

Presidents focus on fluctuating enrollments

Why bother me about declining enrollments?

That could have been the first response of most of the 68 presidents who attended the declining enrollment conference in Vancouver this month.

But by the end of a heavy day that involved five workshops and major addresses by the BCTF president, Pat Brady, CTF president Len Williams, and ERIBC representative Art Schwartz, local presidents had the answer.

Fluctuating enrollment will affect every local in the province.

It will affect school staffing, and facilities, hiring, transfers, tenure and teacher mobility.

It will affect school board budgets. Publicity in the news

media has given a national rather than provincial emphasis, creating the impression that education will have fewer clients and cost less.

It will affect locals with stable, declining and increasing enrollments.

'Each of you needs to have a general knowledge of the problems your colleagues face,' president Pat Brady said.

He urged locals to continue our long-term quest for improving quality education and not to abandon our objectives 'with the wheel half turned.'

Len Williams brought the national picture into focus. The squeeze now on the educational system, he stressed, is one we will all feel.

The Canadian school system is facing a severe shrinking enrollment. That's why, he urged, teachers must get involved now in the logistics and planning for a new future.

Williams, in his summary to the conference, stressed teacher organizations are entering an era of professional development. 'It is not enough for teachers to react simply to a collective bargaining process for the problem of declining enrollment,' he said.

He called the reaction of education authorities to cut back on expenditures 'simplistic', but it would be an equally simplistic reaction from us, he said, to ward off what is or what might be in collective bargaining contracts.

It's not in the best interest of

us, children or education to go that route, he stressed.

'I like the tactic of this conference,' Williams said. 'What I see here is an attempt to define local problems with local application and identify a strategy you might best use at the local level.'

Local presidents themselves were saying by the end of the conference: stop calling it a problem and start calling it an opportunity.

And the first task is to have all members participate in the program.

newsletter

BRITISH COLUMBIA TEACHERS' FEDERATION

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As Brady sees it:

A chance for a new model

This is a time of fluctuating enrollments across Canada with declines in B.C. expected to be less than in any other province, BCTF President Pat Brady told local presidents in his opening speech.

Brady set the tone for a working conference in his opening remarks by exploring the phenomenon of fluctuating enrollment in conjunction with far-reaching changes in economic and social conditions.

'Fluctuating enrollment is a significant facet of the changing external environment for many local associations, but all locals and the BCTF as a whole will be profoundly affected by the changing economic and social situation,' Brady said.

'I see not just threats but opportunities. For the first time in three decades we have an expanded capacity to pay for a slightly declining clientele. We have the chance to think about a different model of schooling.'

He said prospects for im-

proving services will be difficult, but not bleak. Willingness to pay will be more significant than ability to pay.

Brady contrasted the growth in the economy and the expansion in education services of the past three decades with the current situation of high inflation coupled with high and rising unemployment — a combination once thought impossible.

'We have had such rapid inflation in land prices that young people have little hope of home ownership in our large cities. Ecologists and economists tell us that the dream of an ever-expanding economy cannot be sustained.'

'Politicians tell us that we will have to get by on less. There are powerful pressures to cut or restrain expenditures throughout the public sector, including education.'

He said people no longer have the confidence in the future that seemed so sure only a few years ago. 'That vision of continual progress and ever-increasing prosperity has been

shaken. We have not yet developed an alternative vision that has general support.'

These problems come to focus in education finance. 'The basic school levy has been increased from 26.5 to 42.5 mills in three years.'

'This year it appears that the total provincial contribution towards public school operating costs may be less than last year's, shifting some \$78 million onto property taxes.'

Brady warned that school boards will be tempted to cut back on budgets, 'But we have effective arguments to help school boards resist the temptation.' (See box, page 4.)

In his second theme Brady dealt with the future that faces teachers.

'Some feel that the greatest danger in education today is the threat of teacher layoffs in the face of declining enrollments and a restrictive economic climate.'

'I believe that a greater danger is the threat of a loss of

(Continued on Page 4)



BCTF president Pat Brady, left, and CTF president Len Williams, right.

Many potential roles for teachers to fill

Teachers now have both the chance and the duty to help reshape the Canadian school system during the current period of generally declining enrollments.

That was the message from Len Williams, president of the Canadian Teachers' Federation, to the BCTF Presidents' Conference on Declining Enrollment in Vancouver Jan. 9.

The Canadian educational system is 'in dire need of change,' Williams said. The list of unmet community needs that could be filled by teachers and the school system is endless. It's up to teachers, he said, to catalyze public opinion to support change now, while the pressure of numbers is easing because of declining enrollments in many areas.

Williams said an analysis of school enrollments and projections by Wilf Brown of CTF showed that British Columbia has less of an enrollment problems than most of Canada, for three reasons:

- Enrollment peaked later here (1973-74) than in most other provinces (1968-69).
- The downward trend will bottom out earlier in B.C. (1981-82) than in other provinces (1984-85).
- The decline will be slighter for B.C. (3.9 per cent) than for Canada as a whole (20 per cent).

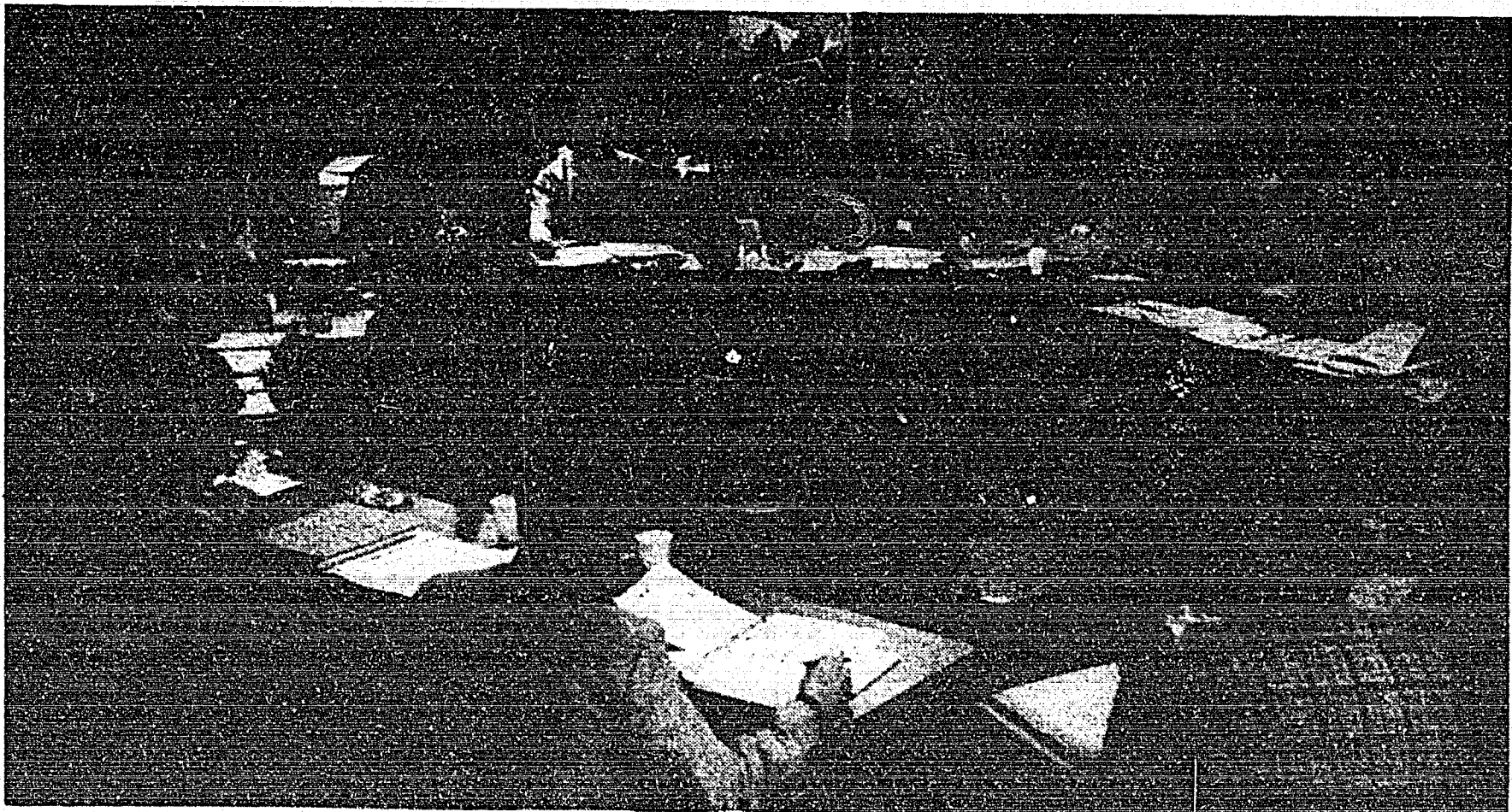
With this perspective on the problem, he urged B.C. teachers to get involved now in 'the logistics and planning for a new future.'

There are many potential new roles for teachers and for schools, Williams said, but there is no clear-cut consensus within the profession on which of those roles should be supported and advocated. Teachers need to give more thought to the need for early-childhood education and improved services for the artistically talented, native peoples and other ethnic minorities, and the physically and intellectually handicapped.

A strong concern over school/community relationships has surfaced recently, Williams said. Teachers need to be thinking about taking part in policy-making on services that go beyond the traditional role of the school. These services might include:

- Daycare centers.
- The use of schools for civic activities, community lectures, concerts and sports events.
- Cultural activities including theatre, the arts and sports events.
- Recurrent education for workers and parents.
- Special education for retired persons.

(Continued on page 2)



Local presidents at one of the five workshops.

B.C.'s enrollment dip only temporary

Don't panic. The supply of kids has not dried up. In fact, it's on the increase and will shortly begin filling the classrooms again.

The decline in school enrollments will be much less severe and less sustained in British Columbia than in other Canadian provinces.

Teachers and education authorities must guard against panicky over-reaction to a relatively mild and brief dip in enrollments, because cutbacks imposed now will have seriously damaging effects on the school system when the number of pupils again increases.

This was the perspective sketched by Art Schwartz, research associate with the Educational Research Institute of B.C., for presidents of local associations attending a special BCTF conference on declining enrollment.

Schwartz has recently completed a report on the effects of declining enrollment on B.C. education. It is now being prepared for publication.

He said the picture of enrollment patterns presented by the Toronto-based national news media needs to be taken with a grain of salt by British Columbians. That picture is based on the Central Canada exper-

ience; it doesn't necessarily apply to B.C.

One major determinant of eventual school enrollment obviously is the number of babies born in the province each year. Schwartz reported that in B.C. in 1976, the last year for which preliminary data are available, the number of babies born was almost exactly the same as in 1964 soon after the peak of the last baby boom.

This means, he said, that by 1982 Grade I enrollment in B.C. will be climbing again and will keep increasing until some time in the 1990s.

Elementary school enrollment in B.C. today is approximately 314,000; by 1982 it will rise to 320,000. Secondary school enrollments now are 221,000; by 1982 they'll total only 196,000, but they'll increase as the wave of new children moves through the school system.

Only 33 of B.C.'s 75 school districts will suffer enrollment declines, Schwartz said, and some of those will be minute. Others will be huge. The declines will mainly affect urban and suburban areas of the Lower Mainland, Victoria, Central Vancouver Island, and the East Kootenay area.

Schwartz admitted his data 'don't take the heat off' those districts that will inevitably face an enrollment crunch, 'but provincially we are not going to face a crisis anywhere near the kind that people are going to face in Ontario, Quebec and other parts of this country.'

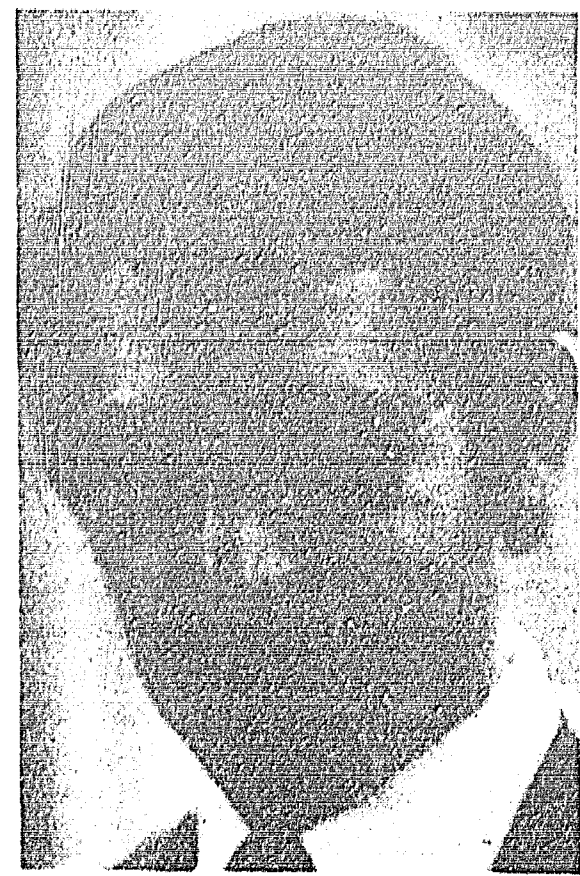
He said that teachers' associations, school board and the provincial government may have failed to look far enough ahead to see the reversal of the enrollment decline. And there is a danger, he warned, that policies may be set when numbers of students are diminishing that will create problems a few years down the road.

He challenged the local presidents to become more knowledgeable about how their school boards derive their enrollment forecasts, because a board's policies may be conditioned by the way in which data are gathered.

It's also important, he said, to know how closely the board is attuned to the land-use policies of its local or regional government: 'Land-use policies determine in a number of ways what the local industry will be like; industries generate jobs, jobs attract people, people look for housing, people have kids. And that's what ends up in the schools.'

The presidents, he said, should also analyze the mix of teaching skills needed to operate the schools in their districts. This may become important, he said, if boards seek to fire teachers on the statutory ground that they are surplus to the district's needs.

The boards will have to prove their case, Schwartz said, and local associations should be forearmed with their own assessment of the number of teachers and the combination of training and competence



Art Schwartz, ERIBC

needed to operate their district's school system.

As for an overall surplus of teachers, Schwartz said, 'what B.C. faces is not so much a surplus of place-bound teachers as it is a shortage of teachers who are willing to go and work where they are needed.' B.C. teachers still 'vote with their feet,' he said; in 1976, 19 school districts had a turnover of more than 20 per cent of their teaching force, five lost more than 30 per cent and one more than 40 per cent.

He advised teachers, when fighting staff cuts, to avoid the argument that reducing class sizes improves the child's educational experience. The early research on which that argument has usually been based has been effectively demolished by more recent studies, Schwartz said.

'It may be the person in front of that class which is the most important variable of all in determining how effective the learning experience of those kids proves,' he said.

New series answers pension plan questions

The receipt of the Actuarial Report on the Teachers' Pension Plan together with newspaper reports on public sector pension plans has aroused the interest of many teachers in their pension plan — benefits, administration, interest earnings, funding, etc.

The following is the first of a series of short articles to highlight different aspects of the plan.

For a detailed explanation of the benefits, please refer to pages 16 and 17 of the Members' Guide.

PENSIONS — ACCOUNTING SYSTEM OF THE TEACHERS' PENSIONS FUND

All credits and debits on pensions are made to the Teachers' Pensions Fund. However, for accounting purposes, the Fund is divided into three accounts:

1. Employee Contribution Account — contains the contributions of each employee who has not taken a refund or been granted a superannuation allowance plus the interest earned annually on each contribution. This account, then, 'belongs' to each individual contributor who has money in the plan and who is not receiving an allowance.

2. Pensions Account — When a teacher or beneficiary is granted an allowance, the actuarial lifetime value of the allowance is calculated. The contributions of the teacher plus interest are transferred from the Employee Account to the Pensions Account.

The difference between the value of the allowance when granted and the teacher's contributions in the Employee Contribution Account is transferred from the Employer Reserve Account.

Where the Employer Reserve Account has insufficient money to

meet the total difference in the value of all pensions granted in a year, money is transferred from the consolidated revenue of the province.

The Pensions Account, then, 'belongs' to each individual pensioner in that the Account contains sufficient money to guarantee payment of all the allowances in effect over the lifetimes of the pensioners and their beneficiaries.

3. Employer Reserve Account — contains the contributions made by the government as employer plus interest. When allowances are granted the difference between the actuarial lifetime value of the allowances and the contributions plus interest made by those to whom the allowances have been granted is transferred to the Pensions Account. This procedure automatically places the Employer Reserve Account in a deficit position each year.

This deficit must be met annually from the consolidated revenue of the province and is in addition to the normal contribution of government as employer.

In 1975, the last complete year for which published statistics are available, the following Account balances are recorded:

1. Employee Contribution Account	\$181,716,724
2. Pensions Account	140,224,590
3. Employer Reserve Account	0
Total — Teachers' Pensions Fund	\$321,941,314

In 1975 the government transferred \$4,913,519 from consolidated revenue to meet the deficit in the Employer Reserve Account.

Prince George group get results

The Prince George District Teachers' Association has launched its second formal grievance over inadequate school facilities, says Doug Smart, president of the PGDTA. And they have already had some success.

The grievance came over the state of sanitary facilities at Red Rock Elementary School, which consist of two unheated, uninsulated outhouses.

Smart, who visited the school prior to taking the grievance to his local executive, described the conditions as 'intolerable.'

Some of the Red Rock Elementary students, he says, are away from home for over eight hours a day and during the cold weather many do not use the outhouses. The situation is affecting the learning in the classrooms as well as student attendance.

At a school board meeting January 10 a partial solution to the problem was authorized by the administration with the requisition of five chemical toilets for an unused portable on the school site.

'It's a temporary solution,'

says Smart. 'The permanent solution to the problem is for the ministry to grant immediate approval for construction of a new school at Red Rock so that students do not have to face another year of this deplorable situation.'

The Prince George District Teachers' Association earlier launched grievance action over the facilities in the McBride Secondary science rooms. Ministry approval for the necessary renovations was given and the work on the science rooms is under way.

Des Grady on teacher liability

Can I be sued?

Perhaps it's the greater publicity given to a few landmark cases. Perhaps it's the increase in varied school activities both on and off school premises. Whatever the reason it is clear that the teachers in the public school system of British Columbia are very interested in the matter of teacher liability.

Could I be sued? What should I do to safeguard myself? Whose responsibility is it? These and similar questions are fortunately being asked before rather than after the fact and that they are being asked augurs well for the safety of all persons principally involved in the day-to-day operation of the public school system.

Considering that more than 500,000 pupils and approx-

ately 30,000 teachers and other adults come into daily contact or school activities there are relatively few cases which result in court action. However, with such activities as visits, field trips, athletic events, wilderness excursions, and even foreign travel becoming part of school life the hazards are there and precautions are necessary.

If a person is to be held liable for a negligent act, then the following elements must be proven:

1. The defendant must have a legal duty of care.
2. By his actions or omissions the defendant must have failed to conform to the standard of care required.
3. The failure to conform to the appropriate standard of care must be the cause of

the injury to the plaintiff. It need not be the sole cause but it must be a material cause bringing about the injury as a direct and natural consequence.

4. There must be actual loss or damage for the plaintiff to claim.

If all four elements cannot be established against a defendant then the incident is an accident and there can be no judgment against a defendant.

If all the elements are proven, the defendant will be found liable. If the defendant is a teacher and the cause of action arose when the teacher was acting within the scope of his or her duties as a teacher, then, with certain exceptions, insurance would satisfy the judgment.

NEXT ISSUE — The Teacher's Duty of Care

cont. from p. 1

Share strategies, Williams urges

- Integration of education with sabbatical leaves.
- Retraining workers and helping them adapt to technological change.
- Teaching disabled and disadvantaged adults.
- Industrial training programs.
- Helping new Canadians adapt to Canada.

Teachers still have strong public support, he said, as two recent national surveys have shown.

'We have a mandate from the public to get on with the job,' he said. 'We have to show the vision and the foresight to enlarge the scope of our present operations and to be influencers within the community to see that the needs identified are met ...'

'We need concise, integrated policies now to meet the needs of our young people.'

Later, Williams warned that there is a danger that public authorities — and teachers as well — may take too simplistic a view of the declining enrollment phenomenon. Educational authorities seem to be adopting the principle that fewer students should cost less to educate. It would be equally simplistic for teachers to spend all their energies trying to protect what is or ward off what might be.

Enrollment fluctuation is a provincial problem, Williams said, but not one for which a provincial teachers' organiza-

tion can prescribe a single province-wide answer. The problem must be dealt with at the school district level by local associations.

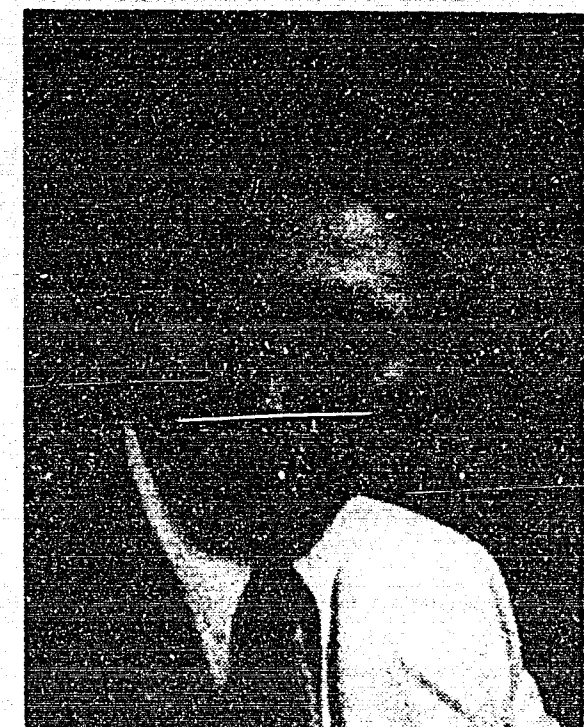
Teachers must develop local strategies and tactics, then share them with their colleagues in other areas, he said. 'Strategies that work we must

identify and share; those that don't work we discard immediately.'

BCTF must give its members a clearer picture of the enrollment problem, Williams said, and must challenge teachers to think about the positive as well as the negative implications of the situation.

Williams cautioned teachers not to become unduly concerned as the burgeoning public debate over declining enrollment heats up in the media.

Much of what appears in the media will not reflect the teachers' viewpoint, he said, and that's to be expected. But it's important that teachers make their own positions and policies clear. If they do that, he said, they will find the media receptive. This can best be done at the school district level where individuals and small groups of teachers can be most influential.



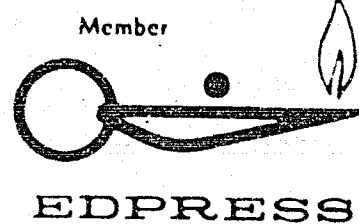
Len Williams, CTF

BRITISH COLUMBIA TEACHERS' FEDERATION
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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.



A golden opportunity say N. Van teachers

Mr. Premier and Members of the Cabinet: First of all, may we express our thanks for this opportunity to meet with you, and to be able to share both some of our accomplishments and some of our concerns.

We believe that the North Vancouver School District has attained an enviable reputation across this province for its educational program — a reputation which, in our opinion, is well deserved.

The district has, over a long period, established and maintained a strong program in the 'basic skills' for students, as has recently been demonstrated by the very favourable results of the Provincial Assessment Program.

Further evidence has been provided by annual scholarship results, and outcomes of standardized testing, which always place our District norms well above the average.

But the students of North Vancouver have received much more than basic skills. They have also been provided one of the broadest programs in the province.

Parents as recently as last spring, during our public meetings on the core curriculum, again made clear their desires for such a broad program.

As a result of a firm commitment to the importance of effective personal contact between teachers and students, the District has made a concerted effort to lower class size and pupil-teacher ratio.

We believe this has brought both human and instructional benefits. Major effort has also been expended to develop special programs for students in need.

During the past year an already-superior special education program was improved through the extension of an alternate school for delinquents and secondary 'drop-outs', the addition of a special diagnostic centre for children with learning difficulties, and additional staff assistance to several schools in lower socio-economic and ethnically-mixed communities.

Special Indian education programs have been developed as a result of a close Board/Indian Band liaison which we believe may be a model for many other areas.

Such efforts are no doubt partly due to the ability of the District to attract and keep a highly-competent teaching, administrative, and non-professional staff, and to maintain a strong co-operative Board/Administration/Teacher relationship. This has become an innovative, exciting school system — one where it is not uncommon to have parents advise us that the schools are one reason for living here.

The District is also one which has provided frequent leadership to the rest of the province through sharing of ideas and personnel as consultants.

At present, our curriculum and professional development efforts are attracting attention far beyond our own borders.

The following is a joint brief to the Provincial Cabinet by the North Vancouver School Board and the North Vancouver Teachers' Association, October 27, 1977.

It was prepared and presented by Gerry Addy, principal; Cliff Adkins, trustee; Ted Archibald, North Vancouver Teachers' Association president; Len Berg, secretary-treasurer; Dr. Rod Wickstrom, superintendent; and Dave Williams, trustee and board chairman.

North Vancouver also pioneered in the provision of community schools in B.C. as a means of encouraging closer school-community liaison. One important outcome of that development has been maximizing the use of school buildings by the community.

To list our accomplishments and sources of pride is not to suggest that we are without our problems, and we would like to share with you today three areas of difficulty which, we believe, are also of significance to you.

1. COSTS

Certainly not the least of our concerns is the impact of our educational program on the local taxpayer. We accept, and believe that our parents accept, the notion that a superior program will have additional costs, and that at least some of that cost must be borne by the users of the services.

However, we cannot escape the conclusion that much of the difficulty is a direct result of a relatively low level of financial commitment to education by the province.

Ours is a good program, but it is not an elaborate or luxurious one. All students in B.C. should have the opportunities that are provided in North Vancouver.

Yet the local taxpayer's share of our total budget has increased steadily from 50.65% to 60.45% over the past 5 years.

At the same time, educational expenditures in the province as a percentage of the provincial budget have steadily decreased from 31% in 1971 to 23.8% in 1976.

Or, if expenditures for elementary and secondary education only are considered, the percentages are 19.6% in 1971, down to 14.5% in 1977.

The tables attached to this brief illustrate that provincial effort in education is low relative to other provinces. Indeed, B.C. has:

- the lowest per capita expenditures on education of any province except New Brunswick and Prince Edward Island;
- the lowest expenditures on education per capita of the labour force of any province;
- the lowest education expenditures as a percentage of personal income of any province;
- lowest percentage of the gross provincial product spent on education of any province.

It is our suggestion, therefore, that this province is

clearly not doing its share in investing in the futures of our young people through education.

2. BUILDINGS DEVELOPMENT

During the past year, particularly, our District has been severely frustrated in efforts to conduct effective planning for school building developments and improvements.

At a time when it finally appeared that an orderly and sensible process was being developed through the annual Capital Expense Program, it seems that the program has fallen into disarray.

Projects which are once approved are later rejected, and action on proposals is subject to lengthy delays.

We must assume these problems are the result of two factors — first of all, a lack of recognition on the part of Government of the need for up-grading and extending facilities even in a time of declining enrolment, and secondly, frequently shifting priorities which destroy orderly planning.

Numerous examples can be given of the difficulties created in our own District through the inadequacy of present approaches.

Such difficulties in our view, require correction.

3. DECLINING ENROLMENT

Recently, much attention has been focussed on declining enrolments. Our District has been one which is seriously, although possibly temporarily, affected by this change.

The problems encountered are considerable. Reduction and transfer of staff and closure of schools are emotionally-charged issues, resulting in morale problems.

As enrolment declines, an increasing problem arises of 'fitting' existing personnel into positions for which they may not be well-suited. Re-training of staff is required, with resulting costs.

Since new staff hiring is minimal, the average age and experience of personnel increase, and per pupil costs accordingly rise.

Provision of District services also becomes more difficult to maintain as the student population decreases. Provincial grants do not reflect these needs. Indeed, it would appear that Government policy is to reduce further the expenditures on education as enrolment declines.

It is our contention that enrolment decline should instead be viewed as a 'golden opportunity' for a significant thrust in improving the quality of education in this province.

Mr. Premier, Members of the Cabinet, may we once again express our gratitude for this opportunity.

We hope that our contribution will be received as it is intended — as a statement of pride in our accomplishments, but also as a positive contribution to your considerations of future needs and aspirations of the people, not only of North Vancouver, but throughout the province.

Where your money went, by program

The following statement is not part of the official audited financial statements, but is provided as supplementary information for the benefit of the membership.

An audited statement will come to each member in the AGM call to meeting notice.

COMPARATIVE PROGRAM EXPENDITURE SUMMARY for the YEARS ended JUNE 30

Program	Actual 1976-77	Budget 1977-78	Difference Increase/ (Decrease) %
A. Government of the Federation			
6 Employment Information Service	\$ 23,465.16	\$ 28,339.00	20.8
8 Membership Services — Personal	179,758.83	218,570.00	21.6
29 AGM			
A. Convention	107,517.83	125,505.00	16.7
C. Constitution & By-Laws; Policies & Procedures	18,576.33	22,836.00	22.9
46 President & First Vice-President: Duties Not Included in Other Programs	30,186.78	22,418.00	(25.7)
47 Executive Committee	118,564.79	128,286.00	8.2
48 Representative Assembly	152,456.73	181,284.00	18.9
49 Services to Local Associations & District Councils Not Provided for in Other Programs			
A. General	117,735.79	119,716.00	1.7
B. Summer Conference for Presidents	34,313.73	38,322.00	11.7
58 Canadian Teachers' Federation	185,927.13	207,503.00	11.6
Totals (A)	\$ 968,503.10	\$ 1,092,779.00	12.8
B. Management			
3 General Administration: Staffing and Personnel Services			
A. Staffing — Administrative	\$ 87,010.35	118,139.00	35.8
B. Non-Administrative Personnel Services	62,693.02	83,660.00	33.4
C. General	32,779.54	41,369.00	26.2
20 Planning & Control	37,442.43	48,930.00	30.7
55 Treasury	(357.67)	17,773.00	5,069.1
Totals (B)	\$ 219,567.67	\$ 309,871.00	41.1
C. Administrative & Building Services			
10 Membership — Policy, Records & Fees	\$ 109,097.38	\$ 119,866.00	9.9
14 Support Services			
A. General	185,189.23	210,454.00	13.6
B. Printing, Binding & Mailing	(7,064.53)	27,769.00	493.1
E. Resources Center	67,198.01	74,109.00	10.3
54 Accounting & Computer Information Systems	179,137.48	200,880.00	12.1
56 Building & General Services			
A. Building Management	222,560.13	246,237.00	10.6
B. General Services & Supplies	254,741.01	262,032.00	2.9
57 Building Project	44,613.20	28,606.00	(35.9)
Totals (C)	\$ 1,055,471.91	\$ 1,169,953.00	10.9

D. Promotion of Educational Processes			
23 PD Support Programs			
A. Training	\$ —	\$ 98,010.00	—
B. Research	—	86,948.00	—
C. PD Communications & Office Services	—	—	—
D. PD Organization	—	—	—
24 Learning Conditions	307,568.81	267,240.00	(13.1)
30 Commission on Education Task Force	1,973.50	11,601.00	487.8
38 A. School Staffing	5,157.53	7,801.00	51.3
B. School Buildings, Grounds & Facilities	14,917.19	26,949.00	80.7
C. Authority & Responsibility	10,928.97	15,578.00	42.5
D. Racism	26,332.64	43,955.00	66.9
40 Professional Development Services			
A. Teacher Education	29,613.92	36,207.00	22.3
B. Services to PSAs	83,101.04	92,860.00	11.7
C. PSA Council	12,862.25	19,021.00	47.9
D. Professional Development Services (PDAC)	254,168.47	227,334.00	(10.6)
E. Lesson Aids	26,534.14	16,292.00	(38.6)
64 Status of Women	76,351.34	86,310.00	13.0
Totals (D)	\$ 849,509.80	\$ 1,036,106.00	22.0
E. Salaries, Income Protection & Working Conditions			
60 Salaries & Bonuses			
A. Negotiation & Arbitration	\$ 319,994.06	\$ 313,959.00	(1.9)
C. Teacher Qualification Service	51,353.56	55,299.00	7.7
61 Income Protection			
A. Pensions	39,769.67	58,956.00	48.2
B. Salary Indemnity	(50,482.39)	(43,079.00)	14.7
C. BCTF Assistance Society	11,453.55	11,212.00	(2.1)
D. General	44,533.93	47,009.00	5.6
62 Education Finance	7,616.19	8,014.00	5.2
Totals (E)	\$ 424,238.57	\$ 451,370.00	6.4
F. Influencing the Public & Governmental Education Policy			
1 Public Relations			
A. General	\$ 106,238.28	\$ 124,469.00	17.2
B. BCTF Newsletter	103,465.92	112,886.00	9.1
C. The B.C. Teacher	54,053.39	56,220.00	4.0
2 Influencing Education Policy			
A. General	66,863.00	96,018.00	43.6
D. Labor Liaison	33,638.78	14,327.00	(57.4)
Totals (F)	\$ 364,259.37	\$ 403,920.00	10.9
G. Other			
19 Services to Members Not in Other Programs	\$ 28,643.85	\$ 34,230.00	19.5
31 International Assistance	61,463.24	59,409.00	(3.3)
Totals (G)	\$ 90,107.09	\$ 93,639.00	3.9
Grand Totals	\$ 3,971,657.51	\$ 4,557,638.00	14.8

cont. from p.1

Centralized programs, costly mistake — Brady

faith in education and a loss of trust in teachers and schools.

'Teacher layoffs will not be a concern except in a very few districts. Even in these districts there is little likelihood of layoffs, at least over the next year or two, if we can strengthen public confidence in education and in teachers.'

'I see not just threats but opportunities.'

'For the first time in three decades we have an expanded capacity to pay for a slightly declining clientele. But we have the chance to think about a different model of schooling. Now when some districts are faced with the possibility of school closures, because enrollment in an elementary school will fall below 350 — or some other arbitrary figure — we are going to be forced to rethink our model of schooling.'

'How big should a school be? Edward Pino argues that schools are already out of scale to man and that schools should not have more than 150 students. If we think seriously about questions such as this, we may be able to introduce some very beneficial changes.'

'Let there be no mistake that one of our primary aims is to continue to ensure the security and well-being of the individual member.'

'Our long-term security, of course, rests in providing services that are relevant to the community and prized by that community. This means professional development and curriculum development especially must become even higher priorities, and there must be increased assistance and support for provincial specialist associations.'

'To shrink from our long-term quest for better education, for equalizing learning opportunities and for improv-

ing learning conditions in the face of difficult economic and social conditions would be to abandon the great experiment of education for democracy with the wheel only half turned.'

'Our choice instead is to push the wheel on through the whole revolution, whatever the difficulties.'

In the third theme of his speech, on the role of local associations during this time of fluctuating enrollment, Brady gave direction for a changed relationship between the provincial body and the local association that could have far-reaching implications in the life of the federation.

'There is no single model or approach that will suit locals with declining, stable or increasing enrollment,' he said.

'Victoria is faced with the

threat of school closures, while Prince George has been waging a struggle to accelerate the pace of new school construction.'

Brady gave general principles for effective locals. Schools, he said, are the unit for local advocacy with the school board.

One of the major functions of the BCTF, he said, will be to support, advise and serve as a resource center for local associations.

'I think that the attempt to design elaborate programs centrally and then try to apply

them to all locals has been an error — a costly mistake.'

'The proper emphasis should be on local program planning. The function of the BCTF should be to assist the locals in planning and implementing their own programs.'

'That is the direction in which we are trying to move.'

It is vital, the president concluded, that all members be made aware of the situation. 'We can no longer afford the luxury of non-participation,' he said. 'It is only through co-operation that we can achieve our long-term goals.'

Case against cutbacks

1. The basic levy is not a local property tax. It is a provincial tax, set by the provincial government and collected locally. Any increases in this tax are the fault of the provincial government. For school boards to cut their budgets in response to the 5 mill increase would give the appearance that the increase was a result of local decisions.

2. Current rates of property taxation are not high for people of modest or average means. Only people with large values of property are required to pay high taxes. After home owner grants are applied only 8.4 per cent of school costs now falls on residential property owners. This year's changes in assessments will have the effect of making school taxes bear a more equitable relationship to property values.

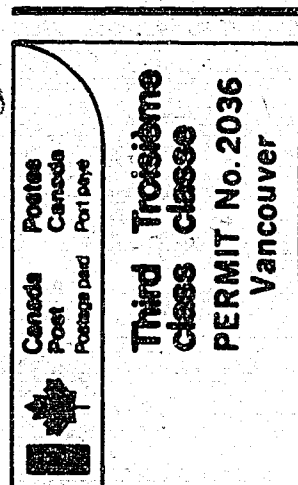
3. The increase in the value of assessments in most districts and a reduction in the amount above the basic education program reduce the amount which has to be raised by local decision.

4. The intention of the government to remove costs of operating regional colleges from school district budgets could offset some of the mill rate increase.

5. Educationally, this is no time for cuts in services.



Pat Brady, BCTF



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