

Masterplan or stumbling?

Activity by Ministry given scrutiny

Does the Ministry of Education have a master plan to centralize control of B.C.'s public school system in its own hands?

This question was debated at length by the BCTF Executive Committee at its meeting March 3-4.

The committee's conclusion: probably not, in spite of surface appearances.

The question was posed to the executive by Mike Zlotnik, director of professional development, as a result of a staff meeting and a discussion between table officers of the BCTF and the B.C. School Trustees Association. These meetings analyzed recent actions of the ministry in an attempt to determine if they were part of an overall strategy.

Among the manifestations listed by Zlotnik were: the core curriculum; the Provincial Learning Assessment Program; the proposed 5-mill increase in the basic levy, adding to the local share of school costs; draft regulations which would tighten controls on curriculum development; a questionnaire to all schools on their promotion policies; expansion of data

collection and centralized data processing for the ministry.

Zlotnik said the staff analysis of these and other actions had tentatively identified three possible ministry strategies:

1. A master plan by the ministry to strengthen its control over education by taking power away from school boards and teachers;

2. An attempt by the ministry to apply 'good management' practices to the school system; or

3. 'Populist ad-hockery' by which the ministry simply tries to take advantage of concerns expressed by the general public or vested interest groups.

Zlotnik invited committee members to indicate their assessment of which of these three possible strategies best fits the ministry's actions.

It was clear that none of the three was seen as a perfect fit.

The majority view, arrived at by ballot, seemed to be that the ministry probably sees itself as trying to improve the management of a large and complex system, while seizing on public concerns where possible to strengthen its hand, and possibly with some elements of a master plan in the minds of some officials.

Al Blakey said he saw no master plan, but a 'generally elitist and centralizing philosophy or bias' on the part of the ministry and its officials, which showed itself in the way they react to and take advantage of issues as they arise.

Doug Steinson said that, 'as any student of history knows, the truth is not nearly so important as what people perceive to be the truth,' and the ministry's perception of the truth may well be that it is simply pursuing good management practices. BCTF strategy, he said, should be to encourage the ministry in this line and to couch its own recommendations in terms of improved management.

Julia Goulden and Gale Neuberger expressed a belief in a ministry master plan. This plan does not exist on paper, Goulden said, but in the minds of some 'thoughtful and clever people' in the ministry. Neuberger saw the third option, 'populist ad-hockery,' as providing the basis of support for a master plan. She said federation strategy should be to enlist public support for what teachers are trying to do in education to counter the effects of small interest groups.

Larry Kuehn said the ministry may have a master plan for good management, but does not have one for what the school system should be doing. The BCTF should develop its own vision, he said.

First Vice-President Peter Minshall said both the ministry and the BCTF are operating at the 'populist ad-hockery' level, but the ministry is better at it: 'They've outguessed us on where the public is, quite often.' He said the federation had not yet developed a coherent message to the public.

Bill Bradley said he believes the application of good management principles to education is the master plan of Deputy Minister Walter Hardwick. He said the BCTF is now in a position to form an alliance with the BCSTA to protect the strong elements of decentralization that still exist in the school system.

Simple message on pension objectives

By Jurd Kirby

When pension benefits are low and retirement means semi-poverty, then a group like teachers must concentrate all its efforts on upgrading the benefit levels.

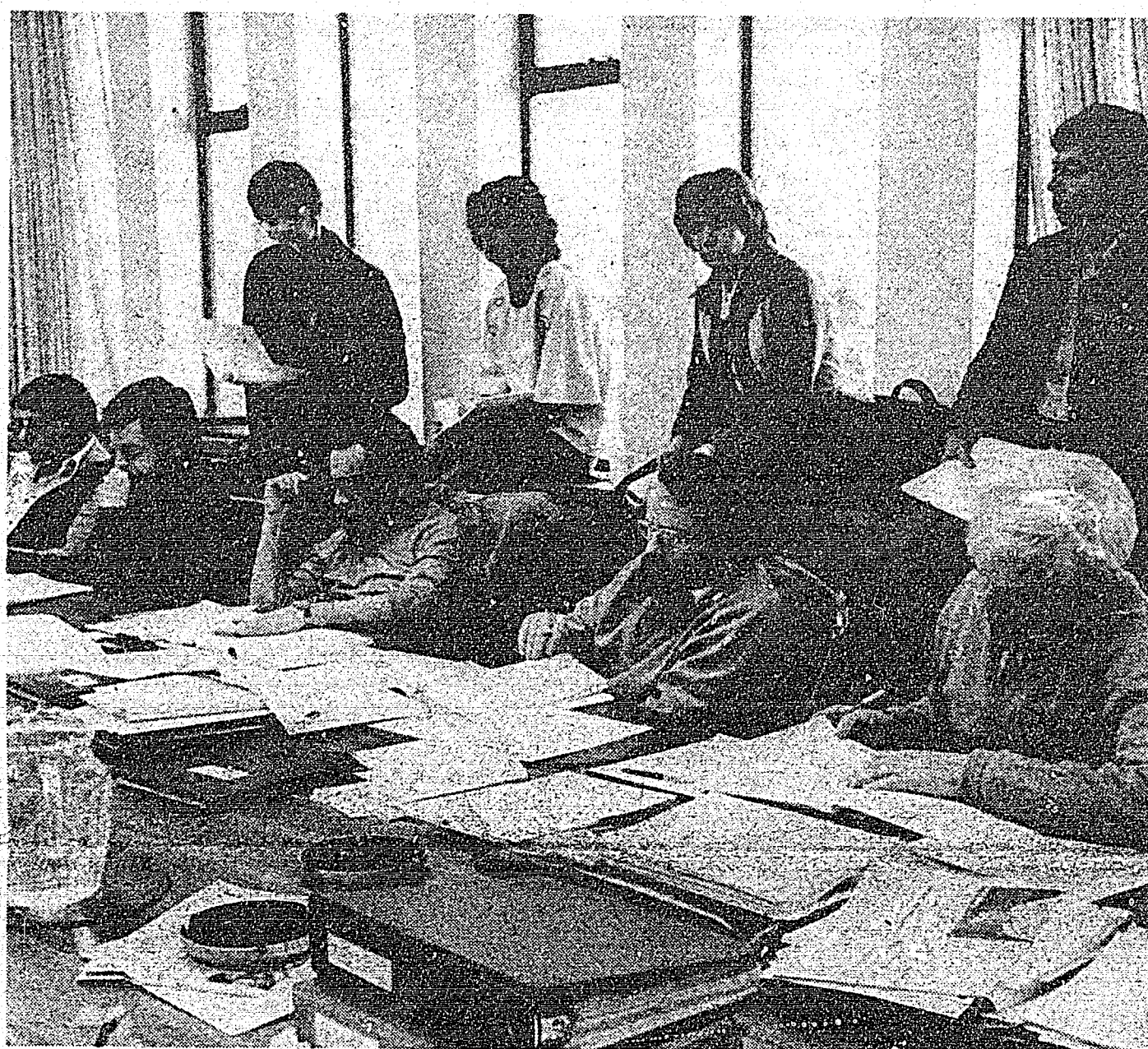
The best way to achieve good benefits is to get enough money from employee and employer contributions to support better payments to those who are retired and those about to retire.

Funding for long-term future pension benefits obviously does not have great urgency. This was essentially the situation for teacher pensions in B.C. prior to 1971.

When pension benefits are high and retirement means living in a style comparable to the one you had while still working, then a group like teachers should concentrate its efforts on maintaining that level of benefits both now and into the future.

The best way of keeping high benefits is to make sure enough money is set aside to cover large costs of future retirements. This counters the accusation that the employer will not be able to afford the high benefit levels when the economic situation changes for the worse.

This is essentially the current situation for teacher pensions. Reasonable increases to funds supporting future pension costs make good sense both to employees and to the employer.



Obviously a perplexing item — it's pensions. Executive meeting March 4 had a large delegation on pensions issue. (More inside.)

BCTF challenges Ministry on curriculum regulations

The BCTF executive has expressed its concerns to the Ministry of Education about proposals to tighten the ministry's control over public-school curricula.

The proposals were set out in a draft document given to BCTF table officers and other members of the deputy minister's advisory committee. The federation's response was framed at a meeting of the executive March 3.

The present Public Schools Act gives school boards the power, subject to regulations, to 'approve courses of study, textbooks, supplementary readers and other instructional materials,' thus allowing for local development of courses.

However, a new regulation under the act compels the boards to establish criteria and procedures to be specified by the minister before granting approval for any course, book or other resource material.

The ministry's draft document proposes that a board could give approval only on the recommendation of its district superintendent, and that every textbook to be used would require the board's specific approval. A copy of each proposed course of study and a list of textbooks would have to be sent to the ministry three months in advance of their use.

The board would be required to give priority to Canadian materials, and to set up procedures for a review of any

course, textbook or other instructional material 'to which exception is taken and communicated to the board in writing.'

The Public Schools Act gives the cabinet power to 'prescribe courses of study, and adopt and prescribe textbooks, and authorize supplementary readers and other instructional material for use in public schools.'

The ministry is interpreting 'prescribe' in this context to mean: 'to lay down authoritatively as a guide, direction or rule; to impose as an order.'

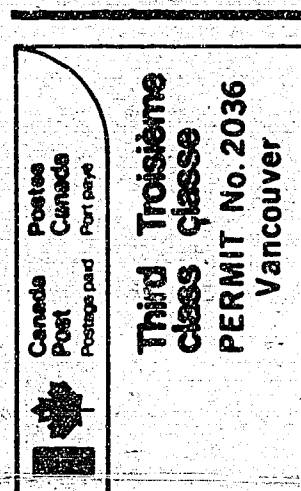
Its draft document makes it clear that the ministry would allow no conflict with its prescriptions. No board could authorize a text or course to replace a prescribed text or course.

If these prescriptions were to be rigidly enforced, teachers would lose the flexibility of being able to substitute a more suitable textbook to meet the specific needs of their students.

The executive, in its response to the draft, has asked that the act be amended to put the emphasis on authorization and recommendation of materials by the ministry, rather than prescription.

The executive also told the ministry of its concern about the effects that the regulations and proposed instructions might have on the educational needs of students.

(Continued on page 2)



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

Pension decisions face 2 AGMs

Pensions will be an item of debate at this AGM.

But the major decision on pensions policy could well be the issue for next year's AGM.

The main debate is expected on a recommendation that teachers increase contributions to finance basic pension benefits, an increase to 6.5% or 0.5% over present contributions.

The Executive Committee upon receiving a complete report from the Pensions Committee took a two phase approach to pensions, March 4.

First, they have supported the Pensions Committee recommendation that an increase is required but second, the Executive has served notice on the 1979 AGM that the following policy changes will be placed on the agenda:

- that the level of the fund for the basic pension benefits be the Intermediate Funding Level as defined in the 1974 actuarial evaluation.

- that the contribution rate for teachers to the Teachers' Pensions Fund and the Canada Pension Plan should total not more than 6.5% to finance the basic pension benefits.

- that the contribution rate for the provincial government to finance the basic pension benefits be the difference between the teacher contributions and the amount necessary to meet the Intermediate Funding Level and shall be at least equal to the teacher contributions.

Other recommendations are that the provincial government continue to guarantee payment of pensions, that periodic evaluations be made of the fund, and that the contribution rate of teachers and government to finance the indexed supplements on a terminally funded basis be 1% each (the present contribution rate).

Factors related to the pension plan are contained in a comprehensive report printed in Book 2 for the AGM. Members

are urged to read the supplementary report of the Pensions Committee in Book 2, which should shortly be in all schools.

A delegation from the Burnaby Teachers' Association, led by Betty Griffin, urged the Executive to suspend negotiations regarding the intermediate level of funding for one year.

"I realize and appreciate the hours of work our pensions committee has done," Betty Griffin said. But she charged that there had not been time for discussion at the October and January RAs.

She asked for a complete study of 'pay-as-you-go' pension financing versus intermediate funding proposed by the Pensions Committee. "The results of this study and its ramifications must be made clear to all teachers, and their opinions considered, before such a radical decision involving teacher contributions is made."

The Executive agreed to seek information on 'pay-as-you-go' pensions from Emile Bjarnason, director of the Trades Union Research Bureau, for distribution at the AGM.

Bill Topping, chairperson for the Pensions Committee, explained that the plan requires 15.1% of teacher payroll in the province to have sufficient assets to meet future commitments and provide a greater surety that pensions will be paid without incurring the cost of indexing.

Topping reported that an agreement in committee has recognized that teachers should not pay 50/50 with government on the 15.1% for two reasons: government has had use of the fund and government has paid less into the fund than teachers.

The executive committee also endorsed the implementation of a recommendation that certain existing pensions be adjusted, with the cost to be shared equally with government. This cost will be .1 or .2% each for a limited number of years.

Based on the Pensions Committee recommendations, contributions from teachers and government would be:

Proposed Contributions			
	Teacher	Government	
Indexing (April 1)	1%	1%	
Basic benefits	6.5%	8.5%	
Adjustments to pensions	0.1% or 0.2%	0.1% or 0.2%	
Total	7.6% or 7.7%	9.6% or 9.7%	

"We went into negotiations with a position of no increase in contributions," said Topping, "and came out with an increase of .5%."

Doug Steinson, executive, summarized discussion saying, "If you get a good deal, you should close."

But the major policy decisions on funding are still to be made. It was stressed that the federation was not committed to any policy at present.



Betty Griffin, for the Burnaby pensions committee, requested delaying decision on increasing contributions.

LETTERS

Citizens' lobby for jobs

This winter, one million Canadians are out of jobs; the worst unemployment level since the 'dirty thirties.'

According to Statistics Canada, 99,000 persons were looking for work in B.C. in November. That works out to 28 unemployed workers for each job unfilled. These figures point to an extremely serious situation, as unemployment affects everybody. In a country as rich as Canada and a province as rich as B.C. there is no excuse for massive unemployment.

Teachers, in particular, should be concerned with social and human costs of the present high rate of unemployment.

We can see that children whose parents are unable to find jobs are adversely affected by the unstable and insecure economic situation at home, and often their progress in school suffers as a result. The education system itself may suffer, as with fewer people working, potential tax revenues are reduced. This could lead to higher tax rates and/or cutbacks in important social services such as health and education. Furthermore, decreasing enrollments in some districts may lead to layoffs and increasing numbers of teachers without jobs.

A citizens' lobby for jobs has been organized to raise public awareness of the soaring unemployment rate and to pressure our government to deal with the issue in a responsible manner. The lobby, initiated by the B.C. Federation of Labour at its last convention, has gained the support of student associations and community groups throughout B.C.

Information booths have been set up in major shopping malls to provide an opportunity for the public to consider the facts and discuss the problems associated with unemployment. A survey of workers unable to find jobs is being carried out to collect data on the effects of unemployment on people's day-to-day lives. Leaflets, bumper stickers, and posters with the message 'first things first: jobs' are being distributed to publicize the campaign.

The citizens' lobby for jobs is also funding a mass public rally in Victoria for the March 30 opening of the legislature, with speakers and a Depression-style soup kitchen. Demonstrations for jobs will be held at UIC offices in other B.C. communities at the same time.

The coordinators of the lobby are asking for the support and active involvement of all concerned members of the public. Teachers are encouraged to drop by the booths in the malls and talk to people about unemployment and the need for jobs. It is time to join with other citizens and community groups to express our concern and convince the government that jobs must become the number one goal.

To find out how you can help, or for more information about the citizens' lobby for jobs, contact the District Labour Council in your area or the Labour Liaison Committee in the BCTF.

Jean Pickles
Member, Labour Liaison Committee

Reprint Working Teacher?

In your November 17th issue you allowed Linda Shuto considerable space to defend a group called the Teachers' Viewpoint. In fairness you should now reprint two articles from the winter edition of the Working Teacher which reveal the true nature of the Teachers' Viewpoint.

By claiming to have been formed as a response to a 'highly organized campaign to elect the executive of 1977-78', the Teachers' Viewpoint implies that no one had ever tried to form a political organization in the BCTF before 1977. Cheryl Seaman's article in the Working Teacher makes it clear that, since 1975, there has been a socialist organization within the BCTF which sought 'to develop socialist caucuses in local associations' and promoted a strategy 'based on a class analysis of society'. Her article goes on to describe in detail how the political campaign run by this group failed to elect Don Wainsley and led to the formation of the Teachers' Viewpoint.

B. Rosen, in the same issue of Working Teacher, says that Teachers' Viewpoint claims to be based on some vague concept of teacher issues and not on 'left' or 'right' issues. Both Seaman and Rosen condemn the organization for the political expediency which leads it to try to hide its true purposes to gain teacher support.

They describe the dilemma I encounter-

Broadley said he recalled the paper having been discussed and it having been agreed that the matter would be discussed with the deputy minister's advisory committee.

Al Blakey said some members of the executive had been uneasy because they felt that the executive

ed when I attended the first meeting of the group. I was asked to leave because it was clearly understood by most present that I did not agree with the goals of the organization. Since the meeting was to set goals, I agreed to leave when it became clear that I could not support the goals that were adopted. One goal which was proposed was to use the BCTF and the school system in the class struggle to alter the power structure in our society. This goal was rejected by the meeting, not because the group disagreed with it, but because they thought teachers would not support it.

The dilemma was that, while both the members and I recognized that I did not agree with their goals, they were not willing to publicly state any goals which I could not support.

Since the Teachers' Viewpoint has announced itself as a political organization which plans to lobby, caucus, and organize to promote the directions they believe in' and, I assume, to endorse candidates, the Newsletter should publish Cheryl Seaman's and B. Rosen's articles so that teachers will be informed about the real aims of this organization, which I believe are being well hidden from the teachers it seeks to represent.

Yours truly,
R.D. MacQueen

was not responding satisfactorily to questions raised by the paper.

Broadley said the minutes showed no motions dealing with actions to be taken by the executive as a result of the paper. Any member who felt that the proposed action was inadequate should have made an appropriate motion at that time, he said.

AGM AGENDA

FIRST SESSION — SUNDAY, MARCH 26
19:00 - 21:00

1. Preliminary business
2. Recommendation 8 (Book 1, p. 9)
3. Recommendations 27 (Book 1, pp. 13-14) and 19 (Book 1, p. 12) — maximum 10 minutes
4. Recommendations re chairpersons
5. Adoption of the agenda
6. Election of the scrutineers
7. Election of the Resolutions Committee
8. Election of the tellers
9. Adoption of the minutes of the 61st Annual General Meeting
10. Report of the president
11. Recommendations 6-7 (Book 1, p. 8), 9-10 (Book 1, p. 9), 11 (Book 2, p. 69), 12 (Book 1, p. 9), 14-18 (Book 1, pp. 9-10)
12. Report of the Executive Committee (Book 1, pp. 34-58) and supplementary reports (Book 2, pp. 78-87)
13. Questions and discussion on Part A (Book 1, pp. 34-39 and information kit)
14. Questions on the work of:
 - Commission on Education Task Force
 - Labor Liaison Committee
 - Political Action Committee
 - PSA Council
 - School Buildings, Grounds and Facilities Committee
 - School Staffing Committee
 - Teacher Education Committee
 - Other committees and task forces not on the agenda
15. Election statements (four minutes)

each) from candidates for table office positions

6. Adjournment of the business session
- Note: Following the adjournment there will be a one-hour question and answer session in the British Columbia Ballroom for the candidates for table office positions.
7. Adjournment of question period

SECOND SESSION — MONDAY, MARCH 27
09:00 - 12:30

1. Dave Kandal, Vice-President, B.C. School Trustees Association
 2. Agreements (Book 1, pp. 39-41, Book 2, pp. 79-80)
 3. Recommendation 4 (Book 1, p. 6)
 4. Resolutions 107 (Book 1, pp. 7-8), 106 (Book 1, pp. 6-7)
 5. Business not completed in earlier session
 6. Election statements (three minutes each) from candidates for member-at-large positions
- THIRD SESSION — MONDAY, MARCH 27
14:00 - 16:30
1. Report of the general secretary
 2. Report of the Representative Assembly (Book 1, pp. 58-61)
 3. Declining enrollment (Book 1, p. 35, and information kit)
 4. Resolution 111 (Book 1, p. 15)
 5. Learning conditions (Book 1, pp. 49-51)

Hope seen for sick leave changes

By JURD KIRBY

Discussions presently taking place between BCTF and BCSTA at both the table officer and staff level could result in the most important single agreement made between these two parties within my memory.

Hundreds of teachers every year are made aware of the complexities and shortcomings of the existing system. The six or seven layers of income protection one must grapple with when incapacitated due to illness or accident make for confusion and inequity.

The most obvious weakness in the present system, of course, is the legislated rights to sick leave based on service time. Sickness strikes indiscriminately and those with short service and little sick leave credit are as likely to fall victim to disease as those with long service and plenty of credit.

At present, teachers are covered by salary indemnity, long term disability, group insurance, workers' compensation and UIC benefits. It seems all these plans are required to supplement or plug gaps in basic sick leave coverage.

The current discussions are aimed at consolidating most or all of these benefits in one blanket plan. This plan would give teachers income security when they need it regardless of service time in any school district or the cause of disability.

Discussions have progressed to the point where the two parties are considering financing a cost/benefit study, a plan like the one covering Quebec teachers. Depending of course on the final details of benefits and costs, any such plan applied here in B.C. could be a significant advance over the present system.

Should there finally be an agreement on such a comprehensive plan it would be a great boon to young teachers, teachers new to a district and teachers suffering chronic illness. Even those teachers with large amounts of accumulated sick leave credit would not stand to lose under the envisioned plan.

Naturally the initial discussions do not guarantee any plan will be agreed to but the situation is more hopeful than it has ever been. If preliminary discussions develop into successful negotiations, teachers will have fulfilled the policy first advanced in 1964.

6. Recommendations 70-79 (Book 2, pp. 72-74)
 7. Resolution 123
 8. Education finance
 9. Recommendations 29-31 (Book 1, p. 15)
 10. Business not completed in earlier sessions
 11. Presentation of the G.A. Fergusson Memorial Award
 12. Adjournment of the session
- Note: Following the adjournment there will be a 90-minute question and answer period in the British Columbia Ballroom for candidates for member-at-large positions.
13. Adjournment of question period

FOURTH SESSION — TUESDAY, MARCH 28
09:00 - 12:30

1. Professional development and curriculum (Book 1, pp. 52-54)
2. Recommendations 47-49 (Book 1, pp. 24-25) resolutions 120 (Book 1, pp. 28-29), 124-125 (Book 2, p. 76)
3. Status of women (Book 1, pp. 57-58)
4. Recommendations 56-60 (Book 1, pp. 31-32)
5. Racism (Book 1, pp. 55-56)
6. Recommendation 53 (Book 1, pp. 29-30), resolution 121 (Book 1, p. 29)
7. Authority and responsibility (Book 1, pp. 41-42)
8. Recommendation 41 (Book 1, p. 19)
9. Recommendation 54 (Book 1, p. 30)
10. Resolutions 117-119 (Book 1, pp. 23-24)
11. Business not completed in earlier sessions

FIFTH SESSION — TUESDAY, MARCH 28
14:00 - 17:00

1. Mike Heron, Past-president, Canadian Teachers' Federation
2. Recommendation 65 (Book 2, pp. 69-70)
3. Pensions (Book 1, p. 51, Book 2, pp. 72-74)
4. Recommendations 80-84 (Book 2, pp. 74-75)
5. Recommendations 50-52 (Book 1, pp. 26-28)
6. Recommendations 42-44 (Book 1, p. 20)
7. Recommendation 45 (Book 1, p. 20)
8. Resolution 112 (Book 1, p. 21)
9. Business not completed in earlier sessions

SIXTH SESSION — TUESDAY, MARCH 28
19:30 - 22:00

1. Dr. Walter Hardwick, Deputy Minister of Education
2. Questions to Dr. Hardwick
3. Income Security (Book 1, pp. 48-49)
4. Recommendation 55 (Book 1, pp. 30-31)

5. Recommendation 46 (Book 1, p. 23)
6. Resolution 122 (Book 2, p. 72)
7. Resolution 108 (Book 1, p. 10), Recommendation 20 (Book 1, p. 12)
8. Recommendation 5 (Book 1, p. 8)
9. Recommendations 21-26 (Book 1, pp. 12-13), 66-68 (Book 2, pp. 70-71)
10. Resolution 110 (Book 1, p. 14)
11. Business not completed in earlier sessions

BALLOT DISTRIBUTION — WEDNESDAY, MARCH 29
08:00 - 09:00

For one hour, the election tellers will distribute ballots, one for each voting card in the B.C. Foyer. Each delegation is asked to assist the tellers by appointing one of its members to present all the delegation's cards and receive all its ballots. Executive members and geographical representatives are asked to pick up their ballots individually.

No ballots will be distributed after the seventh business session has begun at 09:00.

SEVENTH SESSION — WEDNESDAY, MARCH 29
09:00 - 12:30

1. Report of the Nominating Committee (Book 1, p. 61) and election of table officers and members-at-large of the Executive Committee, to continue throughout the day as required
2. Priorities for 1978-79
3. Recommendation 64 (Book 2, p. 69)
4. Resolution 109 (Book 1, pp. 10-11)
5. Resolution 126
6. Recommendations 1-3 (Book 1, p. 4), 61-63 (Book 2, p. 68)
7. Resolutions 101-105 (Book 1, pp. 4-5)
8. Resolutions 113-116 (Book 1, pp. 21-23)
9. Business not completed at earlier sessions

EIGHTH SESSION — WEDNESDAY, MARCH 29
14:00 - 17:00

1. Elections, continued
2. Dr. Pat McGeer, Minister of Education
3. Questions to Dr. McGeer
4. Finance (Book 1, pp. 43-48)
5. Recommendations 32-36 (Book 1, pp. 16-18), 69 (Book 2, pp. 71-72), 38-40 (Book 1, pp. 18-19)
6. Business not completed in earlier sessions
7. 'Late' resolutions
8. 'New' resolutions

NINTH SESSION — WEDNESDAY, MARCH 29
19:30 - 22:00

1. Business not completed in earlier sessions
2. 'Late' resolutions
3. 'New' resolutions
4. Courtesy resolution

From Page 1

Challenge to regulations

It has asked that 'the new regulations clearly provide the right for school districts to provide alternative programs, courses, textbooks and other materials to provide for the educational needs of all children, and in particular exceptional children.'

It asks the ministry to specify how the costs of curriculum development and materials are to be shared 'if the new regulations are passed.'

It also asks clarification of the ministry's proposal that district superintendents must arrange for such evaluation of courses and student achievement as may be required by the school board or the ministry.

The executive expressed its approval of a principle stated in the ministry document, that 'There is a need to ensure that courses and learning material are related to, or derived from, the educational needs of students.'

A second principle stated that 'Final decisions (in curriculum development) are made under the authority of the elected representatives of the public.'

The federation's position has long been that final education policy decisions are properly made by elected bodies. However, it felt that the principle as stated by the ministry

could be interpreted in such a way as to make a teacher's day-to-day classroom work subject to political control.

During debate on the issue March 3, Phil Van Seters raised a question about an article by fellow executive member Julia Goulden, published in the March 2 Newsletter. The article dealt with a 'smuggled document' in which a ministry official outlined the proposals in the ministry's draft document.

Van Seters asked why Goulden had not first expressed her concerns to, and shared the paper with, other members of the executive so that they could take appropriate action.

Goulden said the paper was not a federation document and she had not felt it necessary to clear the matter with the executive before sharing her concern with the membership.

Past president Bill Broadley said he could recall no instance in which a matter of educational importance that had come to the attention of an executive member had not been brought to the executive table before independent action was taken.

Larry Kuehn said he had quoted from the 'smuggled document' at the executive meeting of Feb. 10-11, and had given copies of it to the president and first vice-president.

Two stand for BCTF presidency



PAT BRADY

his platform

In the March 4, 1977 issue of the Newsletter, I indicated the necessity for the BCTF to re-examine its activities in several areas with the aim of making sure that we receive the best value possible from the scarce resources available to us (in the form of personnel, time and dollars).

During the past eight months I have been working with your executive committee and staff in attempts to develop programs, re-examine programs, and look at the management system of the federation in an attempt to ensure four major processes:

- that trends of centralization in the federation will be reversed;
- that more attention and services will be

offered to the local associations from the central body;

- that the central BCTF develop a more effective management system; and
- that the BCTF re-establish and/or reinforce contacts with agencies outside the BCTF.

Time has been one of the limiting factors in respect to the executive's effecting major changes. However, significant progress has been made in all of those areas and I hope the BCTF will continue these emphases for the rest of this year and continue them next year.

The BCTF is one of the most effective teachers' organizations in Canada, and we should be proud of that fact. However, we must continue to identify the dysfunctional aspects of our management system. We must attempt to have a more cohesive staff, functioning as a single unit but with individual responsibilities, and relationships in the various parts of our organization.

I support the review by the joint Representative Assembly/Executive Committee of local, provincial and overlapping responsibilities:

- the need to continue discussion of the papers on grants to local associations for professional development and local organizational support services;
- the work of the executive subcommittee on the roles and function of the executive committee and the review of committee terms of reference;
- further clarification of the role of the staff vis-a-vis that of the executive.

The in-house table officers and senior members of the staff have been examining the organizational effectiveness of the BCTF in respect to long-range planning and capability to react to emergent situations. This also must continue.

Internal conflicts can devour much of our time and blunt our effectiveness. While we can use constructive and differing viewpoints to the advantage of the organization, internal strife (of whatever nature) minimizes our impact when we make representations to outside groups. An intellectual and honest approach to issues through all parts of our organization is much more effective than resorting to protectionist actions with built-in territorial imperatives.

Over the past eight months the profession has experienced considerable pressure from external sources. The criticisms have taken many forms. We must continue to answer those criticisms. The provincial organization cannot do so in isolation from the constituent parts. The development of more effective local associations should remain as one of our primary goals.

At the provincial level, an effective team of executive committee members, working with staff through our programs, can continue to provide the three essential elements in the operation of the BCTF — sound economic status, job satisfaction, and professional growth for each teacher.

his background

Born Vancouver; elementary and secondary education in Vancouver and Abbotsford; EA

Two stand for BCTF presidency

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. 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; second vice-president BCTF, 1976-77; president 1977-78.



JULIA GOULDEN

her platform

Two years ago I campaigned on the basis that education in this province was under attack and

that we, as teachers, must take a strong stand if we even hope to retain the gains we achieved during more favorable political times.

The attacks on education over the last two years have been steadily mounting:

- the abolishment of the Provincial Advisory Committee on Sex Discrimination in Education and the role of the special advisor;
- the move by the ministry to convince the public that we have not been teaching the basics;
- the implementation of the core curriculum concept and the accompanying Provincial Learning Assessment Program;
- the emphasis the ministry is placing on the teaching of prescribed courses using only prescribed textbooks;
- a reduction of the allowable non-instructional days from six to four;
- the passing of Bill 33, the Independent Schools Act;
- an increase in the basic mill rate from 26.5 to 42.5, an increase of over 60% from a government which campaigned on a policy of gradually removing the burden of school costs from the homeowner;
- the move towards the centralization of power and authority in the hands of a government bureaucracy.

What will this mean to you, the average classroom teacher? There will be:

- fewer available jobs;
- more class size violations;
- curtailment of special programs;
- more standardized testing;
- more emphasis on prescribed courses using only prescribed textbooks;
- an erosion of the teacher's right to be integ-

rally involved at all levels of decision-making in education.

We must challenge ourselves to change those forces in education that we know do not serve the best needs of children. This is not a time to sit back and throw up our hands and say, 'well, what can we do anyway.' We are the front-line workers who are most immediately charged with the responsibility of educating the young.

We must begin by educating the public as to the need for quality education and as to the danger of centralizing authority and decision-making in the hands of a government bureaucracy. We must counter the claim that education costs are too high by pointing out that British Columbia allocates the lowest percentage of gross provincial product spent on education in all of Canada.

As president, I will provide the leadership necessary to bring these issues to the public to obtain its support. I believe it is our responsibility as professionals to be initiators and agents of educational and social change.

her background

Born in Saskatchewan, Attended school in New Westminster, B.A. from UBC. Teaching experience — twelve years in Burnaby, counselling. Served in local association as learning conditions chairperson, executive member, on budget, class size, Status of Women, flexible staffing and staff committees. BCTF experience — three years on Task Force on Status of Women, Department of Education experience — chairperson of Provincial Advisory Committee on Sex Discrimination; one year as Consultant on Sex Discrimination. Currently, BCTF Executive Committee Member-at-large, 1976-78.

For 1st vice-president

Peter Minshull, cont.

restored when it is seen that we are working toward these goals.

Besides communication links established through working on the commission, we have continued to attend deputy minister's meetings, established regular meetings with the officers of the BCSTA and we are presently trying to establish better liaison with UBC and the Superintendents' Association.

Nominations for 2nd vice-president



MARJATTA CHAPMAN

her platform

According to many public statements, teachers are ineffective in their professional role. Colleagues, pause and consider. When was the last time, in your day to day teaching, that you had grave doubts and reservations about your teaching skills? We all have our moments of stocktaking and reassessment but we continue to carry out our profession, the very best we can.

Teachers must not perceive themselves as the flawed profession, in dire need of remediation and discipline. We do not require prodding in order to provide quality education, for the teaching profession recognizes that it must be responsive to the ever changing needs of society.

As a profession, we must not be diverted by the slings and arrows and the jibes of instant experts in the field of education. The emphasis of the BCTF should not be as a reactive body to each new assault on the teaching profession. Its true role lies in fostering professional development, teacher revitalization and in strengthening our professional image in the eyes of the public.

I believe that the priorities of the BCTF should be in the following areas:

- To foster professional growth and development through more teacher sponsored workshops, locally developed courses, educational leaves (negotiation of increased school board funding necessary in part), a more equitable PD grants structure, more local PSAs, the encouragement of individual differences in teachers and the improvement of teacher self-concept.
- To provide equal educational opportunity for all students, regardless of sex, race or socio-economic level.
- To be resolute in combating racism and sexism, whenever it appears. To ensure that existing policy on affirmative action is implemented at all levels.
- To expand teacher bargaining to include negotiation of all learning and working conditions. Declining enrolments must be taken advantage of, in order to improve the quality of education by providing reduction in class sizes, more preparation time, more special needs teachers, more space, adequate facilities and greater resources.
- To ensure that the current BCTF staffing formulas will be met in every school, in every district, in the province, thus continuing improvements in pupil/teacher ratios.
- To ensure that teacher rights to professional autonomy are upheld, a statement advocating professional rights and standards of practice must be endorsed and implemented.
- To strive for improvements in the teacher pension scheme. In view of the history of the pension fund, it is incumbent upon the BCTF to strive for the best value for our pension dollar.

Some people are critical of this policy of communication, preferring instead a more dramatic policy of confrontation. These people argue that to talk to others is 'doing nothing.' On the contrary, talking to others allows us to understand their legitimate concerns, allows us to express our point of view, allows both parties to compromise when compromise is possible and if it becomes necessary, allows us to take a strong stand assuring our members and the public that such a stand is necessary because all attempts to be reasonable have failed.

The BCTF can only regain the confidence of the members if members are involved in decision-making. Rather than making all the decisions for the members, this year's executive has circulated information on such important issues as reorganization, pensions, sick leave, and grants, to name just a few. These will be discussed at the Annual General Meeting. Let us

I believe that the last few years have not been auspicious ones for teachers in this province. Enough of this negativism! Let us seek a more hopeful future.

If elected, I will strive to elevate the teaching profession to the high level status which it rightfully deserves!

her background

Educated in Richmond, at UBC, 10th. year of teaching — Richmond 1967-1972, Maple Ridge 1973-1978 (Grades 3-7, learning assistance, elem/sec. home and hospital). Presently teaching grades 6 and 7.

Service at the local association level includes: learning conditions committee, district budget committee, political action committee, policy review committee, learning conditions chairperson, President, Maple Ridge Teachers' Assoc. (1976-77), AGM delegate, recently appointed status, women contact person and to a task force on membership and bylaws. Also presently serving as MRTA past president.

BCTF involvement includes: LC co-ordinator, member of Prov. LC Committee, subcommittee work on equal educational opportunity, scope of bargaining temporary appointments/declining enrolments. Also presently serving as Prov. LC co-chairperson.



KEN SMITH

his platform

Representing 30,000 teachers is no easy task — both in terms of time and energy expended and in trying to do the 'best thing' for teachers. I am prepared to continue doing my best.

I believe that the number one objective of the BCTF is to ensure that teachers have the best of working conditions. 'Working conditions,' in my view, include: good salary, a comprehensive welfare package, job security, good facilities, equipment and supplies, good administration, sufficient student support services, and, very importantly, a low level of job frustration.

Teaching today is a tough, lonely, and frustrating job. The continual swipes by the Minister of Education, the universities, the press, the centralizing thrusts of the Ministry, the lack of general support for education, are heightening frustration. Harassed teachers cannot continue to do their best for children!

I believe, therefore, that the BCTF must encourage and support effective local action to counteract these negative forces. Teachers must be encouraged to work with their school boards and their public to strengthen local public education. Our resources must be directed toward helping locals to reduce the frustration being experienced by teachers in the classroom.

A major responsibility of an executive member is to 'oversee' the effective operation of

have your input, tell your delegates how you feel about 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; 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. BCTF First Vice-President 1977-78; CTF Director from B.C. 1977-79; Vice-President, United Society for Education Review in B.C.

the BCTF. In this regard I have some basic concerns. Our budgetary system is so massive that proper supervision is not being exercised by the Executive or the Representative Assembly. Demands placed on our professional staff are 'intolerable' — long hours, few holidays, short deadlines, etc. The organization is not effectively prioritizing its activities — all programs seem to be number one. Solutions must be found.

On a final and positive note — teachers are doing a great job — the BCTF is a sound, effective organization — locals are where the action is. Let's keep up the hard work!

his background

Born and educated in B.C. B.Sc. (UBC) 1963, post-graduate education year 1964. Twelve years secondary (science) experience in Parksville and Kamloops, one year as vice-principal. In Qualicum S.D. served as agreements chairperson (four years); District Councillor to SVIDC (five years); MATA vice-president, AGM delegate, convention co-chairperson, PTA vice-president and president, etc. In Kamloops served as staff representative, L.C. member, local Science PSA executive, convention co-chairperson; agreements chairperson (two years); president (two years); G.R. (two years). Provincially, have served as member, Task Force on School Buildings and Grounds; R.A. Triennial Review Committee; BCTF Agreements Committee (chairperson). Currently: BCTF Executive Committee Member at Large 1976-78.



BEN THOMAS

his platform

I am a teacher. I believe in the BCTF. I am committed to the objectives of the BCTF. The objectives of the BCTF are:

- to foster and promote the cause of education in B.C.
- to raise the status of the teaching profession in B.C.
- to promote the welfare of the teachers of B.C.

his background

Born and educated in Scotland; M.A. (Hons) University of Edinburgh; M.Ed., Ed.D. University of Washington; graduate studies at University of Dallas and North Texas State University; currently principal of F.W. Howay Elementary School in New Westminster. Five years member executive Delta Teachers' Association; 1 year GR; 1 year BCTF Finance Committee. 1974-77 Principal, F. W. Howay Elementary School, New Westminster. 1977, Supervisor of Elementary Instruction, Langley. Ed.D. University of Washington, 1974. Currently Chairperson of Finance Committee.

Nominations for 1st vice-president



ALLAN BLAKEY

his platform

It doesn't take great vision to get the picture. The AIB, cuts in provincial education spending, increased pension contributions, teacher layoffs, greater provincial centralization of the school system, and a 'return' to the basics are just some of the major concerns facing teachers today. Some are already facts of life; others are in the process of becoming facts.

However, as the saying goes, none are so blind as those who will not see, and it appears by our actions to date that some, at least are refusing to look.

It also doesn't take much to reason why all these problems are developing.

Whenever the economy is in trouble there is usually less money for people services, these funds going instead to prime the pump of business investment. Greater centralization makes it easier to control costs. Such actions are also politically beneficial because they provide simplistic solutions to a public made insecure and fearful by the state of the economy.

It is clear that education and the children of this province are in for a difficult time. As teachers we have a responsibility to act, both in the interests of children, and in the interests of ourselves.

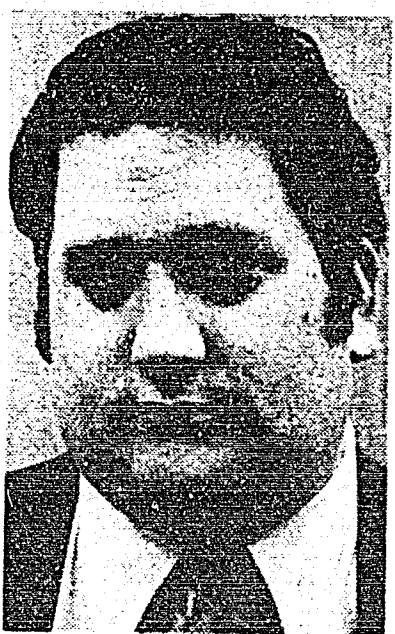
However, rhetoric and 'fire brigade' action plans will not suffice now. We need to analyze the problems before us and develop a strategy, a

long-term strategy, that will address the problems in an integrated way. We must discuss and debate in every school the ways and means of winning public support, not just for teachers but for the children in the schools. We must begin to mobilize our members and gain allies, because in the crunch, we will be listened to only if we have the power to demand attention.

Co-operation with government, as a strategy, in the present economic and political circumstances, is an invitation to be hit again and will lead to further erosion of the few gains that classroom teachers have won. Let us instead prepare to defend what we have won, and project a cohesive, long term plan to win further improvements for education in B.C.

his background

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



PETER MINSHULL

his platform

Last year I was elected first vice-president on a platform of working to restore membership and public confidence in the BCTF. Despite a good start the task is not completed and I am seeking a second term to complete what has been started.

The progress that has been made this year has been the result of team work. Credit for the success of any project is not mine personally but does, I hope, demonstrate that I can form part of an effective team. For example, although the voting record will show that the president and I do not always agree on issues, we are able to work together in an atmosphere of co-operation and mutual trust.

After the election last year some people predicted that some committees, like Learning Conditions, were finished; that the new executive would not support the program this year. Far from withering, the program has shown strong growth. For example, last year at this time thirty-four emergency aid or budget presentations had been made; this year fifty presentations have been made; last year at this time thirty-six locals had endorsed an LC Declaration; this year fifty-three have been endorsed. Credit for this, of course, goes mainly to local committees but their success demonstrates the program is far from dead.

The experience gained this year in establishing lines of communication should be valuable in completing the task of restoring confidence in the BCTF. By calling for a commission to take an objective look at education in B.C., and by taking the initiative to bring together representatives of business, labour, post secondary education, independent schools, public school trustees, and parents to found such a commission, the BCTF has already taken an important step toward regaining public respect. If the commission can succeed in establishing a consensus on where education should be going, it will contribute greatly to the job satisfaction of teachers in that we will have agreed upon goals to work toward and public confidence will be

Members-at-large — 4 to be elected



**JUNE
BERNAUER**

her platform

- I support:
 - A strong, vocal executive whose primary concern is to improve the quality of education in every classroom in this province.
 - A comprehensive professional development program that meets the needs of different locals and particular schools.
 - An emphasis on improved learning conditions, enforcement of the Declaration and use of the grievance procedure when violations occur.
 - The right of teachers to bargain for learning and working conditions.
 - The expanded use of public schools for adult education, re-training programs and alternate programs for high school drop-outs and stop-outs.
 - An active and imaginative program to take advantage of the opportunities afforded by present declining enrollments.
 - Parent and community involvement in education.
- I oppose:
 - Increased centralization of control of education by the provincial government.
 - The shifting of provincial taxes to local school boards.

her background

Present position: Career Education Coordinator, Mt. Elizabeth Secondary, Kitimat. Education: Kamloops High School, Vancouver Prov. Normal School, UBC. Experience: 16 years; primary, intermediate, Jr.-Sr. Secondary, counselling and career education. Districts: Trail, Lillooet, Kamloops, Vancouver, Fort St. John, Kitimat. Positions held in Local Ass'n.: Learning Conditions Chairperson (2 terms); staff rep.; agreements committee. Presently: KDTA representative on: Skeena Manpower Development Committee, School Board Committee on Teacher Education, learning conditions coordinator (North Coast); Co-chairperson of provincial Learning Conditions Committee. Other positions held: Member of the Kitimat Recreation Commission; alderman — Kitimat Municipal Council.



**JOHN
COLLINS**

his platform

Many years of service in the BCTF and my local association have proven to me that this province has some of the best teachers and one of the best teacher-organizations in the world. We should constantly identify and encourage those aspects of the BCTF which make it strong, and prune off aspects which are dysfunctional. Most of our federation's strength lies in the work that has been done to develop teaching as a profession in this province. Recently a group has developed within the federation which has tried to move the BCTF away from the professional

model and towards a trade union model. This group has been divisive and has weakened our organization during times of stress caused by the anti-inflation legislation and the CORE / PLAP programs. Our civil wars must stop. We need a united federation to build high levels of professionalism.

True professionalism is involvement. We need to encourage teachers to involve themselves in the various activities of our federation — PD, LC, salary bargaining, pensions issues, and the problems associated with declining enrollments. It is within their local associations that teachers mainly find opportunities for service. The local association is the foundation of our provincial organization, and should receive maximum support.

Perhaps it is time to consider branch offices of the BCTF on Vancouver Island and at Interior points to more effectively serve locals as well as individual members. Another useful development might be provincial support for locals to enable them to have full-time presidents who could also double as BCTF officers in their areas. Whatever plans evolve they must emphasize both opportunities for involvement plus the delivery of service to teachers.

his background

Teaching experience in England, Saskatchewan, and many parts of B.C. Have taught all grade levels, and am currently Humanities Department head at Pitt Meadows Secondary School. Hold B. Ed. and M. Ed. degrees from UBC, and an M.A. (History) from SFU. Newsletter editor for the B.C. Social Studies Teachers' Association. B.C. rep on Canadian Association of Social Studies Teachers. Have held almost all offices in local association (Maple Ridge) and am currently president (second term). Have recently been active on Metro presidents' committee on declining enrollment.



**PAULINE
GALINSKI**

her platform

The decision-making bodies of the B.C. Teachers' Federation must take crucial steps this year to bring about concrete changes in the conditions affecting teachers. There are some basic and recurring concerns of our members which always require long-term planning and constant attention. These can be listed under three principal headings — economic, working conditions and in-service. The transitory problems that appear from time to time, causing us particular difficulty, arise from these primary concerns and we usually have warning of the approach. To cope with these, we must:

- heed the warnings, consider strategies and act, not prepare to react.
- meet and defeat the threats which are contrary to the expressed needs of our membership and the children we teach.
- adjust our approach to suit the problem at hand.
- accept the constant challenge for improvement that is demanded of our profession. The agreements program will need our full support to maintain our economic status. The problem of declining enrollment however, must not be dealt with in a manner that smacks of self-interest. We can never guarantee unlimited access to teaching; the factors that influence this are beyond our control. We must ensure that present positions continue to exist by demonstrating concrete ways that such action will improve education in B.C. When the provincial government brings in regulations that are restrictive in every classroom, we can no longer

beg the public to support our stand. We must prove the necessity for such support by showing that — every classroom — every child — same textbook — same chapter — same week — will not produce what the people of this province want. They want, as we do, the best education possible for each child.

As a member of a smallish, outlying local, I can provide representation at the executive level for our many members teaching in a similar setting. At the same time, I am cognizant of the larger arena. I believe that the processes that our federation uses need to be simple, direct and understandable to each member of each local association if we are to get full support. Actions taken need to be positive and forceful.

My experience in the federation has been varied in local service, but provincially I have been most involved with programs that pursue important and straightforward objectives. If elected to the executive, I will attempt to apply this experience to cut through extraneous verbiage to the heart of the problem and deal with it in a decisive manner.

her background

Born and educated in Vancouver. Teaching experience — 17 years at elementary and secondary levels, also multi-grade classes; teacher/principal in Kettle Valley and Penitction districts, classroom teacher in Delta, Ontario and presently Powell River. Local association — served on all local committees, all executive positions; President PRDTA 1975-76; GR 1976-78, Provincial — South Coast coordinator and member of Provincial Agreements Committee 1974-78, member of R.A. / Executive Review committee 1977-78.



**DAWN
HILBORN**

her platform

Declining enrollment has become the major concern for many teachers. It will affect many others before we move back into an increasing pupil population situation such as we experienced before the '70s. Many districts may never move out of this decline. Local associations will be working towards solving problems specific to their own situation, but the BCTF must take steps at the provincial level. Declining enrollment must be a priority for the BCTF executive.

Large locals are seeking support in dealing with the declining enrollment phenomenon; small locals are requesting assistance through grants. These diverse concerns need to be resolved at the provincial level to the satisfaction of all locals — large or small.

For the individual BCTF member the benefits of membership are often not obvious. One way we can make these members more aware of their benefits is by providing increased grants to Provincial Specialist Associations (PSAs). When a member is willing to put his / her own money towards one or more PSAs we should also be willing to turn over a larger portion of this member's fees to the areas he / she has deemed valuable.

This past year has seen the BCTF executive return to being more representative of the total membership. This occurred through a large portion of the membership becoming concerned about the thrust of its leadership.

BCTF committees, appointed in an advisory capacity to the executive, must be apolitical. In particular I am concerned about the intentions of the PDAC and the S / W. As a teacher, I object to the PDAC's continuous criticism of the executive and BCTF staff, and as a woman I disagree with the means by which the Status of Women Committee is pursuing our goals.

Members-at-large — 4 to be elected

The BCTF executive must continue to be truly representative of the membership, and the committees it appoints must function in an advisory rather than an adversary capacity.

her background

Teacher in New Westminster of intermediate with emphasis on Music and French plus core subjects. Born and educated in Victoria, B.Ed. U.Vic., 1970. M.Ed. (Administration) UBC, 1977. Member of NWTA executive since 1973, 23 president for the last two years. Recently appointed to BCTF Teacher Education Committee and member of the BCTF Ad Hoc Committee on Declining Enrollment.



**CATHARINE
HOUSTON**

her platform

The BCTF, despite its large budget, functions because of the volunteer efforts of thousands of its members. Without such efforts our programs would cease to be. Decisions we make should reflect the rights and aspirations of individual members who have invested time and energy in the search for solutions to the educational problems which we face. Committee members and representatives should have the assurance that their proposals for action, formulated after hours of effort, will be given fair and thoughtful consideration. As an organization we are only as strong as the commitment of our membership.

As a member of a small local association I am concerned that the federation reflect my needs. Our unique situation involving, as it often does, isolation from urban centres and small school board budgets based on low district assessments, makes our efforts for a quality education for our students more complex than in other areas. Declining enrollments have given the ministry an excuse for cutbacks in spending which have created additional problems in districts where facilities and programs are already inadequate.

Declining enrollment is challenging us to improve education throughout British Columbia. Let us successfully accept that challenge.

her background

Education: B.Ed., University of Alberta; Teaching Experience: Powell River (1 year), Alberta (2 years), Masset (4 years) working in an Alternate Program. Federation experience: Secretary QCDDTA, 1974-76; President QCDDTA, 1976-78; Member, Investigation Committee, 1977-; Member, Small Locals Steering Committee.



**TOM
KRALL**

his platform

I believe that members of the BCTF want the federation to reflect 'their' priorities and 'their' concerns. An effective executive is one that seeks direction from local associations and then establishes priorities and approves programs that truly reflect the needs and opinions of the majority of teachers in the province.

We must continue to support the concept of

presenting differing viewpoints, but we also have the responsibility of demonstrating a strong and unified stand to repeal the increasing attacks on public education in B.C. The executive should make appointments to committees, task forces and staff that reflect diversified points of view. This can best be accomplished by choosing and appointing the best qualified candidates from the applicants that come forth.

At a time when education is being increasingly forced to compete for public funds, we must provide teachers with the leadership necessary to continue developing quality educational programs. The challenges of a declining enrollment in some districts will necessitate considerable assistance from our federation. We have the responsibility of convincing the public and trustees that schools should have the opportunity to make creative use of supplementary staff and open space.

The hard-won gains in learning conditions must not be lost because of such external forces as declining enrollment and the five mill shift in education finance. It is incumbent upon teachers and the federation to convince educational authorities that schools are not yet sufficiently staffed to meet the basic needs of all students.

The energies of our membership have to be harnessed and channelled in positive directions. Teachers at the local level should be encouraged to become actively involved and committed to BCTF and local association policies. When this happens we will hear more teachers referring to the BCTF as 'our' federation.

his background

Born in Natal, British Columbia, graduated Sparwood Jr.-Sr. Secondary School, 1958; B.Ed. (Sec.) from U. Vic. in 1968. Taught in Port Alberni 1963-64, Victoria 1964-66, and Nanaimo 1966-78; 14 years teaching experience; 10 years administrative experience. Member of NDTA executive committee 1968-1978; agreements chairperson 1970-71; president 1975-76; GR for four years; AGM delegate for 9 years. Co-chairperson of BCTF School Staffing Committee 1974-76; Member of RA Triennial Review Committee 1976; BCTF Newsletter Editorial Board 1978. Currently a member of the BCTF Representative Assembly.



**MICK
McGARRY**

his platform

These are difficult times for education in B.C. and difficult times require effective leadership. We must support our executive, even at this time, in its policy of cooperation with the ministry and the BCSTA but there must now be greater publicity of BCTF positions on the maintenance of adequate education finance and quality education in the face of declining enrollment and economic recession. Furthermore, a vigorous campaign in the media is required to counteract the growing negative image of teachers and public education.

Follow-through on the Declining / Fluctuating Enrollment Program must equally be a priority concern of the executive. However, it is vital that we do not project ourselves as crass job-protectors. We must protect our members' interests and for this an agreements program geared to countering threatened B.C. government moves to further restrict teacher bargaining after AIB is vital. Teachers must regain what they lost under controls. In addition we must emphasize the opportunity that declining enrollment affords for more quality in the classroom.

As a GR, it has been my task to watch-dog the BCTF budget and monitor closely program spending. Dissatisfaction with the PPB system as a tool of budget control has led me to call for modifications in that system and in RA

procedures for budget review. Such concerns would continue at the Executive table. Suffering themselves from reduced salaries, teachers rightly expect some reflection of this in federation spending patterns and membership fee. We must take a closer look at the cost-benefit value of all our programs.

Leadership is central to all healthy organizations and effective leadership cannot be rivalled. Strong, vigorous leadership attentive to member support but active in promoting policies and programs generated by objective analysis of the issues, where reason not ideology dominates, is what the federation needs and what I strongly support.

his background

Born and educated in Rhodesia. First degree, BA (London); second degree, MA (Oxon); Rhodes Scholar (Rhodesia), 1964. 11 years varied teaching experience in Rhodesia, Britain and B.C., Vancouver Island, Arrow Lakes and Kelowna. Presently full-time President, Central Okanagan Teachers' Association, second term. Member, BCTF Rep Assembly 1976-78.



**STEVE
NORMAN**

his platform

The BCTF is at present suffering through a period of economic and employment uncertainty. We are also faced with increased provincial government pressure on school boards to cut their costs. As well there is significant pressure on teachers to improve the quality of education for students.

The federation cannot weather a storm such as this by waiting for it to be finished. We must take our case to the public so that there is no mistake in the public's mind as to what the federation stands for and what objectives we intend to pursue.

Teacher morale is a key factor in our federation and we must lift teacher morale by positive action. The teachers of the province must be provided with incentives to allow the community access to the problems we have in order to achieve the understanding necessary to obtain support. The OECD (1976) report on Canadian education states that 'demands made by society upon schools are hopelessly exaggerated.' For example, we must organize and implement plans pointing out the weaknesses inherent in the CORE and PLAP programs.

Agreements too, is an area in which teachers have taken a severe buffeting. We have had 3 years of program that was unfair at its inception and got worse as the AIB rule changers continued their work. The federation must develop an effective method of training bargainers with the objective of reawakening real collective-bargaining after our three-year hiatus. As well, we must monitor the Public Sector Employers Council with its one year provincial government sponsorship.

Another critical area is the teachers' view of federation structures. Many teachers are not confident the government of the federation can move to meet their needs. Many locals need considerable help from federation staff and our staff must be made available for this work.

As well, the federation must get to the point where local officers can be given time to do their work. The federation is basically an organization run by volunteers and if we succeed in grinding down the pool of volunteers we will not have a federation as envisaged in our early history despite the many fine program objectives we develop.

As a last point, I would mention the influence of declining enrollment. This is a factor to be

Members-at-large

considered seriously even by those districts not troubled by student losses. The federation must not let what is essentially a temporary condition for most districts be used by the provincial government and some school boards to influence our learning conditions objectives. This is an opportunity to take a larger step toward quality education.

his background

Born in B.C.; B.P.E., UBC 1965, 5th year Education, UBC 1966, M. Sc. (P.E.) University of Oregon 1968.

Teaching experience: 10 years at 4 elementary schools in Vancouver. VESTA experience: on Executive for several years in several capacities, the last 2 years as President; delegate to AGM last 7 years, G.R. 3 years, chosen to Board of Reference (1977).



**ALEXANDRE
PAZITCH**

her platform

Our country is going through a difficult period economically and politically. Education is blamed for many people being unemployed and for costing too much. The teachers' image has never been darker. This is a period of great challenge for us. Now is the time to show the public that we are aware of the problems and that we care. We definitely must cease all politicking and concentrate on the issues in education as they confront us as teachers. We must regain the respect of the public by fully dedicating ourselves to quality of education. It is not enough to be professionals. We must become experts in our chosen fields. To this end we need a strong learning conditions program going hand in hand with professional development.

— A special effort must be made to establish rapport with the Ministry of Education and the public in developing local programs and curricula for the benefit of all students of our province.

— A strong emphasis must be put on local programs and regional workshops to bring the federation services closer to its members.

Our BCTF organization is basically sound. However, now and then leaders appear who are very susceptible to the trappings of power of the office and forget that in a democracy everyone counts. Such leaders do cause great harm to the federation, not to mention even individual members. We must be constantly on guard against Godfathers of any color, shape or form. We must make sure that there is no credibility gap between the executive and the membership and that our spokesmen accurately reflect our views. We are in a very complex and difficult period as a profession. We cannot afford arbitrary decision-making.

— In a crisis or grievance situation, the executive must ensure that an individual's rights to due process are safeguarded.

— Under any circumstances there must be not even an appearance of collusion between the BCTF, the department of education or the school boards when the job security of teachers is involved.

Only then we can hope to maintain the respect and effectiveness of our federation.

her background

B.A. from University of Windsor, Ontario, 1963. 1964-65, part-time student toward master degree at Wayne State University, Detroit, Michigan. 1966-67, Ontario College of Education, University of Toronto, Ont. Teaching exp. — 3 and a half years Senior Sec., 3 years Junior Sec. S.D. No. 70, Port Alberni, 1969-73, Delegate to AGM, Member of staff committee.



**BOB
REILLY**

his platform

Education is approaching a new crossroad.

We have seen massive expansion and optimistic innovation give way to disenchantment and indecision. Uncertainty about Canadian society is reflected in uncertain policy for education.

Wide acceptance of the BCTF initiative to establish a commission on education offers promise of a new direction.

We have, already, by uniting educators, trustees, parents, labor, business and government, established a precondition for success.

Teachers have an opportunity to share in shaping Canadian educational and social policy.

The challenge to the BCTF now is that, while adjusting to the stress of meeting membership needs, we must establish policy on complex and potentially contentious issues. We must surmount the personal and parochial to see our role in its widest perspective.

At mid-life and mid-career, I have taught in the one-room, rural school of the past and the large, suburban school of the present. While living in the central and southern Interior, Lower Mainland and on the Island, I have taught grades 1 to 13. Serving at the local association, district council and provincial level, I have shared with my colleagues in the decisions of our time. I've played a minor role in some of the major decisions.

I try to judge each issue on its merits and value each colleague on his / her willingness to serve. I have friendships across the spectrum of opinion within the federation.

My professional commitment is qualified by prior commitment to my family.

If I am thought worthy to serve, I am willing.

his background

Fifteen years teaching elementary, junior and senior secondary in Quesnel, Salmon Arm, Delta and Courtenay Districts. Local association table officer, geographic representative, Rep. council, AGM delegate. District Council member, Task Force on Membership, Teaching Profession Act task force, Commission on Education task force; BCTF representative, United Society for Education Review in B.C.



**GERRY
RETALICK**

his platform

The effect of declining enrollment as portrayed to the general public by the media, coupled with the provincial government move to increase the basic levy and thereby place a larger share of education costs on the local taxpayers, creates a crisis in education in B.C. and will require a paramount effort on behalf of the BCTF to safeguard, or to continue to improve, the quality of education available to students and the quality of working conditions available to teachers within this province.

Crises in education are not new to the BCTF. A look at our history shows that our professional

organization has met and satisfactorily dealt with myriad problems over the years. What is of utmost importance is that we, as a federation, seek to reduce the internal struggles and factionalization within our organization so that we may present a united front as we face the problems and crises of the future.

There is nothing wrong with debating differences in opinion; in fact, it is a healthy sharing of differing points of view that has nurtured the BCTF into the respected educational leadership organization it is today. It is when ideological differences divide our membership into a series of 'we' - 'they' groups that we have serious cause for concern.

It is the executive committee's role to provide the leadership to meet these problems as they occur and to be effective in this task the executive must be responsive to and representative of the membership.

his background

Born in Vancouver; elementary and secondary education Richmond; B.Ed., UBC 1968; M.A. (Ed.) SFU 1974; Teaching experience 15 years elementary in Richmond, currently elementary principal. Richmond Teachers' Association Executive (11 years Treasurer, 1st Vice., President, L.C. Chairperson, Agreements Chairperson, current G.R.) Member, Ministry of Ed. Committee on Elementary Evaluation.



**ELLEN
SCULLY**

her platform

It remains my contention that elected executive members and appointed staff of the federation must consciously and consistently facilitate field communication with the membership of local associations.

Information swished about in a sea of paper to and from the federation office does not constitute communication. We require knowledgeable, committed functionaries continuously in direct contact with the membership to ingenerate the policies and procedures of our organization as ordained by the AGM.

At the local level there is a blatant need to perpetuate a common understanding as to what the federation — provincially — is endeavoring to achieve. In terms of its programs, long range goals, and short term objectives the elements of assessment and implementation must consistently be placed directly before the general membership with questions posed as to: How long? How much? and Why?

Many locals, remote from our edifice on Burrard Street, often fare better and more wisely when BCTF functionaries are made accessible at the local scene to lend of their support, advice, and experience. In this regard, we need an altruistic, responsive executive and staff that will tenaciously pursue the rights of individual members who consider themselves shafted professionally either by the system or their peers.

If the membership is to thrive as a viable, credible professional organization, the federation must address itself to the locals' educational concerns, working conditions, and the individual's professional welfare within their respective schools and communities.

her background

B.Ed. (Elem.) UBC and post grad History of Educational Administration; teaching experience, 16 years at various levels: Vancouver, Vancouver Island, Queen Charlotte Islands. Professional: sponsored student teachers from UBC, U. of Vic., SFU; served Queen Charlotte District Teachers' Association on numerous committees also as chairperson of salary agreements, learning conditions, and district sports, teacher-trustee liaison; AGM delegate; GR 75-77; served SD No. 50 on Integrated Education Study Committee 3 years; Advisory Committee on Alternate Education; appointed to BCTF Professional Relations Advisory Committee 1977; Community: active in various groups and past elected councillor on Regional Health & Human Resources Board, trustee to Regional Hospital Board.