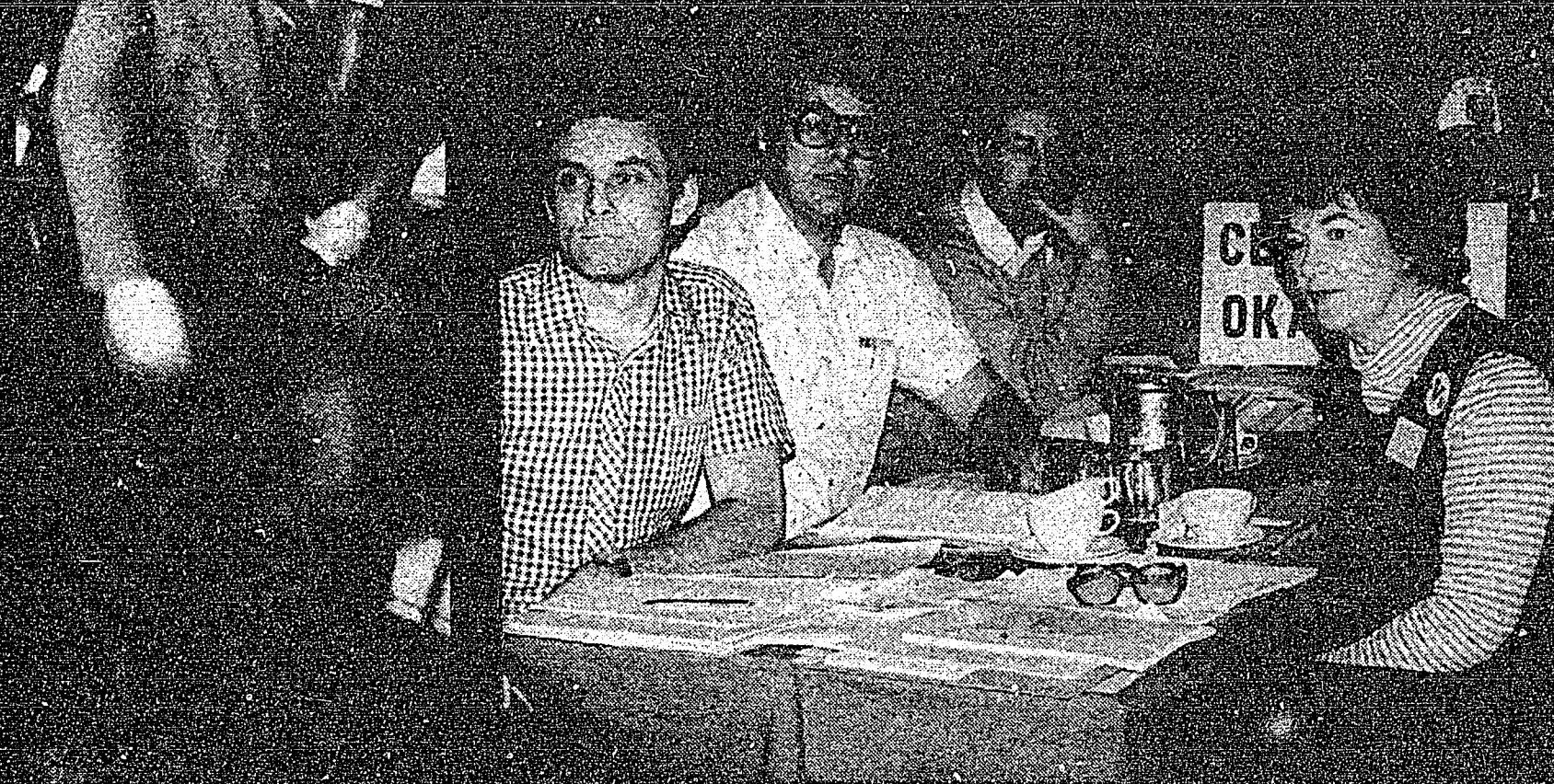
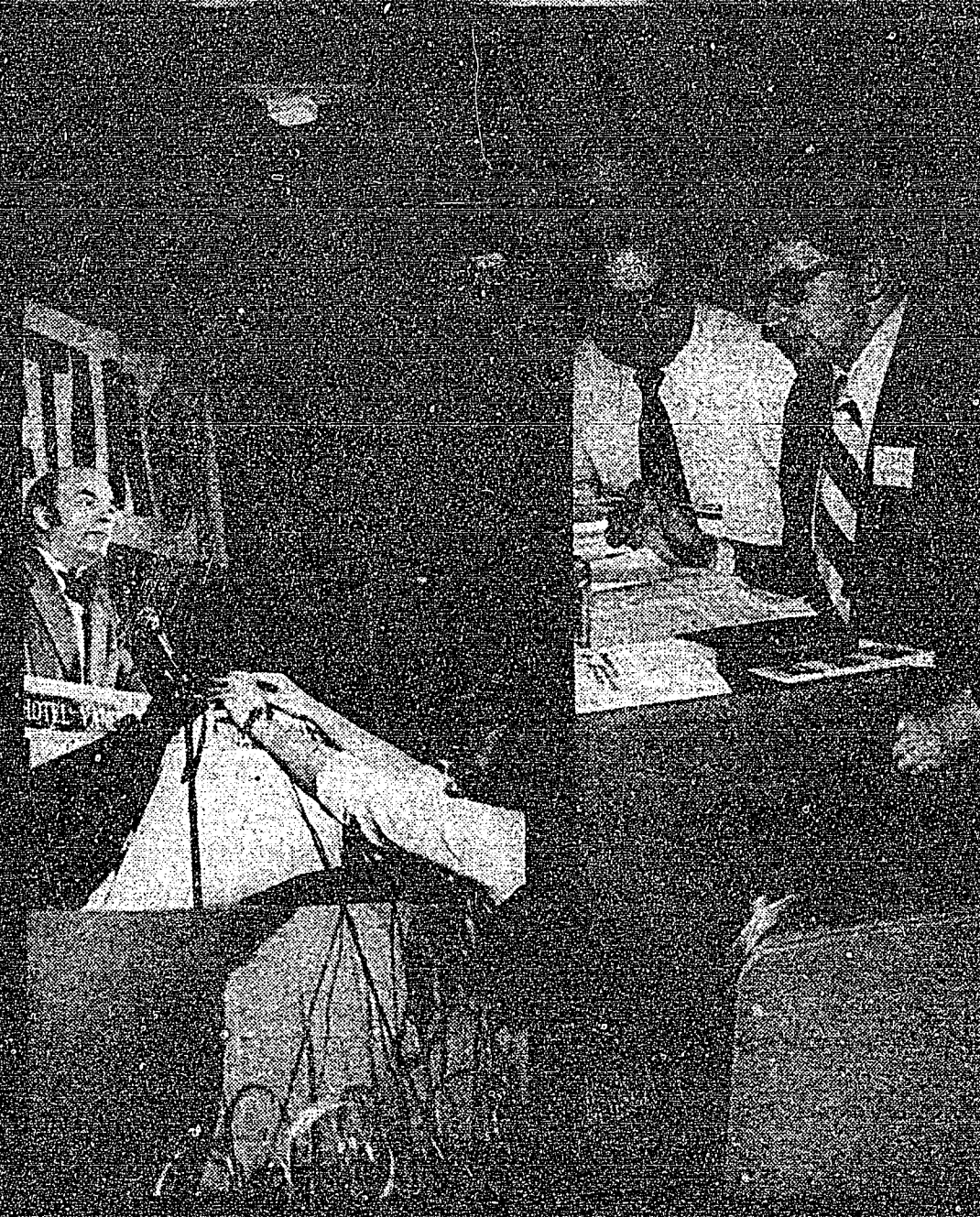




## At the Annual General Meeting

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# Education Commission proposed by BCTF

One of the more exciting and positive prospects to come out of this past year is a proposed commission on education that its proponents say will provide a focus on federation activities.

Bob Reilly, chairperson of a task force struck in November, expects that the commission will provide answers to many questions that trouble B.C. education.

'At this moment,' he says 'there is a clear opportunity for an act of positive leadership and generous public service by the BCTF.'

Discussion on education in the press, he says, reflects a state of public confusion and teachers are being called on to provide a direction forward. 'Education appears to be approaching a new crossroad.'

The task force met with the executive committee in March and reported to the Annual General Meeting. So far, says Bob Reilly, members have shown a positive response to having a commission on education.

Not the least of the reasons is the success of the 1968 BCTF commission, 'Involvement — the Key to Better Schools.' Changes in education these past ten years have reflected the values in the 1968 report.

Reilly says the task force sees the need for another commission at this time because of the following significant trends now apparent in the B.C. education system:

- the strong pressure groups calling for a more structured, authoritarian and sectarian school system;
- economic stress and uncertainty which alters the context in which the school system must operate and the needs it must service;
- the lack of consensus among members of the BCTF;
- diminishing BCTF influence in public debate over the direction of public education.

Reilly says there are some important questions in education that the commission would seek to answer.

## Pension refunds available for some members

The following teachers are requested to contact the Superannuation Branch in Victoria. They are eligible for refunds because of a credit in the Teachers' Pension Fund.

Karl Heinz Burau, New Westminster No. 40; Mrs. Mary B. Conway, Smithers No. 54; Richard L. Daeley, Revelstoke No. 19; Margaret E. Dickie, Maple Ridge No. 42; Marjorie M. M. Hill, Quesnel No. 28; Marie E. Jacobson, Alberni No. 70; Raymond A. Johnson, Cariboo-Chilcotin No. 27; Mary Rose Morin, Shuswap No. 89; Clella A. Norbury, Enderby No. 78; Edwin C. Macdonald, Vancouver No. 39; Victorine M. Richards, local not known; Lena Helen Ross, Kamloops No. 24; Frances D. Shaw, Cowichan No. 65; Melvyn C. Thompson, Alberni No. 70; Victor M. Tupper, Trail No. 11.

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'We see that although there is some vociferous criticism of the school system, much of the criticism is open to question. Simplistic solutions are publicly promoted on the basis of beliefs not tested against any thorough objective analysis of the educational system.'

'How valid are the concerns about discipline, basics, and central control? Would more fundamental and urgent concerns emerge through a more complete program of public examination and discussion of the school system?'

'While there have been substantial gains made in this century, to what extent are

By JOHN HARDY

there discrepancies between the avowed goals of justice, peace, democracy, equality, prosperity and security and the actual state of our society? What is the role of the school in the resolution of that discrepancy?'

Reilly told delegates to the AGM:

'I must stress that we aren't trying to sell you something. We considered a number of alternatives and suggest them for your consideration. We make no claims to infallibility. Everything in the report is open for to reconsideration

'We're conscious that our report reflects the limitations of its authors. We know that only if a commission has wide support and participation from all those involved will it be successful.'

'Please take our proposals to your members, invite them to scrutinize them, question them, and suggest modifications to ensure that they reflect the best thinking of B.C. teachers.'

The task force recommends a broadly based commission on education, composed of both lay people and teachers, and that the BCTF articulate its

value premises to guide the work of the commission. Terms of reference proposed for the commission are spelled out in the report.

The commission intends to conduct public meetings, read briefs and submissions as well as identify and promote study and debate within and without the teaching profession towards increasing understanding and consensus.

Copies of the task force report are available from the Professional Development Division, BCTF office.

The commission will be a major topic of discussion at the May RA.

## S/W now standing committee

# AGM approves child care expenses

By Annette Croucher

The BCTF Status of Women is now a standing committee rather than a task force it was announced during the S/W session at the AGM.

This means S/W, after four years as a task force, is now established and will be able to make regular committee appointments.

There were three recommendations and one resolution

put forward by S/W to the AGM with all being passed.

The recommendation calling for the BCTF 'to recognize the need to provide child care expenses for members on BCTF business at any level of the organization,' was discussed at great length before being passed.

One argument for Recommendation 21, made by Sutherland, VSTA, was that because of the BCTF's decree that no

teacher should have out of pocket expenses, child care should be included along with the usual travel and food expenses.

Evert, Saanich, spoke against the recommendation saying it was 'rank discrimination' because it was only for single parents. He also felt it would 'bankrupt the federation.'

Edwards, Central Okanagan, said she is a single parent and when she first became involved with the local, expected to be paid child care and that the local president agreed with her.

'If I were not reimbursed, I would have to severely curtail my involvement. Since I am prepared to become involved I should not be discriminated against, and,' she added, 'it is not a drain on our local.'

Dickinson, Surrey, along with Pashak, GR, Hampson, GR, Hilborn, New Westminster and McDonald, VESTA also spoke in favor of Recommendation 21.

Hilborn wound up the debate by saying that although she does not have children and does not plan to, 'we do need children if we are going to teach.'

Recommendation 23 (a), 'that the BCTF endorse the Equalizing Learning and Working Opportunities Program developed by the Status of Women Task Force and (b) that each local association be encouraged to develop and negotiate an affirmative action program based on the model,' also passed after moderate debate.

Goulden, Executive, spoke in the recommendation's favor, saying that society has denied many women the right to a proper pension plan because of their family commitments. 'Over the years,' she said, 'it has meant thousands of dollars in lost pensions.'

Goulden expressed concern that women teachers may be pressured into giving up their jobs for male teachers as they have in the past during times of unemployment.

Thompson, Surrey, also spoke in favor of the recommendation citing as his reasons many of those mentioned in the S/W's slide / tape

presentation shown at the beginning of the session.

His main point was that many women do not get the same positions or wages as men because they cannot afford to remain in university for as long, either because of lack of money due to low paying summer jobs, or, because of family responsibilities.

Tsikayi, Fernie, received some hisses from delegates when he said that many women prefer teaching primary because 'women are better at handling little ones, he said.

Tsikayi was in favor, however, of encouraging women to assume more responsibility and to become more involved in teaching at the secondary and university level.

Recommendation 24, 'that local associations be encouraged to establish Status of Women standing committees, with appropriate funding,' was met with approval by the majority of speakers.

Regan, Executive, said the success of the entire program depended upon it being carried out at the local level.

Bruce, GR, was against the motion, however, as he felt his local would not be able to support such a program. He did suggest though that some arrangements be made to provide funds to those locals who require assistance.

The AGM also passed Resolution 14, 'that statement 46.02 (p. 78) be deleted and replaced by: 'that whenever the third person singular pronoun occurs in present and future BCTF-funded publications, and when the pronoun may refer to both sexes, both male and female forms of the pronoun shall be used.'

The resolution met with some opposition by those who felt the use of his/her and he/she too cumbersome.

It passed with little debate, however, as this form is already in use in many BCTF publications.

In addition, one of the objectives of the BCTF is to discontinue the use or production of any materials or references that might encourage or perpetuate a sexist viewpoint or attitude.

## Reports and Resolutions

# — How they fared

## Recommendations

- 1 Passed
- 2 Passed as amended
- 3 Passed
- 4 Passed
- 5 Passed
- 6 Passed
- 7 a) Passed as amended; b), c), d), passed
- 8 Passed
- 9 Passed as amended
- 10 Passed
- 11 Withdrawn
- 12 Withdrawn
- 13 Passed
- 14 Passed
- 15 Referred
- 16 Passed
- 17 Referred
- 18 Passed
- 19 Passed
- 20 Referred
- 21 Passed
- 22 Passed
- 23 Passed
- 24 Passed
- 25 Passed
- 26 Passed
- 27 Passed
- 28 Passed as amended
- 29 Passed
- 30 Passed as amended
- 31 Referred
- 32 Passed as amended
- 33 Referred
- 34 Referred
- 35 Referred
- 36 Referred
- 37 Referred
- 38 Referred
- 39 Referred
- 40 Passed
- 41 Passed
- 42 Passed
- 43 Referred
- 44 Referred
- 45 Referred
- 46 Passed
- 47 Passed
- 48 Passed

## Resolutions

- 1 Passed as amended
- 2 Passed
- 3 Passed
- 4 Referred
- 5 Passed as amended
- 6 Defeated
- 7 Referred
- 8 Defeated
- 9 Passed as amended
- 10 Tabled
- 11 Referred
- 12 Defeated
- 13 Passed
- 14 Passed
- 15 Passed
- 16 Referred
- 17 Referred
- 18 Passed
- 101 Defeated
- 102 Passed
- 301 a) Passed as amended, b) Defeated
- 302 Referred
- 303 Referred
- 304 Referred
- 305 Referred
- 306 Referred
- 307 Referred
- 308 Referred
- 309 Referred
- Resolution 301
- Thomson / L. Edwards
- (a) That the BCTF reject as an attack on the integrity of BCTF members the recent B.C. cabinet order giving arbitrary powers to school boards to suspend teachers.
- (b) That the BCTF reject the recent B.C. cabinet order as an attack on students' rights.
- Resolution 302
- McGarry / Cacchioni
- That the BCTF support the concept of intermediate penalties for teachers in terms of Section 130 of the Public Schools Act so long as proper appeal procedures against these penalties are provided.
- Resolution 303

## Janzen / Arthur

- (a) That the BCTF call upon the Canadian Government to:
  1. urge the Chilean Government to abide by the United Nations Universal Declaration of Human Rights;
  2. accept a further number of political exiles from Chile.
- (b) That we advise the Canadian Teachers' Federation and the World Confederation of the Teaching Profession of the foregoing resolution and ask them to use their offices to pursue these objectives.

## Resolution 304

## Rosen / Thompson

That the BCTF request the federal government to:

1. immediately halt all government financial aid to the repressive government of Chile;
2. enact legislation that would prohibit Canadian corporations and banks from investing in Chile.

## Resolution 305

## Kempton / Lownsbrough

That administrators or other persons certified as teachers, but employed in a non-teaching role, should be encouraged to return to classroom teaching at regular intervals.

## Resolution 306

## Karry / Coffin

That school boards and the Ministry of Education should develop equal employment opportunity policy that will ensure that hiring and promotional practices reflect the multicultural composition of society.

## Resolution 307

## Anderson / Dineen

That BCTF prepare a campaign to oppose any provincial wage control program and

That BCTF consider organizing a cross-province rally in May at the Provincial Legislature in Victoria to make its opposition to all wage controls known.

## Resolution 308

## Cameron / DeGirodano

That the Annual General Meeting instruct the executive to deliver immediately to the Minister of Education a memorandum drawing to his attention the policy of the federation as expressed in 11.A.07 and expressing our dismay at the possibility of public monies being used for the funding of private or sectarian schools.

## Resolution 309

## Downing / Holt

That statement 37.06 (p. 74) be amended by deleting the word 'active' from part (d). See p. 40 (Book 1), bottom left-hand column.

## Recommendation 46

That local associations to encourage to make emergency aid representations to their local

school boards wherever circumstances warrant such action.

(a) That the BCTF, through local associations, encourage all school boards, particularly those in districts with declining enrollments, to further improve pupil/teacher ratios in line with basic or supplementary staffing formulas of the BCTF or the local association concerned.

(b) A district is considered to be understaffed until such time as that district meets the BCTF or local association's basic or supplementary staffing formula.

That, within a school district, any teacher transfer resulting from declining enrollment should be made on the basis of a written agreement between the local association and the local school board. Such an agreement should embody transfer criteria and due process procedure.

# Two successful UIC appeals

Teachers without a continuing contract as of June 30 will now be able to draw UIC benefits during July and August provided they meet normal eligibility requirements.

Previously the commission had been automatically refusing benefits for this period.

The change comes about as a result of two successful appeals by the BCTF to the UIC Umpire on January 10, 1977.

The two cases involved maternity benefit claimants who had resigned prior to June 30, and whose benefit period included the summer months. The commission had imposed a

two-month disqualification and appeals to Boards of Referees had been unsuccessful.

Umpire Justice Collier allowed the BCTF appeal of the Referees' decision. The effect of his ruling is that a teacher's annual salary for unemployment insurance purposes shall be deemed to correspond to the school year as defined in the Public Schools Act. That is, July 1 to June 30, not September 1 to August 31 as the Commission had been applying. The assumption of prepaid earnings is thus moved from the period two months following the regular teaching period to the two months preceding.

## On funding independent schools

# Government policy should unite, not divide people

Reprint, 'The Province'

The people who run B.C.'s private schools have got determination, we must say. Rather like the Scottish warrior Robert the Bruce who watched the spider try and try again to spin its web, they have battled successive provincial governments for public funding for independent schools.

But now, for the first time since the Public Schools Act was introduced in 1872, the independents are on the brink of achieving their aim with the introduction of the Independent Schools Support Act.

We don't know how much public money Education Minister Pat McGeer is going to set aside for the independents, but around 200 schools catering to 23,000 students will be looking for \$25 million to \$30 million in running costs.

To some these figures may be relatively insignificant when it is considered that B.C. public schools have about 540,000 students and receive \$900 million a year in operating and capital funds.

However the issue goes beyond mere dollars and cents. Former Premier W.A.C. Bennett used to say that it was as a matter of principle, rather than of financing, that he opposed aid to public schools. He believed that government policy should be one of getting people together, not separating them, and his government would only sponsor, support and maintain one school system — the public one.

Other critics of the independents are more outspoken. They question why the public should subsidize schools which cater to special religious groups or social classes. But parents who favor the independents are on weak ground when they complain that they are paying twice in laying out school fees as well as school taxes. The answer here is that we all pay taxes in varying amounts for services we do not use — such as childless couples paying school taxes. The point is, the services are there and it is our personal choice to use or refuse them.

Our feeling is that if parents want to send their children to private schools, that is their affair, but they can hardly ask the state to subsidize them.

However, the argument does not end there. Many chose private schools because they are genuinely dissatisfied with the standards of the public system; and indeed they are not alone in their concern. So, rather than pump \$30 million into private schools, Dr. McGeer would be doing a greater service if he looked at ways of improving the public school system.

Perhaps we can learn something from the private schools. Maybe they have been right all along. It could be that uniforms do more for a child than being allowed to call its teacher "hey you". It may be that the public school system has been catering to the lowest common denominator and neglecting bright pupils. If there is a gap in standards between the public and private sectors, surely if should be closed, not widened with a cash transfusion to the independents.

APRIL 11, 1977 — 3

# Teachers honor Wes Janzen with Fergusson Award at AGM

The 45th person to win the coveted G. A. Fergusson Memorial Award is Surrey teacher Wes Janzen.

BCTF Past President Jim MacFarlan presented the award to Janzen, who received a standing ovation from his fellow teachers at the AGM.

In accepting the award, Janzen reminisced about his long association with the federation dating back to 1944.

Janzen reminded teachers that it is the 'relationship between the teacher and child that matters — not core curriculum and not standardized tests.

'Education is helping an individual realize his/her full potential along with giving that person a moral and spiritual background,' he said.

Throughout his over 30 years of teaching, Janzen has served in numerous areas of education.

At present he is principal of Harold Bishop and Erma Stephenson Schools in Surrey. He is also chairperson of the New Westminster School Board.

He served his local as president, as agreements committee chairperson and as a GR. In 1960-61 he was BCTF president and went on to become president of the Canadian Teachers' Federation in 1965-66.

Internationally, he served on the CTF delegation to the WCOTF Assembly in Addis

Ababa, Ethiopia and on the delegation to Seoul, Korea. At Seoul, he was elected to the WCOTF executive.

In 1969 Janzen was granted an Honorary Life Membership in the BCTF.

Janzen is also very active in both his community and church.

The G.A. Fergusson memorial Award was established in 1933, to honor the



Wes Janzen, left, receives the Fergusson Memorial Award from past president Jim MacFarlan.



# Strength comes from support of members

Chairperson, Guests, Colleagues:

As I report to you on the occasion of this 61st Annual General Meeting, I should like to direct your thoughts to why we have a British Columbia Teachers' Federation.

The federation was formed by men and women from early teacher associations who saw the need for a provincial teacher organization. They acted to provide teachers with a collective presence that could work to improve the provincial education system, to raise the status of teaching as a profession, and to promote teacher welfare. Indeed, when the federation was first registered under the Societies Act in 1919, these purposes became its objectives and were formally stated:

- 1) To foster and promote the cause of education.
- 2) To raise the status of the teaching profession.
- 3) To promote the welfare of the teachers of British Columbia.

Today, these remain unchanged as the first three objectives of the federation — a clear indication of the foresight of the founders of this organization.

Those founders were frustrated by their lack of involvement in the formation of educational policy. They believed that they had expertise to offer for the improvement of education and they wanted the opportunity to be heard. Although good progress has been made over the past 60 years, we still seek greater recognition of the collective expertise we have to offer our employers and the ministry of education.

In 1919, the status of teachers suffered from inadequate teacher preparation, lack of tenure, the absence of professional contracts, as well as the denial of many basic rights to teachers by some employers. For many, teaching was only a step on the way to some other career, one that could provide both greater satisfaction and economic security. There has been great improvement in the status of teaching since the federation began.

Most of the specific concerns of 1919 have been met. But far more is necessary if we are to achieve true professional status.

I have taken a few moments this morning to go back to the origins of the federation — our roots, if you wish — because I wanted to emphasize that the concerns of 1977 are not new. The details change, but the objectives stand the test of time.

To achieve our objectives, we must be a strong and credible organization. Strength comes from the support of members. Credibility is a judgment of the larger society based on its perceptions of our policies and activities.

## Why education problems?

So why do we have problems in education today?

One reason is that North American society is currently undergoing one of its regular 'let's knock education' periods. Teachers have experienced these before. We shall experience them again.

The concerns about schools today sometimes have their roots in factors beyond the control of schools.

Some concerns are because graduates today question why things are done as they are and challenge the status quo. Rather than see this as a mark of quality education, some find it a threat.

As teachers, remember that we are not responsible for everything that happens to children. We are concerned that many adults abdicate their role as kind, loving, caring parents. Some buy off their children with the latest toys or games; others desert their children; and still others beat their children. And unfortunately today, violence is a major societal problem.

Violence that affects children comes not solely from parents. By the time a youngster is 14 years of age, U.S. authorities estimate that he or she has watched on television the assault on or destruction of almost 18,000 human beings. They also estimate that by the time a child leaves high school, that he or she will have watched 22,000 hours of television while they have been in school for some 12,000 hours.

Exposure to violence on television unfortunately may serve to make viewers tolerant of aggression in real life — particularly if the viewers are young. This is but an example of one of the many few problems that schools face today.

The history of education in this province shows over and over again the positive influence that the BCTF has brought to improve the quality of education. Better qualified teachers, increased flexibility in curriculum and smaller classes are three very significant examples. For the continued maintenance and improvement of quality education, we need a strong and credible federation. Our past record is positive; it will remain so.



Bill Broadley entered the ranks of a distinguished group of people, the BCTF past presidents. Here he receives his president's pin from Wes Janzen.

## 'We care about quality education' Broadley tells AGM

The federation objectives I quoted earlier identify our common purpose, the basis of our collective actions. We care about the children and how they grow and develop into adults. We care about social and economic justice for all, regardless of their sex, their color, their religion, their poverty or wealth. We care about quality education.

With 29,000 members, we will not always agree on how to achieve our many common purposes. And thank God for that. In attempting to achieve our common purposes we will be influenced by the different ways we view society. Believers in maintaining the status quo will offer proposals that differ from those of believers in gradual change or evolution. Similarly, believers in evolution will differ from believers in revolution. All have the right to have their proposals debated openly on the merits of each proposal.

To be strong, the federation must have policies and undertake actions that have the support of most members. That is what brings unity. Otherwise, when the leaders march forward, there is no one to join them. Policies and actions will have support as long as most members participate in decision-making with full knowledge of the arguments for and against a policy or action.

Policies and actions determined in this way will have support because when people participate in decision-making they develop a commitment to the decisions made. Further, when most members have participated in this way, the policies and actions approved have the demonstrated support of the majority.

For many years the BCTF has been a strong and powerful organization in B.C. because of the willingness of its members to act collectively in support of their common objectives. We have been strong because we have thousands of members who have been willing to volunteer some of their 'free' time to work on behalf of their colleagues. These are traditions that deserve to continue.

The collective strength of the federation will disappear quickly if, instead of concentrating on those actions in support of teachers and improved education that the vast majority of us can agree on, we continue to bloody each other over issues that are more political than educational.

I do not believe that this federation should be the arena to determine the political solutions to society's problems. I submit that our constitutional objectives do not support such action. Rather, those who wish to fight capital 'P' political battles, and I'm one of them, should take their concerns to the appropriate political party arena.

An organization that uses its resources well to eliminate stereotyping on the basis of sex or race, should avoid falling into the trap of stereotyping in the political arena.

We should not stereotype this government or any other government. We should stop trying to place black hats or white hats on our MLAs. Teachers, if anyone, should know that people are too complex to classify on such a simple 'pass/fail' basis.

## Adopt mature approach

On March 8, the Vancouver Sun ran an editorial headed, 'War as usual.' It was about the BCTF and the minister of education. The main thrust of the editorial was in my opinion 'right on,' although its exaggerations were unnecessary. We do need to get out of the war and adopt what the Sun called a more mature civilized approach. However, unilateral undeclarations of war are a little difficult. If the minister is determined to confront the federation, then we will have confrontation.

BCTF credibility will be in direct relationship to the soundness of the analysis and research in education that we provide to our MLAs, the ministry, to school trustees, to the public and our own members. Our credibility will be enhanced as long as we are prepared to debate issues

openly. Such open debate also helps to force otherwise apathetic members to participate, to accept their responsibilities.

We do need a better working relationship with government. Attitudes in Vancouver need to change as well as in Victoria. Certainly there are those in the ministry who would rather not work with teacher representatives. There are more who go out of their way to attempt to work with us.

We need to work at the local and provincial levels to ensure that teacher representatives are selected by their colleagues through the appropriate level of the professional organization. They should not be selected only by officials of the school board or ministry.

## What is rep's role?

But what is the role of a federation representative? Is it to state federation policy as the only contribution to discussions? Is it to caucus with other federation representatives before each meeting to determine tactics and select a spokesperson? Are teacher representatives puppets on strings? Or are the teachers sent to further federation policies by discussing issues with their counterparts from other organizations. One reason for some reduced federation credibility right now with other agencies is because of the strings we have placed or have appeared to have placed on our representatives. It is far better to name teachers of first-rate professional competence and trust them to do their best to further the policies of their colleagues.

The more credible our position on important educational issues, the more effective our political action program will be. Regardless of party, all local association presidents should be known to their MLAs. Contact with the MLA is an important measure to ensure that the educational concerns of his or her teacher constituents are well known. Such contact sometimes requires association presidents to put aside their partisan politics while they work on behalf of 100% of their members. Difficult though that may sometimes be, it is essential if we are to represent members well.

Obviously as it may seem, most teachers entered the teaching profession to teach — not to be politicians. Teachers do want the maximum degree of professional autonomy to practise their teaching. They don't want to control the public school system but they do expect that their professional judgment will be looked upon with respect. They are prepared to be accountable for their decisions.

Teachers expect that their expertise will be listened to by the provincial politicians and by the local school trustees before decisions are made that affect education. A simple example of lack of consultation occurred recently in Port Alberni. A gymnasium for an elementary school already under construction has a ceiling too low to permit its use for basketball. Teacher input before the building began could have given Alberni taxpayers better value for their money. The trustees still make the final decision.

A more serious example of lack of consultation involves a confidential paper on teacher education prepared late in 1976 for the ministry.

A meeting is planned now in early April. It could have been sooner, but our AGM got in the way. But as of Friday, we had not received the paper from the ministry. We should have been involved from the beginning, we didn't seek confrontation on the issue, but sometimes we're not given a choice by the ministry. Before we adjourn this Annual General Meeting, I hope to be able to report further on this particular issue.

Let me repeat though what I said a few moments ago — the same message, by the way, that I gave many times

CONTINUED ON PAGE 5

## CTF president says:

# Problems are national in scope

Mike Heron, President of the Canadian Teachers' Federation, brought a national perspective to the Annual General Meeting.

Heron was introduced by Don Walsmley, BCTF First Vice-President, who said that Heron is an 'exceptionally convincing speaker' on the Anti-Inflation Board and the person largely responsible for the kind of program CTF has mounted

Heron told delegates 'I always enjoy returning to my home province and especially attending meetings which I know are going to be dynamic and vibrant and even controversial at times.'

Many of the problems that the AGM would be tackling, he noted, are national in scope. He warned about forces operating interprovincially, nationally and even internationally that are affecting the teacher far more directly than he or she may realize.

He said the need for a national federation such as CTF has 'never been more evident than it is today as we see the rapidly escalating influence of the federal government upon every aspect of our educational system.'

This year the federal government will spend close to two and one half billion dollars on the Canadian educational system and it is vital that the teachers' associations are strong enough to be effective at each level where decisions are made as the only means of protecting the teacher's interest, not only as a working person

who needs an assured income and a just level of recompense but as a professional who needs both the ability and the freedom to make wise professional judgments.'

Heron identified the national concerns as the anti-inflation program, declining school enrollments and the 'back to the basics' movement.

Heron warned that the provinces seemed quite content to see the control program remain and that all the provinces were looking at mechanisms whereby they could control bargaining within the public sector, with British Columbia 'in the vanguard when it comes to desire to treat the public sector differently from the private sector.'

'What are you as delegates to this AGM prepared to do if the federal government and your provincial government treat you with the same rough justice as they have in the past while returning the rest of the labor force to normalcy?'

Heron said the real crisis of the Canadian educational system is the lack of educational policies for the future.

## Roll back hits fees

BCTF fees for active membership were rolled back by the AGM in two measures.

For the 1977-78 fiscal year the fee for active membership payable for the operation of the federation will now be .86% of the estimated mean salary of BCTF members less \$5.50.

What this means is that the fee has been rolled back from its customary .91%. At the same time, there is a further reduction of \$5.50 to reflect salary reductions imposed on teachers by the AIB ruling.

The fee will now be \$157 for active membership.

## Continued from page 4

# Extremes deserve each other — Broadley

two years ago in discussing the federation's proposal for a Teaching Profession Act.

Final control of public education must remain in the hands of democratically elected representatives. Final control of public education should not be given over to the professionals employed in the system.

Having said this, let me also re-emphasize that the professionals in the system must have the maximum possible freedom to use their expertise that is consistent with ultimate public control.

We have professional expertise that can aid the political decision-makers.

The most effective structure to facilitate the provision of such aid is the local teachers' association to the school board and the BCTF to the ministry and to MLAs. Representatives providing advice on this basis must be able to assure political authorities that the advice being given has the support of the teachers they represent. We should be held accountable for such advice. It is not good enough to argue that we have been democratically elected to represent teachers. The views being placed before trustees or legislators on key issues should have the demonstrated support of teachers.

Within the federation then — both locally and provincially — leaders have the responsibility of ensuring that members have access to reliable and objective information about important issues.

I have said many times that the federation's democratic structures are second to none in B.C. A principle of a democratic society is that each member needs access to the same information as elected leaders have. We should have no place in the federation for the dissemination to members of only one viewpoint.

## Need to be informed

Members need to be well-informed about the pros and cons of issues before they make their decisions. Members should not be expected to fall into line because all-knowing leaders have made a decision for them.

I find repugnant a comment I have heard on occasion: 'Our members would only be confused if we gave them that information.' Such arrogance! To me, that is the height of elitism. Totally undemocratic.

Teachers' knowledge of the political processes and parliamentary procedure, like that of most citizens, is often based on a textbook idealism.

As a teacher who is not prepared to turn in my idealism to some form of skeptical cynicism, I recognize that I cannot ignore the reality of the political world of real people. Recognition of reality does not mean acceptance; for me the ideal goal remains as I think it does for most teachers.

Tom James described the reality well last October in the Phi Delta Kappan. He said in an article 'Teachers State Politics and the Making of Educational Faults.'

'In politics, unlike any reasonable world, expertise and knowledge must get in line behind clout. This means that the best argument is as likely to be one of threatened

political retaliation as one of substance. In politics, incontrovertible data showing the need for an action will probably be ignored if there are not compelling political reasons.'

A strong healthy organization has political clout. Such an organization meets two criteria: The first is access by all members to information so that issues may be debated openly. The second is the participation of all members in the society or organization. Members should not let a few make decisions on their behalf.

## Citizens fear BCTF

Whether there is any basis for their fears or not, some B.C. citizens are frightened at the thought that the BCTF is trying to take over the school system to control the minds of children — the value school movement in reverse. Such papers as 'Essential Educational Experiences,' even though it is not federation policy, provides some evidence to convince those of the far right that there is a conspiracy of the far left to woo away their children. Those two extremes deserve each other. Each has its conspiracy theory. And unfortunately, they are dead serious.

I believe that we need to protect ourselves from such extremism. If all members were to assert their voting power, our credibility in the community would be further enhanced.

Let me emphasize that these are my opinions. If, through open debate, such a paper as EEE is approved by a majority of members, that's fair enough. Then it will be our policy.

It is only a year though since we were very much concerned about the value school movement in Surrey. Names like John Birch and the Canadian League of Rights were used as labels to indicate the extremism in the value school movement. Some of the people who applauded loudest when I used those terms last year are the very people who tossed the term 'red-baiter' at me in recent weeks for using the labels 'Marxist' or 'radical left.'

Well, those people can't have it both ways. If labels can be used in one direction to simplify communicating an overall impression, surely they can be used just as effectively in the other direction.

There should be no need in this organization to be a closet Marxist, a closet Fascist — or for that matter, a closet capital 'L' Liberal. Each is entitled to seek support for his/her views through open debate. No hidden agendas or stalling the debate. Any decisions made should be a true reflection of the wishes of a majority of members. The decisions should be based on the merit of the idea, not its source nor its label.

There are many specific federation programs that deserve attention at this AGM.

Core curriculum, learning assessment and teacher education are three areas that can greatly affect the quality of education. The federation needs to provide better and more objective analyses for each of these areas. Some analyses put forward about core curriculum



Kory Regan receives congratulations from Ed Nelson.

## Three life memberships given

Honorary Life Memberships were awarded to George Rand, Enderby; Kory Regan, Victoria and Ernie Simpson, B.C. Teachers' Credit Union.

The award is granted by the AGM on recommendation of

the executive committee or of the RA for long and outstanding service to the federation and education generally.

It is granted only to those who have made a contribution recognized provincially.

# AIB and 1976 income tax

Teachers who left the employ of a district in 1976 before an AIB payback was requested and/or effected are advised to check their 1976 pay slips with their T4s for 1976.

The total earnings shown in Box C and the income tax deducted in Box G of the T4 should be the same as the amounts on the pay slips.

One school board has adjusted these two amounts downward in the case of a teacher who left its

employ in 1976 and who refused to forward to the board the amount of the alleged overpayment. A school board cannot 'collect' the alleged overpayment in this manner.

If the amounts shown on pay slips and T4s do not correspond, teachers are advised to request the school board to issue a revised T4. Failing this, the teacher is advised to pursue the matter through the District Taxation Office of Revenue Canada.

and learning assessment are too shallow and one-sided to meet the standards that I believe members should be able to expect from their professional organization. The article by the deputy minister that appeared in the Vancouver Sun, March 19, is an analysis that you should also read for the sake of comparison. You should know, too, that the article was cleared by the minister before it appeared, a fact that I will not attempt to rationalize with any earlier reported statements of Dr. McGeer.

One overall objective we need to keep in mind is to improve public confidence in education.

A healthy rapport and good communication between the school and its community needs to exist. The school is part of this community, just as the community should be part of the school. Keeping the doors open, making all visitors feel welcome and responding to community concerns all help to emphasize that schools belong to their communities.

We will not improve public confidence if we merely respond defensively. Instead we need to assemble objective evidence to answer public concerns. If we find no answers, programs should be modified in an attempt to satisfy those legitimate concerns.

Teachers should be prepared to recommend improvements in the system. These recommendations need to have a solid foundation in available research. The research should be examined in a search of 'truth' or 'best answer.' We should not be seeking out only research that supports predetermined conclusions. That kind of an approach virtually denies learning and certainly would deny our professionalism.

## Proud of teachers

I'm proud of the teachers of B.C. I believe that they provide a quality service, a service that can always be improved. We as a profession have a continuing responsibility to seek such improvement.

To say that my two years as president of the federation have been an experience is an understatement.

But if we believe in people — and how can you be a teacher if you don't — we should have confidence that we will find ways to reduce or eliminate today's problems. Then we'll be ready for tomorrow's problems.

If we ever get to the day when fixed solutions are able to solve our problems, we'll be living in a mechanistic society — totally predictable and utterly dull. To promote an emphasis on the growth and development of individual human beings is to have confidence in people and know that tomorrow will be a surprise. That's what learning and education are really all about.

The best part of being president of this organization is the chance one has to meet with teachers in their schools, at conferences, at local association meetings around the province. That is where the important action is. To all of you I'd like to say thanks. To my supporters, thanks for the support. And to my opponents, thanks for the challenge. That's what keeps me going.

It's been a long four years, an eventful four years, a rewarding four years. Thanks.



### Locals endorsing declaration

Forty-nine local associations have endorsed the BCTF Declaration of Basic Learning Conditions Rights, Prerogatives and Obligations, as is, in principle, or as amended, in some cases quite extensively. The list follows:

1. Fernie	43. Coquitlam
3. Kimberley	45. West Vancouver
4. Windermere	46. Sechelt
7. Nelson	47. Powell River
9. Castlegar	52. Prince Rupert
10. Arrow Lakes	54. Smithers
11. Trail	57. Prince George
12. Grand Forks	60. Peace River North
14. Southern Okanagan	61. Greater Victoria
18. Golden	62. Sooke
21. Armstrong	63. Saanich
22. Vernon	64. Gulf Islands
23. Central Okanagan	66. Lake Cowichan
26. North Thompson	68. Nanaimo
29. Lillooet	69. Qualicum
31. Merritt	71. Courtenay
32. Hope	72. Campbell River
33. Chilliwack	75. Mission
34. Abbotsford	76. Agassiz-Harrison
35. Langley	80. Kitimat
36. Surrey	85. Vancouver Is. N.
39. Vancouver Elem.	86. Creston-Kaslo
39. Vancouver Sec.	88. Terrace
40. New Westminster	89. Shuswap
42. Maple Ridge	

### Don Walmsley says:

## Boards have the money

School boards have the funds to improve the quality of education, Don Walmsley Co-chairperson of the Provincial Learning Conditions Committee told delegates to the Annual General Meeting.

No school board in this province can argue that they can't afford improvement in learning conditions in view of budget surpluses ranging as high as \$3 million in one case.

'My main message today is that we must encourage local associations to continue the battle to improve learning conditions,' he said.

Until last year, Walmsley said, enrolment in B.C. had been growing, but now it is declining. 'As the enrolment goes down, the tax base is

going up. Moreover, residential taxes amount to only 8.7% of the total school budget.'

Gordon Sanborn, the other Co-chairperson of the Provincial Learning Conditions Committee, repeated a message that he has been giving to the membership all year. This year's learning conditions program, he said, is the best ever and has had strong grass-roots support.

As far back as May 1976, the Learning Conditions Committee has chosen quality education as a central theme around which to build its programs. The quality education series includes project kits in emergency aid, grievance procedure, staffing and

budget, school management, equality of educational opportunity and learning conditions contract.

Emergency aid presentations resulted in several locals obtaining additional teachers and portables early in the school year.

Many locals made budget presentations to boards this year, with follow-up activities to ensure boards maintained or improved their provisional budgets.

In five instances, the executive committee has supported a member's withdrawal of services under terms of the grievance procedure. In two cases, the grievances were settled satisfactorily and in the other case, the grievances are being pursued.

Interest in staff committees is increasing and materials have been supplied and workshops conducted in response to a number of requests.

A resource kit for equality of educational opportunity that includes a section dealing with sex discrimination has received considerable attention in workshops in many parts of the province.

Action Plan 76 was initiated by the Learning Conditions Committee to counter the minister of education's attack on school board budgets. Because of teacher involvement, boards actually increased their budgets, and the LC committee considers Action Plan 76 a 'solid success in defending educational quality.'

# Learning Conditions

### Lower PTR improves learning

## Classrooms are happier places

By JOHN HARDY

Classrooms today are happier places with oppor-

tunities for improved learning and the reduction in pupil/teacher ratio has been a major factor in that improvement, a co-ordinator of the Learning Conditions program told delegates at the Annual General Meeting

Mike Zlotnik reported that the B.C. pupil/teacher ratio was reduced from 22.68 in 1972 to 18.61 this year.

'If the ratio of 1972-73 were in effect today classes would be much larger and many educational services would be cut back. Five thousand fewer teachers would be employed in our schools.'

Zlotnik said that across North America the trend is toward increased class size and higher pupil/teacher ratios. Nowhere else, he said, are there improvements such as we have achieved in the last few years in B.C. 'Nowhere else is there a learning conditions program like ours.'

'I hold a view that improvements currently worth over \$122,000,000 annually, to a large degree, reflect the learning conditions program,' Zlotnik said.

He said the current BCTF budget for learning conditions is \$318,000, a figure that does not include the thousands of hours of volunteer time and effort put in by the people in learning conditions. For the \$318,000, teachers in B.C. have received hundreds of thousands of dollars worth of volunteer service and \$122,000,000 in improved educational programs. 'A leverage of 385 to 1,' Zlotnik said.

'To listen to many of the critics one would think that schools are getting worse and

worse. On the contrary, most B.C. schools today are far better than ever. There is more attention to individual students, far better programs for students with learning disabilities, and greatly improved libraries.'

Zlotnik also praised the hundreds of volunteer workers in the local learning conditions committees who have made a contribution over the years. Each local learning conditions chairperson, he said, has built on the structure developed by previous chairpersons and committees. 'We have shown persistence and tenacity in facing past challenges.'

While many local chairpersons have experienced frustration at being able to do little more than organizing a committee and perhaps gathering some data, Zlotnik said, these people have nevertheless provided a base to give their successors the opportunity to move on to further objectives. 'The cumulative effect of all these efforts has been immense even though local committees and chairpersons have all too often been denied the satisfaction of seeing immediate results.'

Zlotnik explained that the learning conditions program is based on the belief that the quality of learning depends not only on the quality of teachers but also on the learning conditions and family and community environment of students. 'We hold to the proposition that teachers are capable, teachers are good. Given adequate resources and conditions and the opportunity to express their professional judgment, teachers can and do improve the quality of their service.'

### Locals making budget presentations

As of the Annual General Meeting, 38 local associations had made emergency aid and/or budget presentations to gain school board support for local educational objectives. The current list includes:

3. Kimberley	43. Coquitlam
4. Windermere	44. North Vancouver
7. Nelson	45. West Vancouver
10. Arrow Lakes	46. Sechelt
11. Trail	47. Powell River
18. Golden	52. Prince Rupert
23. Central Okanagan	59. Peace River South
24. Kamloops	60. Peace River North
26. North Thompson	61. Greater Victoria
31. Merritt	62. Sooke
33. Chilliwack	63. Saanich
34. Abbotsford	64. Gulf Islands
35. Langley	66. Lake Cowichan
36. Surrey	68. Nanaimo
38. Richmond	69. Qualicum
39. Vancouver Elementary	75. Mission
39. Vancouver Secondary	85. Vancouver Is. N.
39. Vancouver Co-ordinators	88. Terrace
42. Maple Ridge	89. Shuswap

### President elect stresses

## Improved professional development

Our organization is facing a number of important challenges next year, Pat Brady newly elected BCTF president told the AGM during his acceptance speech.

And one of these, he said, is to attempt to develop a more effective delivery system for professional development.

'On Monday, during Professional Development Advisory Committee report, we heard concerns raised about funding, assistance and co-operation between PDAC and our provincial specialist associations.

'There must be a much closer liaison and commitment between these two groups,' Brady said. Brady praised the volunteer workers in PSAs for a 'dedication and record of service to members that is enviable indeed.'

He expressed a hope that the executive committee will attempt to be of more direct assistance in the delivery aspects of PSA work.

Brady also expressed a concern for a closer liaison and re-establishment of regular lines of communication with the Home and School Association, the BCSTA and the provincial government, calling this a priority of the federation.

He said 'there is no way any of these groups can

act in splendid isolation and really expect to achieve their stated goals.'

Brady also called for a better utilization of the talent of professionals in school districts especially those districts with declining enrollments. 'A joint endeavour with the goal of working out mutually acceptable processes to deal with the situation is an approach we should take. School boards, but more importantly our students, cannot afford to lose this talent.'

On the opposite side of the coin Brady said, some districts are growing in student population and present government building approval procedures are hindering the construction of necessary facilities, and 'I hope we're able to do something about that in the immediate future.'

Brady told delegates that the Representative Assembly, under the constitution and by-laws, has the authority to approve all programs and their attendant budgets therefore if members are unhappy with the program they should inform their GR who has the final decision-making authority.

'Your executive committee can function, in part at least, as check and balancing agency. Unfortunately, from time to time, without a little prodding we sometimes get too tied up with writing the cheques and leave it to the others to do the balancing.'



BCTF president elect, Pat Brady.

Brady said that when a national AIB program is ended, there should be no provincial controls program, because controls won't work. 'Obviously if they won't work, reasonable people will not waste the time, the effort and the funds necessary to develop an unworkable, unwanted, unfair and unenforceable program.'

## Five new Executive members

### BCTF first vice-president Peter Minshull

West Vancouver's Peter Minshull has served on most West Vancouver Teachers Association committees including agreements chairperson, learning conditions contract negotiating committee and local president. He was a member-at-large, BCTF Executive Committee. He is active in the art teachers PSA and with the local learning conditions declaration.

Minshull told delegates the federation loses credibility when it does not take a strong stand on issues such as the October 14 Day of Protest.

'Strong leadership is needed, but it is only strong when it has a following. When it becomes obvious to the public and the government that the members are not supporting the leadership on certain issues we lose credibility and strength.'

'I believe the BCTF should not be used as an agency for social change, however, this does not mean I am opposed to social change,' Minshull told delegates.

'Every teacher has a responsibility to work towards whatever social change he or she believes to be desirable. But this should be done through the traditional political process, not through a professional organization which each teacher in the province is compelled to join.

'To use the BCTF for social change, not endorsed by society at large, is beyond the

scope of the objectives of our constitution,' Minshull said.

### BCTF second vice-president Al Garneau

Vancouver's Al Garneau was VESTA president, GR, member and chairperson of various committees including BCTF Task Force on Differentiated Staffing. He is presently past-president Provincial Teachers Medical Services and chairperson Teachers Assistance Society.

'In terms of our public image,' Garneau told delegates, 'statements made centrally are confirmed at the teacher level. How do teachers at your school react to the federation's positions?'

Our credibility goes 'down the tube,' he said, when teachers disown the organization.

He said it is no wonder our credibility is suffering and called the loss of credibility 'a public issue to be dealt with publicly.'

Garneau assured the delegates that he means what he says when he calls for an executive that is sensitive to the membership.

'I want to seek membership opinion. If I make a decision at the executive level I want to know the membership is behind me and that every member of the federation has had an opportunity to be involved in that decision.'

Garneau says his fundamental belief is that any

organization first exists to serve its members. When it grows and matures, like the federation, it has the responsibility and capability to provide effective leadership.

### Phil Van Seters — member-at-large

Duncan's Phil Van Seters was a director of LEARN for three years; was chairperson Cowichan District Teachers Association and is currently CDTA past president and GR. She also served on the Teacher-Trustee Liaison Committee and the Board Administrative Advisory Committee.

Van Seters said she sees an 'erosion of our effectiveness as an organization. An executive should be clearly seen by all as a majority of teachers.'

'I believe we need a positive approach, not a confrontation with the ministry. Diplomacy is much more effective,' she said.

She said continued improvement is needed in areas of learning conditions, in bargaining rights and in professional development.

### Doug Steinson — member-at-large

Another new face to the executive, Chilliwack's Doug Steinson has served on the BCTF's Provincial Agreements Committee and Reorganization Task Force. He was president of the B.C. Social Studies PSA executive.

Steinson told delegates he is opposed to a 'trade union approach,' and warned that the federation 'will lose credibility if it uses a political partisan approach.'

He said he does not feel anyone should make the BCTF into a political party. 'We should get back to the basics of serving teachers instead of going off in all directions.'

### Larry Kuehn — member-at-large

New to the executive, Kamloops' Larry Kuehn served as vice-president of Kettle Valley Teachers' Association and Kamloops District Teachers' Association. He was a GR in 1974-75. He is presently full-time president of the KDTA; serves on the Learning Conditions Committee, is co-chairperson, Task Force on Autonomy and Responsibility.

'I want to place positive emphasis on some things which make me proud to be a

member of the federation,' Kuehn told AGM delegates.

'Lowered class size, salary increases over the years, decent pensions, political action which has bettered conditions for teachers and education, are only a few of these things,' he said.

Kuehn said it appears teachers are entering an era of difficulty and that they must continue to oppose programs which restrict better salaries, learning and working conditions, and which limit the role of teachers and students in society.

### Separate schools lead to separatism

The president of the B.C. Teachers' Federation has expressed dismay and disappointment over proposed funding for independent schools in British Columbia.

Says BCTF President Bill Broadley, 'Separate schools lead to separatism.'

Broadley says the strength and quality of the public school system has been a powerful force for integrating the population of British Columbia.

Teachers, he says, hold that public funds should be used only for public education. Public funds should not be provided, directly or indirectly to private schools denomination or otherwise.

Public schools have provided the opportunity for people of different races, cultures, and creeds to learn and grow with each other. It has brought people together, not divided them.

One of the problems teachers will face, comments Broadley, in discussing the new legislation with the public is that the public will think that there is an element of fairness in funding for independent schools.

'That may seem so, at first glance,' says Broadley, 'but you should realize that people pay for public transportation then choose to use it or not.'

Another problem, he says, is that as independent schools are funded they will lose their independence, the very reason for establishing the schools in the first place. He who pays the cost will inevitably call the tune, Broadley points out. Therefore, while the independent schools may think they are operating from self-interest, they are working against their own best interest.

There are a great many questions that will need answers, Broadley said.

We note that no program in a religious school, for example, would be allowed to promote or foster racial or ethnic superiority, or religious intolerance or persecution. But then why have a parochial school, in the first place, and insist on having teachers of the same faith if you are not going to claim the superiority of your religious faith over any other? And who is to judge if the minister's rules of the game are being violated?'

He said that teachers also need to know what kind of funding is envisaged, whether it is a set amount or whether the fund will grow. And is the government paving the way for much smaller classes in independent schools than exists in the public school system?'

We also need to know Broadley continued what the government plans for minority ethnic groups that might intend to form schools of their own and become in a sense ghettos within the cities?'

The BCTF is studying the legal aspects of the new legislation and a further report will be made to the members in the next newsletter. In addition, the newsletter will carry a full discussion on all matters of funding for independent schools.

## PUPIL/TEACHER RATIOS

1972/73	22.68
1973/74	21.56
1974/75	19.82
1975/76	19.14
1976/77	18.61

## AVERAGE SIZE OF CLASSES

	1972	1975
Kindergarten	26.0	19.6
Primary	28.5	24.2
Intermediate	31.8	27.6
Secondary	26.1	24.2

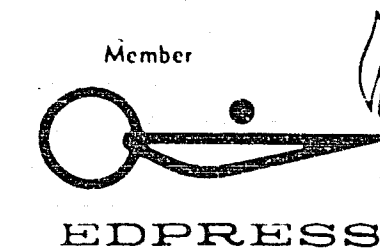
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newsletter

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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 herein reflect the views of the authors and do not necessarily express official policy of the BCTF.



EDPRESS



## BCSTA president wants positive emphasized

By Annette Croucher

Providing quality education for B.C. children is what parents, teachers, trustees and ratepayers should all be concerned with, was the message given to the AGM by B.C. School Trustees Association President Rendina Hamilton.

Hamilton said we should not let disagreements between organizations obscure the main positive things which are happening in schools and around board tables.

Several statements made by the BCSTA president were met with disapproving hisses by AGM delegates.

Referring to the federation's drive to reduce pupil / teacher ratio, Hamilton said it has never been proven whether or not this has improved the quality of education.

(BCTF president Bill Broadley's later reply to this statement was met with a cheering ovation by delegates.)

Hamilton went on to say, that in her view, the federation appears to be seeking new goals beyond the scope of the mandate given to it by society. The major functions of a teacher organization should be the professional development of its members and their economic welfare, she said.

She said some of the federation's elected representatives appear to be usurping the role of the local and provincial governments, advocating policy positions which clearly fall outside the jurisdiction of professional teachers in a democratic society.

Hamilton called for improved communications between trustees, teachers and their organizations.

She said efforts must continue to maintain credibility with the public and to improve working relations between trustees and teachers.

Replying to Hamilton's remarks about class size BCTF president Bill Broadley said that as a professional classroom teacher, he knows that reduced class size works.

'Once in my 20 years of teaching, I taught a secondary

math class of 13 students,' Broadley recounted.

'All but one of the students in that class had either taken that course once or twice before.

'They did not have a positive view about what they could do.

'On the basis of results of that group, of being able to work individually with the students rather than them hiding behind 28 other kids, I know lower class size works.

'This is what quality education is about and that is why at the end of the semester, although math still wasn't their favorite subject, these students had a better idea of who they were and what they could do far better than if they had been in a class of 30.

'There is no system or instrument that can measure, that factor,' Broadley said.

'As a professional teacher that is my judgment and I stand by it.'



Eileen Macdon

## Teacher education commission

# Confidential paper rapped

BCTF president Bill Broadley told AGM delegates that the provincial government had erred in not sending the federation its confidential paper on teacher education sooner.

The paper was released three months before the federation had even heard about it.

Broadley pointed out to the AGM that the document is a 'working paper' only.

Deputy Education Minister Dr. Walter Hardwick also assured teachers that nothing will be done with the paper

until there is a 'free and open debate' on it.

Hardwick said there had been a 'time lag' getting the paper up to his office and that was part of the reason for the delay.

The paper says the teacher-education commission would have the authority to:

- Approve all current and new teacher-education programs in B.C.;
- Certificate and de-certify teachers;
- Initiate, conduct or endorse such evaluation of teacher-education programs

as may be necessary, including transfer programs from colleges to universities;

• Recommend changes in teacher-education standards and guidelines;

• Ensure the operation of initial effective placement and salary qualification services to teachers in B.C.;

• Arrange for and administer the funding of the total practicum phase of the teacher-education program.

The paper was prepared for the ministry of education by Russ Leskiw from the field personnel division.

## Buzza reports staff position

Bob Buzza, BCTF General Secretary, reported to the Annual General Meeting on staff and executive relations, the work of the federation and the strength of the organization.

Buzza said BCTF staff should take the initiative in analyzing situations, restating established objectives, and developing alternative programs for action. Elected representatives should make the political decision as to which program to support.

'You may feel that this statement is not only logical, but mutually beneficial. But serious controversy exists concerning the staff role vis-a-vis that of the executive committee.' He said further clarification will and must take place.

Buzza stressed that he was not advocating a return to the days when key reports were presented to the AGM by staff people. But he did feel that staff should be heard by the membership.

He gave the position established by the professional staff association:

'1. That once policy has been formally adopted by the executive committee, Representative Assembly or Annual General Meeting, it is the responsibility of any member of staff to explain and support that policy before the members and general public.

'2. That where policy has been formally adopted and staff is of the opinion that the policy needs revision, it is the right and responsibility of any

member of staff to propose and advocate change before the decision-making bodies and the membership of the BCTF.

'3. That where objectives or programs are in the stage of general discussion, development or formulation, it is the right of staff to express freely their views on the issues under review before the members.'

Buzza then described the workload in the BCTF, saying that our programs are the most extensive of any teachers' organization in Canada.

'It is extremely difficult for members in the field to appreciate the extent of the services provided on their behalf by teacher volunteers and those in their employ and the effect that various decisions have on that service.'

## Referendum will be held on PSECC

Resolution 10, that the BCTF become a member of the Public Sector Employees' Coordinating Council, was tabled at the Annual General Meeting.

By the act of tabling, Rob Wilson, chairperson of the session Tuesday evening, explained to delegates, 'You kill this motion for this meeting. You do not want a decision on this matter.'

There will, however, still be a referendum regarding membership in the council. In fact, Lloyd Esralson, of the Resolutions Committee explained to delegates, even if the motion had been defeated or passed the matter would have to go to the membership.

A ballot will be mailed to all voting members of the BCTF on or before April 15, 1977 and completed ballots must be re-

ceived by the federation Friday, May 6, 1977.

After the debate, Lloyd Esralson gave a further explanation of the need for a referendum to delegates.

The history of the referendum, he said, relates back to an instruction of the October 76 RA, that affiliation with the council not be carried out until statement 21.08 is acted upon. The statement calls for a referendum ballot prior to any affiliation of the BCTF with labor.

A note in the Reports and Resolutions booklet said that passage of this resolution would make unnecessary the referendum ballot of all members ordered by the RA and scheduled for mid-April.

However, Esralson directed delegates to by-law 6.8, which says the actions of the RA shall be subject to a review, if de-

manded, of a general meeting of the federation.

Such a review, the by-law states, shall be initiated only by the executive committee or through the executive committee upon written request of at least five local associations and that notice of such review shall accompany the notice of meeting provided for in by-law 8.1. 'This was not done,' Esralson said.

Therefore, he said, by-law 14 applied, which says the executive committee may at its discretion, and shall when directed by a general meeting or the Representative Assembly, submit to the voting members any questions affecting the interests of the federation.

'I have been advised the "or" means the Representative Assembly and AGM are equal in power when submitting a referendum. It must take place.'

## Referendum serious responsibility

Mr. B. Broadley made several references in his president's report to the 1977 AGM on the need for members to be well informed.

Yet it was obvious from some questions asked of the Labor Liaison Committee that some delegates had not read the brochure, 'The Facts About Teachers in the Public Sector Council' and that others had not received copies. This brochure was mailed March 12, a copy to every teacher, and a tape giving further background information was released at the end of February. This material was prepared and distributed by the Labor Liaison Committee in accordance with the fall RA's instruction '... to make the membership knowledgeable.'

A referendum vote is a serious responsibility, and not a cheap one to conduct. I urge you to become informed of all the facts, not fallacies, relating to BCTF participation in the Public Sector Employees' Co-ordinating Council.

It is interesting to note that despite the many speakers lined up (32 were at 4 mikes within a minute of opening debate on Resolution 10) the chairperson had to ask for speakers against BCTF participation in FSECC.

Talk to your colleagues, ask questions, listen to answers. Let's not be hypocrites, or ostriches, or both.

Jan Eastman,  
Labor Liaison Committee.

## Essentials timetabled

If you've been wondering what's going to happen to the 'triple E' paper, here's an update for you.

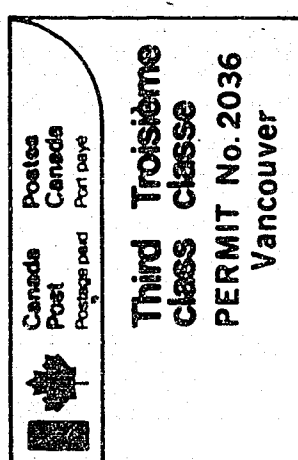
A timetable for the Essential Educational Experiences working paper has now been developed and approved by the Executive Committee.

All returns from local associations and others are to be in to the office by Tuesday, April 19. (This provides ten school days after the 1977 AGM.)

The PDAC will then study

possible recommendations at its April 22-23 meeting. Any recommendations will be ready for typing for Executive Committee consideration by Tuesday, April 26. The executive will then consider these recommendations at its Friday-Saturday, May 6-7 meeting.

Any recommendations will be ready for mailing to the RA no later than Friday, May 13 for consideration at its May 26-28 meeting.



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