and first vice-president.

While LC co-chairperson:

- The Declaration of Basic Rights, Prerogatives and Obligations was implemented. More than 45 locals have endorsed a form of the Declaration. This endorsement has led to increased commitment to a local learning conditions program.

- The grievance procedure has become a viable process for resolving learning conditions problems.

- There has been increased staff support for local programs resulting in the achievement of many local LC objectives.

- In spite of the economic constraints of the past two years we have caused modest reductions in pupil/teacher ratio . . . at a time when virtually every other teacher group in North America has seen increased PTRs.

As first vice-president I have:

- visited 51 locals and become acquainted with every region of the province;

- come to further understand local and regional problems and assisted in resolving many;

- met with MLAs, cabinet ministers and the premiers of the past and present governments;

- worked to implement all BCTF programs, especially those aimed at gaining equality of opportunity for students and teachers — Status of Women, Task Force on Racism and Learning Conditions.

For the Future We Must:

- show that teachers are meeting the needs of the majority of students. Given adequate resources and sufficient personnel we will meet the needs of even more;

- work to maintain our economic position and improve provisions for due process;

- find a common membership position. I support the establishment of a BCTF commission which will encourage input from all members and locals with a view to achieving a BCTF consensus on goals and objectives.

I do not intend to argue political or philosophical labels. At the 1976 AGM I pledged to continue to fight on issues. I reiterate that pledge now. I am prepared to debate any BCTF issue . . . and once the issue is decided, I will support the decision.

I believe that the experience I have gained and the commitment I have shown as a member of the executive committee over the past four years — particularly my two years as full-time first vice-president — have given me the background to serve as your president.

his background

Born in New Westminster; attended school in New Westminster and Duncan; B.Ed. and MA from the University of Victoria; taught in the South Cariboo, Williams Lake, Burns Lake and Hope School Districts; 13 years teaching experience (Grades 2 to 10); 12 years administrative experience. Served local association executives as public relations officer, learning conditions committee member, agreements committee member; vice-president, GR and president; delegate to 10 AGMs. GR 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 1975-77; Member-at-large of the BCTF Executive Committee 1973-75; B.C. Director to the CTF 1975-77; BCTF first vice-president 1975-77.



GORDON HUTTON

his platform

The BCTF lists ten goals of the federation. These goals should not be just words in the BCTF Constitution and By-Laws, but the progressive end to which the membership is continually striving.

The key to the attainment of these goals is the professional classroom teacher.

One of the main objectives in education is the greatest potential development of the individual. To achieve the highest standard of education efficiently the optimum use must be made of modern technology for research.

Where all think alike no one thinks very much. Thus new ideas will continually emerge. Then, in a progressive and enlightened educational system, these ideas will be studied, evaluated and implemented in the aspect of modern education.

The media should be used to publicize the successful results of educational experiments so that the membership of the BCTF and the public will understand and accept these educational changes. Education needs to be kept on a sound basis to counteract the idea that change is done only for change sake and not just to attract attention.

The ideal physical classroom is required with adequate facilities today. However it must also serve the future bearing in mind that the most must be obtained for the money spent.

Then, with a good student-teacher ratio, the teacher will be able to strive for and achieve not the impossible but the BCTF ideal in education.

It is equally important to raise and maintain the status of the teaching profession in B.C.

This can be done by continual co-operation and communication among the elected bodies of the federation and administrative staff.

As we are not recognized as a professional group by the government and the public, we must continue to be a professional organization. The membership must encircle and protect themselves and individual members from outside negative forces. Thus professional teachers will not withdraw or be lost from the BCTF.

The professional teachers are worthy of their hire and so should receive adequate remuneration for their services so they will not be lost in the sea of mediocrity. Also they will be economically able to improve their professional standing at any time.

For first vice-president



PETER MINSHULL

his platform

I believe the majority of members on the present executive have not been able to see beyond their ideological noses, and as a result the federation has lost the support of its members and the support of the public. As more and more teachers are rejecting the positions taken by the executive the organization is losing its credibility and its ability to affect major decisions in education.

We need a strong federation to fight for our economic welfare, learning conditions, due process, equal rights, and involvement in curriculum planning. The executive must not squander the power we worked years to build. The executive must represent the views of the members because without the members they have no power. If elected I will represent the views of the majority even if on occasion I must put aside my personal beliefs to do so. I will work toward restoring our credibility.

The BCTF is being used by a minority of its members, now in political power, to promote social change. The paper 'Essential Educational Experiences (Draft 5)' takes the distorted political view that the school system is a tool used by the upper classes to oppress the working class. As long as all teachers must belong to the BCTF, the federation should not promote any one political view of society. Individual members have the right to hold any political views they choose but the correct way to promote social change is through the traditional political process, not through a professional organization. The BCTF should

restrict its activities to those objects listed in the constitution.

I believe that the federation has become too oriented toward central control and centralized programs. We would be far more effective if we used our staff to help individual locals identify and solve their individual problems. Instead, we develop central programs and have regional meetings to persuade people to follow them. We are not getting our money's worth and we are turning people off by trying to control them.

Remember, democracy only exists in the BCTF as long as AGM delegates represent the views of their local members. They can only represent you if you let them know what you think. Tell your delegates what you think of the issues and the candidates.

his background

Born in Vancouver; B.Ed. from UBC 1965; teaching experience, Prince Rupert and West Vancouver, elementary and secondary; now grade six teacher and vice-principal, Cedarvale Elementary, West Vancouver. Served on most WVTA committees including agreements chairperson, 1970-71 learning conditions contract negotiating committee and local president, 1971-2. Member-at-large, BCTF Executive Committee, 1972-4. Active in Art PSA, local committee on learning conditions declaration, and produced the West Van Oct. 14 newspaper ads.

For second vice-president



AL GARNEAU

his platform

Normally a campaign platform would include a candidate's position on key issues that currently confront us. Delegates to this AGM will have ample opportunity to learn how I feel about our major concerns. The space limitations here, however, allow me to present the major reason for my candidacy this year — the state of our federation.

My fundamental belief is that any organization first exists to serve its members. When it grows and matures, as ours has, it has the additional capability, as well as the responsibility, to provide effective leadership. This demands adequate channels of communication with all members, as well as a sensitivity to their responses. These processes can be cumbersome and frustrating. Obviously, the majority of our current executive committee find them too frustrating. Their actions, and the actions of groups under their direction, have shown disregard for these processes which I insist are so necessary to the operation of a valid participatory democracy.

We have, consequently, a confused and disturbed membership. Confused because we vigorously pursue the right to participate in decision-making in our school, yet become more autocratic in our own operation; disturbed because even when a significant number of members or locals voice legitimate, realistic concerns, their words are unwanted and unheeded.

I will fight to return our federation to the membership. I believe that teachers can and will act in a responsible and determined fashion, given the information and guidance necessary to do so. Only when given that opportunity have we any hope of succeeding with our critical programs and objectives.

An executive committee that does not have the confidence of an informed and supportive membership will succeed only in looking incompetent and impotent in the eyes of those whom we would hope to influence directly, and the public at large. And that's not idle speculation — look around, it's happening!

his background

Elem. and sec. education acquired in five provinces and the Yukon; undergraduate work at UBC leading to B.Ed.

(Secondary) 1972; graduate study at SFU leading to Masters (nearing completion). Elementary teacher for 12 years; now first year elementary principalship. BCTF / local association experience — member VESTA executive seven years, president VESTA 1969-71; Member of RA five years; member and chairperson of various committees including BCTF Task Force on Differentiated Staffing (1970-71); past-president Provincial Teachers Medical Services; current chairperson Teachers' Assistance Society.



ROSS REGAN

his platform

Future trends in the design of our public education system should be determined through meaningful involvement of those concerned — let's move ahead by cooperative action, not action and reaction!

Since the credibility of teachers is under scrutiny, increased effort must be directed to establish clear, concise and justifiable positions for teacher views. There is an urgent need to gain wide public support for continued provision of quality education in B.C.

Your federation can be strong and influential when promoting your views — but those views must be derived from the active input of you and your representatives. Our ability to communicate within the organization and in turn to outside agencies must be improved.

A MAJOR ROLE OF THE EXECUTIVE THAT YOU ELECT SHOULD BE TO UNIFY THE THRUST OF THE TEACHING PROFESSION IN B.C. EVERY TEACHER HAS THE RIGHT TO PARTICIPATE IN ESTABLISHING THE DIRECTION OF OUR ORGANIZATION.

Further actions which I consider essential at this time:

- Strive to increase public support for BCTF proposals to improve education — stress that education is an investment with a high rate of return.
- Provide clear analysis of educational issues for public understanding of current problems and needs of students.
- Actively pursue rights for all teachers to negotiate working and learning conditions.
- Increase efforts to obtain better pensions, particularly for those teachers with less than 35 years service.
- Retention of local bargaining processes in agreements matters.
- Establish a clear focus for professional development actions in federation programs, e.g., improve effectiveness of PSAs, identify clear goals for teacher education.
- Clarify the present confusion over CORE, PLAP, and in-service education.
- Increase assistance to local association officers in preparation of briefs to school boards that will ensure local needs for quality education are adequately provided in budgets.
- Assist locals to promote activities with parents to identify good features of the local scene and those situations which must be improved.

The report of a summer workshop (1975) sponsored by the ministry of education to design a process for determining core curriculum has not been released to the public. As one of the BCTF representatives to this workshop of teachers and trustees, I strongly believe that the proposed process would have gained public acceptance through genuine involvement.

The present CORE booklet does NOT clarify what is presently being done by teachers and has further confused the situation.

The background of recent years while acting as your representative and serving two years in the present executive has provided insight for the problems facing our organization. It is my objective to continue to consider advice from the local level and to strive to represent the majority view of members on every issue.

his background

Born in Calgary, public school and undergraduate work in Vancouver, M.Ed. (Central Washington State College) 1973, 24 years teaching experience, Salmon Arm, Trail, Vancouver and Victoria. Executive of Vancouver & District Inter-High Athletic Ass'n (four years), PSA president and curriculum representative (three years), PSA Budget Review Committee (one year), GVTA executive second vice-president (one year), GVTA Learning Conditions Chairperson (three years), Geographical Representative (two years), BCTF Professional Development and Curriculum Committee (six years, two as chairperson), BCTF representative to ministry of education committees: Advisory Committee on the Secondary School Curriculum (six years), Rules and Regulations for Decentralization (one year), summer workshop on a 'Process for Core Curriculum.' Member-at-large 1975-1977.

For member-at-large



MARJATTA CHAPMAN

her platform

The future is fraught with uncertainty for education and teachers in this province. In times such as these, the need for strong responsive leadership, on the part of the BCTF Executive Committee, is imperative. A strong executive, however, does not mean a loss of local autonomy. A strong executive means a provincially recognized body which is able to respond, in accordance to members' wishes, to the issues in education, as they unfold.

I believe that the BCTF executive must focus itself toward the following areas:

- The BCTF executive must be responsive to the concerns and needs of the membership. Ultimately, the individuals who implement the policies of the executive are the membership; therefore, executive policies must be reasonable, implementable and sensitive to the membership's point of view.
- The development of equal educational opportunity for all students, regardless of sex, race or socio-economic level.
- The promotion of collegial decision-making processes at the school, school district and provincial levels — particularly the formulation of staff committees, school board consultation with local associations and BCTF input into educational decisions at the provincial level.
- The ongoing need for professional development, due to the proliferation of knowledge.
- The onset of CORE and PLAP may mean the reduction of locally developed courses; however, the need for locally developed curricula is greater than ever, in order to meet the special needs of all students. There is some indication, at this time, that the ministry of education will not provide or will reduce assistance in the area of curriculum development.
- Through continued political action, the restoration of free collective bargaining for teachers in B.C.
- In a crisis or grievance situation, the executive must support an individual's right to due process. It is only in this way that trust and confidence can be maintained between the membership and the executive.
- To maintain and improve learning conditions, as outlined in the Learning Conditions Declaration, through local initiative and involvement with federation support and assistance and to especially strive for further reduction in class sizes (particularly at the primary and kindergarten levels).
- To pursue the negotiation of learning and working conditions contracts, throughout the province.

It is only through the efforts of a strong unified BCTF, working at the school, association and federation levels, that quality education will become a reality in B.C.

If elected to the executive, I will strive sincerely and vigorously to fulfill these goals.

her background

Born in Finland; elem. and sec. education Richmond; UBC 1964-1967, summer courses UBC as well; ninth year of teaching — Richmond 1967-72, Maple Ridge 1973-1977 (Grades 3-7, learning assistance, home and hospital / Gr. 1-12) At present teaching Grade 5. Service at the local association level includes: learning conditions committee member, district budget committee member, AGM delegate, political action committee co-chairperson, policy review committee member, learning conditions chairperson, President Maple Ridge Teachers' Assoc. (1976-77). Active in district track and field in Richmond and Maple Ridge (1973-75). BCTF involvement includes a three-year appointment as a Learning Conditions Co-ordinator, member of the Prov. Learning Conditions Committee and the Equality of Educational Opportunity Subcommittee.



DOROTHY FAST

her platform

The B.C. Teachers' Federation is only as strong as the unqualified and united support of the membership makes it. Positions that do not truly reflect members' beliefs and concerns create a paper tiger — derided and ignored. Policies coming from wide consensus of opinion and supported by determined efforts at the local level cannot be disregarded.

I believe in the BCTF as my professional organization. The dual nature of our concerns makes our federation distinctive and dynamic among other membership organizations. The BCTF must work for the economic welfare of its members and press to expand the scope of bargaining to include learning and working conditions. It is equally important to strive for high levels of professional competency to restore the public's confidence in the school system.

The real action of teaching and learning takes place in the classroom. It is not enough for us to demand greater decentralization of curriculum development without helping with the nuts and bolts of the programs created. We must support our PSAs. They can and do provide practical aid for teaching strategies and program material in specific subject areas.

We must monitor provincial programs so they don't become too restrictive and hamper the local efforts of teachers and school boards to provide educational opportunities for all our students. We must use the ministry's own information to demand additional aid for areas with special needs.

I want a vigorous BCTF, representative of the membership with open channels of communication.

her background

Born and educated in Alberta with four years teaching in rural schools. B.Ed., UBC. Teaching experience in B.C. 20 years — primary, intermediate, jr. and sr. secondary, principal six years. One year kindergarten organization, presently Resource Centre and Program Co-ordinator — various positions in PRSTA over the years, District Council, and GR.



BETTY GRIFFIN

her platform

It is difficult to make a statement on education these days without some comment regarding the core curriculum debate. My first response is to consider who is making the proposal and why.

As our present provincial government appears to be intent on cutting costs I believe that one of the main purposes of this whole exercise is to save dollars. We have seen this with ICB, ferry fares, increased sales and income tax, and welfare cuts. I would not expect them to suddenly change this general policy in regard to education.

Therefore, using the smoke screen of 'back to the basics', and by playing on all the prejudices of various sections of the population, they are able to provoke a full scale battle using a little booklet so full of generalities and contradictions that it is useless as a basis for the serious community discussion we would welcome.

My main concern is that we not allow ourselves to be provoked.

To emphasize our own policies let's make use of the results of the government's own committee report 'Language B.C.' which states in its conclusion:

- It becomes evident that teachers have a good idea of their primary objectives and that they incorporate appropriate methods into their classroom activities to achieve those objectives. It is equally clear that many factors are inhibiting effective Language Arts / English programs, among them, class size and pupil load, teacher training and background, lack of time for preparation and individual instruction, inadequate texts and materials.

Certainly, resources — financial and professional — should be allocated or re-allocated, to resolve some of these major problems.

Let us maintain a unified position based on our expressed aims for education and the main objectives of this federation so that it continues its fine tradition as an educational leader in Canada.

her background

B.C. born — educated UBC and McGill. Worked as a machinist, bookkeeper, social worker. Taught all grades in elem. school, Burnaby, 22 years. Locally — agreements and negotiating team 12 years, pensions, budget, class size, salary continuance committees. Local president two years and GR. Provincially — Ed. Finance Committee, six years; Income Security Committee Chairperson, three years; Judicial Committee, one year.



LARRY KUEHN

his platform

Quality and equality in education must both be objectives of the B.C. Teachers' Federation, with neither being ignored for the sake of the other. Most importantly, BCTF programs must be effectively structured to help teachers in their classrooms to provide both quality and equality.

A strong learning conditions program is essential. Only with small classes and adequate resources can we assure the opportunities for maximum growth and development of all students, regardless of sex, race, or socio-economic status. The federation must stand behind those teachers who are willing to use the learning and working conditions declaration and the grievance procedure to improve conditions for themselves and their students.

Good learning conditions, however, only make quality possible, but do not assure it. The professional development division must both challenge teachers and assist in the development of skills and attitudes necessary for improvement. Analysis and proposals must be specific and directly related to problems in order to be of value, particularly in influencing the direction of curriculum change.

The federation must be more in touch with its members — both in the provision of services and in the way it responds to external forces. There must be emphasis on local programs and regional workshops, both to bring federation services visibly to the members and to provide feedback on membership concerns.

A strong BCTF must have a variety of service styles to meet teachers' needs. Roger's teachers have different fingerprints, too.

his background

Teaching experience: 1 year Mt. Elizabeth Sec., Kitimat; 1 year Boundary Central Sec., Midway; 6 years in Kamloops secondary schools, 2 years as an English Department Head. Local Association: Vice-president of Kettle Valley Teachers' Association and Kamloops District Teachers' Association; presently full-time president of KDTA. BCTF: GR, 1974-75, 1976-77; Learning Conditions Committee, 1975-77; Co-Chairperson, Task Force on Authority and Responsibility.



GYAN NATH

his platform

- Is this the shape of things to come?
- back to the days before bargaining rights, resulting in ever worsening economic plight for teachers
- back to the worst features of standard curriculum in a knowledge exploding world
- back to more elitism in education, where the privileged attend 'private' schools publicly funded
- perhaps back to strapping
- Could not the unbridled imposition of AIB, CORE and PLAP lead us back to these very things?

As it must, the BCTF has reacted and responded. My position can be enunciated clearly: When we can, let us act, not react.

I want this organization of rationally minded professionals, 28,000 strong, with a budget of over four million dollars, to develop and publicize a clear perspective on a 'quality education' that provides an equal opportunity to each child to meet the challenges of this increasingly complex society. With this in view, I strongly support the formation of a BCTF Commission on Education.

Also, we must make it known that quality education demands the active cooperation of teachers, public and government. At the local level, this means involvement of all groups — teachers, parents, students, officials, and trustees — in assessing needs and conditions in the classroom. Provincial funding must guarantee the right to make education responsive to local needs.

Piecemeal treatments such as CORE and PLAP could be prescriptions without diagnosis by a doctor from the Middle Ages when the structure of society was simplistic: masters and serfs; and serfs did not count.

I strongly support the implementation of the Learning Conditions document 'IN QUEST OF QUALITY EDUCATION.'

In professional development, I believe if we are to continue to provide quality education, meet the needs of the socio-economic disadvantaged, and to combat sexual and racial discrimination, then we must press for adequate provincial funds for professional development in local board budgets as part of the Basic Education Program.

In agreements, we must continue to press for the economic welfare of teachers through established collective bargaining processes. A fair professional salary and proper working conditions are the best guarantees for good services from an employee.

I support a strong united teaching profession.

B.Com., M.Com. (Lucknow), Dep. Ed. (N.Z.), M.Ed. (UBC). Winner of the BCTF Teacher Award, 1972, in recognition of developing personalized instruction techniques; vice-president 1974-76, GR 1975-77 (Vancouver Sec.); served on various committees, task forces and executive positions. Executive term on Central Mainland and West Kootenay District Councils. Over 20 years teaching experience at secondary and adult levels in business education. BCTF Task Force on Racism 1975-77; served on other BCTF task forces such as Role of School Personnel and Role of Computers and Cybernation. Delegate to BCTF AGMs. Member, Canadian College of Teachers and B.C. Business Educators Association. Contributions to B.C. Teacher and other professional periodicals.



LES PHILLIPS

his platform

Our priorities must reflect the needs of teachers and our students.

Learning conditions must remain our major priority. There was never a better time (with tax paying population increasing and student population decreasing) to improve staffing ratios to provide special aid for students with special problems.

We must not allow the imposition of a Core Curriculum (which is only a small portion of the current curriculum) to detract from the multitude of other valuable programs which have been developed to meet student and community needs.

We must encourage teachers to react to the working paper on Essential Educational Experiences and establish a representative BCTF position which can be pursued with the ministry of education.

The BCTF must continue to support local and school based Pro-D programs. We don't require PLAP results to indicate a need for professional development. Teachers want and deserve realistic Pro-D experiences now.

Although the AIB has negated any recent attempts at collective bargaining, the end is surely in sight. We must maintain close liaison with other public employees and press the government to ensure that a defective AIB program is not replaced with special controls designed specifically for public employees.

Special effort must be made to develop rapport with the government, particularly the ministry of education to ensure that future decisions regarding education are not made unilaterally.

The realization of any of our goals will require an executive committed to taking definite and determined action on our behalf.

his background

Completed B.Sc. and M.Sc. in mathematics, SFU and fifth year education program, UBC. Taught mathematics

in Coquitlam since 1970. Served on a variety of CTA committees including chairperson of agreements committee. Served on the CTA executive since 1972 including president 1974-75 and GR for past two years. Chaired the BCTF Task Force on Substitute Teachers.



ELLEN SCULLY

her platform

Conscious efforts must be continued and maintained at the field level by the elected and appointed people of the BCTF to:

- increase the positive interchange of thought, opinion, and information within its membership.
- facilitate field communication ensuring direct feedback to the executive officers and administrative staff regarding the concerns and view points as expressed by local associations and their members.

Although the AGM is the sovereign body, in an organization of our size there remains a continual need for an on-going assessment of the federation through direct field communication. This would:

- ingenerate a two-way exchange which would consistently inform the membership of the federation's objectives and its ensuing programs.
- alleviate apathy, rancor and mistrust.
- ensure a common understanding as to what the organization is endeavoring to achieve.

As a member of a small local association, I have been the recipient of positive professional and economic welfare direction which has been enhanced primarily because of BCTF functionaries in the field.

It is my intention to ingenerate the elected and appointed people of the BCTF toward the fostering of direct contact with the associations and addressing themselves primarily to the educational concerns and working conditions of teachers within their respective communities.

her background

Born in Toronto, Ontario, completed basic commercial courses in office procedures; employed several years accounting; completed Senior Matric at Columbia College, 1963; Prof. Year UBC 1967, B.Ed. (Elem.) UBC 1974 plus post graduate course: History of Educational Administration. Teaching experience — 15 years: began career tutoring adult education evening classes to New Canadians in Vancouver at Private Institutions; Vancouver Island (West) 2 years Multi-grade: Christie Indian Residential School, Kyuquot Indian Day School; Queen Charlottes 12 years, various levels, teacher training — sponsored students from UBC, U Vic, SFU; leave to observe and assess Open Area situations in BC and Washington; assisted primary teachers in Multi-age groupings culminating in brief to S.D. No. 50; QCDA elected representative on Integrated Education Study Committee S.D. No. 50; chaired numerous committees: salary agreements two years; learning conditions, appointed to Advisory Committee on Alternate Education, sports, teacher-trustee liaison, AGM delegate GR 75-77; Community: elected to the Regional (QCI) Health and Human Resources Council 1975-77, and have acted as Personnel Chairman on this Council; appointed to the Regional Hospital Boards 1975-76; assisted as a Probation Officer in conjunction with social worker from Skeena area (two years.)



DOUG STEINSON

his platform

My years of experience with the Social Studies PSA executive and my six years experience as a member of the Provincial Agreements Committee demonstrated

that, regardless of political differences, teachers can readily identify matters of common concern and can come up with solutions and strategies to achieve common objectives.

Once a group of political activists decide to use the federation to play partisan games, we see confrontation, winners and losers, interminable 'political action' campaigns, divisiveness and bullfeathers.

Fees go up and up, staff gets bigger and bigger and the bottom line ends up with the mischievous nonsense called 'Essential Educational Experiences' issued under the cover of PDAC.

The BCTF should cooperate with the ministry of education in our mutual desire to provide the best possible education for the young people of our province. The BCTF should stop playing political games and get back to a democratic model of leadership instead of the present unacceptable model.

Why should almost all presidents of metro locals demonstrate on the October 14 Day of Protest in the name of B.C. teachers when not one local voted to support labor's play? This type of leadership must be replaced.

Compromise not confrontation, common cause not political ideology, collegiality not bullfeathers.

his background

Graduated Lord Tweedsmuir High School, Cloverdale, 1948; BA from UBC, 1952; teacher training UBC, 1953; B. Ed. from UBC, 1956; MA (History) from University of Oregon, 1966. Taught in Chilliwack Sr. Sec. 1953-1966, SFU's teacher training program 1968-69, Chilliwack Sr. Sec. 1969-1977, department head since 1970. Member of B.C. Social Studies executive 1960-1972 (President 1968-1970), Secondary Social Studies Revision Committee 1965-1970, BCTF Provincial Agreements Committee 1970-1976, BCTF Reorganization Task Force 1973-1974. Frequent chairperson of local agreements committees (since 1956). Part-time instructor for Douglas College and Fraser Valley College 1971-1976; Charter President Fraser Valley College Faculty and Staff Association. Active in Liberal Party since 1950. Active in a variety of local community groups.



PHIL VAN SETERS

her platform

Increasingly I hear teachers referring to the BCTF as 'they.' What is causing this apparent loss of identification with the organization to which 'we' belong?

I believe a credibility gap has developed between the executive and the membership, and consequently between the federation and the public as well. Unless an executive is clearly perceived by all to be representing the views of the majority of teachers, it will simply be ignored, by both teachers and the public, and be unable to influence major decisions in education. An executive should give leadership, but I believe that it should also seek, and follow, the direction of its membership. Furthermore, as a federation, we need to listen, and be responsive, to what the public is saying.

Historically our federation has been, and in my opinion should continue to be, an a-political organization. Our structure does not contain the mechanisms and safeguards of our political system with its official opposition. United political action when necessary, yes. Political or ideological groupings as such within our federation, no. I am deeply concerned that we have become a house divided against itself.

Differing viewpoints, however, must be expressed freely, both in our assemblies and in our publications, and be represented on our committees and task forces as well. Better decisions result when a variety of opinions are considered.

We need an executive that will be responsive to and representative of the membership. Only thus will we regain our credibility and effectiveness. That is what I will work for.

her background

Born in Vancouver; elem. and sec. education Toronto; several years varied business experience in Canada and Switzerland; BA Dalhousie Univ.; teaching certificate U. Vic.; Teaching experience — seven years (secondary, Jr. secondary, currently intermediate); Chairperson School Staff Committee; Director of LEARN three years; Cowichan District T.A. executive (secretary two years, president two years, currently past president and GR); Served on Teacher-Trustee Liaison Committee, and Board Administrative Advisory Committee; vice-chairperson and chairperson SVIDC 75-77.