

THE HISTORY AND FUNCTION OF THE ALBERTA
TEACHERS' ASSOCIATION, ALBERTA

BY

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ADDENDUM

On page 37, first paragraph, the second sentence should read as follows: "The Board is made up of sixteen members, five from the University of Alberta, five from the Department of Education, three from the Alberta School Trustees' Association, and three from the Alberta Teachers' Association."

ACKNOWLEDGMENT

The writer wishes to thank Dr. Hendrik de Bruin for his time, guidance and assistance in compiling this paper. Thanks are extended to Mr. Hugh A. Doherty and the ATA for the interviews and related literature and to Mr. John Koshuta and Mr. Virgil Moshansky for the legal material. Appreciation is also extended to the members of the committee, under the chairmanship of Dr. Willis Vandiver, who have patiently given their time and assistance.

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ABSTRACT

There are many teachers' organizations in the United States and Canada. Due to some misconceptions and a professional desire to learn more about the Alberta Teachers' Association, teachers from outside Alberta have posed many questions.

Statement of Problem

This investigation was undertaken to present the history of the Alberta Teachers' Association, with respect to its organization, structure, development, growth, services rendered to teachers, and to show the influence and impact on the teachers and education.

Procedures

The procedure of documentary analysis was employed. The writer received and reviewed documents from the Government of the Province of Alberta. He also interviewed the General Secretary and reviewed literature of the Alberta Teachers' Association.

Conclusions

From this study, the following important conclusions were ascertained: (1) John W. Barnett played a major role in organizing and developing the Alberta Teachers' Association; (2) the ATA is the official organ of all the teachers of Alberta; (3) the ATA has gained many privileges for its teachers; and (4) it has put forth efforts into educational research, curriculum development and professional improvement of its members.

CHAPTER I

INTRODUCTION

The Alberta Teachers' Association is the only official organ of all the teachers as well as of some university professors in Alberta, a Province of Canada. Due to some misconceptions and a professional desire to learn more about this association, teachers from outside Alberta have posed many questions. The writer deemed it imperative to clarify the situation, so he investigated, reviewed, and related the history of the organization, the structure, the development, the growth, and the services rendered to the teachers, educators and education by this association.

Statement of Problem

The purpose of this study was to investigate and present the history of the Alberta Teachers' Association, with respect to its organization, structure, development, growth, and services rendered to the teachers, teaching profession and education.

Specifically, this study has answered the following questions:

1. When and by whom was the association first organized?
2. What is the composition of the executive, its duties, total membership and fees?
3. What is the "Code of Ethics" and what are the governing regulations?
4. What services does it perform to the teachers, Department of Education and the University of Alberta?

5. What are its long range policies?

Procedure

The procedure of documentary analysis was employed in the following manner:

1. The writer received and reviewed documents from the Government of the Province of Alberta, on the legalization and incorporation of the association.
2. The investigator interviewed and received literature from the General Secretary of the Alberta Teachers' Association, Edmonton, Alberta, pertaining to history, laws, by-laws, and function of the association from the past to the present.

Limitations

This study was limited to the history and functions of the Alberta Teachers' Association, Alberta, from the time of incorporation to the present day, in order to show the influence and impact on the teachers and education.

Definitions

ATA means the Alberta Teachers' Association.

CHAPTER II

REVIEW OF LITERATURE

Literature was examined and reviewed by the reader to determine what prompted the organization of the original teachers' union. A comprehensive study was made of the conditions then and now. A further study revealed that great progress had been made in the growth, solidarity, recognition, and services of the Alberta Teachers' Association from the time of its formation to the present. Because John Walker Barnett¹ was so devout to his appointed position, the organization of the ATA became a reality.

Biographic Sketch of John Walker Barnett

John Walker Barnett was born in 1880, Grantham, Lincolnshire, England, where he received his early education. He was trained as a teacher at Westminster College, London, and taught in England until he emigrated to Canada in 1911. He was married and had a family of four children.

John Walker Barnett became aware of rural teaching conditions when he taught in a country school near Lougheed, Alberta. Later he moved to Edmonton, Alberta, as supervisor of music and for a short time he was registrar at Alberta College (private school), Edmonton. Finally

¹Eyres, W. Roy, Sketch of John Walker Barnett, ATA Handbook, p. 11, 1963.

he became a staff member of Strathcona High School, Edmonton, Alberta. It was at this time that the Alberta Teachers' Alliance was formed. John Walker Barnett held the position of general secretary-treasurer of the Alliance from the time of its inception in 1917 till 1935 when it became an Association and continued in that capacity until he retired in 1946. On June 29, 1947 he died after a brief illness.

During the thirty years from 1917 to 1946, due to John Walker Barnett's tireless efforts and his determination to raise the status of the teaching profession, the "Alliance" grew from a membership of some 700 teachers to an "Association" which included all the teachers in Alberta, be they teaching in public, private or separate (parochial) schools.

The Teaching Profession Act² of 1935 recognized the Alberta Teachers' Association as the official "Association" of all the teachers of Alberta. It was in 1936 that the Alberta Teachers' Association was incorporated as a legal body and recognized as a union under the Alberta Labor Act³ in 1941. These were achieved primarily due to John Walker Barnett's persistent pressure on the Government of the Province of Alberta.

Under John Walker Barnett's leadership the Association established the Board of Reference,⁴ secured a pension scheme for teachers,

²McLean, W. D., King's Printer, The Teaching Profession Act, Statutes of Alberta, Chap. 81, Art. 1, Apr. 23, 1935.

³Shnitka, A., King's Printer, Alberta Labor Act, Statutes of Alberta, March 30, 1941.

⁴McLean, W. D., King's Printer, The School Act, Statutes of Alberta, Chap. 297, Art. 352, Sec. 1, (Revised Statutes) (equivalent to U. S. State Board of Education) 1955.

obtained representation on such public educational bodies as the Senate of the University of Alberta, the Teacher Education and Certification Committee and various committees of the Department of Education.

In 1947, as a public tribute to John Walker Barnett's contribution to education and the teaching profession in Alberta, he was awarded posthumously the honorary degree of law (LL.D.) by the University of Alberta. The Alberta Teachers' Association, as an everlasting memory, named their new office building Barnett House.⁵

Realization for Need of Organization

As the reader examined the literature, he discovered a multiplicity of reasons why teachers needed an organization. Besides teachers being ill-treated by the local school boards, by the people generally and by the Department of Education (as will be pointed out later), teachers lacked understanding of professionalism.⁶ There were instances where teachers under-bid others to secure a teaching position. There was a lack of ethics.

At the beginning of World War I, the Edmonton School Board, without consulting with the teachers, voted a stiff percentage of the teachers' salary to be contributed to a National Servicemen's Welfare Fund.⁷ The teachers felt ill-treated, but could do nothing about this matter, since there was no union or teachers organization whereby a

⁵Eyres, W. Roy, op. cit., p. 11.

⁶Powell, A. J. H., A Short Memoir, Alberta Teachers' Alliance, 1962.

⁷Ibid.

protest could be lodged.

At this time, too, there were no salary schedules worth the name and no collective bargaining. Local school boards hired teachers on any salary the teacher agreed to accept. As a result teachers underbid each other in order to secure a teaching position and salaries declined.

As the war progressed, many teachers enlisted in the armed services, some entered other callings where remuneration was more attractive and working conditions more amenable, thus creating teacher shortages.⁸

Due to the teacher shortage, people with tenth grade education were teaching school by a "Letter of Authority" issued by the Department of Education. Teachers were recruited from Eastern Canada and the United States to fill the gaps, but as could be expected, the gaps were never filled and the services were patchy and inadequate. Furthermore, school buildings were inadequate, supplies meager or non-existent, textbooks below minimum, and playground equipment nil.

The teachers had no security of tenure and there were no pension plans. Too many teachers were dismissed with a "drop of the hat". Favoritism, biasness and illegal procedures were used by school boards to dismiss teachers and hire others with inferior or no qualifications and at lower salaries. Some school boards even reduced teachers' salaries in order to supplement the building of new schools, as was the case at Blairmore, Alberta.⁹

⁸Eyres, W. Roy, op. cit., p. 12.

⁹Powell, A. J. H., op. cit.

It wasn't until 1920 that the teachers attacked the problems that confronted them. On July 1, 1920, John Walker Barnett, at the Easter Convention, Calgary, Alberta, was appointed full time general secretary-treasurer and organizer of the Alberta Teachers' Alliance¹⁰ at a salary of \$500 a month including expenses. His duty was to organize the teachers in order to rectify their plight.

Pioneer Work of John W. Barnett and ATA

The organization of teachers fell squarely on the shoulders of John W. Barnett from here on. His constituency consisted of some 5000 teachers scattered throughout the province of Alberta. He had to go out and sell the idea of professional solidarity, priced at five dollars per year. There were no hard top highways, no bus services, no centralized schools, and no local teacher organizations. Each teacher had to be canvassed individually. Every September, John W. Barnett set off from Edmonton in a McLaughlin or Jewett car down the Calgary trail and made his stop in every town, village, and hamlet, soliciting membership in the ATA. From here he canvassed rural schools, following wagon trails and walking when roads became impassable. But he still carried on his mission.

The general public looked grimly upon John W. Barnett and discouraged many teachers about joining the Alliance, branding it "Just a bunch of Reds".¹¹ Some teachers were dismissed by local boards when they joined.

¹⁰Eyres, W. Roy, op. cit., p. 13.

¹¹Powell, A. J. H., op. cit.

The Alberta Educational Association, set up by the Department of Education, strived desperately to head off any radical self-organization measures of the teachers. John W. Barnett disregarded the attempts of the above association and worked harder to achieve his goal. He unceasingly visited annually, every teacher possible, attended every teachers' convention, and organized teacher groups for the promotion of the Alliance. For twenty years he made annual tours for the purpose of organizing teachers and collecting annual dues.

From 1918 until 1934 the provincial government totally ignored and failed to recognize the Alliance and its demands for recognition and the plight of the teachers. Many teachers were not paid during the depression years. "It is estimated that rural teachers of the province were owed more than \$400,000 in overdue salaries."¹²

In 1934 a plebiscite of qualified teachers of the province, whether members or not of the Alliance, was taken, on the matter of the Teaching Profession Bill.¹³ The vote was overwhelmingly in support of such a bill. In the new bill the name of the organization was changed from Alberta Teachers' Alliance, to the "Alberta Teachers' Association".¹⁴ One significant clause of the bill, "providing that every qualified teacher serving in the public schools of the province should, as a condition of his engagement with the school board, be a member of the Alberta Teachers' Association", was defeated on a split vote of the

¹²Powell, A. J. H., op. cit.

¹³Eyres, W. Roy, op. cit., p. 14.

¹⁴McLean, W. D., op. cit., Chap. 81, Art. 2.

cabinet.

With the coming of the Social Credit Government in Alberta, in 1935, under the leadership of Premier William Aberhart, the Alberta Teachers' Association began to gain sympathy and recognition. William Aberhart, himself being a teacher, realized the teachers' plight and position. It was during the fall of that year that a complete referendum of all the teachers was held pertaining to compulsory membership. John Barnett and other experienced ATA members met teachers at numerous fall conventions. When balloting was completed, "the teachers endorsed compulsory membership with a 96 percent return".¹⁵ As a result of balloting and because of John W. Barnett's pressure upon the provincial government, compulsory membership for teachers in the Alberta Teachers' Association became law at the next Legislative Assembly session of Alberta. Under the scope of School Ordinance and the Regulations of the Department of Education¹⁶ the department could and did withhold membership dues of all teachers from the school grants to school districts and paid them over in lump-sum to the office of the ATA.

In 1936, the present Board of Reference¹⁷ was established in the School Act. This board handled grievances of teachers and school boards if either party broke contract illegally.

¹⁵Powell, A. J. H., A Short Memoir, Toward the Light, Alberta Teachers' Alliance, 1962.

¹⁶McLean, W. D., op. cit., Chap. 81, Art. 10, Sec. 2.

¹⁷Shnitka, A., Queen's Printer, The School Act, Statutes of Alberta, Chap. 287, Art. 351-357, Revised Statutes, 1955.

In 1939, The Teachers' Superannuation Act¹⁸ was approved. This was a first step towards the establishment of a satisfactory pension scheme for the teachers of Alberta.

A Certification Committee, with representatives from the Department of Education, University of Alberta, and the ATA was set up in 1939, without statutory authority. This committee, spearheaded by the ATA, constantly advocated the establishment of the Faculty of Education for teacher training. In 1944, the Certification Committee received statutory recognition by Order-in-Council,¹⁹ providing for the Faculty of Education at the University of Alberta, to assume responsibility for the training of teachers, the taking over of Normal Schools, which held that responsibility. In this same order the Certification Committee became the Board of Teacher Education and Certification.

The Labor Act of 1941²⁰ recognized the ATA as a labor union, thus giving the teachers the right to collective bargaining and the right to strike.

From the foregoing it is quite evident that the foundations of the Association were strongly and firmly established, primarily due to the strenuous efforts of John W. Barnett.

¹⁸Shnitka, A., King's Printer, Act to Establish Teachers' Retirement Fund, Statutes of Alberta, Chap. 21, Art. 1-13, Mar. 31, 1939.

¹⁹Shnitka, A., King's Printer, Order-in-Council, The Alberta Gazette, Vol. 40, 1944.

²⁰Shnitka, A., King's Printer, Alberta Labor Act, Statutes of Alberta, 1941.

CHAPTER III

GOVERNMENT, DUTIES AND SERVICES OF THE ATA

Since its incorporation in 1936, the membership of the Alberta Teachers' Association has grown from some 700 teachers to the present membership of approximately 14,000 teachers.

The administrative body has grown proportionately from an Executive Council of three (3) members and one staff officer to the present fourteen (14) members (to be discussed later) and seven (7) staff officers.

Because of the growth in membership, the realization of the need of professionalism, and the desire to upgrade education, the ATA through its objectives has extended various services to the teachers. It is attempting to execute the duties and fulfill the responsibilities to which it is obligated.

Objectives

The Teaching Profession Act of 1955¹ regards it a duty of all professionally minded teachers to formulate, support and advance the objectives of the Association. The objectives of the Association as outlined in the above Act are:

1. to advance and promote the cause of education in the Province of Alberta,

¹Shnitka, A., Queen's Printer, The Teaching Profession Act, Statutes of Alberta, Chap. 331, Art. 4, (Revised Statutes) 1955.

2. to improve the teaching profession
 - a. by promoting and supporting recruitment and selection practices which ensure capable candidates for teacher education,
 - b. by promoting and supporting adequate programs of preservice preparation, internship and certification,
 - c. by promoting the establishment of working conditions that will make possible the best level of professional service,
 - d. by organizing and supporting groups which tend to improve the knowledge and skill of teachers,
 - e. by meetings, publications, research and other activities designed to maintain and improve the competence of teachers, and
 - f. by advising, assisting, protecting and disciplining members in the discharge of their professional duties and relationships.
3. to arouse and increase public interest in the importance of education and public knowledge of the aims of education, financial support for education and other education matters.
4. to cooperate with other organizations and bodies in Canada and elsewhere having the same or like aims and objectives.

Government of the Association

The association is governed as stated herein:

"The Alberta Teachers' Association shall be governed by an Annual General Meeting which shall be held during Easter week of each year or at such other time as its Executive Council deems expedient. The Annual General Meeting shall be composed of the officers, the Executive Council and, as provided by the by-laws, the delegates from local associations."²

"The basic principle upon which the Alberta Teachers' Association's constitutional structure is based is the principle of responsible government."³ This means that the Association's executive body, the Executive Council, is responsible to the membership through the legislative body, the Annual General Meeting. In addition to this responsibility, each Executive Council member is responsible to the constituents in the geographic area which he represents. The president and vice-president are responsible to all the teachers of Alberta. All active policy must first be made official by the Annual General Meeting, which is made up of counselors from each of the locals in the province. The Executive Council, its employees and the staff officers must operate within the sphere of articulated policy.

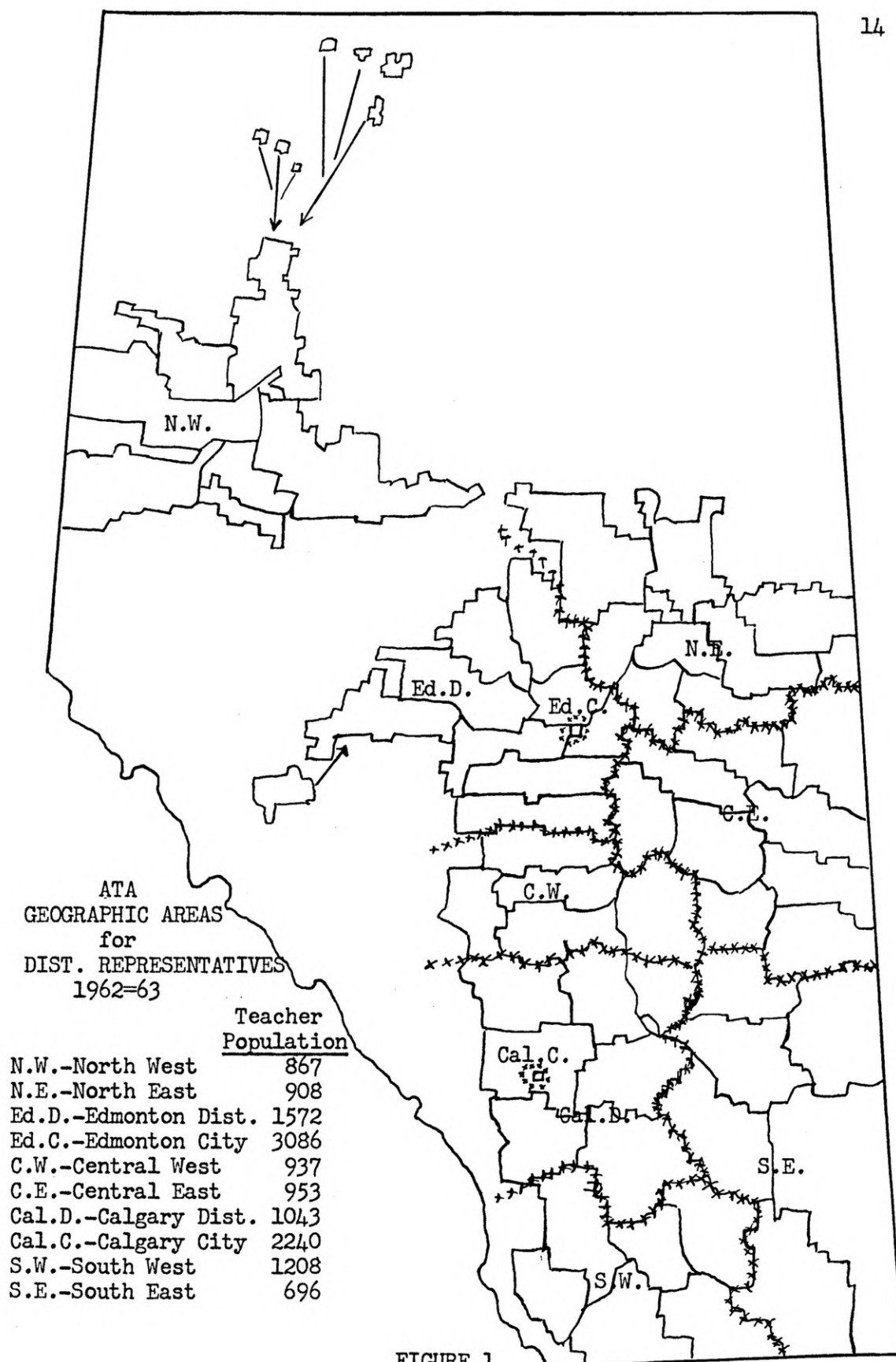
To date, the Annual General Meetings have been held alternately in Edmonton and Calgary, during Easter week, as stated in the Teaching Profession Act.

The Executive Council is the executive body of the Association. "The Executive Council shall consist of fourteen (14) members, namely, the president, the vice-president, the immediate past president, the executive secretary and ten (10) district (geographic) representatives."⁴ Figure 1.

²Shnitka, A., op. cit., Chap. 331, Art. 10.

³Eyres, W. Roy, op. cit., p. 191.

⁴Eyres, W. Roy, op. cit., Art. 25, Sec. 1, p. 201.



The president, vice-president and the district representatives hold office from the time of their installation until their successors have been elected and installed into office. They are elected by secret ballot of the members of the Association. The president and vice-president are elected annually by all the teachers for a term beginning the first day of July of each year. The executive secretary-treasurer is appointed by the Executive Council.

The Province of Alberta is divided into ten (10) districts (geographic areas) as shown in Figure 1. Teachers within each district elect by ballot a member to represent them on the Executive Council. The district representatives are elected for two years, half of them stand re-election annually.

The Executive Council must meet once a month. The date of the next meeting is set in advance. A special meeting(s) may be called in addition to the regular meeting if matters necessitate it. This special meeting deals only with the emergent matters as set out in the special agenda for that meeting.

The Annual General Meeting is composed of the Executive Council and duly accredited counselors of locals.⁵ The number of counselors representing a local is on the basis of one counselor for every fifty (50) or a fraction thereof provided that each local is represented by at least two (2) counselors. There are seventy-two (72) locals in Alberta, Figure 2. It is at the Annual General Meeting that the constitution of the Association may be changed, new by-laws approved, other by-laws repealed, and the policy of the Association established for the

⁵Eyres, W. Roy, op. cit., Art. 8-11, p. 198.

Division of Alberta
Into ATA Locals

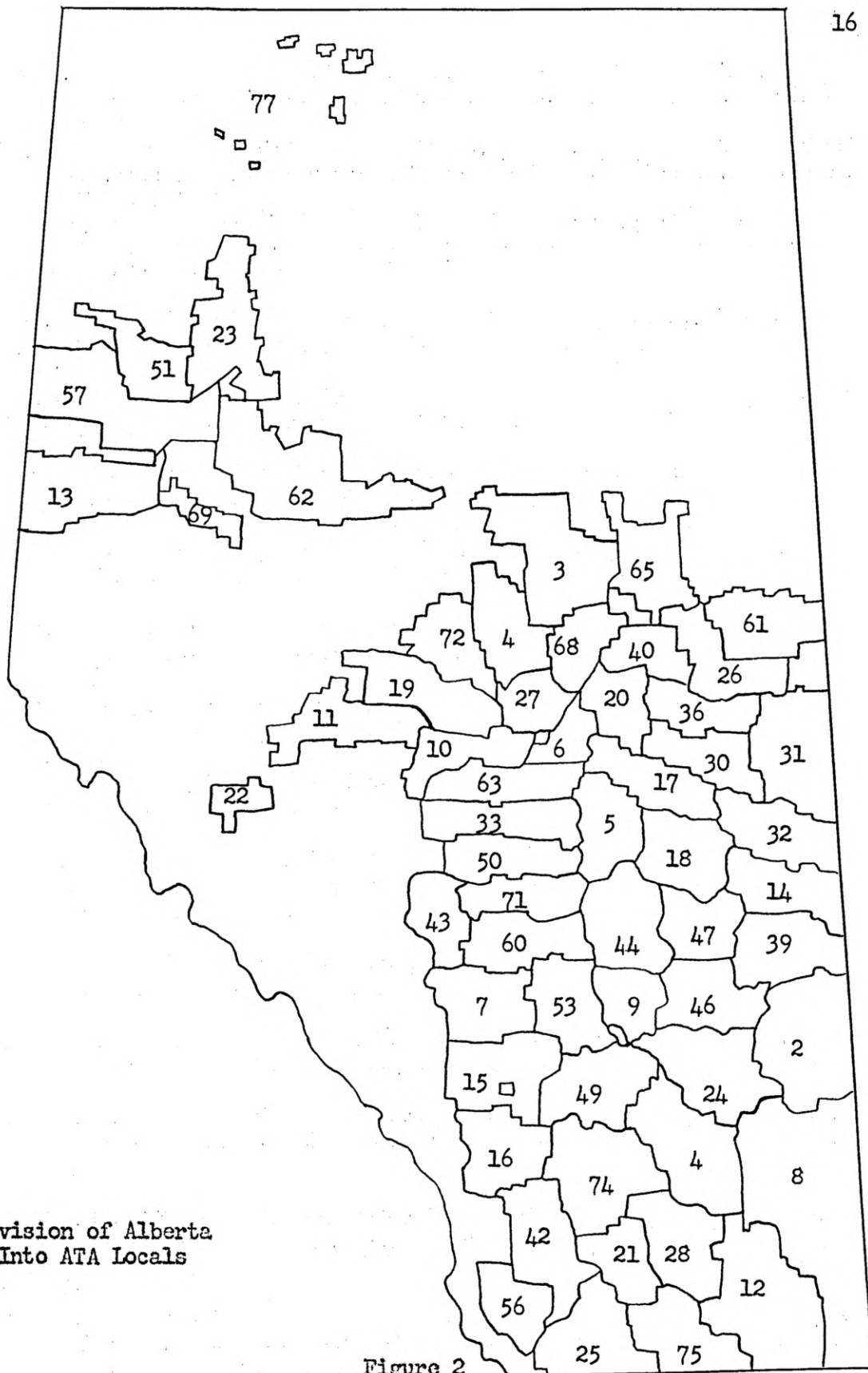


Figure 2

ensuing year.

Membership

The Teaching Profession Act as amended in 1955, defined the membership of the Association on the foregoing basis:⁶

1. The membership of the Association is composed of active, associate, life, honorary, and student members.
2. Only teachers who are employed by school boards, other than as superintendents, may be active members of the Association.
3. The following teachers are eligible to become associate members by applying personally and by paying the prescribed fees:
 - a. superintendents employed by the school boards,
 - b. teachers employed by the Department of Education,
 - c. members of the Faculty of Education of the University of Alberta and teachers engaged in teacher education in any of the affiliated colleges within the province,
 - d. teachers in provincially operated schools of technology, schools of agriculture, schools for handicapped children and correspondence schools,
 - e. teachers in private schools and kindergarten,
 - f. unemployed teachers,
 - g. teachers pursuing further studies on a full-time

⁶Shnitka, A., op. cit., Chap. 331, Art. 6, Sec. 1-6.

basis,

h. retired teachers.

4. The Association may grant life memberships to retired teachers under such conditions as may be prescribed by by-laws.
5. The Executive Council may confer honorary membership in the Association on any person.
6. Students who are enrolled in full-time courses of study above high school level either leading to or after first certification as teachers in the Province, may become student members of the Association, under such conditions as may be prescribed by by-laws.

All active members have the right to vote and to hold office in the Association. Associate members have the right to vote and to hold office but are not subject to the disciplinary provisions in this Act.⁷

Life, honorary and student members do not have the right to vote or to hold office and are not subject to disciplinary provisions.

Fees

The Teaching Profession Act makes it compulsory that every active, associate and student member shall pay such fees as may be fixed by by-law of the Association. Every school board shall deduct the membership fee to the Association from the salary of every teacher it employs, other than the superintendent, and shall pay the membership fees and furnish a list of teachers in its employ each month to the

⁷Ibid., Chap. 331, Art. 15-22.

Association.⁸

"The fees for membership in the Association shall be those recommended by the Executive Council and prescribed from time to time by a two-thirds vote of the Annual General Meeting."⁹

The current membership fees payable are computed upon the following basis:

1. Where the annual salary of a member does not exceed \$3499 - \$4.00 per calendar month or \$48.00 per annum.
2. Where the annual salary exceeds \$3499 and does not exceed \$4499 - \$4.25 per calendar month or \$51.00 per annum.
3. Where the annual salary exceeds \$4499 - \$4.50 per calendar month or \$54.00 per annum.

The optional membership fees range from a minimum of \$6.00 per annum to a maximum of \$12.00 per annum.

Local Association

"Every school district, division and county within the Province of Alberta that has a membership of twelve (12) or more teachers may apply to the Executive Council to form a local. The Executive Council may issue a charter under the seal of the Association constituting the local."¹⁰ The administrative body of the local is the executive committee composed of a president, vice-president, secretary-treasurer and the counselors, as ex-officio members.

⁸Ibid., Chap. 331, Art. 12-13.

⁹Eyres, W. Roy, op. cit., Art. 5, Sec. 1, p. 197.

¹⁰Ibid., Art. 8, p. 198.

The officers of the local are elected annually by the members of the local not later than December 31. These officers are responsible to the Executive Council and to the membership of the local. The counselors attend the Annual General Meeting of the Association. They have the right to vote on all resolutions and by-laws brought forth at the meeting. The locals are financed thus, "From the amount paid in membership fees, the treasurer shall remit to each local the sum of seventy-five cents (75¢) per calendar month for each member of such a local and remittance shall be made as determined by the Annual General Meeting."¹¹ It is also within the jurisdiction of the local executive to assess extra fees if approved by the membership of the local. Currently there are seventy-two (72) locals in the Province of Alberta.

Role of the Individual Teacher

The question arises, "where does the individual teacher fit into this Association?"¹² As a teacher, he is a member of the local association in his district, division or county. As a member, he has full rights at meetings of the local to raise any issue which he deems to be suitable and important. He may be elected as counselor to the policy-making Annual General Meeting, may run as district (geographic) representative for a seat on the Executive Council, or may run for the position of president or vice-president of the Association. He further has the right and power to work through his local, which can propose policy-making resolutions to the Annual General Meeting or to initiate

¹¹Ibid., Art. 5, Sec. 4-5, p. 197.

¹²Ibid., p. 191.

and propose amendments to by-laws to bring about desirable changes.

Duties of Local Associations

Each local association, as set out by the Constitution of the ATA, is responsible for the affairs and the welfare of the local. The local executive committee is empowered to establish the various committees to handle the affairs of the local.

Economic Policy Committee

It is the duty of this committee to gather and study data and prepare proposed amendments to the salary agreement for consideration of members of the bargaining unit affected.

Negotiating Committee

The negotiating committee is chosen from and by the Economic Policy Committee. It is the duty of this committee to engage in collective bargaining with the board of trustees and arrive at a satisfactory salary schedule for the teachers of the local.

Public Relations Committee

It is the duty of this committee to assume general responsibility for all public relations activities undertaken by the local association.

Professional Development Committee

It is the duty of this committee to assume general responsibility for all professional activities undertaken by the local association. This committee, in part, is responsible for in-service training of its members.

Convention Planning Committee

It is the duty of this committee to plan a teachers' convention,

and to request the ATA for guest speakers, and other personnel to make the convention educational and successful.

Induction Ceremonies

It is the responsibility of each local to hold induction ceremonies in the fall term of each year to bring new members into the association. The new teachers are provided with an induction kit consisting of an induction certificate and two booklets, "Membership in your Professional Association" and "The Teaching Profession".¹³

Duties and Responsibilities of the ATA

The Executive Council of the Alberta Teachers' Association bears a multiplicity of duties and responsibilities. This body must adhere closely to the act as set out by the Statutes of Alberta as well as to the by-laws of the constitution of the Association.

Finances

The Executive Council must keep accurate and true accounts of all the sums of money received and expended by the Association and of all matters in respect of which receipts and expenditures take place, and of the assets and liabilities of the Association. Such books of accounts together with the minutes of all meetings must be kept by the secretary-treasurer at such a place as the Executive Council designates.

The Executive Council must appoint auditors of the Association, who must make an annual audit of the books and accounts of the Association for each fiscal year and prepare and submit to the Executive Council an appropriate financial statement. This financial statement

¹³Eyres, W. Roy, op. cit., p. 188.

appears in the ATA Magazine.

"The general funds of the Association shall be subject to appropriations by the Executive Council as hereinafter provided for the purpose of establishing and maintaining trust funds for scholarships, libraries and research facilities and other objects and purposes beneficial to the members of the Association."¹⁴ The amounts which may be appropriated from the general fund for the trust funds in any one year shall not exceed:

\$ 1000 for scholarships and bursaries

\$ 1000 for libraries

\$ 1000 for research and

\$10000 for reserve and emergency.

The Executive Council may invest the Association's general funds not required for current operations and its trust funds in securities of a kind and in proportion allowed under the "Canadian and British Insurance Companies Act."¹⁵

Amendments to By-laws

At the meeting of the Executive Council following the Annual General Meeting the executive secretary must present the amendments which were adopted by the Annual General Meeting. The Executive Council shall declare that the by-laws be amended accordingly and such amendments must come into force upon the day on which such declaration is made.

¹⁴Eyres, W. Roy, op. cit., Art. 65, p. 208.

¹⁵Cloutier, Edmond, King's Printer, Investments and Insurance, Statutes of Canada, Vol. II, Chap. 31, Sec. 3, (Revised Statutes) 1952.

Scholarships and Bursaries

Eleven scholarships and two fellowships were granted in 1963 under the Association's education award program. The two fellowships, in the amount of \$2400 each, went to students pursuing studies toward a doctor's degree. Among the eleven scholarships are four \$500 awards to students who have completed their first degree and are proceeding to graduate work. The other seven \$500 awards went to undergraduate students (four) and to teachers in the field (three) who are proceeding from the third to the fourth year of their bachelor of education program.

In the future, twelve (12) scholarships will be awarded, four in each of the categories, teachers in the field, undergraduate students and graduate students.¹⁶

Discipline

The Executive Council appoints and maintains a committee of members of the Association which is known as the Discipline Committee¹⁷ for the purpose of investigating and issuing a verdict on any member of the Association who has overstepped any one of the nine (9) points of conduct outlined by the Code of Ethics.¹⁸

The 1961 Annual General Meeting established a Professional

¹⁶Seymour, F. J. C., ATA Education Award Winners, ATA Magazine, Vol. 44, No. 2, p. 20, October 1963.

¹⁷Shnitka, A., Queen's Printer, Lieutenant Governor in Council, The Alberta Gazette, Chap. 331, Sec. 15, Sub-sec. 1, (Revised Statutes) 1955.

¹⁸Seymour, F. J. C., Code of Ethics, ATA Magazine, Vol. 44, No. 1, p. 27, September 1963.

Relations Commission¹⁹ to deal with disputes affecting members in the practice of their profession. The Commission is designed to provide a settlement of disputes between colleagues before external interferences produce a grievance.

Pensions

The Teachers' Retirement Fund Act²⁰

The teachers' pension is under the direction of the Board of Administrators.²¹ This Board consists of four (4) members who manage, control and administer the fund. Two of the members of the Board are appointed by the Lieutenant Governor in Council,²² while the other two members are teachers nominated by the Executive Council of the ATA and approved by the Lieutenant Governor in Council.

The Teachers' Retirement Fund Act makes it compulsory that every teacher contribute to the pension plan an amount not less than four (4) per cent nor more than seven (7) per cent from his salary. The teacher contributes for thirty-five (35) years or until he attains the age of sixty-five (65) years, whichever is the lesser. A teacher in Alberta presently contributes five (5) per cent of his salary to the Pension Fund. The Pension Fund at August, 1962, stood at over twenty-nine million dollars.²³

¹⁹Eyres, W. Roy, op. cit., p. 254.

²⁰Shnitka, A., Queen's Printer, Teachers' Retirement Fund Act, Statutes of Alberta, Chap. 30, (Revised Statutes) 1955.

²¹Shnitka, A., op. cit., Chap. 331, Art. 2, Sec. a.

²²Queen's Printer, The Alberta Act, The British North America Act, 1867.

²³Eyres, W. Roy, Board of Administrators T.R.F., T.R.F. Handbook, p. 6, Art. 15a, Sec. 1, January 1963.

The school board contributes an equal amount in the form of school grants, that are payable to the board, but retained by the Department of Education and paid over to the Board of Administrators of the Fund.

The normal pension payable to any teacher upon retirement is computed in accordance with the following rule:

"The pension shall be an annual amount equal to two per cent of the average annual salary paid to the teacher for the five consecutive years of his pensionable service during which his salary was highest multiplied by the total number of years of his pensionable service, computed to the nearest complete month thereof or by thirty-five whichever number is less."²⁴ If a teacher has a full pensionable service and an average salary of his best five years as \$5000 he will receive \$3500 as an annual pension.

Under the Teachers' Retirement Fund Act there are various benefits designed to meet the different requirements of the teachers. The benefits are based on disability, withdrawal, reinstatement, transfer, short term annuities, death, early retirement and normal retirement.

The ATA Services

The Alberta Teachers' Association offers many services to its members. These services are designed to enlighten all its members in professionalism, education, welfare, ethics, obligations and public relations. The following is a brief outline of the services available to each category of member listed in section 6(1) of The Teaching Profession

²⁴Eyres, W. Roy, An Act to Establish T.R.F., T.R.F. Handbook, Art. 15a, Sec. 1, January 1963, p. 6.

Act, as amended in 1963.

Banff Conference

The ATA Banff Conference is held annually at the Banff School of Fine Arts, Banff, Alberta, during the last part of August. The 1963 Conference was the fifteenth and the trend is towards a continuance of this service, as is indicated by the objectives which are:

1. To promote the development of the leadership function.
2. To train consultants in economic welfare and professional developments fields.
3. To study the organization, administration and policy of the Association in order that the services to the members may be improved on the provincial and local level.
4. To study methods and problems in curriculum making.
5. To develop an interest and to study techniques in educational publicity and public relations.
6. To encourage teachers to write about school, education and professional matters.

The program is designed for and includes the ATA Policy and Administration Course (representatives appointed by locals), the Economic Seminar (consultants selected by the Executive Council), the Leadership Seminar (presidents, vice-presidents or secretaries of locals and convention committees), the Professional Development Course (representatives appointed by locals) and the Professional Development Seminar (consultants appointed by Executive Council). In addition to the above, Executive Council members and representatives from other teacher organizations

may attend. Guests include members from the Alberta School Inspectors' Association, Alberta School Secretaries Association, Alberta School Trustees' Association, the Department of Education, the Alberta Federation of Home and School Associations and members from abroad.

The Canadian Teachers' Federation

The Canadian Teachers' Federation is a federation of provincial teachers' organization, throughout Canada. As such it deals with educational matters of national interest, in spheres which affect all teachers' organizations in the area of new developments in education. For these functions a research department is maintained. The ATA sends four (4) voting members to the Canadian Teachers' Federation Annual General Meeting which is held in July, at a designated center.

Credit Union

The Alberta Teachers' Association Savings and Credit Union Limited²⁵ was organized in October, 1959, as a service to Alberta teachers. Membership is open to all members of the Association and their husbands, wives and families, to local associations and employees of the ATA. Membership requires the purchase of five five dollar (\$5.00) shares and the payment of a twenty-five cent (25¢) registration fee.

Economic Welfare

One of the objects of the ATA as set out in The Teaching Profession Act is to raise the status of the teaching profession by promoting and advancing the interests of teachers in order to secure

²⁵Shnitka, A., Queen's Printer, Act Respecting Savings and Credit Unions, Statutes of Alberta, Chap. 67, (Revised Statutes) 1955.

conditions which will make possible the best professional service. Under The School Act²⁶ teachers, through negotiating committees, bargain collectively with school boards to determine salaries and living and working conditions. The ATA is the official bargaining agent as set out by The Alberta Labor Act,²⁷ for all teachers employed by school districts, divisions and counties of the province of Alberta.

If a dispute between teachers and school boards develops, the teachers request the Association to conduct further negotiations on their behalf. Once the Association has been requested, a bargaining agent is appointed who conducts negotiations. The decision to accept or reject the proposed settlement must be made by majority vote of the teachers at a properly called meeting. Should a strike situation be reached, the Executive Council must decide on what financial assistance will be provided from provincial funds.

Magazine

The ATA Magazine is the official organ of The Alberta Teachers' Association. It is the only educational publication received by all teachers employed by school districts, divisions and counties in the Province of Alberta. Copies of each issue are also mailed to students in the Faculty of Education in the University of Alberta, members of the Legislative Assembly (elected members of the Provincial Government for the Province of Alberta), Members of Parliament of Alberta (members elected to the Federal Government, Ottawa), school superintendents, secretaries of school districts, divisions and counties, school

²⁶Ibid., Chap. 331, Art. 358.

²⁷Ibid., Chap. 167, Art. 57.

trustees, officials of the Department of Education for the province, the daily and weekly press of the province, and teacher organizations throughout Canada, United States and many other parts of the world. The sworn total circulation of the ATA Magazine, as at March 31, 1963, was 16,871.²⁸

The ATA Magazine is a professional journal published in the interests of Alberta Educators. Each issue of the magazine carries educational articles, editorial comments and opinions and information concerning the affairs and activities of the Alberta Teachers' Association. Opinions in editorials are not necessarily official views of the Association. The magazine is published monthly except in July and August. The editorial and business office of the ATA Magazine is maintained in the Association's head office at Barnett House,²⁹ Edmonton, Alberta.

Professional Development

"All the activities and services of the Association which have as their direct purpose, the improvement of instruction and the professional competence of teachers, are considered to be professional activities and are organized under the Professional Development Department."³⁰

Consultants

The Association has selected and trained a corp of twelve (12)

²⁸ Eyres, W. Roy, Services, ATA Handbook, 1963, p. 249.

²⁹ Ibid., p. 11.

³⁰ Ibid., p. 249.

competent Alberta teachers as professional development consultants. Any local association or school staff wishing assistance in planning or conducting a research or an educational program or project may contact the Professional Development Department and assistance shall be forthcoming.

Seminars and Short Courses

During the past two years short courses on research and programmed instruction have been held throughout Alberta. The demands for such services are increasing steadily. These short courses will be continued in 1964 and expanded to new fields in education.

Conventions

All teachers of the Association are also members of a Teachers' Convention. There are eighteen (18) conventions held throughout the province, annually. The conventions are organized by the local association and the ATA in cooperation with the Department of Education and the Faculty of Education.³¹

The ATA provides a guest speaker(s) for each convention. Local convention committees make suggestions with respect to speakers and their requests are complied with whenever possible. The Executive Council requires that all guest speakers must be educators. Representatives from the Department of Education and from the Faculty of Education are usually present at these conventions. The guest speakers are provided at no cost to the convention.

Conventions serve teachers in a number of ways. They permit exchange of ideas, discussion of current problems, orientation in new

³¹As shown on page 10 of this report.

teaching techniques and dissemination of information on curriculum changes and, most important of all, they provide inspiration and a variety of fresh outlooks in education.

The School Act³² provides that teachers attending the convention be paid the regular salary.

Specialist Councils

The specialist council has been set up by the ATA for the purpose of improving instruction, curriculum and teacher competence. Membership in all councils includes all interested educators so as to coordinate the work of the Department of Education, the University of Alberta and the ATA. It also includes teachers from grade one to grade twelve, so as to maintain the desirable coordination of subject matter throughout all grades.

Currently twelve (12) councils have been organized on the provincial level, namely: Business Education Council, English Council, Fine Arts Council, Guidance Council, Health and Physical Education Council, Home Economics Council, Industrial Arts and Vocational Council, Mathematics Council, Modern and Classic Language Council, Council on School Administration, Science Council and Social Studies Council.

Publications

The Professional Development Bulletin which is issued quarterly, is distributed to all local associations, superintendents of schools and school principals. The bulletin is intended as a guide and a source of information for the improvement of teaching techniques, and practices. It provides information in areas in which it is difficult

³²Shnitka, A., Queen's Printer, School Act, Statutes of Alberta, Chap. 297, Art. 362, Sec. 5(6) (Revised Statutes) 1955.

to find adequate resource materials, namely: A Teachers' Guide to Classroom Research, In-service Education for Teachers, Modern Mathematics and the High School, and others.

The ATA Library

The ATA Library provides a service to members for their professional advancement and personal enjoyment, in form of books. The books include all phases of education, psychology, reading, supervision, curriculum-making, reporting group planning and other subject areas. The books are on loan for two weeks, with a two week extension upon request, and are prepaid both ways by the Association. The Association spends approximately \$2500³³ annually on new and revised books for the use of the membership.

Public Relations

The public relations activities have been incorporated with the professional development activities because public relations depends in the final analysis upon the overall activities and actions of the Association. Each year, the ATA sponsors, advertises and publicizes the official opening of Education Week. The leaflets "A Career in Teaching" is available for distribution to all interested persons. "The Professional Development Bulletin" contains information and suggestions for conducting public relations and educational programs at the local level.

Research

The ATA regards research in education as one of its proper

³³Eyres, W. Roy, op. cit., Art. 67, p. 208.

functions. In fact, The Teaching Profession Act³⁴ mentions research amongst the objects of the Association. The Association has undertaken research under direction of its permanent employees, cooperated with other groups in research, employed outside specialists for larger temporary research assistants, and contributed funds to the Alberta Advisory Committee on Educational Research. This committee is sponsored by the Department of Education and the Faculty of Education on the provincial level.

The Alberta School Principal

"The C.E.A. Kellogg Project in Educational Leadership provided the original impetus and financial aid, in 1956, of the Leadership Course for School Principals."³⁵ This two week course is sponsored by five Alberta educational agencies, one of these being the Alberta Teachers' Association in conjunction with C.E.A. Kellogg Project.

The course has been developed in an effort to improve the quality of leadership at the school level and consequently, to improve educational opportunities for the boys and girls in the province. Specifically, the course intends to serve four purposes:

1. Provide an opportunity for further exploration of problems in educational administration and supervision of concern to members of the course.
2. Provide an opportunity for individual members to form definite plans for later local action.
3. Provide members with an opportunity of gaining further

³⁴Shnitka, A., op. cit., Chap. 331, Art. 4, Sec. b, Sub. sec. v.

³⁵Andrews, John H. M., Foreword, The Alberta School Principal, 1959, p. iv.

understanding of leadership philosophies and techniques, including group process, evaluation and communication.

4. Stimulate the inter-communication of educational ideas and administrative areas, thereby contributing to mutual understanding and appreciation of educational developments.

Legal

The Alberta Teachers' Association pays a six thousand dollar (\$6000) annual retainer fee to a recognized law firm in Edmonton, Alberta.³⁶ Through this firm the ATA obtains legal advice for the Association and the teachers, pertaining to constitutional changes, provincial acts applicable to the teaching profession and draws up briefs to be presented to the Provincial Government.

Teachers' Salaries

The policy of the ATA is, "Equal pay for equal work."³⁷ The single salary schedule is used exclusively by school districts, divisions and counties. Through collective bargaining teachers have improved their salaries and gained some of the following benefits: sabbatical leave after seven years service, cumulative sick leave, clerical help and time off from teaching, supervisors and administrators.

The average salary for teachers in thirty-one (31) counties and

³⁶Doherty, H. A., ATA Assistant Executive, Interview, Jan. 2, 1964.

³⁷Eyres, W. Roy, op. cit., p. 194.

divisions as of Sept. 1, 1963,³⁸ depending on years of training and experience was, Table I.

TABLE I. AVERAGE TEACHERS SALARIES SEPT. 1, 1963

		Years of Training					
E X P E R I E N C E		1 yr.	2 yr.	3 yr.	4 yr.	5 yr.	6 yr.
	Min.	\$3035	\$3560	\$4161	\$4945	\$5256	\$5537
	Max.	\$4670	\$5553	\$6511	\$7870	\$8169	\$8462

Curriculum Making

The Alberta Teachers' Association sends representatives to the various curriculum committees that are set up by the Department of Education. These committees deal with curriculum changes and revisions and the approving of the prescribed textbook books to be used by all schools in Alberta. Teachers appointed to curriculum making are specialists in their chosen field. The Association stresses the need for more teacher representation with ample school time provided for teachers that are doing curriculum work.

³⁸ Economic Welfare Dept., Economic Welfare, ATA Economic Bulletin, No. 3, December 1963.

Teacher Education and Certification

"The Board of Teacher Education and Certification is set up by an Order-in-Council to advise the Minister of Education and the president of the university about teacher education and certification."³⁹ The Board is made up of sixteen members, five from the University of Alberta, five from the Department of Education, and three from the Alberta Teachers' Association. The Board holds three meetings per year. Matters of policy relating to teacher education such as, education of vocational education teachers, conditions of affiliation for institutions offering partial preparation of teachers, diploma courses offered at the Faculty of Education, internship and the terms of reference of the Certification Committee⁴⁰ are reviewed, revised and approved by the Board.

Certification Committee

This committee reports to the Board of Teacher Education and Certification on certification of teachers where unusual problems exist. It suggests procedures and fosters recommendations in employing handicapped teachers and reports on cases where there is question whether teaching certificates should remain in force, especially disciplinary cases.

Internship

The 1963 Annual General Meeting passed the following resolution:

³⁹Eyres, W. Roy, Teacher Education and Certification, ATA Handbook, 1963, p. 186.

⁴⁰Ibid., p. 186.

"Be It Resolved, that the Alberta Teachers' Association encourage acceptable internship programs throughout Alberta and promote internship as an integral part of teacher education."⁴¹

The Executive Council of the ATA has authorized in-service work with cooperating teachers by the holding of seminars, the preparation of a handbook and issuing of newsletters. Although the Association has assumed responsibility for leadership in the in-service work, a great deal of assistance has been provided by the Department of Education, the Faculty of Education and the school boards.

"Internship activities have grown considerably and it is anticipated that as internship in the province expands and develops, the work of the Association in this field is likely to increase."⁴²

The ATA Committee on Teacher Education and Certification

This committee was established to advise the Executive Council on all matters pertaining to teacher education and certification. It considers matters which come before the Board of Teacher Education and Certification, makes recommendations to the Executive Council on matters involving Association policy on teacher education and certification and study and makes reports on matters referred to it by the Executive Council on internship and other policy matters.

⁴¹Seymour, F. J. C., Editor, A.G.M. Resolutions Approved, ATA Magazine, Vol. 43, No. 9, Art. C24/63, May, 1963, p. 46.

⁴²Eyres, W. Roy, op. cit., p. 186.

CHAPTER IV

GUIDANCE FOR ATA MEMBERS

The Teaching Profession Act¹ makes specific reference to the assistance, advice and protection the members obtain through the ATA. It further states the Association's power to pass and enforce by-laws pertaining to professional relations, standards of conduct, behavior and the code of ethics, for the good of the members. "Study the Code of Ethics and the Standard of Professional Conduct carefully (to be explained later). Their observance on your part is of critical importance."²

Professional Relations

Every profession has a code of acceptable conduct for the guidance of its members. The members of the Alberta Teachers' Association are guided by the Code of Ethics.³

Besides guidance the Association provides a number of services. Advice and assistance is given to teachers who feel they have been dealt with unjustly by colleagues, by school boards, or by the public.

¹Shnitka, A., Queen's Printer, The Teaching Profession Act, Statutes of Alberta, Chap. 331 (Revised Statutes) 1955.

²Seymour, F. J. C., Editor, Membership in Professional Association, ATA Magazine, Vol. 44, No. 1, September 1963, p. 23.

³Ibid., p. 27.

If the teacher's grievances are such that can be explained under the School Act,⁴ then legal advice is available through the staff officers. If the difficulty leads to legal action, which involves a principle which would affect all teachers, the Association provides legal service free of charge. If additional legal services are required, these may be obtained through the Association, with the approval of the Executive Council.

Professional Relations Commission

The 1961 Annual General Meeting established a Professional Relations Commission⁵ to deal with disputes that affect members in the practice of their profession. This Commission is made up of three members appointed by the Executive Council. If a dispute arises between teachers, the Commission investigates and reports to the Executive Council in writing one of the following recommendations:

1. That the member or members of the Association be informed of more professional ways of conducting their professional practice or relationship.
2. That a member or members of the Association be supported or not supported by the Association in an appeal under the School Act.
3. That a discipline charge be laid.

The purpose of this Commission is to bring the Association into all disputes at an early stage so that a settlement could be reached

⁴Shnitka, A., op. cit., Chap. 297, Art. 352.

⁵Eyres, W. Roy, op. cit., p. 254.

before external interference produces a more serious grievance.

The ATA Code of Ethics

The teachers are guided by the following code:

"The Code of Ethics shall apply to all members of the Alberta Teachers' Association. A complaint or violation of this Code, made to the Association by any person or group shall be regarded as a charge of unprofessional conduct under the By-laws Relating to Discipline,⁶ of the Association. Excessive or flagrant violation of the Standards of Professional Conduct,⁷ by any member of the Association may also lead to discipline charges being laid against that member."⁸

Every teacher should be aware that professional relationships with other ATA members, with school boards, and the general public are subject to the regulations of the Association. The code sets out nine items which are specific, objective and clearly enforceable under discipline by-laws. The first item is of special importance to the teacher, in establishing friendly and professional relationships with colleagues. "The teacher studiously avoids unfavorable criticism of an associate except when made to proper officials, and then only in confidence and after the associate has been informed of the nature of the criticism."⁹

This item, too, is of vital significance to teachers with regard to their relationship with the administrators and supervisors in

⁶Eyres, W. Roy, op. cit., p. 210.

⁷Seymour, F. J. C., Editor, Standards of Professional Conduct, ATA Magazine, Vol. 44, No. 1, September, 1963, p. 28.

⁸Ibid., p. 27.

⁹Ibid., Art. 1, p. 27.

the school system in which they work.

Standards of Professional Conduct

The Standards of Professional Conduct¹⁰ lists nineteen items which apply to all members of the Alberta Teachers' Association. These Standards do not attempt to define all items of professional conduct but they do specify minimum Standards of professional behavior in relation to pupils, general public, employees, colleagues, Association and professional growth. The ATA appeals strongly to its membership to study and be well acquainted with the clause of the Standards. Excessive or flagrant violation of the Standards by any member of the Association may lead to a charge of unprofessional conduct and disciplinary action may be taken by the Association under the By-laws Relating to Discipline.¹¹

¹⁰Eyres, W. Roy, op. cit., p. 24.

¹¹Eyres, W. Roy, op. cit., p. 210.

CHAPTER V

SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

Summary

The Alberta Teachers' Association today is the one and only teachers' organization in Alberta. Every employed teacher is a member of the Association by legislative decree. As one examines the records of the Association one cannot but feel that the foundations are strongly and firmly established. The Teaching Profession Act¹ provided state legitimation of teaching as a profession and required membership in the Association as a pre-requisite to teaching in Alberta. Through the Labour Act² teachers have gained the right to bargain collectively with school boards, have gained closed shop tactics and have secured a dues check-off system, thus making the ATA a tightly organized union.

The ATA has secured improved salaries, greater security of tenure, a sound pension plan, and has become itself the bargaining agent for the teachers. The Association is constantly advising the teachers on all matters in question, negotiating for them in times of dispute, and maintaining special funds to assist them in the event of strikes.

The ATA has gained recognition, secured representation and

¹Shnitka, A., op. cit., Chap. 331.

²Shnitka, A., op. cit., Chap. 167.

appoints members to Alberta committees, making policy for teacher training, certification and school curriculum.

Conclusions

The privileges the teachers enjoy as members of the ATA were won by hard work, perseverance of vision of Alberta teachers and John W. Barnett. Because they were dedicated to the concept of the creation of a professional teachers' organization, the Alberta Teachers' Association came into being.

This may be summed up thus:

"During the first thirty years of its development the ATA was first and foremost a teacher-benefit association; only in recent years has it redirected its emphasis so that it may be described as a service or a 'common weal' organization as well, promoting the interests both of the teaching clientele and the public-at-large, in its internal and external activities."³

The ATA, having gained the many privileges for its members, now has put forth its efforts into educational research, curriculum building, and professional improvement of its members.

"It has achieved notable channels of influence in the educational power structure of Alberta. Having attained an adult status in terms of membership welfare, the Association is in the early adolescent stages of maturity in terms of its extrinsic or public-service activities."⁴

The Alberta Teachers' Association is doing publicity work in terms of public relations via "Education Week" (discussed in Chapter III)

³Kratzman, Arthur, The ATA, A Prototype for the Scene, Administrator's Notebook, University of Chicago, Vol. 12, No. 2, October 1963.

⁴Ibid.

editorials in local newspapers, radio and television broadcasts and an annual reception held in one geographic area, at which leading personnel of every community are asked to participate. The prime purpose of the various functions is to make the public education conscious.

Recommendations

"Though the predecessors built solidly and well, much remains to be done."⁵ A prediction that Alberta teachers may soon require three years training for professional certification before they will be permitted to teach was forecast by Dr. J. D. Ayers.⁶ Prior to 1961 students with one year training were granted a teaching certificate. Since then, two years training has been required before a teaching certificate was granted. The ATA is strongly favoring Dr. Ayers' suggestion, since this will upgrade the teaching personnel, the teaching profession and in turn raise the standard of education.

The ATA should make a strong request to the federal authorities that summer session and evening program fees, books, transportation and lodging be deductible for income tax purposes.

Though no survey has been made, many teachers feel that as a group they are less accident prone, yet they pay a high rate of car insurance through private firms. The ATA should investigate and endeavor to establish a car insurance service for its members.

The one month internship program should be extended to two months

⁵Seymour, F. J. C., op. cit., p. 23.

⁶Ayers, J. D., Three Years Training, Future Need, Edmonton Journal, Sec. 2, October 29, 1963, p. 21.

which would include all of the month of June, thereby giving the intern additional experience.

As some school divisions and counties are lacking fringe benefits, the ATA through its Economic Policy Committee should instruct locals to strive for these benefits.

Because accreditation in Alberta is already on the horizon, the ATA should make a thorough study of it and submit its recommendations to the Department of Education.⁷

"It is vital to the good of Alberta education that we as teachers speak with one voice and that we retain our professional independence through control of our economic destiny, so that we can speak out strongly and freely when good educational practice is threatened in the province."⁸

Every member must act as spokesman for his fellow teachers as well as for the cause of education. Every member of the Association must strive and work toward the realization of the aim set out in the ATA motto -- "Magistri Neque Servi" -- "Masters, not Servants".

⁷Wall, L. S., Queen's Printer, School Act, Statutes of Alberta, (Revised Statutes) 1964.

⁸Seymour, F. J. C., op. cit., p. 26.

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