

27. Minutes of the Seventeenth Regular Meeting of the Royal Commission on Education, January 5, 6, 7, 1958.

On January 5, 1958 after deliberating the request of Dr. Swift that the brief of the Department not be considered, the Commission decided to return the brief prepared by the Superintendents. The following notation was made in the minutes of the meeting:

It was agreed unanimously that the Superintendents' brief should be returned unread to the Department of Education, accompanied by the following note:

In view of the evident reluctance of the Department of Education in making this brief available to the Commission, we have decided that we will be in a more independent position to make such recommendations as we may wish if we do not read the brief; therefore, we return it to the Department of Education, unread.

The Secretary was instructed to take the necessary action.

CHAPTER VI

OUTCOMES AND CONSEQUENCES

The focus of this chapter is the outcomes and consequences of the inputs made by the selected interest groups identified earlier in this study with regard to the selected issues of curriculum and teacher preparation.

In the first part of the chapter, the recommendations of the selected interest groups on the selected issues will be described. A second part of the chapter will deal with the minority report of the Commission and the submission of the printed reports to government. An attempt will be made in the last part of the chapter to describe the extent to which the recommendations of the selected interest groups were reflected in the recommendations of the Commission.

RECOMMENDATIONS OF THE SELECTED INTEREST GROUPS

While the selected interest groups varied in the emphasis each placed on the issues that were addressed in their respective briefs, they did offer some indication of what should or could be done in relation to the issues the Commission was sanctioned to investigate. To explicate the total contents of the briefs of the selected groups would mean a duplication of each of the briefs. For the purposes of this study and within the limitations of this section, a description will be undertaken of the recommendations of the selected interest groups in relation to two issues: 1) curriculum, and 2) teacher preparation. What follows is

such a description of the recommendations as put forward by the interest groups.

The Alberta Federation of Home
and School Associations

The Alberta Federation of Home and School Associations addressed eight issues in its brief to the Commission of which, judging by the content, curriculum and teacher preparation were greatly emphasized.

Curriculum. In the brief presented to the Commission, the Alberta Federation of Home and School Associations suggested that the suitability and adequacies of subjects might be improved if more emphasis was placed on such basic subjects as reading, writing, arithmetic and spelling from the first grade onward. In later years the emphasis could be shifted to mathematics, sciences and languages. In order that the basic subjects could be stressed, the Federation advocated the curtailment of other subjects. In addition, and because of the teacher shortage, the Federation thought that courses in teaching should be introduced in high school,

To improve the efficiency of teaching and the techniques of teaching, the Federation felt some equality of the workload among teachers might contribute substantially as might improvement of the application of teaching techniques by inexperienced teachers. To alleviate concerns about the effectiveness of the teaching of foreign languages, it was recommended that French be a part of teacher training.

The Federation felt that supervision of instruction might be facilitated if assistance were provided to administrative staffs; if the home were to assume responsibility for grooming children, if improvements were

made in the availability of textbooks, and if libraries were adequately financed.

With regard to textbooks and library services, the point was made that what were needed were: 1) more reference books; 2) a long term library program; and 3) librarians (teachers with qualifications) to run school libraries.

In the matter of standardization of courses and texts, the Federation was in favour of a unified curriculum in Canada. A unified curriculum, it was felt, would require less adjustment on the part of students moving from one part of Canada to another. It was recommended by the Federation that technological delivery systems be applied to the teaching of French, that there be a specification of basic teaching aid equipment to be used by schools, that Canadian content be stressed in films and film strips, and that training in audio-visual equipment operation be a part of teacher training.

In all, 19 recommendations were made by the Alberta Federation of Home and School Associations relating to the issue of curriculum. Four of the 19 addressed means of improving the suitability and adequacy of subjects: emphasis on reading, writing, arithmetic and spelling from Grade One up; emphasis in later years on mathematics, sciences and languages; other subjects should be curtailed in order to stress basics; and courses in teaching should be introduced in high school.

Three recommendations were directed at improving the effectiveness of teaching and teaching techniques: equality of workload among teachers; French to be part of teacher training; and improvement of the application of teaching techniques by inexperienced teachers.

Four recommendations were made with regard to supervision of instruction: assistance to administrative staffs to facilitate supervision; the home to assume responsibility for grooming of children; improvement in the availability of textbooks; and financing of libraries.

The AFHSA made three recommendations regarding textbooks and library services: more reference books; long term library programs needed; and librarians (teachers with qualifications) should be employed to run libraries.

With respect to the standardization of courses and texts, one recommendation was made: a unified curriculum in Canada is needed.

Four recommendations addressed teaching aids: technological systems to be applied to the teaching of French; specifications of basic equipment for subjects; Canadian content in films and film strips; and an audio-visual course as a part of teacher training.

The distribution of the frequencies of recommendations is illustrated in Table 2 on page 90.

Quality and supply of teachers. Addressing the issue of quality and supply of teachers, the Federation was of the opinion that senior matriculation should be the minimum entrance requirement to teacher training programs. These programs should be so structured as to provide prospective students with an opportunity to attempt continuous 12 to 14 months long studies representing two years of regular work. This, it was reasoned, would put more qualified teachers into classrooms in a shorter period of time.

Teacher training programs, according to the Federation, should lead to two classes of certification: 1) the permanent certificate which

Table 2
 Distribution of Recommendations made by the Alberta
 Federation of Home and School Associations
 Regarding Curriculum

Issue	No. of Recommendations
Suitability and adequacy of subjects	4
Efficiency of teaching and teaching techniques	3
Supervision of instruction	4
Textbooks and library services	3
Standardization of courses and texts	1
Teaching aids	4
Total	19

initially would be awarded if a teacher had completed two years of teacher training and had two years of teaching experience. The amount of formal training could be raised to three years commencing September 1, 1960, and again up to four years commencing September 1, 1965; and 2) the temporary certificate which would be awarded if the teacher had senior matriculation and one year of training. The Federation was clearly opposed to six week trainees in schools but was favourably disposed toward the removal of certification barriers between provinces to facilitate interprovincial movement of teachers.

The Federation perceived inservice teacher education as a way of upgrading the qualifications of teachers. However, there was need to explore ways in which students might be encouraged to enter the teaching profession. Some ways suggested included: 1) having all capable students

complete matriculation; 2) having expositions of teaching as a career at career nights; 3) publicity campaigns aimed at high school students; 4) making university training more easily accessible to all capable students; 5) having longer training periods; 6) recognizing superior teachers; 7) raising salaries of teachers to the level of other well-trained professionals; and 8) providing students interested in teaching the opportunity to observe teaching practices. To maintain the supply of teachers, the Federation suggested that teacher working and living conditions be made more tolerable including: 1) the provision of increasingly attractive pensions; and 2) the provision of more adequate supervision of all teaching activities to assist the teacher in doing a good job. While this latter suggestion was made to improve teacher supply generally, isolation bonuses were advocated as a means to entice teachers into rural areas thereby affecting the distribution patterns of the teaching force.

In the matter of financial aid to teachers in training, the Alberta Federation of Home and School Associations endorsed increases in bursary and loan levels and advocated the remission of fees. This, it was felt, would encourage people to enter teacher training.

Twelve recommendations were made in all by the Federation on the issue of quality and supply of teachers. One recommendation was made with regard to entrance requirements: senior matriculation should be required of those entering education. One recommendation addressed facilities and programs: there should be an opportunity for prospective students to attempt continuous 12 to 14 month studies representing two years of regular work.

Four of the twelve recommendations were made relating to certification and certification requirements: there should be two classes of certificate--a temporary license issued to those having senior matriculation and one year of training and a permanent certificate issued upon completion of two years of training and two years of experience; the requirements for the permanent certificate would be increased to three years of training and two years of experience on September 1, 1960 and then increased to four years of training and two years of experience on September 1, 1965; use of six week trainees in schools opposed; and, certification barriers between provinces to be removed to facilitate movement of teachers.

One recommendation was made with respect to inservice education: inservice teacher education may be a way of upgrading the qualifications of teachers.

Two of the twelve recommendations addressed factors affecting recruitment and teacher supply: suggestion of ways that students might be encouraged to enter the teaching profession including: 1) having all capable students completing matriculation, 2) having expositions of teaching as a career at career nights, 3) publicity campaigns aimed at high school students, 4) making university training more easily accessible to all capable students, 5) having longer training periods, 6) recognizing superior teachers, 7) raising the salaries of teachers to the level of other well-trained professionals, and 8) providing students interested in teaching the opportunity to observe teaching practices; and to make working and living conditions more tolerable by providing attractive pensions and by providing more adequate supervision of all teaching activities to assist the teacher in doing a good job.

With regard to the distribution of teachers, one recommendation was made: increased isolation bonuses to be used to entice teachers into rural areas.

Two recommendations addressed the matter of financial aid to teachers in training: bursaries and loans to be increased; and the remission of fees.

The distribution of the twelve recommendations is illustrated in Table 3 below.

Table 3

Distribution of Recommendations made by the Alberta
Federation of Home and School Associations
Regarding Quality and Supply of Teachers

Issue	No. of Recommendations
Entrance requirements	1
Facilities and programs	1
Certification and certification requirements	4
Inservice education	1
Factors affecting recruitment and supply of teachers	2
Distribution of teachers	1
Financial aid to teachers in training	2
Total	12

The Alberta Teachers' Association

Of all the briefs submitted to the Commission, the one from The Alberta Teachers' Association was the most comprehensive. In all, ten major issues were addressed including curriculum and the quality and supply of teachers.

Curriculum. Addressing the issues within the area of curriculum, The Alberta Teachers' Association recommended that at the elementary school level studies should be made to determine: 1) the best grade placement of the subject matter of the elementary school curriculum; 2) the value of various methods for dealing with individual differences, including multirate promotion, grouping and enrichment; and 3) the efficiency of various teaching techniques including the enterprise. Studies at the junior high school level were recommended to determine: 1) whether the best work done by the junior high school curriculum is best as an independent unit or in some relationship to the rest of the curricular spectrum; and 2) the adequacy of the curriculum to meet the wide range of individual differences in capacity and interest among students. Further, it was recommended that the results of Grade 9 examinations be used in guiding students along educational and vocational paths most suited to their abilities, interests and needs. The ATA was of the view that any evaluation of the high school curriculum should be made only after a study of and statement of the function of the high school in Alberta society have been completed.

To improve the efficiency of teaching and pedagogical procedures the ATA offered: 1) that the professional preparation of the teaching force in 1928, 1938, 1948 and 1958 be studied to determine trends;

2) that the relationship between education/experience and success in teaching be established.

The ATA held the existing curricular divisions in the educational system seemed appropriate. However, with respect to administration, the ATA advocated guidance to school boards as to good administrative practices and as to areas of administration in which teachers may participate for the general benefit of education. It was further suggested that enquiries should be made into the possibility of properly qualified superintendents being employed by and responsible to local school boards. Likewise, the Department of Education and school boards in smaller urban districts and in rural school divisions were seen to increase supervisory staff in accordance with need.

In the matter of adequacy of textbooks and library services, the ATA observed: 1) that textbooks containing the essentials of each subject should be made available; 2) that textbooks should reflect Alberta culture; 3) that attention should be given to Commonwealth books; 4) that an adequate supply of reference books in every school should be a major consideration of school boards; 5) that the use of a uniform book classification in school libraries throughout the province be authorized and encouraged by the Department of Education; 6) that adequate central library facilities be required in all new elementary schools of over 200 pupils and all high schools, such space being eligible for the standard classroom grant at least; 7) that school boards be kept aware of central school library requirements and that the Faculty of Education constantly review the need for school librarians with a view to providing courses as required; 8) that books listed in School Book Branch catalogues be

classified for school librarian use; and 9) that additional government grants be paid to accredited school libraries which have met basic standards.

Though not offering any suggestions regarding the feasibility and desirability of interprovincial standardization of courses and textbooks, the ATA did have views regarding audio-visual aids to teaching.

Instruction in the use of audio-visual materials was seen to be part of pre-professional preparation to be strengthened through inservice education. There was a call to provide more films for classroom use as the quota system on films was found to be restricting the use of films as teaching aids. As well, a need was seen to establish an adequately powered educational station to serve as an outlet for educational broadcasts of all types. Finally, the ATA saw the need for further study of the use of television before the medium was introduced in large schools in Alberta.

In all, 27 recommendations were made regarding curriculum. Seven addressed the adequacy of subjects at the elementary, junior high school, and senior high school levels: 1) studies should be made to determine the best grade placement of the subject matter of the elementary school curriculum; 2) studies should be continued to determine the value of various methods of dealing with individual differences including multirate promotion, grouping and enrichment; 3) studies should be made to determine the efficiency of various teaching techniques including the enterprise; 4) the organization of the junior high school should be studied with a view to determining whether its best work is done as an independent unit, as an upward extension of the elementary schools, or in association with

the high school; 5) a study should be made of the curriculum of the junior high school to determine its adequacy to meet the wide range of individual differences in capacity and interest among its students; 6) school systems, through principals and guidance services, should use the results of the Grade 9 examinations in guiding students along educational and vocational paths most suited to their abilities, interests and needs; 7) any evaluation of the high school curriculum should be made only after a study of and statement of the function of the high school in Alberta society have been completed.

Three recommendations were made regarding the efficiency of teaching and pedagogical procedures: 1) studies should be made of the professional preparation of the teaching force in 1928, 1938, 1948 and 1958 as a basis for determining trends; 2) studies should be made of the relationship of teacher education and experience to success in teaching in specific areas of the school organization (e.g. elementary, junior high school, and senior high school) and in teaching particular subjects (e.g., mathematics, English, French); and 3) the various pedagogical procedures which can be used in the classroom should be evaluated in terms of the purposes which they are intended to serve.

Four recommendations centred on the organization, administration and supervision of instruction: 1) the present 3-3-3-3 grade organization should be retained in the Alberta school system; 2) a brochure or manual should be prepared under the leadership of the Department of Education to give guidance to school boards with respect to good administration practices and outline the areas in administration in which teachers may well be involved for the general benefit of education; 3) enquiries

should be made into the merits and demerits of properly qualified superintendents being employed by and responsible to local school boards; and 4) school boards in smaller urban districts and in rural school divisions and the Department of Education should be asked to increase the supervisory staff in accordance with need.

Nine recommendations focused on the adequacy of textbooks and library services: 1) textbooks which contain the essentials of each subject should be made available; 2) Alberta has reached the stage in its development where textbooks should reflect our culture; 3) more attention should be given to Commonwealth books; 4) the adequate supply of reference books in every school should be a major consideration of school boards; 5) the Department of Education should authorize and encourage the use of a uniform book classification for the assistance of school libraries throughout the province; 6) in elementary schools of over 200 pupils, and in all high schools, adequate central library facilities should be required in new schools. This space, without "study purposes" limitations, should qualify for at least the standard classroom grant; 7) up to date information regarding central school library requirements and facilities should be issued to school boards for their guidance. The Faculty of Education should keep the need for school librarians under constant review so that school library courses may be offered as required; 8) books listed in the catalogues of the School Book Branch should be classified for the use of school librarians; and 9) additional government grants should be paid to accredited school libraries which have met basic standards.

As was noted previously, no recommendations were made regarding

interprovincial standardization of courses and textbooks, while four were made relating to audio-visual aids to teaching: 1) instruction in the use of audio-visual materials should be available to teachers as part of their pre-school professional preparation, and should be strengthened and kept to date through continuous inservice education; 2) steps should be taken to ascertain whether or not the present quota system is unduly restricting the legitimate use of films as classroom teaching aids. If such is the case, then consideration should be given to the provision of more films; 3) there should be established in Alberta an adequately powered educational station to serve as the primary, and perhaps, only outlet for educational broadcasts of all types; and 4) there should be further study and experimentation with respect to the classroom use of television before this medium is introduced in any large school in Alberta.

The distribution of the 27 recommendations is summarized in Table 4 below.

Table 4

Distribution of Recommendations made by The Alberta Teachers' Association Regarding Curriculum

Issue	No. of Recommendations
Suitability and adequacy of subjects	7
Efficiency of teaching and pedagogical procedures	3
Organization, administration and supervision of instruction	4
Textbooks and library services	9
Standardization of textbooks and courses	0
Teaching Aids	4
Total	27

Quality and supply of teachers. The quality and supply of teachers was of concern to The Alberta Teachers' Association. In the brief submitted to the Commission, the ATA suggested that the quality could be improved by applying more selective standards as these might relate to entrance requirements. Entrance to the Faculty, it was thought, should be raised to parity with other faculties with continued selective procedures applied during an individual's academic career. To sharpen this focus on quality, the ATA identified a need for an expansion of specialized programs and for facilities to accommodate these programs. Assessment of certification standards led the ATA to recommend upgrading. Observing that the supply of teachers at the time fell far short of demand, the ATA suggested the drop-out rate among teachers be accurately determined in order that accurate future supply rates could be determined. As well, it was recommended that guidance, recruitment campaigns, scholarships and bursaries be used to secure competent teachers. The ATA suggested that orientation, inservice and placement were as crucial in the retention of competent staff as were salaries, pensions and tenure. To this end, the ATA recommended that steps be taken to improve the attractiveness of teaching careers in areas creating inequities in the distribution of the teaching force.

In all the ATA made 31 recommendations relating to the quality and supply of teachers. Three were related to entrance requirements:

- 1) the entrance requirements to the Bachelor of Education degree program should be maintained on a parity with those required in other faculties of the University of Alberta;
- 2) the entrance requirements to the Junior Elementary program should be raised immediately to matriculation level making admission requirements to the Junior Elementary and the Bachelor

of Education programs the same; and 3) a continual selection and guidance procedure should be adopted prior to and during the teacher-education program of candidates for certification, with consideration being given to some or all of the following devices in addition to academic standing: estimates of moral and emotional stability, a health examination, a speech test, principal or counsellor personal-inventory, the results of an interview by a board which should include a competent teacher, and performance in student teaching.

Five recommendations were made regarding programs and facilities:

- 1) that the Commission recognize and commend the willingness of the University of Alberta to expand staff, facilities and space of the Faculty of Education;
- 2) that the University of Alberta continue to provide sympathetic and prompt action with respect to the needs of the Faculty of Education;
- 3) that the growing needs of the Faculty of Education in Calgary with respect to staff, building and equipment should be recognized;
- 4) endorse the four year Bachelor of Education program as the most desirable form of teacher education and that as soon as possible degree programs be established as the sole basis of teacher education and certification in Alberta; and
- 5) that the facilities for higher education, including Junior Colleges, should be extended.

Four recommendations addressed certification and certification requirements: 1) that the Province of Alberta should move toward a basic four year period which includes a college or university degree, for initial general certification of teachers for the elementary and secondary schools of Alberta; 2) as an intermediate step between certification as in 1958 and the requirement of a basic four year period of teacher education, the Province of Alberta should return to two years of

teacher education as a minimum for permanent certification; 3) general certification should be basic to teaching in elementary and secondary schools, and placement of teachers in specialized positions should be governed by nature of preparation rather than by special certificate; and 4) special certificates should be withdrawn in favour of a general teaching certificate as recommended in (1) above.

No recommendations were made regarding inservice education.

However, in the matter of factors affecting recruitment and supply of teachers 16 recommendations were made: 1) a continuing study of the drop-out rate for the teaching profession in Alberta should be made; 2) periodic estimates of the need for teachers to staff Alberta's schools should be made; 3) data should be gathered and reported in such a way that the number of years of teacher education of persons staffing Alberta's schools is shown; 4) periodic calculations of present and estimates of future sources of supply of teachers should be made; 5) the high standards approach should be adopted by all the responsible authorities as policy with respect to staffing Alberta's schools; 6) a continuing study of the relationship between the length of training and retention of teachers should be made; 7) the school systems of the province should endeavour to increase the supply of high school graduates through guidance services, through remedial action based on drop-out studies, and through a wide and varied high school curriculum; 8) efforts should be made to increase the proportion of men entering the teaching profession; 9) information about teaching as a career should be readily available for any interested young person; 10) policy on scholarships and bursaries should be adopted to encourage candidates to take four years of teacher education; 11) salaries should be made comparable to those of

other professions with similar training, especially maximum salaries; 12) teachers, principals and vice-principals should have continuous contracts; 13) school boards should have the right to terminate contracts with teachers, principals or vice-principals giving 30 days notice at any time during the year, except July and August, to be subject to appeal to a Board of Reference; 14) teachers, principals or vice-principals should have the right to resign a) giving 30 days notice between June 1 and July 31, to take effect in July or August, b) giving 30 days notice at any other time, such notice subject to appeal to a Board of Reference by the school board; 15) all proposed transfer of teachers not mutually agreed upon should be subject to appeal to a committee of school board, local teachers' association, or to a neutral body where evidence is given under oath and subject to cross-examination; and 16) school boards should contribute to pension and health benefits for their teachers.

Three recommendations focused on the distribution of teachers:

1) teachers must have freedom of choice of urban-rural location and grade level in Alberta's school system; 2) salary of teachers should be determined by qualification and experience, however isolation bonuses might be paid teachers in remote locations; and 3) in areas and at grade levels where school boards are experiencing difficulty in staffing Alberta's schools, boards should examine conditions of work to make them more attractive to teachers.

The distribution of recommendations is illustrated in Table 5 on page 104.

Table 5

Distribution of Recommendations made by The Alberta
Teachers' Association Regarding Quality and
Supply of Teachers

Issue	No. of Recommendations
Entrance requirements	3
Facilities and programs	5
Certification and certification requirements	4
In-service education	0
Factors affecting recruitment and supply of teachers	16
Distribution of teachers	3
Financial aid to teachers in training	0
Total	31

The Alberta School Trustees' Association

Limited in resources, the Alberta School Trustees' Association managed to address seven of the key issue areas identified in the Commission's terms of reference. Among these were curriculum and quality and supply of teachers.

Curriculum. The ASTA had several concerns about curriculum. Beginning from the premise that all students are entitled to exposure to a curriculum, the Association advocated the provision of a basic core curriculum for academically inclined students with vocational subjects

and electives for others. Noting the bilingual features of Canada, the ASTA also advocated the teaching of the French language in the elementary grades. As senior administrators had responsibility for supervision of instruction, thorough reconsideration of administrator training, promotion and appointment practices was recommended. The state of library provisions was found to be deficient when the benefits of adequate facilities were examined. But while libraries provided variety in books available to students, the ASTA suggested that there be an investigation of the feasibility of interprovincial standardization of textbooks. With regard to teaching aids, the establishment of standards for teaching aids was sought. As well, the positive aspects of television were lauded in the recommendation that further investigation of its utility be undertaken at the local, provincial and national levels.

Seven recommendations were made by the Alberta School Trustees' Association relative to curriculum. Two of the recommendations addressed the adequacy of curriculum and programs: 1) that every child has a basic right to an education and that educational authorities be urged to provide appropriate curricula to meet the wide range of abilities and needs found in our school population (a basic core curriculum for the academic student and vocational subjects and electives for others); 2) all provincial educational authorities should introduce the study of French (or English, in French language schools) in elementary grades at as early an age as possible.

One recommendation was made with regard to supervision of instruction: taking a good look at our program and practices of training, appointing and appraising the duties and responsibilities of administrators.

One recommendation spoke to the adequacy of textbooks and library services: that local, provincial and federal authorities be urged to give effective support to the establishment and development of libraries in schools, colleges and universities and to further the expansion of public library services to all parts of urban and rural Canada.

One recommendation focused on the interprovincial standardization of textbooks: a survey should be made to ascertain what proportion of our population is affected by this matter and to what extent the pupils concerned are adversely affected.

Two recommendations dealt with teaching aids: 1) some increased standard or minimum requirements, with respect to teaching aids in every school, should be spelled out by the Department of Education; and 2) that further extensive experimentation in educational television programming be undertaken at the local, provincial and national levels.

The distribution of recommendations in curricular matters is depicted in Table 6 on page 107.

Quality and supply of teachers. To improve the quality of teachers entering the profession, the ASTA suggested a gradual stiffening of entrance requirements and some method to be used to screen admission seekers. But while holding that admission to programs determines the quality of entrants to training programs, the ASTA was of the view that it is the training program that determines the quality of the teacher. To this end, the ASTA advocated a review of teacher training programs and an increase in teacher training facilities. In the matter of certification, the issuance of a permanent certificate after two years of

Table 6

Distribution of Recommendations made by the Alberta
School Trustees' Association Regarding Curriculum

Issue	No. of Recommendations
Suitability and adequacy of subjects and programs	2
Efficiency of teaching and pedagogical procedures	0
Organization, administration and supervision of instruction	1
Textbooks and library services	1
Standardization of textbooks and courses	1
Teaching aids	2
Total	7

training followed by two years of classroom experience was strongly advocated; however, the ASTA, being of the opinion that not all teachers required a degree before certification, was opposed to any plan calling for implementation of such certification and with fixed dates for implementation. Of in-service education, the ASTA was supporting and suggested the use of a bonus or other form of compensation to retain and attract teachers to rural areas. This, it was thought, would affect the distribution of qualified teachers.

In all, the Alberta School Trustees' Association offered eight recommendations relative to the quality and supply of teachers. Two of the recommendations were directed to improvements in entrance requirements:

1) a program of gradual stiffening of entrance requirements, and 2) a more careful screening of students seeking admission to the Faculty of Education.

Two recommendations addressed the issue of certification of teachers: 1) permanent certification only after two years of education and training and two years of successful teaching experience; and 2) the Alberta School Trustees' Association does not support any plan which stipulates that all teachers must have a degree before certification and with definite fixed dates for implementation of such a regulation.

Two recommendations addressed training programs and facility concerns: 1) a careful review of the teacher training programs to ensure that they are adjusted to the needs and expectations of teachers in the classroom; and 2) serious consideration be given to the matter of increased teacher education and training facilities at the University of Alberta.

One recommendation was made regarding in-service education: consideration be given to increased in-service training.

One recommendation focused on the distribution of teachers in urban and rural areas: where necessary, provision be made to supply qualified teachers to schools in rural areas, possibly by payment of a bonus or other form of extra compensation.

This distribution of recommendations is summarized in Table 7 on page 109.

Table 7

Distribution of Recommendations made by the Alberta
School Trustees' Association Regarding Quality
and Supply of Teachers

Issue	No. of Recommendations
Entrance requirements	2
Facilities and programs	2
Certification and certification requirements	2
In-service education	1
Factors affecting recruitment and supply of teachers	0
Distribution of teachers	1
Financial aid to teachers in training	0
Total	8

The Farmers' Union of Alberta

In a manner similar to that displayed by the other selected groups which submitted briefs, the Farmers' Union of Alberta included curriculum and teacher quality and supply among the major issues to address. Having a rural point of view, the FUA was quite specific in the action it suggested.

Curriculum. The FUA assessment of the adequacy and suitability of curriculum prompted the group to advocate streaming in senior high school with a core curriculum consisting of English, Social Studies and Mathematics. As to the teaching of reading, the FUA endorsed the phonetics

approach. Noting a maldistribution of qualified reading teachers, the FUA saw it was necessary to induce qualified teachers to reading to accept rural positions.

Further examination of the curriculum led the FUA to advocate improvement of skills in the usage of the English language, especially in rural areas. More drill in mathematics was viewed as necessary, as was the teaching of more science in all grades. Introduction of French in the elementary grades was advocated as was the provision of an enriched curriculum for rural schools. It was further suggested that cooperation be emphasized in school curriculum.

Addressing the adequacy and availability of school textbooks, the FUA was of the opinion that a textbook rental plan be extended province-wide as this would make textbooks available to school children at reasonable cost. In a similar view, the FUA saw the need for common textbooks for courses in other provinces.

Eleven recommendations were made by the Farmers' Union of Alberta with regard to curriculum. Five of the recommendations addressed the suitability and adequacy of the subjects offered: 1) senior high school courses should be divided into four categories: a) academic, b) general, c) commercial, and d) technical and vocational. All of these courses should have a basic core of English, Social Studies and Mathematics; 2) that more science be taught in all grades; 3) that consideration be given to the teaching of French at the elementary school level; 4) enriching the curricula in rural as well as urban schools if it can be done without replacing essential subjects; and 5) cooperation as one method of doing business should be included in the Grade 11 social studies course.

Four recommendations were directed at the efficiency of teaching and pedagogical procedures: 1) more emphasis upon the teaching of phonetics; 2) every effort should be made to induce qualified and experienced teachers to accept positions in ungraded rural schools where an improved reading program is needed; 3) more emphasis should be placed on the mastery of the mechanics of English and a knowledge of grammar in both junior and senior high schools, and that pupils be required to express their ideas in complete sentences; 4) more drill in mathematics in the elementary grades.

One recommendation was aimed at improving the adequacy and availability of textbooks: that further effort be made to extend the textbook rental plan to all parts of the province.

One recommendation was in response to the desirability of inter-provincial standardization of courses and textbooks: that more effort be made to cooperate with the other provinces in authorizing the use of the same textbooks.

Table 8 on page 112 summarizes the distribution of recommendations.

Quality and supply of teachers. Noting that more teachers would be needed in the near future, the FUA advocated the use of bursaries to induce university entrants into education. To attract qualified teachers to isolated rural areas and to entice qualified teachers to stay, the FUA suggested the use of isolation bonuses. Likewise, a provincial salary schedule was supported as this would nullify the differential in salaries between rural and urban areas and would remove one disadvantage experienced by teachers in rural areas. However, the FUA recommended

Table 8

Distribution of Recommendations made by the Farmers'
Union of Alberta Regarding Curriculum

Issue	No. of Recommendations
Suitability and adequacy of subjects	5
Efficiency of teaching and pedagogical procedures	4
Organization, administration and supervision of instruction	0
Textbooks and library services	1
Standardization of textbooks and courses	1
Teaching aids	0
Total	11

more research into the problem of teacher supply and ways in which to meet the anticipated need.

In total, four recommendations were made with regard to teacher quality and supply. Three recommendations addressed the factors related to the recruitment and supply of teachers: 1) the present bursaries provided for teacher training should be increased. In some cases additional assistance in the form of bursaries or loans may be advisable; 2) that funds be made available for research into the problem of providing an adequate number of qualified teachers; 3) isolation bonuses for teachers in rural schools should be substantial to attract the better qualified teacher.

One recommendation addressed the problem of distribution of teachers: a provincial salary schedule for teachers.

Table 9 below depicts the distribution of the recommendations.

Table 9

Distribution of Recommendations made by the Farmers' Union of Alberta Regarding Quality and Supply of Teachers

Issue	No. of Recommendations
Entrance requirements	0
Certification and certification requirements	0
Facilities and programs	0
In-service education	0
Recruitment and supply of teachers	3
Distribution of teachers	1
Financial aid to teachers in training	0
Total	4

The Faculty of Education

Having viewed the educational enterprise once to assist an interest group with which education interests were mutually shared, the Faculty of Education was obliged to undertake a review to prepare its own brief. In that review, the Faculty addressed nine issue areas among which were the areas of curriculum and teacher preparation.

Curriculum. The Faculty chose to divide the curriculum into two segments: secondary and elementary. In relation to secondary school curriculum, the review prompted the Faculty to suggest that the advantages of the composite-type high school be given careful consideration, recognizing the limits of size and the need to meet the diverse abilities and requirements of a growing high school population. For purposes of providing challenging programs in English, Social Studies, Natural Science, Mathematics, and Foreign Languages, streaming of superior ability students at the high school level was advocated as desirable and possible. To provide a means of determining the levels of student mastery of curriculum, the retention of the Grade 9 and 12 Departmental Examinations was advocated until such time as a well organized system of accreditation of schools was in place. In addition, the Faculty saw the need for improving the writing of curriculum guides such that method and content would be separated and that methods would not be presented in a prescriptive manner.

Recommendations were made regarding specific subject areas at the secondary school level. Surveying the curriculum of English, the Faculty recommended that frequent writing assignments, the reading and criticism of student writing and the guiding of students toward improvement should be the prime activities of the English-language teacher. Adequate time was required for the undertaking of these activities. Language and literature required reunion into one course at the junior high school and Grades 10 and 11 levels to provide better English usage experiences for students. Further improvement in the quality of English usage experiences was foreseen in the increased availability to students

beyond Grade 6 of the number of books. Advocated also was the streaming of students in English courses at the high school level in order to provide every student with adequate interest and challenge.

The retention of social studies programs (was suggested for Grades 7-12 in order that a framework be provided for organizing and assimilating material and understanding common to citizens of Canada. At the Grade 12 level, however, it was thought that within the senior matriculation program, Social Studies might better be replaced by courses in history and geography.

Physical education was advocated for Grades 10-12. Health and personal development courses in the view of the Faculty required continuation and improvement to provide a more realistic focus and objectives.

In mathematics, better guidance was deemed required for senior high school mathematics students so that courses would suit student needs. In junior high school science, the spiral curriculum was deemed inadequate for student needs while at the senior high level, well organized sequential courses in physics, chemistry and biology were advocated.

The teaching of the French language was seen to be in need of improvement. It was suggested that a sequential three year program in French be used as a means of permitting students to achieve continental standards in the language. Improvements in the quality of actual instruction were seen to derive from: 1) recruiting native French-speaking teachers; 2) encouraging non-French language teachers to visit French language areas in Canada and Europe; and 3) making more effective use of audio-visual aids in instruction of the language. Enrichment for

superior ability students in selected elementary schools could be achieved through the use of oral French.

Implementation of art curriculum, according to the Faculty, could be improved with the appointment of a provincial art consultant and supervisors of art in larger school systems. Special classrooms for art, suitably equipped, were called for in larger high schools. The cause of art could be furthered through travelling art exhibits and through the improvement of the aesthetic quality of schools. The latter, it was suggested, could be achieved if a small percentage of the total cost of the school building were devoted to murals and sculptures, these to be tastefully incorporated in the structures.

A provincial music consultant and supervisors of music in larger school systems were advocated by the Faculty as a way to improve implementation of music curriculum. Departmental assistance to school boards was suggested as a means to adequately supply basic instruments and equipment for new senior high school music programs. High school administrators, it was felt, should take into consideration the special needs of music programs in terms of the options available to students and the timetabling of courses.

Viewing the adequacy of textbooks and library services, the Faculty made several recommendations. Curriculum guide suggestions of textbooks which contained the basic subject matter of courses were seen as an improvement over what existed. It was advocated that provision should be made, for a variety of reference and reading books, to meet individual differences in difficulty, interest and maturity. The costs of building school libraries could be met through school grants while

teacher-librarian courses and training were to be encouraged upon the general establishment of school libraries.

As for interprovincial standardization of courses and textbooks, the Faculty went on the record as being opposed to the idea.

In the matter of audio-visual aids, the Faculty supported the continuation of basic courses in the use of such aids with competency in the use of such aids and materials to be increased and improved at the local level.

The quality of elementary school curriculum could be maintained, if not improved, through the adoption of a number of recommendations. Support was given to the continuation of various programs in elementary education designed to review content and methodology. It was advocated that fuller treatment of the significance of geography to the lives of people be given in Department of Education Bulletins. The need for a Department of Education Bulletin on Work-Study-Skills (including vocabulary development and listening) was identified. Revision of the Mathematics course outline was suggested to provide elementary teachers with more guidance regarding individual differences, manuals and workbooks, instructional materials, and testing and evaluation procedures. The need to revise the Department of Education Bulletin on handwriting was observed as was the need for basic speech instruction for students of different cultural backgrounds. An increased supply of free reading and reference materials (including periodicals) was suggested. It was recommended that a program of student appraisal be developed in various program areas and used at spaced intervals with large groups from various grade levels. To improve teaching efficiency, a reduction in the pupil:

teacher ratio was advocated. Public education was suggested as a means to acquaint parents with the objectives and nature of the language and reading programs in schools. In-service teacher education was seen as a means of acquainting elementary teachers with pertinent instructional and research information. Finally, the establishment of kindergartens was advocated.

In all, 44 recommendations were made by the Faculty of Education. Eleven recommendations were made with regard to the suitability and adequacy of subjects offered at the various school levels: 1) language and literature require reunion into one course at the Grade 10 and 11 and junior high levels to provide better English usage experiences for students; 2) retention of social studies is suggested for Grades 7-12 in order to provide a framework for organizing, learning and assimilating material and understanding common to citizens of Canada; 3) at the Grade 12 level, social studies might better be replaced by courses in history and geography; 4) physical education should be provided in Grades 10-12; 5) health and personal development should be continued and improved to provide a feeling among students that its focus and objectives are realistic; 6) that well organized sequential courses be available in physics, chemistry and biology at the senior high school level; 7) oral French should be used as a means of enrichment for superior ability students in selected elementary schools; 8) there should be fuller treatment of the significance of geography to the lives of people in Department of Education Bulletins; 9) a Bulletin on Work Study Skills (including vocabulary development and listening) is needed; 10) Bulletin 3 on handwriting needs revision; and 11) that a basic speech instruction program be provided for students of different cultural backgrounds.

Twelve recommendations were made with respect to the efficiency of teaching and pedagogical procedures: 1) Grade 9 and 12 Departmental Examinations should be retained until a well organized system of accreditation of schools is in place; 2) the writing of curriculum guides requires improvement such that method and content are separated and that methods are not presented as prescriptive; 3) frequent writing assignments, the reading and criticism of student writing and the guidance of students toward improvement should be the prime activities of the English language teacher; 4) the quality of French instruction is seen to be improved by recruiting native French speaking teachers and encouraging non-French language teachers to visit French language areas in Canada and Europe; 5) larger high schools should be provided with special classrooms for art, suitably equipped; 6) to further the cause of art, the aesthetic quality of schools could be improved if a small percentage of the total cost of the building were devoted to murals and sculptures; 7) that travelling art exhibits be established; 8) Departmental assistance should be provided to school boards as a means to adequately supply basic instruments and equipment for new senior high school music programs; 9) various programs designed to review content and methodology should be continued; 10) the mathematics course outline needs revision to provide elementary teachers with more guidance regarding individual differences, manuals and work books, instructional materials, and test and evaluation procedures; 11) a reduction in the pupil:teacher ratio is supported in order to improve teaching efficiency; 12) public education should be undertaken to acquaint parents with the objectives and nature of the language and reading programs in schools.

Eleven recommendations also focused on the adequacy of the organization, administration and supervision of instruction: 1) the advantages of the composite-type high school should be given careful consideration, recognizing the limitations of size, and the need to meet the varying abilities and requirements of an increasing high school population; 2) streaming of superior ability high school students for the purposes of providing challenging programs in English, social studies, natural science, mathematics and foreign languages is possible and may be desirable; 3) streaming of students in English courses at the high school level would provide every student with adequate interest and challenge; 4) better guidance for senior high school mathematics students is seen as required so that courses suit student needs; 5) the spiral curriculum approach to junior high school science (which has an annual cycle) is inadequate to meet the needs of students; 6) a sequential three year program in French would permit students to achieve continental standards in the language; 7) the special needs of music programs in terms of options available and timetabling of courses need to be taken into consideration by high school administrators; 8) that in various program areas a program of student appraisal be developed and used at spaced intervals with large groups from various grade levels; 9) kindergartens should be established; 10) that a provincial art consultant and supervisors of art in larger school systems be appointed; and 11) that a provincial music consultant and supervisors of music in larger school systems be appointed.

Six recommendations had a bearing on the adequacy and availability of school textbooks and school library services: 1) that the number of

books available to students beyond the sixth grade be increased substantially in keeping with the need to provide better English usage experiences; 2) curriculum guides should suggest textbooks which contain the basic subject matter of courses; 3) provision should be made, through a variety of reference and reading books, to meet individual differences in difficulty, interest and maturity; 4) school grants should be provided for the building of school libraries; 5) teacher-librarian courses and training are to be encouraged upon the general establishment of school libraries; and 6) that the supply of free reading and reference materials (including periodicals) be increased.

One recommendation addressed the desirability of interprovincial standardization of courses and textbooks: interprovincial standardization of courses and textbooks is abhorred.

Three recommendations spoke of teaching aids: 1) that there be a continuation of basic courses in audio-visual aids; 2) competency in the use of audio-visual aids and materials is to be increased and improved at the local level; and 3) making more effective use of audio-visual aids in the instruction of the French language.

The distribution of recommendations is depicted in Table 10 on page 122.

Quality and supply of teachers. With the preparation of teachers being the main task of the Faculty of Education, it was not surprising to find well formulated recommendations addressing the major issue of quality and supply of teachers.

The Faculty was quite clear in its views that the principles guiding teacher education required review occasionally by some body

Table 10

Distribution of Recommendations made by the Faculty
of Education Regarding Curriculum

Issue	No. of Recommendations
Suitability of subjects	11
Teaching and pedagogical procedures	12
Organization, administration and supervision of instruction	11
School textbooks and library services	6
Standardization of courses and textbooks	1
Aids to teaching	3
Total	44

external to the university such as the Board of Teacher Education and Certification. The formulation of selection procedures to govern admission to the Faculty was advocated. Matriculation was suggested as the standard requirement for entry into all teacher education programs in the Faculty. General certification was viewed as basic to teaching in elementary and secondary Alberta schools. Four years of preparation would be necessary for a general certificate and as an intermediate step, re-establishment of two years of preparation beyond matriculation as a minimum basis for permanent certification would be acceptable. Preparation of special education teachers was advocated. Increased student teaching time and an internship program required more study. It was suggested that bursary provisions should be made to favour those entering

the Bachelor of Education program as an incentive. Though summer sessions and evening credit programs were observed as viable means of providing teacher education, further study of problems (e.g., staff, honoraria) associated with sessions was suggested. Technological means of delivery of teacher education were also viewed as requiring further study. With regard to graduate study programs in education, the Faculty pointed out the need for support and encouragement both financial and moral in order that schools may realize the benefits of such programs. Superintendent participation in such programs was deemed essential.

Twelve recommendations were made with regard to the quality and supply of teachers. Two recommendations addressed the issue of entrance requirements: 1) that a study should be made of procedures governing selection of candidates applying for admission to the Faculty of Education; and 2) that admission requirements to the one-year teacher education program be raised immediately to the matriculation requirements for admission to the Bachelor of Education program.

Three recommendations were made with respect to certification and certification requirements: 1) that general certification be considered a prerequisite to teaching in Alberta elementary and secondary schools; 2) that a four-year program of preparation (including a university degree) be established as quickly as possible as the requirement for initial general certification (the Professional Certificate) of teachers for the elementary and secondary schools of Alberta; and 3) that as an intermediate step toward this goal, two years of teacher education beyond matriculation be re-established immediately as the minimum basis for permanent certification.

Three recommendations focussed on facilities and programs of teacher education: 1) that radio, television and similar means of improving teacher education be given further study; 2) that the possibility of increasing the time devoted to student teaching, of improving opportunities for students to observe master teachers, and of providing an internship program be studied; 3) that the summer session and evening credit programs offered by the university, be studied, including staff, honoraria, and the like.

Three recommendations addressed the factors associated with recruitment and supply of teachers: 1) that as necessity creates demands, provision should be made in the Faculty for the preparation of teachers in Special Education such as: education for the gifted, the physically and mentally handicapped, the pre-school child and the like; 2) that bursary provision be adjusted as follows: a) at a higher rate for students entering the Bachelor of Education program than for those entering the one-year program, b) on a parity as between the elementary and secondary route programs, and c) extended to all four years of the B.Ed. program; and 3) that provincial superintendents be encouraged by the Department of Education to participate in the graduate program of the Faculty of Education so that the schools of Alberta may benefit more fully from the values of this program.

One recommendation was made with regard to financial assistance to teachers in training: that more financial support from business and industry is necessary for the graduate program in the form of grants, scholarships, research fellowships and the like.

The distribution of recommendations is summarized in Table 11 on page 125.

Table 11

Distribution of Recommendations made by the Faculty of
Education Regarding Quality and Supply of Teachers

Issue	No. of Recommendations
Entrance requirements	2
Facilities and programs	3
Certification and certification requirements	3
In-service education	0
Factors relating to recruitment and supply of teachers	3
Distribution of teachers between urban and rural schools	0
Financial aid to teachers in training	1
Total	12

The Department of Education

As was noted in the earlier chapter, the Department of Education managed to have its brief returned unread. Hence no analysis of its contents could be made.

INTERNAL PROCEEDINGS OF THE ALBERTA ROYAL
COMMISSION ON EDUCATION: MAJORITY
AND MINORITY REPORTS*

At the conclusion of the hearings, the Commission set about the task of assessing the many recommendations and suggestions, the studies, and other materials gathered in its investigation. Regular meetings were held to discuss issues and to formulate recommendations. With this came the task of writing the report, a task in which the Commissioners shared. In the end, a voluminous report containing 280 recommendations was produced. It was this report which a majority of the Commissioners endorsed, and it is the one which can be said to reflect the Commission's consideration of the public's view of education.

Consideration of the outcomes of the Alberta Royal Commission on Education would not be complete without some reference to the outcomes of the Commission's consideration of all the evidence before it.

Late in the Commission's deliberations Mr. Cormack introduced a motion setting out the conditions under which a member or members of the Commission could voice dissent. The motion, seconded by Dr. Mowat, was carried. Consideration at the following meeting, at which Mr. Cormack was not present, led to a small modification being made to clarify the intent of the former motion without detracting from its intent.¹ Having dispensed with the matter, the Commission members turned their attention to the task at hand--examination of the education system in Alberta.

* Investigation has revealed that the government of the day decided to accept and consider the majority report and the minority report was left aside.

From the outset, Senator Cameron wanted a unanimous report,² but Mr. Cormack's motion provided for a dissenter giving notice to dissent and within one week following such notice, provided for discussion of the points of dispute with the Commission members.

Near the end of the deliberations of the evidence before the Commission, the writing of the Report commenced. The first chapter was written, was looked at and Commission members agreed that it would go into the Report. Similar consideration was given to the second, third, and fourth chapters. However, Mr. Cormack began to disagree with the implications of contents of the report as no consideration had been given to the aims and objectives of education. Reconsideration of the proceedings led Mr. Cormack to the realization he could not agree to any of the report.

Upon this revelation, Mr. Cormack gave notice to the Commission that he was going to write a minority report. Dr. Rees reminded Commission members of the motion allowing a Commission member the opportunity to submit his dissent within one week of giving notice of intention to do so.³

Though Commission members could have amended the motion allowing for more time for the development of the submission, they did not choose to do so. Within one week, Mr. Cormack wrote the whole report, all 175 pages of it. Copies of the completed draft were deposited on the desks of Commission members, who upon reading the dissenting views were very much disturbed. Discussion of the minority report with Commission members soon revealed that the majority of the Commission members were not about to accept Mr. Cormack's offer to scrap the minority report upon extension of the Commission's work for another six months to discuss the

philosophy on which the system of education was based. As it was evident that Mr. Cormack's concerns and views could not be accommodated within the majority report, a motion was passed authorizing the expenditure of monies to have the minority report included in bound copies of the majority report.⁴

The majority Commission members went on to complete writing the majority report, and on November 9, 1959, the Report of the Royal Commission on Education in Alberta was submitted to the Lieutenant Governor in Council at 11:00 a.m. Its contents were to be analyzed and discussed later by the interest groups which participated in contributing to the Commission, to be torn to shreds by the newspapers, notably the Edmonton Journal, and to be considered by the Department of Education in terms of the directions suggested in the recommendations contained therein.

The selected interest groups were not inactive following the release of the Report of the Commission. The Alberta Teachers' Association, for example, with the editorial talents of Dr. S.C.T. Clarke, produced a condensed version of the Report, a version which did away with much of the dressing but retained the substance of the Commission's thinking. Sales of the condensed version of the report exceeded all expectations and did much to enhance the public image of the Association.⁵

On the other hand, the Department of Education undertook, at the bidding of the Minister, an analysis of the recommendations to ascertain which of the recommendations were already being addressed through departmental activities, which of the recommendations could be acted upon immediately, which of the recommendations were not feasible given present circumstances, and which of the recommendations could be implemented at a later date. The analysis continued until some time into 1961.⁶

Analysis of the Report was also undertaken by the Alberta School Trustees' Association to determine which of the recommendations affected school board and the operations of schools. But while this activity was going on, The Alberta School Trustees became aware that the Calgary Herald and the Edmonton Journal were being unmercifully critical of the Commission and its Report. A meeting of the executives of the Alberta School Trustees' Association and The Alberta Teachers' Association resulted in a joint letter or protest being sent to the head office of Southam Press Incorporated. The criticism stopped.⁷

The Faculty of Education continued to work toward implementing certification program requiring completion of four years of teacher education until 1969 when the program became reality.

Since the time of Alberta's Royal Commission on Education, the Farmers' Union of Alberta has changed its name but not its interests. Now known as Alberta Unifarm, the organization continues to put forward a rural view of policy matters including those pertaining to education.

The Alberta Federation of Home and School Associations, while still functioning as an organization, has experienced a decline in membership over the last two decades. As no interview with any representative of the organization that was active during the period under study (1957-59) was conducted, little is known of the organization's activities following 1959.

But while these outcomes and consequences provide a perspective of the aftermath of the Cameron Commission inquiry, there is need for further analysis to determine what success the selected interest groups experienced in having their recommendations reflected in those of the Commission.

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THE RECOMMENDATIONS OF THE ALBERTA ROYAL
COMMISSION ON EDUCATION:
A MEASURE OF SUCCESS

For purposes of this study, an analysis was done to ascertain the extent to which the Commission's recommendations reflected those of the selected interest groups. Because of their length and number, the Commission's recommendations have not been quoted directly in the account which follows. Instead, all of the recommendations made by the Commission have been listed in Appendix C and reference is made to the numbers corresponding to those which reflect interest group recommendations.

It should be pointed out for various reasons known only to the Commissioners--though Commission reasoning is offered at various points in the Report in support of their various recommendations--the Commission's views coincided with some of those expressed by the selected interest groups and did not coincide with others.

At this juncture, the reader should be aware that the degree of success experienced by an interest group in having its recommendations reflected in those of the Commission depends in part on the number of recommendations reflected in whole, in part, and in general in those made by the Commission.

In the analysis only those interest group recommendations which are reflected in the Commission's recommendations are of interest. Though there are matters on which the Commission did not make recommendations, and there are many reasons why the Commission could not respond to every recommendation or suggestion made by interest groups, the assumption is that silence indicates either a lack of interest, a kind

of benign neutrality, or a negative attitude, or that the issues were being addressed in some other arena.

Another assumption that is applicable to the analysis is that each and every interest group's recommendations is equivalent in importance to every other recommendation of that interest group or any other group. Thus, for example, a recommendation for more isolation bonuses or greater isolation bonuses is equal in weight to a recommendation concerning a four year baccalaureate program in education for all teachers, or the splitting apart of material (compulsory) from teaching method (optional) in Departmental publications.

For purposes of the analysis, recommendations which are reflected in some manner in the recommendations of the Commission are deemed to have been addressed through the Commission's recommendations. An extensive recommendation for a four year baccalaureate program in teacher education which stipulates implementation timelines, for example, is addressed in the Commission's recommendations when the Commission recommends a four year baccalaureate program but recommends a different implementation timeline. In such a case, the Commission recommendation may be said to meet an interest group's recommendation in part. Where an interest group's recommendation is totally reflected in a Commission recommendation, the Commission recommendation is said to meet the interest group's recommendation in whole.

A description of the success of each selected interest group in having its recommendations reflected in those of the Commission follows.



RECOMMENDATIONS ON CURRICULUM

The Alberta Federation of Home
and School Associations

An analysis of the Commission's recommendations reveal that a number relate to the AFHSA recommendation calling for more emphasis on reading, writing, arithmetic and spelling from Grade 1 onward. Recommendations #54, 55 and 63 of the Commission call for greater attention to writing, spelling, and arithmetic respectively in either the elementary grades or at all grade levels. In effect, Commission consideration of the adequacy of subjects generated three recommendations related to one made by the Federation. Being of the opinion that, "with clearer statements of course content and greater freedom of education method . . . , and with some specific changes in the detail of subject fields . . . , no modification seems needed in the general structure of the elementary curriculum" (Report of the Royal Commission on Education in Alberta, 1959:135). The Commission did not make any recommendations related to the Federation's suggestions that a shift to the mathematics and sciences and languages could be accommodated in later grades. Neither were any made in line with the suggestions that some subjects be curtailed for the benefit of the basic subjects of reading, writing and arithmetic. No recommendation made by the Commission corresponds with the Federation's suggestion that teacher education be introduced in high school.

With respect to efficiency of teaching, the Commission made three recommendations which, while related to the Federation's notion of equitable sharing of the workload among teachers, did not correspond to the Federation's recommendation in the matter. The Commission

Recommendation #52 suggested that class sizes be kept reasonable in language arts subjects in order that teacher workloads might be reasonable. Recommendations #252 and 253 defined the length of the school day at the junior high school and senior high school levels. Indirectly such definitions could be used to determine the workload of teachers. The Commission did not make any recommendations which would encourage inexperienced teachers to apply tested teaching techniques or which would make French a part of teacher education as suggested by the AFHSA. The Commission, in its report (1959:128) was of the opinion with regard to the former, that methodology was the responsibility of the teacher, a conviction that was reflected in Recommendation #16. The Commission's Recommendation #133 emphasized English but did not exclude French.

Analysis shows that the Commission did make a number of recommendations which corresponded to those made by the AFHSA regarding supervision of instruction. Recommendation #186 calling for the Department of Education, in collaboration with other parties, to gauge the need for professional assistant personnel in local school systems and Recommendation #187 calling for the Department of Education to continue sponsoring studies of optimum assistant staff size met in part with the AFHSA recommendation that assistance be provided to school administrators. No recommendation was made to echo the call of the AFHSA to have child grooming designated as a home responsibility; however, Recommendation #250 calling for the basic text to be either an authorized (i.e. required) or approved (i.e., selected from one or more alternatives, any of which meets well the requirements of the course) addresses in part the AFHSA call for the improved availability of texts. Recommendations #230 and

232 calling for the modification of the provincial system of school grants to give library grants do reflect the AFHSA's concern for the adequate financing of school libraries.

In the matter of texts and library services, the Commission did not make any recommendations which reflected the AFHSA perception that more reference books were needed in schools and none were made calling for a long term library program. However, in Recommendation #234, the Commission did address the need for librarians to have teacher training, a need identified by the AFHSA.

No recommendations were made by the Commission relating to interprovincial standardization of courses and textbooks.

Of the four AFHSA recommendations made regarding teaching aids only the one calling for the training of teachers in the use of audio-visual aids was reflected in Commission recommendations. Recommendations #240 and 241 suggested that such training could be instilled through in-service education and through an intense short course at the undergraduate level of teacher education.

In all, the AFHSA made a total of 19 recommendations regarding curriculum. Analysis reveals that of the four recommendations regarding adequacy of curriculum, one calling for more emphasis on basic skills in early grades, is fully reflected in three recommendations of the Commission. Three of the AFHSA recommendations on curriculum adequacy are not reflected at all in Commission recommendations.

The AFHSA call for equity of workload among teachers is the only recommendation of three regarding the efficiency of teaching and pedagogical procedures which is reflected in a general way in three Commission

recommendations which could affect equitable distribution of workloads.

Of the four recommendations respecting organization, administration and supervision of instruction, one calling for financing of libraries was fully reflected in the Commission's while two others are only partially reflected. One of the four recommendations was not reflected at all.

Two of the three AFHSA recommendations addressing the adequacy of textbooks and library services were not reflected in any of the Commission's recommendations. One recommendation calling for the employment of librarians to run school libraries was accommodated by a generally related Commission recommendation.

Though the AFHSA made a recommendation regarding interprovincial standardization of courses, the Commission did not make any in like fashion.

The only AFHSA recommendation on aids to teaching to be fully reflected in those of the Commission was the one calling for an audio visual course as a part of teacher training. No Commission recommendations were found to reflect the other three recommendations on aids to teaching made by the AFHSA.

The manner in which the 19 recommendations on curriculum made by the AFHSA are reflected in those of the Commission is depicted in Table 12 on page 136.

The Alberta Teachers' Association

A number of The Alberta Teachers' Association recommendations on curriculum were also reflected in those of the Commission. The Association made three recommendations regarding the adequacy of subjects offered. Like the AFHSA, the ATA also called for greater emphasis in

Table 12

Reflection of the Alberta Federation of Home and School Association's Recommendations on Curriculum in those of the Alberta Royal Commission on Education

Royal Commission Recommendation	AHFSA Recommendation	Reflection		
		F	P	G N
ADEQUACY OF CURRICULUM				
54. That careful scrutiny of student handwriting, in terms of legibility and neatness, be regarded as part of the normal teaching assignment in every subject and at every grade.	1. Emphasis on reading, writing, arithmetic and spelling from Grade 1 up.			F
55. That alertness to spelling be developed in all subject areas and at all grade levels--especially in the elementary school.				
63. That general facility in arithmetical skills be reemphasized with particular regard for accuracy and automatic response.				
	2. Emphasis in later years on mathematics, sciences and languages			N
	3. Other subjects should be curtailed in order to stress basics.			N
	4. Courses in teaching should be introduced in high school.			N

*Reflection: F = Full; P = Part; G = Generally; N = Not at all.

Table 12 (Continued)

Royal Commission Recommendation	AFHSA Recommendation	Reflection F P G N
<u>EFFICIENCY OF TEACHING AND PEDAGOGICAL PROCEDURES</u>		
52. That classes be held at a reasonable size so as to give the teacher a real workload,	[REDACTED] workload among [REDACTED]	G
252. That the length of the school day in the upper junior high school be examined carefully and, where circumstances warrant, extended to 330 minutes of instruction time.	[REDACTED]	
253. That in senior high school the present maximum of 330 minutes become the minimum, that school boards be empowered to institute a maximum of 360 minutes of instruction time per day, and to add such extra supervised study time as they may be able to provide.	[REDACTED]	
133. That proficiency in both oral and written English be stressed in teacher selection and in teacher education.	2. French to be part of teacher training.	N
16. That instruction in education methods be reserved for teacher education; and that the choice of methods (including organization for teaching) be the prerogative of teachers.	3. Improvement of the application of teaching techniques by inexperienced teachers.	N

Table 12 (Continued)

Royal Commission Recommendation	AFHSA Recommendation	Reflection* F P G N
<u>SUPERVISION OF INSTRUCTION</u>		
186 That the Department of Education, with other parties concerned, intensify efforts to gauge the needs for professional assistant personnel in local school systems.	1. Assistance to administrative staffs to facilitate supervision.	P
187 That as a service to local systems, the Department of Education sponsor continued study of the optimum assistant and special staff required to operate effectively schools of varying sizes.		
250 That with regard to basic texts, the Department of Education be provided with an annual budget to be used to upgrade the quality of these texts.	2. The home to assume responsibility for grooming of children.	N
	3. Improvement in the availability of text books	P
230 That the system of school grants be modified to provide incentive for the establishment and development of school libraries and the employment of professional librarians.	4. That there be financing for libraries.	F
232 That both library renewal and maintenance grants be provided by the province.		

Table 12 (Continued)

Royal Commission Recommendation	AFHSA Recommendation	Reflection*
		F P G N
<u>TEXTBOOKS AND LIBRARY SERVICES</u>		
234. That the government investigate the advisability of asking the University to introduce library science courses for the training of teacher-librarians.	1. More reference books 2. Long term library program needed. 3. Librarians (teachers with qualifications) should be employed to run libraries.	N N G
<u>INTERPROVINCIAL STANDARDIZATION OF COURSES & TEXTBOOKS</u>		
	1. A unified curriculum in Canada is needed.	N

Table 12 (Continued)

Royal Commission Recommendation	AFHSA Recommendation	Reflection * F P G N
<u>AIDS TO TEACHING</u>		
240. That emphasis upon audio-visual aids in the in-service education of teachers be increased.	1. Technological systems to be applied to the teaching of French.	N
241. That as part of the pre-service or undergraduate education of teachers, the Faculty of Education study the merits of offering an intense short course designed as an introduction to the proper use of audio-visual aids.	2. Specification of basic equipment for subjects.	N
	3. Canadian content in films and film strips.	N
	4. An audio-visual course as part of teacher training.	F

elementary grades upon the development of skills in reading, writing, and arithmetic. Instead of calling for skill development in spelling as the AFHSA did, the ATA wished to see such skill development in social studies. As was pointed out earlier, the Commission did not make any recommendations relating to reading. Recommendations #54 and 63 of the Commission supported increased emphasis in writing and arithmetic. Recommendations #58 and 59 of the Commission were aimed at directing the emphasis of social studies in elementary grades. Recommendation #89 calling for a three year junior high school program inclusive of exploratory subjects, lent support to the ATA's recommendation calling for the provision of a selection of options at the junior high school level. Recommendation #19 suggesting that the general nature of the curriculum be so conceived as to provide appropriate differentiation at all school levels appears to reflect in part the ATA's recommendation that offerings at the senior high school level be flexible enough to accommodate the abilities of any and all students.

Analysis revealed that the Commission did not make any recommendations which reflected the ATA's concerns regarding the efficiency of teaching and pedagogical procedures. Here it will be remembered that the ATA called for the evaluation of pedagogical procedures in terms of educational goals set and goals achieved; and, for the establishment of the relationship between teacher education and experience, and success in teaching.

When the recommendations regarding supervision of instruction were analyzed, it became apparent that the Commission did not make any recommendations which reflected the ATA's view that the role of supervisory

personnel must be clearly established and that existing curricular divisions in the educational system seemed appropriate. It should be noted that the Commission did not make any recommendations which were contrary to these views.

In the matter of the adequacy and availability of texts and of school library services, the Commission's Recommendations #230 and 232 appear to reflect the ATA's concern that library services require upgrading. The Commission did not make any recommendation attesting to the necessity of well written, appropriately used texts, supplemented by other material as the ATA had done.

The ATA's suggestion that audio-visual aids, when properly used, can be an asset in the classroom was reflected in Recommendation #241. The Recommendation called for the Faculty of Education to consider the merits of offering an intense short course introducing the proper use of audio-visual aids to education undergraduates. Such a course would be part of the teacher preparation program.

The Alberta Teachers' Association made 27 recommendations regarding curriculum. Of the seven recommendations the ATA made regarding adequacy of curriculum only one, calling for a determination of the best grade placement of elementary school curriculum, was fully reflected in Commission recommendations. One recommendation calling for a determination of the value of various methods dealing with individual differences, was partly reflected in the recommendation of the Commission. The remaining five ATA recommendations on curriculum adequacy were not accommodated by the Commission in any recommendation.

Analysis did not reveal any Commission recommendations which

corresponded in any way with the three ATA recommendations on the efficiency of teaching and pedagogical procedures. In like manner, the four ATA recommendations addressing issues of supervision of instruction were not accommodated in any recommendations made by the Commission.

Three of the nine ATA recommendations on the adequacy of textbooks and library services are only partly reflected in the recommendations of the Commission. One Commission recommendation was found to be related to one of the nine ATA recommendations. Six ATA recommendations on textbooks and library services were not reflected in any way in Commission recommendations.

Of the four recommendations made by the ATA on aids to teaching, two are fully reflected in the recommendations made by the Commission, while two were not reflected at all.

Table 13 on page 144 depicts the manner in which the ATA recommendations on curriculum were accommodated in those made by the Commission.

The Alberta School Trustees'
Association

When the Commission's recommendations were analyzed for the manner of accommodation of the recommendations of the Alberta School Trustees' Association, an interesting relationship was revealed. In its brief, the ASTA view of the adequacy of subjects offered resulted in two recommendations: 1) that there be provision of a basic core curriculum for academically inclined students with vocational subjects and electives for others; and 2) that there be French language studied in the elementary grades. Consideration of the issues addressed by the two recommendations led the Commission to formulate Recommendations #27, 33, 101 and 102 with regard to electives and vocational training.

Table 13
 Reflection of The Alberta Teachers' Association Recommendations on Curriculum in those
 of the Alberta Royal Commission on Education

Royal Commission Recommendation	ATA Recommendation	Reflection* F P G N
<u>ADEQUACY OF CURRICULUM</u>		
47. That in given grades and levels fewer topics be covered more intensively than heretofore, and that research be undertaken in grade placement.	1. Studies should be made to determine the best grade placement of the subject matter of the elementary school curriculum.	F
53. That the province exercise leadership in matters of acceleration, retardation, enrichment, promotion, etc., so as to assist teachers in meeting the problem of individual differences.	2. Studies should be continued to determine the value of various methods of dealing with individual differences including multirate promotion, grouping and enrichment.	P
	3. Studies should be made to determine the efficiency of various teaching techniques including the enterprise.	N
	4. The organization of the junior high school should be studied with a view to determining whether its best work is done as an independent unit, as an upward extension of the elementary school, or in association with the high school.	N

*Reflection: F = Full; P = Part; G = Generally; N = Not at all.

Table 13 (continued)

Royal Commission Recommendation	ATA Recommendation	Reflection* F P G N
<u>ADEQUACY OF CURRICULUM (Continued)</u>		
	<p>5. A study should be made of the junior high school to determine its adequacy to meet the wide range of individual differences in capacity and interest among its students.</p>	N
	<p>6. School systems, through principals and guidance services, should use the results of Grade 9 examinations in guiding students along educational and vocational paths most suited to their abilities, interests and needs.</p>	N
	<p>7. Any evaluation of the high school curriculum should be made only after a study of and statement of the function of the high school in Alberta society have been completed.</p>	N

Table 13 (Continued)

Royal Commission Recommendation	ATA Recommendation	Reflection* F P G N
<u>EFFICIENCY OF TEACHING AND PEDAGOGICAL PROCEDURES</u>		
1. Studies should be made of the professional preparation of the teaching force in 1928, 1938, 1948 and 1958 as a basis for determining trends.		N
2. Studies should be made of the relationships of teacher education and experience to success in teaching in specific areas of the school organization (e.g., elementary, junior high school) and in teaching particular subjects (e.g., mathematics, English, French)		N
3. The various pedagogical procedures which can be used in the classroom should be evaluated in terms of the purposes which they are intended to serve.		N

Table 13 (continued)

Royal Commission Recommendation	ATA Recommendation	Reflection* F P G N
<u>ORGANIZATION, ADMINISTRATION AND SUPERVISION OF INSTRUCTION</u>		
186. That the Department of Education, with other parties concerned, intensify efforts to gauge the need for professional assistant personnel in local school systems.	1. The present 3-3-3-3 grade organization should be retained in the Alberta school system.	N
187. That as a service to local systems, the Department of Education sponsor continued study of the optimum assistant and special staff required to operate effectively schools of varying sizes.	2. A brochure or manual should be prepared under the leadership of the Department of Education to give guidance to school boards with respect to good administrative practices and outline the areas in administration in which teachers may well be involved for the general benefit of education.	N
	3. Enquiries should be made into the merits and demerits of properly qualified superintendents being employed by and responsible to local school boards.	N
	4. School boards in smaller urban districts and in the rural school divisions and the Department of Education should be asked to increase the supervisory staff in accordance with need.	P

Table 13 (Continued)

Royal Commission Recommendation	ATA Recommendation	Reflection* F P G N
<u>ADEQUACY OF TEXTBOOKS AND LIBRARY SERVICES</u>		
230. That the system of school grants be modified to provide incentive for the establishment and development of school libraries and the employment of professional librarians.	1. Textbooks which contain the essentials of each subject should be made available.	N
232. That both library renewal and maintenance grants be provided by the province.	2. Alberta has reached the stage in its development where textbooks should reflect our culture.	N
	3. More attention should be given to Commonwealth books.	N
	4. The adequate supply of reference books in every school should be a major consideration of school boards.	N
	5. The Department of Education should authorize and encourage the use of a uniform book classification for the assistance of school libraries throughout the province.	N
	6. In elementary schools of over 200 pupils, and in all high schools, adequate central library facilities should be required in new schools. This space, without "study purposes" limitations, should qualify for at least the standard classroom grant.	P

Table 13 (Continued)

Royal Commission Recommendation	ATA Recommendation	Reflection* F P G N
<u>ADEQUACY OF TEXTBOOKS AND LIBRARY SERVICES (Continued)</u>		
234. That the government investigate the advisability of asking the University to introduce library science courses for the training of teacher librarians.	7. Up-to-date information regarding central school library requirements and facilities should be issued to school boards for their guidance. The Faculty of Education should keep the need for school librarians under constant review so that school library courses may be offered as required.	P
229. That minimal and compulsory book quotas be established for schools of various enrolments.	8. Books listed in the catalogues of the School Book Branch should be classified for the use of school librarians.	G
See Recommendations 230 and 232 above.	9. Additional government grants should be paid to accredited school libraries which have met basic standards.	P

Table 13 (Continued)

Royal Commission Recommendation	ATA Recommendation	Reflection*
		F P G N
<u>AIDS TO TEACHING</u>		
240. That emphasis upon audio-visual aids in the in-service education of teachers be increased.		
241. That as part of the pre-service or undergraduate education of teachers, the Faculty of Education study the merits of offering an intensive short course designed as an introduction to the proper use of audio-visual aids.	1. Instruction in the use of audio-visual materials should be available to teachers as part of their pre-school professional preparation and should be strengthened and kept up to date through continuous in-service education.	F
	2. Steps should be taken to ascertain whether or not the present quota system is unduly restricting the legitimate use of films as classroom teaching aids. If such is the case, then consideration should be given to the provision of more films.	N
248. That the provincial government initiate action to reserve sufficient channels for telecasting educational programs.	3. There should be established in Alberta an adequately powered educational station to serve as the primary, and perhaps, only outlet for educational broadcasts of all types.	N
244. That study and development of educational television be maintained to determine the full possibilities of this medium as a teaching-learning aid in the public schools.	4. There should be further study and experimentation with respect to the classroom use of television before this medium is introduced in any large school in Alberta.	F

No Commission recommendation was found to reflect the ASTA's call for the study of the French language in elementary grades. The Commission in its report (1959:184) was of the view that there was already sufficient and adequate provision in the School Act and regulations so:

. . . that in Grade I French is the language of instruction, although it is stated in the regulations that English must then be a subject of instruction. In subsequent grades, however, English is to be the language of instruction, with French as a subject of instruction, and with explanations in French as necessary.

Analysis revealed that the ASTA recommendation that there be a thorough reconsideration of administrator training, promotion, and appointment practices was reflected in the Commission Recommendations #175, 176 and 177. These Recommendations outlined the manner in which superintendents should be selected and appointed. Recommendations #184 and 185 appeared to reflect the same ASTA concerns as these pertained to the principalship.

The ASTA advocacy of more adequate library facilities was deemed to be reflected in Recommendations #230 and 232 of the Commission which also called for funds from provincial sources to provide adequate facilities. Recommendation #238 which called for school libraries to be made more accessible to the public accommodates the ASTA view that public library services ought to be extended.

The Commission did not make any recommendations regarding the feasibility of interprovincial standardization of textbooks, a matter on which the ASTA had made pronouncement.

As for the ASTA's call for the establishment of standards for teaching aids, the Commission did not make any corresponding recommendation. However, the ASTA recommendation that the utility of television

be investigated further at the local, provincial and national levels is in part reflected in Recommendations #244, 245, 246, 247, 248 and 249. Collectively, this group of recommendations calls for further study of possibilities this medium has for the classroom and anticipates the need to carry on with the established developments.

In all, the Alberta School Trustees' Association made seven recommendations regarding curriculum. One of the recommendations on the adequacy of curriculum was fully reflected in the Commission recommendations while one was not reflected at all.

The one ASTA recommendation on supervision of instruction was fully reflected in those made by the Commission. The one ASTA recommendation on the adequacy of textbooks and library services was partly reflected in the Commission's recommendations.

The Commission made no recommendations which accommodated the ASTA recommendation on interprovincial standardization of courses and textbooks.

One of the ASTA recommendations on aids to teaching was partly embedded in the work of the Commission. The second of the ASTA recommendations was not accommodated at all.

Table 14 on page 153 shows the manner in which the ASTA recommendations on curriculum were accommodated within the recommendations of the Commission.

Table 14

Reflection of the Alberta School Trustees' Association Recommendations on Curriculum in those made by the Alberta Royal Commission on Education

Royal Commission Recommendation	ASTA Recommendation	Reflection* F P G N
<u>ADEQUACY OF CURRICULUM</u>		
27. That the scope of educational offerings at public expense in the public school system be broadened to include appropriate courses in many vocational areas.	1. That every child has a basic right to an education and that educational authorities be urged to provide appropriate curricula to meet the wide range of abilities and needs found in our school population (a basic core curriculum for the academic student and vocational subjects and electives for others)	F
33. That in addition . . . , more intensive three-year programs be developed in accredited schools in all fields of study-- including matriculation, fine arts, physical education, business education, and a variety of other programs leading to post-secondary study, or of a terminal or vocational or general nature.		
101. That the requirements of general education be reviewed with a view to devising clear distinction between general education courses and vocational courses.		
102. That present electives of near-vocational nature and intent be reviewed, if necessary, so that they may become acceptable to business and the trades.		
	2. All provincial educational authorities should introduce the study of French (or English in French language schools) in elementary grades at as early an age as possible)	N

*Reflection: F = Full; P = Part; G = Generally; N = Not at all.

Table 14 (Continued)

Royal Commission Recommendations	ASTA Recommendations	Reflection* F P S N
<u>ORGANIZATION, ADMINISTRATION, AND SUPERVISION OF INSTRUCTION</u>		
175. That legal provision be made whereby divisions and counties may appoint their own superintendent in lieu of a provincially employed superintendent.	1. Taking a good look at our program and practices of training, appointing and appraising the duties and responsibilities of administrators.	F
176. That the province specify in law such functions of the locally-appointed superintendent as will safeguard immediate provincial interests in education.		
177. That qualifications with force of law be established to govern eligibility of appointments of <u>all</u> superintendents in Alberta.		
184. That desirable qualifications be established with regard to the principalship in Alberta.		
185. That job specifications as indicated in this report be included in the School Act to clarify and give status to the full scope of the principal's duties.		

Table 14 (Continued)

Royal Commission Recommendation	ASTA Recommendation	Reflection* F P G N
<u>ADEQUACY OF TEXTBOOKS AND LIBRARY SERVICES</u>		
230. That the system of school grants be modified to provide incentives for the establishment and development of school libraries and the employment of professional librarians.	1. That local, provincial and federal authorities be urged to give effective support to the establishment and development of libraries in schools, colleges and universities and to further extension of public library services to all parts of urban and rural Canada.	P
232. That both library renewal and maintenance grants be provided by the province.		
238. That the possibilities of making the school library accessible and of service to the general public community be explored.		
<u>INTERPROVINCIAL STANDARDIZATION OF TEXTBOOKS AND COURSES</u>		
	1. A survey should be made to ascertain what proportion of our population is affected by this matter and to what extent the pupils concerned are adversely affected.	N

Table 14 (Continued)

Royal Commission Recommendation	ASTA Recommendation	Reflection* F P G N
<u>AIDS TO TEACHING</u>		
244. That study and development of educational television be maintained to determine the full possibilities of this medium as a teaching-learning aid in the public schools.	1. Some increased standard or minimum requirements, with respect to teaching aids in every school, should be spelled out by the Department of Education.	N
245. That the province make funds available for expansion of programs and experimentation in educational television at all school levels.	2. That further extensive experimentation in educational television programming be undertaken at the local, provincial and national levels.	p
246. That study be commenced regarding the design of facilities best suited to the educational use of television.		
247. That the Faculty of Education consider the requirements of initial training and in-service preparation of teachers for the use of this teaching aid.		
248. That the provincial government initiate action to reserve sufficient channels for telecasting educational programs.		
249. That in the meantime arrangements be made for the development and the broadcasting of educational programs by existing stations.		

The Farmers' Union of Alberta

Examination of the manner in which the FUA recommendations on curriculum were reflected in the Commission's recommendations yielded interesting observations. Five recommendations were made by the FUA regarding the adequacy of subjects taught. The suggestion of streaming in senior high school with core curriculum appears to be echoed in full in Recommendations #32 and 33. Recommendation #32 outlined the nature of the compulsory core of the high school curriculum while Recommendation #33 suggested that streaming be an integral part of accredited high schools. The FUA call for more science to be taught in all grades is partly reflected in Recommendations #69 and 70 which indicated how more science might be diversified at the senior high school level. No Commission recommendations were found to correspond to the FUA suggestion that the study of the French language be introduced in elementary schools. It was noted earlier that the Commission was of the opinion that adequate and sufficient provisions existed in the School Act and regulations for French to be used as a language of instruction as well as a language of study in the elementary grades. The FUA call for enrichment of the curriculum in schools is partly accommodated in Recommendations #102 and 103, the former calling for a revision of the near-vocational electives so as to be acceptable to business and the trades, and the latter asking that community colleges be the outlet for these electives in the rural areas and that the city school systems be the outlets for these electives in urban areas. In essence, the availability of vocational electives would be increased in rural areas through the community college with accessibility left undefined. No recommendations were made by the

Commission which accommodated the FUA suggestion that cooperation be emphasized in school curriculum.

Four FUA recommendations centred on the efficiency of teaching and pedagogical procedures. No Commission recommendations were found to reflect the FUA views that there need be more emphasis on the teaching of phonics and that efforts should be made to induce qualified reading teachers to accept positions in ungraded rural schools where improved reading programs were needed. With respect to phonetics, the Commission was satisfied that "The most recent materials in classroom use . . . duly emphasize phonics along with other aspects of the reading process"

(Alberta Royal Commission on Education, 1959:143). Recommendation #50, calling for the restoration of appropriate drill procedures as a means of securing facility in language skills comes closest to mirroring the FUA suggestion that improvement of skills in the usage of the English language be made. The FUA call for more drill in mathematics appears to ~~be reflected in full in the Commission's Recommendation #63 which called~~ for a renewed emphasis on arithmetic skills especially in accuracy and automatic response.

The Commission did not make any recommendation endorsing the FUA suggestion that the textbook rental plan be extended throughout the province to make textbooks available to children at reasonable cost. As was noted earlier, the Commission chose not to make any recommendations regarding interprovincial standardization of textbooks and courses.

The FUA made a total of 11 recommendations regarding curriculum. Of the five recommendations addressing adequacy of curriculum, one was fully reflected in Commission recommendations, two were partly reflected

in Commission recommendations, and two were not reflected in Commission recommendations in any manner.

One of the FUA's four recommendations respecting efficiency of teaching and pedagogical procedures was fully reflected in Commission recommendations, one was partly reflected, while two were not reflected at all.

The one FUA recommendation regarding the adequacy of textbooks and library services was not accommodated in Commission recommendations. As was noted earlier, the Commission made no recommendation to reflect any interest group ideas on interprovincial standardization of courses and textbooks.

Table 15 on page 160 illustrates how the 11 FUA recommendations on curriculum correspond to recommendations made by the Commission.

The Faculty of Education

Examination of the manner in which the 44 recommendations made by the Faculty of Education were accommodated within those made by the Commission reveals an interesting pattern. Faculty of Education recommendations on the adequacy of curriculum, analysis revealed, were accommodated in the following manner. The Commission made no recommendations which coincided with the Faculty's view that language and literature require reunion into one course at the Grade 10 and 11 and junior high school levels to provide better English usage experience for students. Retention of the social studies program in schools, a view adopted by the Faculty of Education, was reflected in the Commission's Recommendation #56 calling for greater emphasis on the acquisition of precise factual knowledge within the provisions of the present social studies program without losing any of the program's desirable qualities. The Faculty's

Table 15

Reflection of the Farmers' Union of Alberta Recommendations on Curriculum in those of the Alberta Royal Commission on Education

Royal Commission Recommendation	FUA Recommendation	Reflection* F P G N
<u>ADEQUACY OF CURRICULUM</u>		
32. That the compulsory core of the high school curriculum consist of English language, literature, social studies and, at the Grade 10 level, a minimum of one hour per week in physical education and recreation; further that every student enrol in one course in each of mathematics and science.	1. Senior high school courses should be divided into four categories: a) academic, b) general, c) commercial, and d) technical and vocational. All these courses should have a basic core of English, social studies and mathematics.	F
33. That in addition to the above, more intensive three-year programs be developed in accredited schools in all fields of study-- including matriculation, fine arts, physical education, business education, and a variety of other programs leading to post-secondary study, or of a terminal or vocational or general nature.		
69. That at least one survey-type course comprised of content drawn from the physical sciences, be provided as a non-matriculation elective in high school science.		
70. That two sequent years of biology as a science pattern for matriculation students be available as an alternative matriculation science route.		
	2. That more science be taught in all grades.	P

*Reflection: F = Full; P = Part; G = Generally; N = Not at all.

Table 15 (Continued)

Royal Commission Recommendation	FUA Recommendation	Reflection* F P G N
<u>ADEQUACY OF CURRICULUM (Continued)</u>		
71. That at least one biology elective be retained in the early grades of the high school.	2. (continued from page 160)	
102. That present electives of near-vocational nature and intent be reviewed, if necessary, so that they may become acceptable to business and the trades.	3. That consideration be given to the teaching of French at the elementary school level.	N
103. That offering of such electives be restricted to the community colleges in rural areas and to city systems.	4. Enriching the curriculum in rural as well as urban schools if it can be done without replacing essential subjects.	P
	5. Cooperation as one method of doing business should be included in the Grade 11 social studies course.	N

Table 15 (Continued)

Royal Commission Recommendation

Reflection*
F P G N

FUA Recommendation

ADEQUACY OF TEXTBOOKS AND LIBRARY SERVICES

- 1. That further effort be made to extend the textbook rental plan to all parts of the province.

N

INTERPROVINCIAL STANDARDIZATION OF TEXTBOOKS AND COURSES

- 1. That more effort be made to cooperate with the other provinces in authorizing the use of the same textbooks.

N

suggestion that Grade 12 level social studies be replaced with separate courses in history and geography was not supported by the Commission. While approving of the organization of the social studies program at the senior high level, the Commission did urge "that the prescription of content be laid out relative to the areas of geography, history, civics, etc. on a grade-by-grade basis" (Alberta Royal Commission on Education, 1959:155). The urging did not culminate in a Commission recommendation however.

The Faculty's perspective that physical education be a part of the curricular program in Grades 10 to 12 was reiterated in Recommendations #87 and 88 which saw the need for 60 non-credit minutes per week devoted to physical education by all students with a sequence of five credit specialized courses in Grades 10 to 12 available as electives.

Faculty suggestions that improvements be made in health and personal development courses were similar to those made by other interest groups. Commission consideration of the inadequacies of the health and personal development curriculum culminated in the formulation of Recommendations #73 to 82. These recommendations were Commission suggestions for curriculum improvements.

The Commission, through Recommendations #70 and 71, in relation to biology, did meet in part the Faculty recommendation that a well organized sequence of courses in physics, chemistry and biology be established at the senior high school level.

The Commission did not make any recommendations regarding the Faculty's call for enrichment of the elementary curriculum for superior ability students with the use of oral French, the call for a fuller

treatment of significance of geography to the lives of people in Department of Education Bulletins, the call for a Bulletin on work study skills, the call for a revision of the Bulletin on handwriting, and the Bulletin for a basic speech instruction program for students of different cultural backgrounds.

As for the treatment of Faculty recommendations related to the efficiency of teaching and pedagogical procedures, the Faculty's view that Grade 9 and 12 Departmental Examinations should be retained until a system of accredited schools was in place was fully reflected in Commission Recommendations #7 and 9. The need to write curriculum guides so that method and content are separated and methods are not prescriptive, identified by the Faculty, was reflected in part in Recommendation #17 calling for a revision of curriculum guides to indicate clearly the basic content of courses and specifying the minimum materials, equipment and facilities required to support the content.

No Commission recommendations could be found to support the Faculty's notions: 1) that frequent writing assignments, critical assessment of student writing, and guidance of students ought to be the prime activities of the English language teacher; 2) that the quality of French instruction could be improved by select recruitment practices and through language immersion programs; 3) that special classrooms be provided for art; 4) that improvement of the aesthetic quality of schools would further the cause of art; 5) that travelling art exhibits be established; 6) that assistance be provided to adequately equip school music programs; and 7) that the various programs designed to review content and methodology in curriculum be continued.

Recommendation #17 was found to reflect in part the Faculty concern that the mathematics course outline required revision to provide elementary teachers with more guidance in dealing with individual differences. Recommendation #52 that classes be held at reasonable size to ensure reasonable teacher workloads was generally related to the Faculty call for a reduction in the pupil:teacher ratio in order to improve teaching efficiency.

No Commission recommendation corresponded with the Faculty's view that the objectives and nature of language and reading programs in schools could be conveyed to parents through public education.

Respecting the Faculty's views of the supervision of instruction, no Commission recommendations could be found to address the Faculty's concerns that careful consideration be given to the advantages of the composite-type high school in meeting the needs of high school students, that consideration be given to streaming of superior ability students to provide challenging programs in English, social studies, natural sciences, mathematics and foreign languages. Nor were any Commission recommendations made to reflect the Faculty call for streaming of students in senior high school level English courses to adequately interest and challenge every student. The need for better guidance for senior high school mathematics students and the need to overcome the inadequacies of the spiral curriculum approach to junior high school science as identified by the Faculty were not accommodated in Commission recommendations.

Recommendation #72 calling for a three year sequential course program in French, Latin, and German reflected the Faculty perception that students would be able to achieve continental standards in French in a sequential three year program.

Encouragement of high school administrator recognition of the special needs of music programs in program organization and course timetabling was not reflected in Commission recommendations. Neither were suggestions of appointment of art and music consultants and supervisors.

The call for the development and use of a program of student appraisal at spaced intervals with large groups from various grade levels was accommodated in full in Recommendation #14 which sought the establishment of a Bureau of Tests and Standards for that purpose.

Establishment of kindergartens as suggested by the Faculty was not incorporated in any of the recommendations of the Commission.

Analysis of the recommendations of the Commission and the Faculty of Education with respect to the adequacy of textbooks and library services revealed much correspondence between the two sets. Faculty advocacy that curriculum guides incorporate suggestions of texts which contain basic subject matter appears to be reflected in Recommendation #21 in conjunction with Recommendation #9. Recommendation #228 accommodated the Faculty call for variety in reference and reading books while Recommendations #230 and 232 were in line with the Faculty suggestion that there be school grants for school library construction. Recommendation #234 endorsed the Faculty suggestion that teacher librarian courses and training be undertaken to coincide with phasing in of school library construction. No recommendation of the Commission corresponded to the call for an increase in the number of books available to students beyond the sixth grade.

Though the Faculty of Education was opposed to interprovincial standardization of textbooks and courses, the Commission did not make

any recommendations on the matter. The Commission, in its assessment of the acceptability of Alberta matriculants outside of Alberta concluded that there was a "need for more nearly uniform matriculation requirements across Canada, or for greater coordination of universities' policies regarding admissions" (Alberta Royal Commission on Education, 1959:111).

Continuation of basic courses in the use of audio-visual aids and the improvement of competency at the local level, positions adopted by the Faculty with respect to teaching aids, appear to be reflected in full in Commission Recommendations #241 and 240 respectively. No Commission recommendations corresponded to the suggestion that more efficient use be made of audio-visual aids in the instruction of the French language.

In all, the Faculty of Education made 44 recommendations respecting curriculum. Eleven addressed the adequacy of curriculum. Two of the 11 recommendations were reflected in full in Commission recommendations while another two were only partly reflected. Seven of the 11 were not accommodated within Commission recommendations.

The Faculty put forward 12 recommendations on the efficiency of teaching and pedagogical procedures. Only one was fully reflected in Commission recommendations. Two were reflected in part and one was found to be generally accommodated by the Commission. Eight of the Faculty's suggestions on teaching efficiency were not reflected at all.

Of the 11 Faculty recommendations on the supervision of instruction, only two are reflected in the Commission's suggestions, and they are in full. The remainder are not accommodated at all.

Three of the six Faculty recommendations on the adequacy of

textbooks and library services are reflected in Commission recommendations in full, two are reflected in part, and one is not reflected at all.

As noted elsewhere, the Commission did not make any recommendations which accommodated any interest group concern, as in this case, with interprovincial standardization of courses and textbooks.

Of the three recommendations made by the Faculty regarding aids to teaching, one was not accommodated at all while two were fully accommodated in the recommendations of the Commission.

Table 16 illustrates the manner in which the Faculty of Education recommendations correspond to those made by the Alberta Royal Commission on Education.

THE QUALITY AND SUPPLY OF TEACHERS

The Alberta Federation of Home and School Associations

In its brief, the Alberta Federation of Home and School Associations made 12 recommendations regarding the quality and supply of teachers. Analysis reveals that for the most part these recommendations are reflected in those made by the Commission.

For instance, in the matter of entrance requirements to teacher training programs, the AFHSA view that senior matriculation should be the minimum entrance requirement to such programs corresponded to Recommendation #131 of the Commission which called for all entrants to the Faculty of Education to possess complete Alberta matriculation or its equivalent, including academic mathematics and science courses through the Grade 11 level. No recommendation of the Commission was found to reflect the AFHSA view that teacher training programs be so structured that 12-14 months

Table 16

Reflection of the Faculty of Education Recommendations on Curriculum in those of the Alberta Royal Commission on Education

Reflection*
F P G N

Royal Commission Recommendation

Faculty of Education Recommendations

ADEQUACY OF CURRICULUM

- | | | |
|---|---|----------|
| <p>56. That within the provisions of the present program, and without losing any of its desirable qualities, greater emphasis be placed on the acquisition of precise factual knowledge--such knowledge to be set forth in the curriculum guides and prescribed as a basic core for all students.</p> | <p>1. Language and literature require re-union into one course at the Grade 10 and 11 and junior high school levels to provide better English usage experiences for students.</p> | <p>N</p> |
| <p>57. That 60 non-credit minutes per week of physical fitness and recreational activities be a minimum for all students.</p> | <p>2. Retention of social studies is suggested for Grades 7-12 in order to provide a framework for organizing, learning and assimilating material and understanding common to citizens of Canada.</p> | <p>P</p> |
| <p>87. That a sequence of five credit specialized courses (one for each of Grades 10, 11 and 12) be available as electives.</p> | <p>3. At the Grade 12 level, social studies might better be replaced by courses in history and geography.</p> | <p>N</p> |
| <p>88. That a sequence of five credit specialized courses (one for each of Grades 10, 11 and 12) be available as electives.</p> | <p>4. Physical education should be provided in Grades 10-12.</p> | <p>F</p> |

* Reflection: F = Full; P = Part; G = Generally; N = Not at all.

Table 16 (Continued)

Royal Commission Recommendation	Faculty of Education Recommendations	Reflection* F P G N
<u>ADEQUACY OF CURRICULUM (Continued)</u>		
73. That matters relating to <u>school organization</u> and administration, student activities and orientation be removed from their present mandatory and formal course status.	5. Health and personal development should be continued and improved to provide a feeling among students that its focus and objectives are realistic.	F
74. That study habits be removed from Unit I and be treated by pre-service and in-service education of principals, guidance personnel and teachers.		
75. That a committee including a majority of medical practitioners and health authorities review present health content at all grade levels to judge its accuracy and value.		
76. That for each grade level of the elementary school, curriculum guides suggest desirable health habits, offer accurate resource information and make explicit the responsibility of the teachers.		
77. That in the same manner as recommended for elementary education the adequacy and accuracy of health content in the secondary school curriculum be studied.		
78. That overlapping and repetition be removed from content of Grades 7-10 inclusive, and the resultant offered in Grades 7 and 8.		

Table 16 (Continued)

ADEQUACY OF CURRICULUM (Continued)

5. (Continued)

79. That in grades above the eighth, curriculum guides relate appropriate aspects of physical education, science and other courses to health and make explicit the teacher's responsibilities.

80. That the Department of Education assist schools, through separate publications and by other means, in the development of effective programs of information regarding occupations, vocations and professions.

81. That Units 5 and 6 be removed from their present course status.

82. That superintendents, principals and qualified guidance personnel, shall use their discretion concerning formal instruction in the contents of Units 5 and 6.

70. That two sequent years of biology as a science pattern for matriculation students be available as an alternate matriculation science route. 6. That well organized courses be available in physics, chemistry and biology at the senior high school level.

71. That at least one biology elective be retained in the early grades of the high school.

Table 16 (Continued)

Royal Commission Recommendation	Faculty of Education Recommendations	Reflection* F P G N
<u>ADEQUACY OF CURRICULUM (Continued)</u>		
	7. Oral French should be used as a means of enrichment for superior ability students in selected elementary schools.	N
	8. There should be fuller treatment of the significance of geography to the lives of people in Department of Education Bulletins.	N
	9. A Bulletin on Work Study Skills (including vocabulary development and listening) is needed.	N
	10. Bulletin 3 on handwriting needs revision.	N
	11. That a basic speech instruction program be provided for students of different cultural backgrounds.	N

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Table 16 (Continued)

Royal Commission Recommendations	Faculty of Education Recommendations	Reflection* F P G N
<u>EFFICIENCY OF TEACHING AND PEDAGOGICAL PROCEDURES</u>		
7. That Departmental examinations be maintained in all schools in Grade 9.	1. Grade 9 and 12 Departmental Examinations should be retained until a well-organized system of accreditation of schools is in place.	F
9. That the Departmental examinations be maintained at the Grade 12 level in all schools, and extended to all matriculation courses.		
17. That curriculum guides be revised to provide a clear statement of the content basic to each course, and to specify a source of this content together with minimum materials, equipment and facilities (including library).	2. The writing of curriculum guides requires improvement such that method and content are separated and that methods are not presented as prescriptive.	P
	3. Frequent writing assignments, the reading and criticism of student writing and the guidance of students toward improvement should be the prime activities of the English language teacher.	N
	4. The quality of French instruction is seen to be improved by recruiting native French speaking teachers, encouraging non-French language teachers to visit French language areas in Canada and Europe.	N

Table 16 (Continued)

Royal Commission Redomendations	Faculty of Education Recommendations	Reflection* F P G N
<u>EFFICIENCY OF TEACHING AND PEDAGOGICAL PROCEDURES (Continued)</u>		
	5. Larger high schools should be provided with special classrooms for art, suitably equipped.	N
	6. To further the cause of art, the aesthetic quality of schools could be improved if a small percentage of the total costs of the building were devoted to murals and sculptures.	N
	7. That travelling art exhibits be established.	N
	8. Departmental assistance should be provided to school boards as a means to adequately supply basic instruments and equipment for new senior high school music programs.	N
	9. Various programs designed to review content and methodology should be continued.	N
See Recommendation 17.	10. The mathematics course outline needs revision to provide elementary teachers with more guidance regarding individual differences, manuals and workbooks, instructional materials, and test and evaluation procedures.	P

Table 16 (Continued)

Royal Commission Recommendations	Faculty of Education Recommendations	Reflection* F P G N
<u>EFFICIENCY OF TEACHING AND PEDAGOGICAL PROCEDURES (Continued)</u>		
52. That classes be held at a reasonable size as to give the teacher a realistic workload.	11. A reduction in the pupil:teacher ratio is supported in order to improve teaching efficiency.	G
	12. Public education should be undertaken to acquaint parents with the objectives and nature of the language and reading programs in schools.	N
<u>ORGANIZATION, ADMINISTRATION AND SUPERVISION OF INSTRUCTION</u>		
	1. The advantages of the composite high school should be given careful consideration, recognizing the limitations of size and the need to meet the varying abilities and requirements of an increasing high school population.	N
	2. Streaming of superior ability high school students for the purposes of providing challenging programs in English, social studies, natural science, mathematics and foreign languages is possible and may be desirable.	N

Table 16 (Continued)

Royal Commission Recommendation	Faculty of Education Recommendations	Reflection* F P G N
<u>ORGANIZATION, ADMINISTRATION AND SUPERVISION OF INSTRUCTION (Continued)</u>		
72. That the present two-year sequence of courses in French, Latin and German be abandoned and in its place a three-year sequence be provided for matriculation.	<p>3. Streaming of students in English courses at the high school level would provide every student with adequate interest and challenge. N</p> <p>4. Better guidance for senior high school mathematics students is seen as required so that courses suit student needs. N</p> <p>5. The spiral curriculum approach to junior high school science (which has an annual cycle) is inadequate to meet the needs of students. N</p> <p>6. A sequential three-year program in French would permit students to achieve continental standards in the language. F</p> <p>7. The special needs of music programs in terms of options available and timetabling of courses need to be taken into consideration by high school administrators. N</p>	

Table 16 (Continued)

Royal Commission Recommendation	Faculty of Education Recommendation	Reflection* F P G N
<u>ORGANIZATION, ADMINISTRATION AND SUPERVISION OF INSTRUCTION (Continued)</u>		
14. That a Bureau of Tests and Standards be created in the Department of Education to facilitate the development of standardized tests, to upgrade local testing programs, and to sample and maintain continuous records of achievement in crucial subject areas throughout the whole school system.	8. That, in various program areas, a program of student appraisal be developed and used at special intervals with large groups from various grade levels.	F
	9. Kindergartens should be established.	N
	10. That a provincial art consultant and supervisors in larger school systems be appointed.	N
	11. That a provincial music consultant and supervisors of music in larger systems be appointed.	N

Table 16 (Continued)

Royal Commission Recommendation	Faculty of Education Recommendations	Reflection* F P G N
<u>ADEQUACY OF TEXTBOOKS AND LIBRARY SERVICES</u>		
17. That curriculum guides be revised to provide a clear statement of the basic content to each course and to specify a source of this content together with minimum materials, equipment and facilities (including library).	1. That the number of books available to students beyond the sixth grade be increased substantially in keeping with the need to provide better English usage experiences.	N
21. That one basic text (to be developed, if necessary) containing all prescribed content, be authorized for each course.	2. Curriculum guides should suggest textbooks which contain the basic subject matter of courses.	F
22. That the basic text be either authorized (i.e. required) or approved (i.e. selected from one or more alternatives, any of which meet equally well the requirements of the course).		
228. That a basic list of library books be devised to include all types desirable in a school.	3. Provision should be made, through a variety of reference and reading books, to meet individual differences in difficulty, interest and maturity.	P

Table 16 (Continued)

Royal Commission Recommendation	Faculty of Education Recommendations	Reflection* F P G N
<u>ADEQUACY OF TEXTBOOKS AND LIBRARY SERVICES (Continued)</u>		
230. That the system of school grants be modified to provide incentive for the establishment and development of school libraries and the employment of professional librarians.	4. School grants should be provided for the building of school libraries. F	
232. That both library renewal and maintenance grants be provided by the province.		
234. That the government investigate the advisability of asking the University to introduce library science courses for the training of teacher-librarians.	5. Teacher-librarian courses and training are to be encouraged upon the general establishment of school libraries. F	
See Recommendation 228.	6. That the supply of free reading and reference materials (including periodicals) be increased. P	
<u>INTERPROVINCIAL STANDARDIZATION OF COURSES AND TEXTS</u>		
	1. Interprovincial standardization of courses and texts is abhorred. N	

Table 16 (Continued)

Royal Commission Recommendation	Faculty of Education Recommendations			Reflection*
	F	P	G	N
AIDS TO TEACHING				
241. That as part of the pre-service or undergraduate education of teachers, the Faculty of Education study the merits of offering an intense short course designed as an introduction to the proper use of audio-visual aids.				F
240. That emphasis upon audio-visual aids in the in-service education of teachers be increased.				F
				N
				F
				N

of continuous study would be equivalent to two years of regular study.

Regarding certification, the AFHSA was of the opinion that two classes of certificates were necessary: a permanent certificate and a temporary certificate. It was advocated that a permanent certificate might be granted upon completion of two years of study followed by two years of teaching experience. Then, in September 1960, the academic standard could be increased to three years to be raised again in September 1965 to four years. The temporary certificate could be offered to anyone having senior matriculation and one year of teacher training. These ideas were in part reflected in Recommendations #146, 147 and 148 which in essence called for the Bachelor of Education degree as a requirement for permanent certification of elementary and secondary teachers but provided for a transition plan for implementation of the recommended requirement in the following manner: between 1963 and 1967 the minimum academic training required of elementary teachers for certification would be two years while for secondary teachers the minimum would be three years; between 1968 and 1970 the minimum academic training required of elementary teachers would be raised to three years while the minimum for secondary teachers would be raised to the Bachelor of Education level; after 1971 all teachers would require the Bachelor of Education degree for certification. During the transition period provisional certificates valid for a three year period would be issued to be renewed for another three year period upon evidence that progress was being made toward the Bachelor of Education degree. The Commission did not make any recommendation which reflected the AFHSA call for no more six week trainees. However, Recommendation #151 calling for the granting of interim certificates to out-of-province teachers who already held

permanent certificates at the level of new requirements appeared to be in line with the AFHSA recommendation that certification barriers between provinces be removed to facilitate interprovincial movement of teachers.

With regard to in-service education, Recommendation #142 of the Commission calling for the encouragement, provision, and expansion of in-service education as a means of orienting and improving professional teachers reflects the AFHSA view that in-service education may be a way of upgrading the qualifications of teachers. Likewise, with regard to the factors affecting the supply of teachers, Recommendation #137 calling for the improvement of working conditions so that benefits of professional preparation could be realized appeared to echo the AFHSA recommendation that the working and living conditions of teachers be made more tolerable. In part, Recommendation #138(c) calling for the development of a suitable public relations program to convey to potential teacher recruits the opportunities and rewards in teaching met the AFHSA call for examination of ways in which students might be encouraged to enter the profession. No Commission recommendation was found to correspond to the AFHSA call for increased isolation bonuses to entice teachers to rural areas.

Though Recommendations #168 and 169 did not specify the levels, they did call for a comprehensive system of scholarships, loans and grants for teacher education at the provincial level and that provincially assisted bursaries be sponsored locally, in part reflecting the AFHSA call for increases in bursary and loan levels. No recommendations were made calling for the remission of fees, a position adopted by the AFHSA.

In summary, the analysis revealed that one AFHSA recommendation with respect to entrance requirements to the Faculty of Education is fully reflected in Commission recommendations while the lone AFHSA

recommendation with respect to facilities and programs is not addressed at all.

Of the four recommendations on certification and certification requirements made by the AFHSA, three were addressed in part by the Commission in its recommendations, while one recommendation was not addressed in any manner. The lone AFHSA recommendation on in-service education was addressed in part by a Commission recommendation.

The two AFHSA recommendations respecting recruitment and teacher supply were reflected in part in Commission recommendations while the lone AFHSA recommendation on the distribution of teachers was not addressed in any of the Commission's recommendations.

Of the two AFHSA recommendations regarding financial aid to teachers in training, one was addressed by Commission recommendations only partly while one was not addressed at all.

The manner in which the 12 AFHSA recommendations on the quality and supply of teachers were reflected in those made by the Commission is depicted in Table 17 on page 185.

The Alberta Teachers' Association

The Alberta Teachers' Association had ideas about the quality and supply of teachers which were similar to those of other groups. Upon examination, these were in great part reflected in the recommendations made by the Commission.

The ATA suggestion that there be more selective standards as these might relate to entrance requirements to teacher training can be seen in the Commission's Recommendation #134 which called for serious study to be given to the possibility of including non-academic factors

Table 17

Reflection of the Alberta Federation of Home and School Association Recommendations on Quality and Supply of Teachers in those made by the Alberta Royal Commission on Education

Royal Commission Recommendation	AFHSA Recommendations	Reflection*
		F P G N

ENTRANCE REQUIREMENTS

131. That all entrants to the Faculty of Education possess complete Alberta matriculation or its equivalent, including the academic mathematics and science courses through the Grade 11 level.

1. Senior matriculation should be required of those entering education. F

FACILITIES AND PROGRAMS

1. There should be an opportunity for prospective students to attempt continuous 12-14 month studies representing two years of regular work.

N

*Reflection: F = Full; P = Part; G = General; N = Not at all.

Table 17 (Continued)

Royal Commission Recommendation	AFHSA Recommendations	Reflection*
<u>RECRUITMENT AND TEACHER SUPPLY</u>		F P G N
<p>138. That a suitable public relations program be developed in order to:</p> <p>c) convey to potential recruits the opportunities and rewards in teaching.</p>	<p>1. Suggestion of ways that students might be encouraged to enter the teaching profession including: 1) having all capable students completing matriculation; 2) having exhibitions of teaching as a career at career nights; 3) publicity campaigns aimed at high school students; 4) making university training more easily accessible to all capable students; 5) having longer training periods; 6) recognizing superior teachers; 7) raising the salaries of teachers to the level of other well trained professionals, and 8) providing students interested in teaching the opportunity to observe teaching practices.</p>	P
<p>137. That working conditions be so improved that the benefits of professional preparation can be fully realized, for example:</p> <p>a) a lower pupil-teacher ratio and a reasonable teaching load, b) non-professional assistance for routine duties, c) more clerical and stenographic help, d) non-professional supervision of cafeterias; study halls, etc.</p>	<p>2. Make working and living conditions more tolerable by providing increasingly attractive pensions and by providing more adequate supervision of all teaching activities to assist the teacher in doing a good job.</p>	P

Table 17 (Continued)

Royal Commission Recommendation	AFHSA Recommendation	Reflection* F P G N
<u>DISTRIBUTION OF TEACHERS</u>		
<p>168. That a comprehensive system of scholarships, loans and grants for teacher education be carefully planned and instituted at the provincial level.</p> <p>169. That bursaries be sponsored locally, but assisted provincially as a means of meeting the teacher shortage.</p>	<p>1. Increased isolation bonuses to be used to entice teachers to rural areas.</p>	N
<u>FINANCIAL AID TO TEACHERS IN TRAINING</u>		
<p>168. That a comprehensive system of scholarships, loans and grants for teacher education be carefully planned and instituted at the provincial level.</p> <p>169. That bursaries be sponsored locally, but assisted provincially as a means of meeting the teacher shortage.</p>	<p>1. Bursaries and loans to be increased.</p> <p>2. Remission of fees.</p>	N

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such as character and personality in the selection process. Recommendations #131 and 136(b), suggesting that a complete Alberta matriculation or its equivalent including academic mathematics and science courses be required of all entrants to the Faculty of Education and suggesting that selection and screening continue throughout a candidate's career at university echo the ATA view that entrance requirements to the Faculty of Education be raised to parity with other faculties with continued selective procedures applied during an individual's academic career.

The Commission made no recommendations commending the University of Alberta for its attitudes toward expansion of staff and facilities of the Faculty of Education and toward the needs of the Faculty of Education nor did the Commission make any recommendations recognizing the staff and facilities needs of the Faculty of Education in Calgary as the ATA had done. The ATA endorsement of the Bachelor of Education degree as the basis for certification in Alberta however is fully reflected in Recommendation #146. Recommendation #120 calling for a decentralized system of vocational and trades programs to regional centres called Community Colleges was generally in keeping with the ATA call for the extension of facilities for higher education including Junior Colleges (here, Community Colleges and Junior Colleges are seen as equivalent).

Though the ATA views that certification standards for elementary and secondary school teachers ought to include a university degree and that two year teacher education as a minimum for permanent certification ought to be used as an intermediate working toward higher certification standards are reflected in Recommendations #146, 147 and 148 already detailed elsewhere, no Commission recommendations reflected the ATA calls

for preparation rather than special certification as the basis of placement of teachers in specialized positions and for the withdrawal of special certificates.

No recommendations were made by the Commission that took into account the four ATA recommendations calling for an accurate determination of the drop-out rate among teachers in order that accurate future supply rates of teachers could be determined. To offset the shortage of competent teachers, the ATA suggested guidance, recruitment campaigns, scholarships and bursaries. Analysis of the Commission's recommendations revealed that while no specific recommendation was made regarding guidance, Recommendation #138(b) in part is in keeping with the suggested recruitment campaigns, while Recommendations #168 and 169 in part address the ATA concerns about scholarships and bursaries.

No Commission recommendations were found to correspond with the ATA views that high standards be used in staffing Alberta schools, that the relationship between length of training and teacher retention be studied, that the supply of high school graduates, supposedly for recruitment to teacher education, be increased and that the proportion of men in the teaching profession be increased. Likewise no Commission recommendations coincided with the ATA's calls for teacher salaries to be comparable to salaries in other professions, for continuous contracts for teachers, principals and vice-principals, and for means by which these contracts could be terminated by the parties involved in such contracts. Recommendation #167 calling for a revision of provisions and practices related to pensions and other benefits was generally related to the ATA call that school boards should contribute to the pensions and health benefits of teachers.

Examination of the ATA recommendations with respect to distribution of teachers revealed that while no Commission recommendations specifically addressed the ATA concern that teachers must have the freedom to choose among teaching positions, Recommendation #172 detailed elsewhere, was found to be generally related to the ATA call for teacher salaries to be determined by qualification and experience with isolation bonuses paid in remote locations. ATA suggestions that school boards should examine working conditions and ways of making them more attractive to teachers was fully reflected in Recommendation #137.

All three ATA recommendations on entrance requirements were fully reflected in Commission recommendations. Of the five made with respect to programs and facilities only one was fully reflected in Commission recommendations, one was generally reflected, and three were not reflected at all.

Two of the ATA recommendations on certification were also not reflected in Commission recommendations. One recommendation was fully reflected in those of the Commission and one was generally reflected.

Only two of the 16 ATA recommendations on the recruitment and supply of teachers were fully reflected in the recommendations of the Commission while one was generally accommodated. Thirteen recommendations were not reflected in any of the Commission work.

One of the three ATA recommendations respecting distribution of teachers was fully reflected in the recommendations of the Commission, another was generally reflected, and one was not reflected at all. Table 18 on page 193 depicts the manner in which ATA recommendations on the quality and supply of teachers are reflected in those of the Commission.

Table 18

Reflection of The Alberta Teachers' Association Recommendations on the Quality and Supply of Teachers in Those of the Alberta Royal Commission on Education

Royal Commission Recommendation	ATA Recommendations	Reflection* F P G N
<u>ENTRANCE REQUIREMENTS</u>		
131. That all entrants to the Faculty of Education possess complete Alberta matriculation or its equivalent, including the academic mathematics and science courses through the Grade 11 level.	1. The entrance requirements to the Bachelor of Education degree program should be maintained on a parity with those required in other faculties of the University of Alberta.	F
See Recommendation 131 (above)	2. The entrance requirements to the Junior Elementary program should be raised immediately to the matriculation level making admission requirements to the Junior Elementary and the Bachelor of Education programs the same.	F
134. That serious study be given to the possibility of including non-academic factors (such as character, personality, health) in the process of selection.	3. A continual selection and guidance procedure should be adopted prior to and during the teacher education program of candidates for certification, with consideration being given to some or all of the following devices in addition to academic standing: estimates of moral and emotional stability, a health examination, a speech test, principal or	
136. That major authority and responsibility for selection and screening be vested in the Faculty of Education. It is further recommended:		

*Reflection: F = Full; P = Partly; G = Generally; N = Not at all.

Table 18 (Continued)

Royal Commission Recommendation	ATA Recommendations	Reflection*
<u>ENTRANCE REQUIREMENTS (Continued)</u>		F P G N
<p>136. (Continued)</p> <p>a) that field personnel and interview teams from the Faculty operate to increase the effectiveness of selection,</p> <p>b) that selection and screening continue throughout the candidate's course at the university,</p> <p>c) that notwithstanding anything said heretofore, criteria and procedures be evolved appropriate to all the foregoing and that these criteria and procedures be public information.</p>	<p>3. (Continued)</p> <p>counsellor personal-inventory, the results of an interview by a board which should include a competent teacher, and performance in student teaching.</p>	<p>F</p>
<u>PROGRAMS AND FACILITIES</u>		
<p>1. That the Commission recognize and commend the willingness of the University of Alberta to expand staff, facilities and space of the Faculty of Education.</p> <p>2. That the University of Alberta continue to provide sympathetic and prompt action with respect to the needs of the Faculty of Education.</p>		<p>N</p> <p>N</p>

Table 18 (Continued)

Royal Commission Recommendation	ATA Recommendations	Reflection* F P G N
<u>PROGRAMS AND FACILITIES (Continued)</u>		
146. That the B.Ed. degree or its equivalent be the requirement for permanent certification of elementary and secondary school teachers.	3. That the growing needs of the Faculty of Education in Calgary with respect to staff, buildings and equipment should be recognized.	N
120. That the precept highly centralized system of vocational and trade programs be decentralized and re-established in regional centres to be known as Community Colleges.	4. Endorses the four year Bachelor of Education program as the most desirable form of teacher education and that as soon as possible degree programs be established as the sole basis of teacher education and certification in Alberta. 5. That the facilities for higher education, including Junior Colleges, should be extended.	F G

Table 18 (Continued)

Royal Commission Recommendation	ATA Recommendations	Reflection* F P G N
<u>CERTIFICATION AND CERTIFICATION REQUIREMENTS</u>		
146. That the B.Ed. degree or its equivalent be the requirement for permanent certification of elementary and secondary school teachers.		
147. That the Department of Education develop a transition plan whereby Recommendation 146 may be implemented. It is further recommended:		
a) that all elementary teachers entering <u>regular* service</u> during the period 1963-67 inclusive be required to have a minimum of two years of education toward the B.Ed. degree, and all secondary teachers be required to have a minimum of three years.		
b) that all elementary teachers entering <u>regular* service</u> during the period 1968-70 inclusive be required to have a minimum of three years of education toward the B.Ed. degree, and all secondary teachers be required to hold the B.Ed. degree.		
	1. That the Province of Alberta should move toward a basic four year period which includes a college or university degree, for initial general certification of teachers for the elementary and secondary schools of Alberta.	
	2. As an intermediate step between certification as in 1958 and the requirement of a basic four year period of teacher education, the Province of Alberta should return to two years of teacher education as a minimum for permanent certification.	F G

Table 18 (Continued)

Royal Commission Recommendation	ATA Recommendations	Reflection* F P G N
<p><u>CERTIFICATION AND CERTIFICATION REQUIREMENTS</u></p>		
<p>147. (Continued)</p>	<p>2. (Continued)</p>	
<p>c) that all elementary teachers entering <u>regular* service in 1971 and thereafter</u> be required to hold the B.Ed. degree.</p>		
<p>*This does not refer to internship.</p>		
<p>148. That teachers commencing service under the transition plan, Recommendation 147, be awarded <u>provisional certificates valid for a period of three years, and subject to re-validation for successive periods of three years upon receipt of evidence that the holders have made further progress toward the B.Ed. degree.</u></p>		
	<p>3. General certification should be basic to teaching in elementary and secondary schools, and placement of teachers in specialized positions should be governed by nature of preparation rather than by special certificate.</p>	N
	<p>4. Special certificates should be drawn in favour of a general teaching certificate as recommended in (1) above.</p>	N

Table 18 (Continued)

Royal Commission Recommendation	ATA Recommendations	Reflection* F P G N
<u>RECRUITMENT AND SUPPLY OF TEACHERS</u>		
	1. A continuing study of the drop-out rate for the teaching profession in Alberta should be made.	N
	2. Periodic estimates of the need for teachers to staff Alberta's schools should be made.	N
	3. Data should be gathered and reported in such a way that the number of years of teacher education of persons staffing Alberta's schools is shown.	N
	4. Periodic calculation of present and estimates of future sources of supply of teachers should be made.	N
	5. The high standards approach should be adopted by all the responsible authorities as policy with respect to staffing Alberta's schools.	N
	6. A continuing study of the relationship between the length of training and retention of teachers should be made.	N

Table 18 (Continued)

Royal Commission Recommendation	ATA Recommendations	Reflection* F P G N
<u>RECRUITMENT AND SUPPLY OF TEACHERS (Continued)</u>		
138. That a suitable public relations program be developed in order to:		N
c) convey to potential recruits the opportunities and rewards of teaching.		F
168. That a comprehensive system of scholarships, loans and grants for teacher education be carefully planned and instituted at the provincial level.		F
169. That bursaries be sponsored locally, but assisted provincially, as a means of meeting the teacher shortage.		F
7. The school systems of the province should endeavour to increase the supply of high school graduates through guidance services, through remedial action based on drop-out studies and through a wide and varied high school curriculum.		N
8. Efforts should be made to increase the proportion of men entering the teaching profession.		N
9. Information about teaching as a career should be readily available for any interested young person.		F
10. Policy on scholarships and bursaries should be adopted to encourage candidates to take four years of teachers education.		F

Table 18 (Continued)

Royal Commission Recommendation RECRUITMENT AND SUPPLY OF TEACHERS (Continued)	ATA Recommendations	Reflection* F P G N
<p>12. Teachers, principals and vice-principals should have continuous contracts.</p>	N	
<p>13. School boards should have the right to terminate contracts with teachers, principals, or vice-principals giving 30 days notice at any time during the year except July and August to be subject to appeal to a Board of Reference.</p>	N	
<p>14. Teachers, principals or vice-principals should have the right to resign a) giving 30 days notice between June 1 and July 31, to take effect in July or August; b) giving 30 days notice at any other time, such notice subject to appeal to a Board of Reference by the school board.</p>	N	

Table 18 (Continued)

Royal Commission Recommendation	ATA Recommendations	Reflection*			
<u>RECRUITMENT AND SUPPLY OF TEACHERS (Continued)</u>		F	P	G	N
167. That pensions and other benefits be reviewed and improved in both provisions and practices.					N
	15. All proposed transfers of teachers not mutually agreed upon should be subject to appeal to a committee of school board, local teachers' association, or to a neutral body where evidence is given under oath and subject to cross-examination.				
	16. School boards should contribute to pension and health benefits for their teachers.				G
<u>DISTRIBUTION OF TEACHERS</u>					
172. That within the total grants structure a system of special equalization grants toward instructional costs be adopted to safe-guard the abilities of school boards to pay adequate salaries.					N
	1. Teachers must have freedom of choice of urban-rural location and grade level in Alberta school systems. 2. Salaries of teachers should be determined by qualification and experience, however, isolation bonuses might be paid teachers in remote locations.				G

Table 18 (Continued)

Royal Commission Recommendation	ATA Recommendations	Reflection* F P G N
<u>DISTRIBUTION OF TEACHERS (Continued)</u>		
137. That working conditions be so improved that the benefits of professional preparation can be fully realized: for example,		
a) a lower pupil-teacher ratio, and a reasonable teaching load,		
b) non-professional assistance for routine duties,		
c) more clerical and stenographic help,		
d) non-professional supervision of cafeterias, study halls, etc.	3. In areas and at grade levels where school boards are experiencing difficulty in staffing Alberta schools, boards should examine conditions of work to make them more attractive to teachers.	F

The Alberta School Trustees'
Association

The spirit of the Alberta School Trustees' Association recommendation that there be a gradual stiffening of entrance requirements to the Faculty of Education is captured in the Commission's Recommendations #131 to 136 which also spell out a method of screening admission seekers, another concern of the ASTA. With regard to permanent certification, Recommendation #147(a) calling for the issuance of a permanent certificate upon completion of two years of teacher training and two years of classroom experience differs from that made by the ASTA in that such certification was to be limited to elementary teachers and was the initial stage of bringing the Bachelor of Education degree to prominence as the minimum requirement for permanent certification. The fact that Recommendation #147 did spell out a timetable for bringing this upgrading of certification standards indicates that the ASTA opposition to such a plan had not registered with Commission members.

The Commission, through Recommendations #142 and 143, elaborated upon its conception of the utility of in-service education, a form of education the ASTA supported. An analysis reveals that Recommendation #172 calling for equalization grants came closest to the ASTA suggestion that use of a bonus or other form of compensation to retain and attract teachers to rural areas. No recommendations were made by the Commission calling for a review of teacher training programs and for an increase in teacher training facilities.

Both of the ASTA recommendations on entrance requirements were fully addressed in those made by the Commission, while both ASTA recommendations regarding programs and facilities were not reflected at all.

One of the two ASTA recommendations on certification and certification requirements was only partly accommodated in Commission recommendations and the other was not reflected at all. The ASTA recommendation on in-service education was fully reflected in the recommendations and the one ASTA recommendation on teacher distribution was only generally reflected.

Table 19 on page 205 illustrates the ways in which the ASTA recommendations on the quality and supply of teachers were reflected in the recommendations made by the Commission.

The Farmers' Union of Alberta

Of the four recommendations made by the FUA regarding the quality and supply of teachers, only one, the call for the utilization of bursaries to induce entrance to the teaching profession, was reflected in Commission recommendations. Recommendations #168 and 169 addressed the manner in which such bursaries could be set up. The FUA recommendation on the utilization of isolation bonuses is generally reflected in Recommendation #172 calling for a grant structure to enhance school board ability to pay adequate salaries. As for the FUA recommendations on a provincial salary schedule and more research into the problem of teacher supply and ways of meeting demand, no recommendations of the Commission corresponding to them could be found.

Of the three FUA recommendations related to the recruitment and supply of teachers, one was fully reflected in the recommendations of the Commission, one was generally reflected in Commission recommendations and one was not reflected at all. The one FUA recommendation on the distribution of teachers also was not reflected in Commission recommendations.

Table 19

Reflection of the Alberta School Trustees' Association Recommendations on the Quality and Supply of Teachers in those of the Alberta Royal Commission on Education

Royal Commission Recommendation	ASTA Recommendations	Reflection* F P G N
ENTRANCE REQUIREMENTS		
131. That all entrants to the Faculty of Education possess complete Alberta matriculation or its equivalent, including the academic mathematics and science courses through the Grade 11 level.	1. A program of gradual stiffening of entrance requirements.	F
132. That there be continued flexibility in the details of matriculation (the present B.Ed. requirements, for example, permitting some choice among high school courses).		
133. That proficiency in both oral and written English be stressed in teacher selection and in teacher education.		
134. That serious study be given to the possibility of including non-academic factors such as character, personality and health in the process of selection.	2. A more careful screening of students seeking admission to the Faculty of Education.	F
135. That studies of the relationship between high school achievement and university success (such as the Alberta Matriculation Study) be continued and intensified		

*Reflection: F = Full; P = Partly; G = Generally; N = Not at all.

Table 19 (Continued)

Royal Commission Recommendation	ASTA Recommendations	Reflection* F P G N
<u>ENTRANCE REQUIREMENTS (Continued)</u>		
136. That major authority and responsibility for selection and screening be vested in the Faculty of Education. It is further recommended:	2. (Continued)	
a) that field personnel and interview teams from the Faculty operate to increase the effectiveness of selection.		
b) that selection and screening continue throughout the candidate's course at the university.		
c) that notwithstanding anything said heretofore, criteria and procedures be evolved appropriate to all the foregoing and that these criteria and procedures be public information.		
<u>PROGRAMS AND FACILITIES</u>		
	1. A careful review of the teacher training programs to ensure that they are adjusted to the needs and expectations of teachers in the classroom.	N

Table 19 (Continued)

Royal Commission Recommendation	ASTA Recommendations	Reflection* F P G N
<u>IN-SERVICE EDUCATION</u>		
142. That in-service education for teachers be encouraged, provided and expanded along the lines suggested in this section (see Royal Commission Report, 1959:277-78).	1. That consideration be given to increased in-service training.	F
143. That such programs be operated locally within each school system.		
<u>DISTRIBUTION OF TEACHERS</u>		
172. That within the total grants structure a system of special equalization grants toward instructional costs be adopted to safeguard the abilities of school boards to pay adequate salaries.	1. That where necessary, provision be made to supply qualified teachers to schools in rural areas, possibly by payment of a bonus or other form of extra compensation.	G

Table 20 on page 210 illustrates the manner in which the FUA recommendations were accommodated in those of the Commission.

The Faculty of Education

On the issue of quality and supply of teachers, the Faculty of Education had a number of recommendations which were reflected in the recommendations of the Commission. Formulation of selection procedures to govern admissions is reflected in part in Recommendation #136 which indicated that major authority and responsibility for selection and screening should reside in the Faculty of Education. That matriculation should be used as a standard entrance requirement to all teacher education programs is echoed in Recommendation #131, fully described elsewhere.

The Faculty of Education recommendation that there be issued a general certificate basic to teaching after four years of academic training is met in part by Recommendation #146 which called for the Bachelor of Education degree (four years of teacher training) as a minimum for the issuance of a permanent certificate. However, the Faculty view that the permanent certificate be revived to be issued upon completion of two years of teacher training beyond senior matriculation is partly reflected in Recommendation #147 in which the Commission outlined a plan whereby the existing certification standard could be raised to that outlined in Recommendation #146. In Recommendation #147 the permanent certificate issued after two years of teacher training is seen as the initial stage in the increase in certification standards and then only limited to elementary teachers.

That radio, television and similar means of improving teacher

Table 20

Reflection of the Farmers' Union of Alberta Recommendations on Quality and Supply of Teachers in those of the Alberta Royal Commission on Education

Royal Commission Recommendation	FUA Recommendations	Reflection*
		F P G N
RECRUITMENT AND SUPPLY OF TEACHERS		
168. That a comprehensive system of scholarships, loans and grants for teacher education be carefully planned and instituted at the provincial level.	1. The present bursaries provided for teacher training should be increased. In some cases additional assistance in the form of bursaries or loans may be advisable.	F
169. That bursaries be sponsored locally but assisted provincially as a means of meeting the teacher shortage.		
172. That within the total grant structure a system of special equalization grants toward instructional costs be adopted to safeguard the abilities of school boards to pay adequate salaries.	2. That funds be made available for research into the problem of providing an adequate number of qualified teachers. 3. Isolation bonuses for teachers in rural schools should be substantial to attract the better qualified teacher.	N G
DISTRIBUTION OF TEACHERS		
	1. A provincial salary schedule for teachers.	N

*Reflection: F = Full; P = Partly; G = Generally; N = Not at all.

education be given further study was not attended to by the Commission in its recommendations. Recommendation #140 elaborated further upon the notion of increased student teaching time and an internship, a notion which the Faculty of Education suggested needed more study. Recommendation #141 encouraging continuing education through a variety of means generally encompasses the Faculty of Education's suggestion that summer session and evening credit programs offered by the university be studied and made viable.

Bursaries as an incentive to potential applicants entering the Bachelor of Education program, an idea also entertained by the Faculty of Education of Education, were elaborated upon in Recommendation #169.

No Commission recommendations were found to reflect the Faculty's views that special education teachers need be prepared and that provincial superintendents be encouraged to participate in the graduate program of the Faculty of Education.

The call for moral and financial support from business and industry to have schools benefit from graduate study programs was partly reflected in Recommendation #168 which envisioned a comprehensive system of scholarships, loans and grants carefully planned and instituted at the provincial level.

Both of the two recommendations made by the Faculty of Education regarding entrance requirements are reflected in the recommendations of the Commission; one is fully reflected, one is partly reflected.

All three of the Faculty of Education recommendations regarding certification and certification requirements are reflected in the recommendations of the Commission; one is fully reflected and two are partly reflected.

Of the three recommendations on programs and facilities made by the Faculty of Education, one is fully reflected, one is generally reflected, and one is reflected not at all in the Commission's recommendations.

No Commission recommendations were found to reflect two of three recommendations made by the Faculty of Education on the recruitment and supply of teachers. One of the three recommendations is only partly reflected in those of the Commission.

No Commission recommendations were found to reflect the one Faculty of Education recommendation dealing with financial aid to teachers in training.

Table 21 on page 213 depicts the ways in which the Faculty of Education recommendations dealing generally with quality and supply of teachers are reflected in the recommendations of the Commission.

SUMMARY

An attempt was made in this chapter to outline the outcomes and consequences of the inputs made by selected interest groups and of the Alberta Royal Commission on Education.

In the first part of the chapter, the recommendations of the selected interest groups on the selected issues of curriculum and the quality and supply of teachers were described. The descriptions indicated that with respect to the issue of curriculum, the Alberta Federation of Home and School Associations made 19 recommendations, The Alberta Teachers' Association made 27, the Alberta School Trustees' Association offered seven, the Farmers' Union of Alberta formulated 11, and the

Table 21
 Reflection of the Faculty of Education Recommendations on Quality and Supply of Teachers
 in those of the Alberta Royal Commission on Education

Royal Commission Recommendation	Faculty of Education Recommendations	Reflection*		
		F	P	G N
<u>ENTRANCE REQUIREMENTS</u>				
136. That major authority and responsibility for selection and screening be vested in the Faculty of Education. It is further recommended: c) that notwithstanding anything said here- tofore, criteria and procedures be evolved appropriate to all of the foregoing, and that these criteria and procedures be public information.	1. That a study should be made of pro- cedures governing selection of can- didates applying for admission to the Faculty of Education.			P
131. That all entrants to the Faculty of Education possess complete Alberta matriculation or its equivalent, including the academic mathematics and science courses through the Grade 11 level.	2. That admission requirements to the one year teacher education program be raised immediately to the matriculation requirements for admission to the Bachelor of Education program.			F

*Reflection: F = Full; P = Partly; G = Generally; N = Not at all.

Table 21 (Continued)

Royal Commission Recommendation	Faculty of Education Recommendations	Reflection* F P G N
<u>CERTIFICATION AND CERTIFICATION REQUIREMENTS</u>		
146. That the B.Ed. degree or its equivalent be the requirement for permanent certification of elementary and secondary school teachers.	1. That general certification be considered as basic to teaching in Alberta elementary and secondary schools.	P
See Recommendation 146 above.	2. That a basic four year program of preparation (including a university degree) be established as quickly as possible as the requirement for initial general certification (the Professional Certificate) of teachers for the elementary and secondary schools of Alberta.	F
147. That the Department of Education develop a transition plan whereby Recommendation 146 may be implemented. It is further recommended:	3. That as an intermediate step toward this goal, two years of teacher education beyond matriculation be established immediately as the minimum basis for permanent certification.	P
a) that all elementary teachers <u>entering regular service</u> during the period 1963-67 inclusive be required to have a minimum of two years of education toward the B.Ed. degree and all secondary teachers be required to have a minimum of three years.		

Table 21 (Continued)

Royal Commission Recommendation	Faculty of Education Recommendations	Reflection*			
		F	P	G	N
<u>PROGRAMS AND FACILITIES</u>					
140. a) that the minimum requirements for all teachers be four years of university work, including a degree.					
b) that during the first two years but not within the university term the candidate must complete 3 months of practice teaching.					
c) that on completion of two years of training the candidate may serve an internship of one year, after which he will be required to return to continue his university course, in which regard at least one full academic year intramurally must be required.					F
d) that a prescribed program of supervision and guidance be organized by the Faculty of Education, Department of Education, teachers' and trustees' associations with regard to interns and all teachers entering service for the first time.					
e) that during the year of internship candidates be placed on salary at the lowest level of the current salary schedule.					
	1. That radio, television and similar means of improving teacher education be given further study.				
	2. That the possibility of increasing the time devoted to student teaching, of improving opportunities for students to observe master teachers, and of providing an internship program be studied.				N

Table 21 (Continued)

Royal Commission Recommendation	Faculty of Education Recommendations	Reflection* F P C N
<u>PROGRAMS AND FACILITIES (Continued)</u>		
141. That continuing education be encouraged by such means as the following: leave of absence, with pay, for study or travel; provision of refresher courses; provision of research facilities; development of education clinics; development of professional and public libraries.	3. That the summer session and evening credit programs offered by the university be studied, including staff, honoraria and the like.	G
<u>RECRUITMENT AND SUPPLY OF TEACHERS</u>		
	1. That as necessity creates demands, provision should be made in the Faculty of Education for the preparation of teachers in special education such as: education for the gifted, the physically and mentally handicapped, the pre-school child and the like.	N

Table 21 (Continued)

Royal Commission Recommendation	Faculty of Education Recommendations	Reflection*
<u>RECRUITMENT AND SUPPLY OF TEACHERS (Continued)</u>		F P G N
169. That bursaries be sponsored locally, but assisted provincially, as a means of meeting the teacher shortage.	2. That bursary provisions be adjusted as follows: a) at a higher rate for students in the B.Ed. degree program than for those entering the one-year program; b) on a parity as between the elementary and secondary route programs; and c) extended to all four years of the B.Ed. program.	P
3. That provincial superintendents be encouraged by the Department of Education to participate in the graduate program of the Faculty of Education so that the schools of Alberta may benefit more fully from the values of this program.		N
<u>FINANCIAL AID TO TEACHERS IN TRAINING</u>		
168. That a comprehensive system of scholarships, loans and grants for teacher education be carefully planned and instituted at the provincial level.	1. That more financial support from business and industry is necessary for the graduate program in the form of grants, scholarships, research fellowships, and the like.	P

Faculty of Education made 44. With respect to the issue of the quality and supply of teachers, the Alberta Federation of Home and School Associations presented 12 recommendations, while The Alberta Teachers' Association offered 31, the Alberta School Trustees' Association formulated eight, the Farmers' Union of Alberta made four, and the Faculty of Education offered 12.

In the second part of the chapter, the emergence of the minority report was described. One Commission member, feeling that his principles were being compromised by the approach taken by the Commission in the manner of summarizing its findings, chose to voice his dissent. Complying with the procedures he helped set up for such an occasion earlier in the term of the Commission, the dissenting Commission member wrote and submitted his minority report. Unable to accommodate the dissenting views, and unwilling to take more time to reach consensus, the majority Commission members authorized resources to have the minority report included in the printed document which was submitted to the Lieutenant Governor in Council.

Analysis of the last part of the chapter revealed the extent to which the recommendations of the selected interest groups were reflected in the recommendations of the Commission. It was determined that with respect to the issue of curriculum the groups varied in the numbers of their recommendations which were reflected in whole, in part, in general, and not at all. Four of the five groups, the AFHSA, the ATA, the ASTA and the FUA, making recommendations on the adequacy of curriculum managed to have one reflected in full in the Commission recommendations. One group, the Faculty of Education, managed to have

two of its recommendations fully reflected in those of the Commission. Two groups, the FUA and the Faculty of Education, had two of their recommendations on curriculum adequacy reflected in part in those of the Commission. One other group, the ATA, had a recommendation on curriculum adequacy partly reflected in those of the Commission. Two groups, the AFHSA and the ASTA, did not have any partly reflected.

Of the four groups making recommendations regarding efficiency of teaching and pedagogical procedures, one group, the Faculty of Education, had one recommendation fully reflected, two groups, the Faculty of Education and the FUA, had two of their recommendations partly reflected, two groups, the AFHSA and the Faculty of Education, each had one recommendation generally reflected. One group, the ATA, did not have any of its recommendations reflected in those of the Commission.

Four groups made recommendations on the organization, administration and supervision of instruction. One group, the Faculty of Education, had two of its recommendations reflected in full in those of the Commission. Two groups, the AFHSA and the ASTA, each had one recommendation reflected in full in Commission recommendations. Three groups, the AFHSA, the ASTA and the ATA, each had one recommendation partly reflected in those of the Commission.

On the adequacy of textbooks and library services, the Faculty of Education was the only group to have three recommendations fully reflected in those of the Commission. The groups having recommendations partly reflected included the ATA with three, the ASTA with one, and the Faculty of Education with two. The ATA had one of its recommendations generally reflected as did the AFHSA. The FUA did not have its


recommendations on the adequacy of textbooks and library services reflected at all.

Recommendations on interprovincial standardization of courses and textbooks made by only four of the five groups were not reflected in Commission recommendations.

With regard to aids to teaching two groups, the ATA and the Faculty of Education each had two recommendations fully reflected in Commission recommendations; the AFHSA had one of its recommendations fully reflected. The ASTA had one of its recommendations partly reflected in those of the Commission. The FUA did not make any recommendations on these matters.

The manner in which group recommendations on the issue of quality and supply of teachers were reflected in those of the Commission varied as well. Two of the groups, the AFHSA and the Faculty of Education each had their recommendations on entrance requirements reflected fully in Commission recommendations; the ASTA had both of its recommendations fully reflected, while the ATA had all three of its recommendations fully reflected. The Faculty of Education had one of its recommendations partly reflected. The FUA did not make any regarding entrance requirements.

With respect to programs and facilities, the ATA and the Faculty of Education each had a recommendation reflected fully in the recommendations of the Commission. The Faculty of Education had a recommendation which was partly reflected while the ATA had one which was generally reflected in Commission recommendations. While the AFHSA and the ASTA made recommendations regarding programs and facilities none were accommodated in those of the Commission.



The groups having recommendations on certification and certification requirements fully reflected in those made by the Commission include the ATA with one and the Faculty of Education with one. Those groups having recommendations partly reflected include the AFHSA with three, the ASTA with one, and the Faculty of Education with one. The ATA had one recommendation generally reflected in those of the Commission.

Only the AFHSA and the ASTA made recommendations regarding in-service education; the AFHSA recommendation was partly reflected and the ASTA recommendation was fully reflected in Commission recommendations.

Regarding recruitment and supply of teachers, all groups except the ASTA made recommendations. Groups having their recommendations fully reflected in those of the Commission include the ATA with two and the FUA with one. Groups having recommendations partly reflected include the AFHSA with both its recommendations, and the Faculty of Education with one. The groups having their recommendations generally addressed in those of the Commission include the ATA with one and the FUA with one.

Only the Faculty of Education made no recommendations on the distribution of teachers and only the ATA had one of its recommendations fully reflected in those of the Commission. The ASTA and the ATA each had one which was generally addressed. The AFHSA and the FUA were not successful with any of their recommendations.

Only the AFHSA and the Faculty of Education made recommendations regarding financial aid to teachers in training and one made by the AFHSA was partly reflected in the recommendations of the Commission.

The description of the manner in which interest group recommendations on curriculum and on quality and supply of teachers were reflected


in those of the Commission illustrated which interest group recommendations were reflected in full, in part, in general, or not at all. From the descriptions, the success of each of the selected groups can be traced and summarized.

With regard to curriculum, the following success patterns emerged: 1) of the 19 recommendations the AFHSA made relative to curriculum, three were fully reflected, two were partly reflected, two were generally reflected, and 12 were not reflected at all in Commission recommendations; 2) the 27 ATA recommendations were reflected in Commission recommendations in the following way--three were fully reflected, five were partly reflected, one was generally reflected and 18 were not reflected at all; 3) Commission recommendations were found to reflect two ASTA recommendations fully, to reflect two ASTA recommendations partly, to reflect not at all the remaining three of the seven ASTA recommendations; 4) one of the 11 FUA recommendations was fully reflected in Commission recommendations, four were partly reflected, and the remainder, six, were not reflected at all; and 5) of the Faculty of Education's 44 recommendations on curriculum, 10 were fully reflected in Commission recommendations, six were partly reflected, one was generally reflected and 27 were not reflected at all.

With regard to quality and supply of teachers, the following success patterns can be identified: 1) one of the AFHSA's 12 recommendations was fully reflected in those made by the Commission, seven were partly reflected and four were not reflected at all; 2) of the 31 ATA recommendations, eight were fully reflected, four were generally reflected and 19 were not reflected at all in Commission recommendations; 3) the

eight ASTA recommendations were reflected thusly--three were reflected fully, one was partly reflected, one was generally reflected, and three were not reflected at all; 4) Commission recommendations were found to reflect one of the four FUA recommendations fully, to reflect one generally, and to reflect two not at all; and 5) of the 12 Faculty of Education recommendations, three were fully reflected in Commission recommendations, five were partly reflected, one was generally reflected and three were not reflected at all.

With regard to curriculum, all groups had great proportions of their recommendations not reflected in those of the Commission. With respect to quality and supply of teachers, the ASTA had the greatest portion of its recommendations reflected in part in Commission recommendations. Though the ASTA had its largest proportion of recommendations reflected in full, an equally large proportion was not reflected at all. The ATA had the largest proportion of its recommendations not reflected at all.



FOOTNOTES

1. Mr. Cormack made his motion during a five day meeting of Commissioners held June 15-19, 1958. The original motion read:
 - a) That within one week of receipt of a complete report draft by each Commissioner, points of dissent must be registered at the office of the Commission by each Commissioner, failing which Commissioners relinquish their right to present a minority report.
 - b) That as soon as possible after the expiration of the week provided for the registering of dissent, a meeting of the Commission shall be held to resolve apparent differences of opinion, after which meeting, within two weeks, the minority and majority reports shall be in the hands of the Secretary of the Commission.

The second part of the motion was amended at the July 4, 1958 meeting of Commissioners on a motion by Mrs. Hansen, seconded by Mrs. Taylor, to read:

- b) That as soon as possible after expiration of the week provided for the registering of dissent, a meeting of the Commission shall be held to resolve apparent differences of opinion, after which meeting, within two weeks, the minority reports shall be in the hands of all Commissioners. Within one week following receipt of the minority reports the Commissioners shall meet to finalize the report of the Commission.
2. Based on an interview with Mr. J. Cormack, 1978 06 24.
3. The minutes of the 1959 09 30-1959 10 01 Commission meeting reveal that Commissioners agreed that minority reports be submitted to the Chairman not later than 1959 11 05 and, if possible within one week for discussion of points of issue.

Mr. Cormack's letter of 1959 10 21 was read at the Commission meeting of 1959 10 23-28 registering dissent. Mr. Cormack met with Commission members on 1959 10 24 but no agreement was reached. He agreed to submit the minority report on Saturday 1959 10 31.
4. The motion authorizing monies was passed at the 1959 11 01 meeting of Commissioners on a motion by Mrs. Hansen, seconded by Mrs. Taylor.
5. Interview with Dr. S.C.T. Clarke, 1978 08 24.
6. Interview with Dr. W. Swift, 1978 06 16.
7. Interview with Dr. S.C.T. Clarke, 1978 08 24.

CHAPTER VII

SUMMARY, CONCLUSIONS, AND IMPLICATIONS

A summary of the problems investigated in this study, the theoretical basis for this study, the methodology used, and the findings that arose from the study are presented in this chapter. The findings are discussed in three sections; each section corresponds to a portion of the framework used in the study. Following discussion of the findings are some general conclusions which precede the implications for policy-making in educational administration and for research in the final section.

SUMMARY OF THE STUDY

This study was designed to describe the manner in which the recommendations of interest groups are reflected in the policy formulations suggested by a royal commission. The investigation was to provide an understanding of the relationship between the recommendations made by interest groups and the report of the Alberta Royal Commission on Education and to provide some insight into the effect that interest groups have upon direction of policy in the system of education.

The basic theoretical framework on which this study relied is derived from the work of Simeon. In essence, the framework may be expressed somewhat as follows: there is a set of participants or actors who interact in policy-making; they operate within a particular social

and institutional environment; they agree on some goals but disagree on others; they have an issue or set of issues which they must resolve; one group does not have hierarchical control over the others; they vary in their political resources, they use these resources in certain strategies and tactics; they arrive at outcomes; and these outcomes have consequences for themselves, other groups, and the system itself.

To focus upon the inputs of selected interest groups relative to selected issues as presented to the Cameron Commission, and to compare these with the recommended policy positions of the Cameron Commission, the case study method was applied to the extraction of data from interviews and from a variety of documentary sources. The framework, adapted from Simeon's work, was used to organize the data.

Most of the data were extracted from the briefs submitted to the Cameron Commission, especially the briefs of the selected interest groups: the Alberta Federation of Home and School Associations, The Alberta Teachers' Association, the Alberta School Trustees' Association, the Farmers' Union of Alberta, and the Faculty of Education. A sixth group, the Department of Education, was able to have its brief spared the scrutiny of the Commission. Interviews were conducted to gain data from Commission members and from the key actors associated with the selected interest groups. Analytically, the study provided a description of the degree to which the recommendations of selected interest groups are reflected in the recommendations of a select royal commission.

Summary of the Findings Related to
Environment, Actors and Issues

Examination of the social, economic, cultural, and political aspects of the environmental context of the Alberta Royal Commission on Education revealed that the unexpected prosperity following World War Two dispersed fears of predicted social and economic chaos and encouraged a culturally and ethnically diverse population in the province to take issue with the integrity of an educational system which had changed considerably since 1935. The government of the day which had been in power since 1935 established the royal commission to survey the system in general terms and to provide some directions and indicators for the future; in a phrase, to recommend policy.

Among the key actors identified through the study were the Commission members themselves as well as the support staff facilitating the work of the Commission. Also identified were some of the actors associated with selected interest groups.

An analysis of the major issues investigated by the Commission, and the interest in those areas of the selected interest groups revealed some commonality of interest among them as five of the six selected groups had chosen to address at least seven of the areas identified in the Commission's terms of reference. One group addressed only one issue.

Summary of the Findings Related to
Procedures, Goals, Resources
and Tactics

Upon appointment the Commission undertook to survey the work ahead, to plan it and to apportion it, to agree upon the procedures to be used in hearing the public, and to set in motion the means to assemble

the necessary resources to implement the plans and procedures. Quarters to house the Commission were sought, a call for briefs was made, and a schedule of hearings was drawn up.

From the description of the manner in which the selected groups prepared for the hearings it was observed that two groups, the Farmer's Union of Alberta and the Alberta School Trustees' Association, utilized a committee approach to the preparation of their briefs. One group, The Alberta Teachers' Association, engaged the knowledgeable manpower of another group, the Faculty of Education, to develop the content of its brief. One group, the Faculty of Education, provided assistance to the ATA by turning faculty members to the task of developing material for the brief, and by seconding a faculty member for the task of editing the material so that a comprehensible brief might emerge. The Faculty of Education then proceeded to develop its own brief. One group, the Department of Education, expressed reluctance at participating in the preparation of a brief. All groups laboured under a short timetable.

While the interest groups prepared their briefs, the Commission members prepared themselves for the hearings by studying all aspects of the terms of reference of the Commission. To confirm public observations regarding the educational system, a team of researchers were brought on staff to conduct such studies as the Commission saw fit. Stenographic staff was assembled along with the means for records of hearings and duplicates of submissions to be produced, maintained and distributed to Commission members for consideration. To cope with the mass of information contained therein, a keyhole card system was devised and maintained. This system proved invaluable to the Commission when the writing of the Report commenced and consideration was given to the collected public observations.

When the resources and tactics of the selected interest groups were examined, it was noted that one group, the ATA, for all its resources, relied upon the Faculty of Education for support in the presentation of the Association's brief to the Commission. After all, the Faculty of Education had prepared the material. One group, the Faculty of Education assisted the ATA's presentation followed by a three-day presentation of its own brief. Two groups, the ASTA and the FUA acknowledged the limits of their respective resources by concentrating on those matters which were of most importance to them. And, one group, the Department of Education, was reluctant to the point that its brief was returned to it unread.

Summary of Findings Related to
Outcomes and Consequences

When the recommendations of the select interest groups were examined in terms of the two selected issues of curriculum and of the quality and supply of teachers, it was found that the number of recommendations made with respect to each issue varied from group to group. Comparison of the recommendations of each select group with those of the Commission revealed variation in the manner in which interest group recommendations were reflected. The success of each group was described with respect to each issue in terms of the number of group recommendations that were fully reflected in Commission recommendations, that were partly reflected, that were generally reflected, and that were not reflected at all.

Thus, with respect to curriculum, it was found that all groups each had the largest number of their respective recommendations not

reflected at all in those of the Commission. While the Alberta Federation of Home and School Associations made 19 recommendations and had three fully reflected, two partly reflected, two generally reflected and 12 not reflected at all in Commission recommendations, the ATA had three of its 27 recommendations fully reflected, five partly reflected, one generally reflected, and 18 not reflected at all. Commission recommendations were found to reflect two ASTA recommendations fully, to reflect two partly, and to reflect not at all the remaining three ASTA recommendations. Of the 11 FUA recommendations, one was fully reflected, four were partly reflected, and the remainder, six, were not reflected at all in Commission recommendations. Ten of the Faculty of Education recommendations were fully reflected in Commission recommendations, six were partly reflected, one was generally reflected and 27 were not reflected at all.

As for the quality and supply of teachers, the success of groups was more varied. While the AFHSA made 12 recommendations and had one fully reflected, had seven partly reflected and had four not reflected at all in Commission recommendations, the ATA had eight of its 31 recommendations fully reflected in those of the Commission with four generally reflected and 19 not reflected at all. Three of the ASTA's eight recommendations were fully reflected in Commission recommendations while one was partly reflected, one was generally reflected and three were not reflected at all. Commission recommendations were found to reflect one of the four FUA recommendations fully, to reflect one generally and to reflect two not at all. As for the 12 Faculty of Education recommendations, three were fully reflected, five were partly reflected, one was generally reflected, and three were not reflected at

all. The AFHSA was most successful in having the greatest portion of its recommendations reflected in part in Commission recommendations. While the ASTA was most successful in having the largest proportion of recommendations reflected in full, an equally large proportion was not reflected at all. The ATA had the largest proportion of its recommendations not reflected at all.

CONCLUSIONS AND IMPLICATIONS

An examination of the problem which this study addressed revealed a set of sub-problems related to the relationship between government and interest groups, to the policy-making processes associated with the Cameron Commission, and to the interactions between the Cameron Commission and interest groups in education. An examination of the data presented in previous chapters leads to a number of conclusions regarding each sub-problem, conclusions which are presented in the pages that follow.

1. The relationship between government and interest groups.

From the available data, it is evident that during the sixth decade of this century the provincial government was experiencing difficulty in coping with public opinion regarding education. It was a provincial government which, after being elected in 1935 for the first time, quickly introduced changes in the administration of education in Alberta through the creation of school divisions. It was a government which continued to introduce change in education. It was a government which, through the use of Cabinet Committees, gave interest groups an opportunity annually to present briefs with regard to a variety of public policy areas including education. These would be

taken into consideration in the undertaking of government action. Those interest groups most involved with education were the ones most concerned with the policies affecting education and were the groups who annually presented their views on such policies to government. These were the same groups who were involved in various committees (e.g., curriculum committees) struck by the Department of Education to guide educational practice in the province.

There is no evidence to suggest that the major interest groups in education were dissatisfied with the educational system in general. That dissatisfaction was to be expressed by a few academics and by the principal newspapers in the province. Citing examples of the manner in which the quality of education had deteriorated, a few individuals were able to attract the attention of government to the need for action.

The provincial government had other factors to consider as well. There was a marked decline in farm population accompanied by a rapid and continued urbanization of population. Agriculture was losing its prominence in the economy in relation to other enterprises. Occupations were becoming more diversified requiring increasing degrees of skills and semi-skills. The labour supply was beginning to concentrate in the urban areas where employment was available. More public services were in demand. With these in mind, the provincial government, on advice from the Minister of Education, created a royal commission to recommend policy with respect to education.

As for interactions among interest groups, it is evident that the relationship among the major interest groups in education was a close one. Witness, for example, that the teaching profession and

the academics in teacher education were in many cases social as well as professional associates, a situation conducive to the interchange and development of common policy, objectives and strategies.

There is no evidence to suggest that any of the major interest groups in education were fierce rivals though the differentiation of roles in education has led some interest groups to view educational policy from different perspectives. Here, thoughts turn to the differences in views between the teaching profession, the school trustees, and the parents. When the royal commission on education was struck, another opportunity was presented for major interest groups to express their views on education policy.

2. The policy-making processes associated with the Cameron Commission.

The Alberta Royal Commission on Education was itself another means of the provincial government to involve interest groups in educational policy-making. Where an advisory committee had failed, the Commission, with its regulated powers to investigate all aspects of education save finances, succeeded. It gathered a vast amount of data related to education, considered it, and formulated recommendations on policy directions. To collect the data, the Commission asked for submissions from groups and individuals who had any views on the state of education in Alberta. The briefs were analyzed for content, considered by the Commission, and hearings were held to provide groups and individuals to elaborate further on their submissions. Evidence indicates that the hearings were just that, an opportunity for groups and individuals to appear before the Commission to elaborate further on their recorded

views. The appearance before the Commission was not a stressful one. Groups and individuals were shown due respect for their views, respect which did not deter Commission members from delving into the views put forth in the briefs during the hearings.

The Commission had a research capability to confirm the opinions expressed by interest groups and individuals on selected issues. This capability too contributed to the wealth of information gathered by the Commission.

The Commission considering all the data before it, commenced to write the report recommending policy directions for education. This process was most time consuming requiring the talents of all Commission members. However, after most of the report was written, one Commission member chose to interpret the data in a slightly different light. The difference proved to be too great to resolve. As a result, a majority report and a minority report were submitted to the government for consideration.

3. The interaction between the Cameron Commission and interest groups.

From the literature of the early part of the sixth decade of this century, there was a concern that education had changed so drastically that those responsible for education had lost control of the enterprise. The changes were said to have contributed to a deterioration in the quality of education available to school age children. So intensely were these views expressed that the provincial government established a royal commission to deal with the matter.

The royal commission was given authority to investigate any

and every aspect of education except the manner in which it was being financed. All aspects were accorded equivalent importance by the royal commission. Evidence shows that the interest groups selected for study varied in the kinds of interests pursued in the briefs submitted to the royal commission. Some of the selected interest groups chose to be selective in the issues they addressed. Others attempted to address all issues within the purview of the royal commission. One group chose not to express any views on any issues.

There is no evidence to suggest that disagreement, or for that matter agreement, between the provincial government and interest groups were factors in the relationship between interest groups and the royal commission. They may have been factors in the choice of issues selected by interest groups, but such choice neither interfered with nor enhanced the reaction received by the interest group.

What did come to bear on interactions were the resources available to the selected groups. One group, the Faculty of Education, had sufficient resources to share with another group. Other groups were not as fortunate. However, the other groups managed to adjust. One group borrowed resources; another group limited the number of issues it addressed; still another, relied on previously prepared material; and still another chose to withdraw from presenting views on any issue.

Two of the striking features of the selected groups were their strengths and weaknesses. The intellectual capacity of the Faculty of Education at the University of Alberta must be noted for it was this particular strength which The Alberta Teachers' Association managed to employ in the preparation and presentation of the Association's brief.

Sharing its intellectual resources with The Alberta Teachers' Association did not incapacitate the Faculty from preparing and presenting its own brief to the Commission. The Alberta Teachers' Association, while having the strength of numbers of members, lacked the wherewithal in the organization's central office to deal with the Association's submission. Rather, the ATA relied upon its past collegial associations with members of the Faculty of Education to put together a submission aimed at enhancing its prestige and public image. The Alberta School Trustees' Association, recognizing its limitations in manpower, addressed selected issues. This was a move which did not jeopardize the reception accorded the ASTA submission to the Commission. The Farmers' Union of Alberta suffered similar limitations in manpower. However, the FUA relied heavily upon the work done by one of its members who, prior to being appointed to the Commission, had been preparing a position paper on education for the organization. The Department of Education, while having superior resources compared to the other selected interest groups, chose not to become involved in the work of the Commission except to provide whatever technical and physical resource assistance requested of it by the Commission. Little data were available to prompt conclusions regarding the strengths and weaknesses of the Alberta Federation of Home and School Associations.

Sharing a common interest in education is reflected in the agreement among the selected interest groups and the Commission with regard to educational issues. Each group, over time, had developed its own perspective on education through which it viewed and presented its interests. While the attitudes of the selected interest groups were

diverse, they were well known amongst other groups having similar interests through interaction and occasions where the attitudes were articulated and espoused publicly.

But the attitudes of the Commission were an unknown quantity to the groups and individuals appearing before it. Though the Commission had prominent members, their collective attitudes had not been expressed or examined. By the end of the hearings, during the discussions of the briefs and presentations, and in the process of writing the report, the Commission's collective attitude toward education crystalized and was expressed within the Commission's report. It is that attitude which gave a basis for the recommendations made by the Commission.

Having become acquainted with the variety of attitudes toward education put to it by groups and individuals, the Commission concluded that the main tasks of public schools included:

1. the development of communication skills (i.e., speaking, listening, reading, writing, and the art of expressing ideas clearly through composition;
2. the development of understanding and mastery of basic computational skills and application of arithmetical processes;
3. the development of knowledge, skills, and appreciations commensurate with the purposes of continuing education, preparation for employment, and contribution to society;
4. fostering physical fitness and mental health; and
5. focusing consciously upon the development of good citizenship

(Report of the Royal Commission on Education in Alberta, 1959: 63-64).

The performance of these tasks by the public school system, in the view of the Commission, was not limited to matriculation offerings. Rather, the quality and effectiveness of the development of the talents of the school population were seen to rest upon the introduction of occupational, vocational and fine arts programs to supplement matriculation and general programs. The Commission concluded that for such to come about required a collection and coordination of programs offered by agencies outside the public schools. In the rural areas this would require the evolution of a new organization of programs to ensure their viability and appropriateness. Program quality and public recognition and respect for these new directions, in the eyes of the Commission, would rest with teachers whose level of general education and of specialization was higher than found in the majority of the teaching force of the day. The requirement of well-educated teachers was seen as the best single provision for the education for children.

The Commission had definite ideas about curriculum as well which eventually were expressed in recommendations. For example, the Commission concluded that the Department of Education had prerogatives and responsibilities with respect to basic programs in determining their objectives, organization and content. But as to methodology, the Commission was firmly of the opinion that responsibility and prerogative lay with teachers as an outcome of their professional education and experience. While the Department could and should propose procedures, ultimate application rested with the teacher.

There were other views on curriculum which emerged. The Commission saw: 1) the need for a substantially differentiated curriculum

at all grade levels in order that the full range of students' potentialities could be developed; 2) that modification of the general structure of elementary curriculum was not needed; 3) that public school curriculum need be enlarged to absorb many kinds of programs currently found in non-public institutions; 4) the need for junior high school curriculum to focus on a major core of content with a portion of the program devoted to electives; 5) the necessity for achievement at the Grade 9 level to become a stronger factor in determining the curricular pattern in which the student is entitled to register in Grade 10; 6) the need for specialization in the two years of high school not only in the matriculation program but in the fine arts, business education and other vocational fields; and, 7) that quality of programs had to be established and sustained.

In the subject fields, the Commission had also established firm convictions. With concerns with reading becoming pervasive throughout all levels of school, the Commission saw the need for more research and better teachers to provide remedial and developmental services. A structured program, teacher-based in Grades 1-3, would lead to the gradual and steady development of attitudes and skills contributing to later self-direction in pursuits of literature. In the upper elementary grades, the program would allow students to come more directly in contact with the substance of literature. However, the effectiveness of the program could only be realized through an improved supply and variety of books. In junior and senior high school, the reading-literature program would need to become more diversified and reliant upon pupil self-direction and initiative. However, curriculum guides would need to be clearer as to content and aims.

The language program which undergirds the total school program, was observed by the Commission to have an adequate content across all grade levels. However, the scope and sequence theory (spiralling curriculum) and lack of a clearly prescribed basic course were seen to present problems. Inadequacies in handwriting and spelling were attributed to faulty teaching rather than lack of prescribed programs. The language program was seen to have an oral emphasis in the lower grades with written emphasis gradually and judiciously introduced and blended so that in the high school grades the emphasis could be upon the extension and refinement of the usage and formal knowledge of language.

Social studies, in the eyes of the Commission, drew upon the related disciplines of history, geography, economics, civics, sociology and anthropology in the development of attitudes, understandings and generalizations regarding current social and political problems. However, the Commission insisted that this development was predicated on a full understanding of significant facts. The Commission went on to note its dissatisfaction with a tendency to dictate teaching method and organization at the elementary and junior high school levels, the requirement of several textbooks for a single course, and the repetition of content at some grade levels.

The Commission recognized the necessity of having the best possible mathematics program but was not convinced that a continuing series of minor program adjustments would produce satisfactory results. The curriculum of the day in Grades 1-5 was viewed as a substantial improvement over past mathematics curriculum and a renewed emphasis upon higher degrees of facility and automatic response was advocated. In

the junior high school mathematics program, the Commission sensed a need for differentiation of courses and establishment of realistic Grade 9 prerequisites rather than a reshuffling of the existing course content. Senior high school courses were viewed to have potential for trial and advancements in mathematics education with much to be accomplished with models, mathematics laboratories and upgraded teachers.

The Commission concluded that advanced science education need not exclude education in the humanities and social sciences, and was confident that the public school system could make a major contribution to the preparation of a core of future scientists. Believing the science content of the elementary grades to be superior in scope and challenge to that of earlier times, the Commission saw problems with a spiralling curriculum and with the use of a variety of textbooks. Similar problems were observed with junior high school science. The need for diversification of the physical science courses was noted for senior high school science and recognition of the need for adequate preparation in the biological sciences was highlighted.

As for languages, the Commission noted the need for expansion of the programs in French, Latin and German from a two year sequence of courses to a three year sequence. Where circumstances permit, languages other than English would be accorded the same privileges as French in terms of instruction and study.

In view of the vast amount of criticism levelled at health and personal development, the Commission undertook a thorough study of that curricular area, and on the basis of that study concluded that a major revamping of the curriculum was in order.

The purposes of physical education in schools, as seen by the Commission, included: 1) the promotion of physical fitness; 2) the teaching of the means of achieving physical fitness; 3) the encouragement of informed interest in athletic activities; and 4) the provision of an athletic background which would be carried through adult life. Flexibility in elementary and junior high school physical education curriculum was observed to allow for local conditions and the need for proposed time allotments was noted. At the senior high level, the Commission urged a well developed program under trained physical education personnel with emphasis upon physical fitness and recreation.

The Commission did not come to regard studies in music and art as frills in any educational content as such studies provided a means of appreciation, individual expression and development. The Commission concluded that instruction in music and art were to be preserved and improved pending better training of more teachers and supervisors.

As for exploratory subjects at the junior high school level, the Commission felt that a more careful structuring would develop interests and aptitudes of students and would facilitate wise choices in the following high school program.

The senior high school program of non-academic electives consisting of commercial subjects, industrial arts and crafts, home economics, and the fine arts, was seen to have a place in conjunction with the traditional matriculation and diploma programs. The areas of fine arts and industrial arts were viewed as having immense potential which could only be realized with more teachers in the two fields.

On the subject of quality and supply of teachers, the Commission

had also formed quite definite attitudes. Noting that the province was seriously deficient in teachers both in quality and quantity, the Commission subscribed to the view that in the long run, the requirement of high standards for entrance to teacher education would be a more effective and defensible approach to the problem of teacher shortage. Immediate attention to improving the quality of teachers would at a future point provide qualified teachers in sufficient numbers to meet the demand.

Convinced that the qualities of intelligence and culture should be sought in candidates for teacher education, the Commission saw the need to actively inform, interest and enrol those individuals with genuine teaching potentialities. Such individuals, it was argued, would likely be attracted to teaching only if teaching were described as a profession. This latter condition would be a factor in retaining teachers within the profession. Hence the basic steps to increase both recruitment and retention included improved selection, preparation, salary, and status.

The professional education of teachers was observed by the Commission to have a number of components: 1) pre-service education; 2) continuing education; and 3) in-service education. The pre-service component was deemed to be composed of informational background, foundation fields of education, acquaintance with a range of teaching methods and techniques, and practical experience. Continuing education was viewed as a means for practicing teachers to acquire basic teacher education and to keep professionally and mentally alert to developments in theory and practice affecting teaching. In-service education was

viewed as a complement to basic teacher education through orientation to and improvement of selection and application of appropriate teaching methodology and procedures. To this end, the Commission recognized two types of in-service education: 1) programs during school hours organized by the administration in cooperation with teachers; and 2) programs outside of school hours organized by the teachers in cooperation with the administration.

Having reached the above conclusion about the preparation of teachers, the Commission formed definite views respecting teacher certification. In general, the minimum requirements for permanent certification for all teachers would be four years of university work including a degree. A scheme was worked out whereby, in recognition of the teacher shortage, the minimum requirements for certification would be increased over a period of time until the degree became the minimum academic requirement for certification. These conclusions having been reached, the Commission gave thought to ways and means of equating certificates, accommodating out-of-province teachers, providing orientation programs, and dealing with non-teacher specialists. As for professionalism, the Commission decried the public perception of The Alberta Teachers' Association as a trade union in the face of the potential contributions the profession could make to the enterprise of education.

In keeping with its views on recruitment and retention the Commission explored merit rating for salary purposes and formulated a tentative plan for consideration. And while merit rating might be considered for recruitment and retention purposes, the Commission was

firmly convinced of the necessity to improve the provisions and practices associated with pensions and benefits. Financial aid to teachers in training, according to the Commission, could be used to attract teachers to the profession, to assist capable individuals who could not otherwise finance further education, and to encourage and reward achievement and excellence. At the provincial level this assistance could take the form of scholarships, loans and grants, while at the local level the assistance could be in the form of bursaries, with the province participating in the cost. Though this financial aid was seen to attract individuals to the profession, it was not a factor in determining the teacher's choice of location in the practice of his profession. While such inducements as isolation bonuses were attracting teachers to remote areas where shortages were acute, they had less effect upon retention. The Commission concluded that if school boards could compete equally for teachers by way of ability to pay adequate salaries, local boards could assume some responsibility for overcoming their own problems of teacher supply. Living and working conditions were equally important but the Commission was of the view that exceptional circumstances should be dealt with individually through local initiative.

The above brief outline of the Commission's attitudes toward education in general and toward curriculum and the quality and supply of teachers specifically is an indication of the background to the Commission's recommendations respecting the same.

As was pointed out earlier, the Commission's attitudes were unknown to groups and individuals appearing before the Commission, however the Commission did have interests in common with the selected

interest groups as is illustrated in a comparison of the manner in which specific Commission recommendations reflect recommendations made by selected interest groups.

Regarding the adequacy of curriculum, the Commission Recommendation #27 reflected fully a recommendation made by the ASTA. Recommendation #32 fully reflected a recommendation made by the FUA while Recommendation #33 fully reflected recommendations made by the ASTA and the FUA. Recommendation #47 fully reflected an ATA recommendation while Recommendation #53 partially reflected a recommendation made by the ATA. Recommendations #54 and 55 fully reflected an AFHSA recommendation and Recommendation #56 partly reflected one made by the Faculty of Education. The Commission's Recommendation #63 fully reflected an AFHSA recommendation while Recommendation #69 reflected in part a recommendation made by the FUA. Recommendations #70 and 71 partly accommodated recommendation put forward by the FUA and the Faculty of Education. One recommendation made by the Faculty of Education was fully reflected in Recommendations #73-82. Another Faculty of Education recommendation was fully reflected in Recommendations #87 and 88. Recommendation #101 reflected fully a recommendation made by the ASTA while Recommendation #102 fully reflected a recommendation made by the ASTA and only partly reflected one made by the FUA. One FUA recommendation was partly reflected in Recommendation #103.

Of the recommendations made by the Commission related to efficiency of teaching and pedagogical procedures, Recommendation 7 fully reflected a Faculty of Education recommendation as did Recommendation #9. Recommendation 17 only partly reflected one made by the Faculty. A recommendation made by the FUA was partly reflected by Recommendation #50.

Recommendation #52 was generally related to recommendations made by the AFHSA and the Faculty of Education. One recommendation made by the FUA was fully reflected^o in Recommendation #63, while Recommendations #252 and 253 were generally related to a recommendation made by the AFHSA.

Regarding the organization, administration and supervision of instruction, the Faculty of Education had a recommendation which was fully reflected in Recommendation #14 and another fully reflected in, Recommendation #72. Recommendations #175, 176, 177, 184 and 185 fully accommodated a recommendation made by the ASTA while Recommendations #186 and 187 partly accommodated recommendations made by the AFHSA and the ATA. Recommendations #230 and 232 accommodated fully a recommendation made by the AFHSA respecting the organization, administration and supervision of instruction; Recommendation #250 partly accommodated another made by the same group.

Recommendation #17 also fully accommodated a Faculty of Education recommendation made with respect to the adequacy of textbooks and library services. Recommendations #21 and 22 fully reflected another recommendation made by the Faculty within the same category. Recommendation #228 partly reflected another Faculty recommendation while Recommendation #229 was found to be generally related to a recommendation put forward by the ATA. Recommendations #230 and 232 partly reflected recommendations made by the ATA and the ASTA in this category, and fully reflected a recommendation made by the Faculty. Recommendation #234 generally related to one made by the AFHSA, partly reflected one made by the ATA, and fully reflected one made by the Faculty of Education. Recommendation #238 partly reflected a recommendation made by the ASTA.

With regard to aids to teaching, Recommendations #240 and 241 fully reflected recommendations made by the AFHSA, the ATA, and the Faculty of Education. Recommendation #244 fully reflected a recommendation made by the ATA, but in conjunction with Recommendations #245-249, partly reflected one made by the ASTA.

The commonality of interest in curriculum as reflected in Commission recommendations is depicted in Table 22 on page 249.

The Commission also held common interest with the selected groups in matters related to the quality and supply of teachers. Regarding entrance requirements, the AFHSA, ATA, ASTA and Faculty of Education all made recommendations which were fully reflected in Recommendation #131. Recommendations #132 and 133 each fully reflected recommendations made by the ASTA. Recommendation #134 fully reflected recommendations made by the ATA and the ASTA and Recommendation #135 fully reflected an ASTA recommendation. Recommendation #136 a), b) and c) reflected fully recommendations made by the ATA and ASTA with Recommendation #136 c) also accommodating fully a recommendation made by the Faculty of Education.

In matters of programs and facilities, Recommendation #120 generally related to a suggestion by the ATA. Recommendation #140 fully reflected a Faculty of Education recommendation and Recommendation #141 generally related to another by the Faculty. Recommendation #146 fully accommodated an idea put forward by the ATA.

Recommendation #146 also partly accommodated a recommendation put forward by the AFHSA regarding certification and certification standards. Recommendation #147 was found to be generally related to

Table 22

Alberta Royal Commission on Education Recommendations on Curriculum--
Reflection of Recommendations of Selected Interest Groups

Royal Commission Recommendation	Reflection of Recommendations made by Selected Interest Groups				Faculty of Education
	AFHSA	ATA	ASTA	FUA	
<u>Adequacy of Curriculum</u>					
27. That the scope of educational offerings at public expense in the public school system be broadened to include appropriate courses in many vocational areas.			F		
32. That the compulsory core of the high school curriculum consist of English language, literature, social studies and, at the Grade 10 level, a minimum of one hour per week in physical education and recreation; further that every student enrol in one course in each of mathematics and science.					F
33. That in addition to the above, more intensive three-year programs be developed in accredited schools in all fields of study--including matriculation, fine arts, physical education, business education, and a variety of other programs leading to post-secondary study, or of a technical or vocational or general nature.					F
47. That in given grades and levels fewer topics be covered more intensively than heretofore, and that research be undertaken in grade placement.					F

F = Full; P = Part; G = Generally related.

Table 22 (Continued)

Royal Commission Recommendation	Reflection of Recommendations made by Selected Interest Groups				Faculty of Education
	AFHSA	ATA	ASTA	FUA	
53. That the province exercise leadership in matters of acceleration, retardation, enrichment, promotion, etc. so as to assist teachers in meeting the problem of individuals differences.					
54. That careful scrutiny of student handwriting in terms of legibility and neatness, be regarded as part of the normal teaching assignment in every subject and at every grade.	F				P
55. That alertness to spelling be developed in all subject areas and at all grade levels--especially in the elementary school.	F				
56. That within the provisions of the present program, and without losing any of its desirable qualities, greater emphasis be placed on the acquisition of precise factual knowledge--such knowledge to be set forth in the curriculum guides and prescribed as a basic core for all students.					P
63. That general facility in arithmetic skills be re-emphasized with particular regard for accuracy and automatic response.	F				
69. That at least one survey-type course comprised of content drawn from the physical sciences, be provided as a non-matriculation elective in high school science.					P

Table 22 (Continued)

Royal Commission Recommendation	Reflection of Recommendations made by Selected Interest Groups					Faculty of Education
	AFHSA	ATA	ASTA	FUA		
70. That two sequent years of biology as a science pattern for matriculation students be available as an alternative matriculation science route.						
71. That at least one biology elective be retained in the early grades of high school.				P		P
73. That matters relating to school organization and administration, student activities and orientation be removed from their present mandatory and formal course status.				P		P
74. That study habits be removed from Unit I and be treated by pre-service and in-service education of principals, guidance personnel and teachers.						F
75. That a committee including a majority of medical practitioners and health authorities review present health content at all grade levels to judge its accuracy and value.						F
76. That for each grade level of the elementary school, curriculum guides suggest desirable health habits, offer accurate resource information and make explicit the responsibility of the teachers.						F
77. That in the same manner as recommended for elementary education the adequacy and accuracy of health content in the secondary school curriculum be studied.						F

Table 22 (Continued)

Royal Commission Recommendation	Reflection of Recommendations made by Selected Interest Groups			
	AFHSA	ATA	ASTA	FUA Faculty of Education
78. That overlapping and repetition be removed from content of Grades 7-10 inclusive, and the resultant offered in Grades 7 and 8.				F
79. That in grades above the eighth, curriculum guides relate appropriate aspects of physical education, science and other courses to health and make explicit the teacher's responsibilities.				F
80. That the Department of Education assist schools, through separate publications and by other means, in the development of effective programs of information regarding occupations, vocations and professions.				F
81. That Units 5 and 6 be removed from their present course status.				F
82. That superintendents, principals and qualified guidance personnel shall use their discretion concerning formal instruction in the contents of Units 5 and 6.				F
87. That 60 non-credit minutes per week of physical fitness and recreation activities be a minimum for all students.				F
88. That a sequence of five credit specialized courses (one for each of Grades 10, 11 and 12) be available as electives.				F
101. That the requirements for general education be reviewed with a view to devising clear distinction between general education courses and vocational courses.				F

Table 22 (Continued)

Royal Commission Recommendation	Reflection of Recommendations made by Selected Interest Groups				
	AFHSA	ATA	ASTA	FUA	Faculty of Education
102. That present electives of near-vocational nature and intent be reviewed, if necessary, so that they may become acceptable to business and trades.			F	P	
103. That offering of such electives be restricted to the community colleges in rural areas and to city systems.				P	
<u>Efficiency of Teaching and Pedagogical Procedures</u>					
7. That Departmental examinations be maintained in all schools in Grade 9.					F
9. That the Departmental examinations be maintained at the Grade 12 level in all schools and extended to all matriculation subjects.					F
17. That curriculum guides be revised to provide a clear statement of the content basic to each course, and to specify a source of this content together with minimum materials, equipment and facilities (including library).					P
50. That appropriate drill procedures be restored as a means of securing facility in the language skills.				P	
52. That classes be held at a reasonable size so as to give the teacher a realistic workload.	G				G

Table 22 (Continued)

Royal Commission Recommendation	Reflection of Recommendations made by Selected Interest Groups			
	AFHSA	ATA	ASTA	FUA Faculty of Education
63. That general facility in arithmetical skills be re-emphasized with particular regard for accuracy and automatic response.				
252. That the length of the school day in the upper junior high school be examined carefully and, where circumstances warrant, extended to 330 minutes of instruction time.				F
253. That in senior high school the present maximum of 330 minutes become the minimum, that school boards be empowered to institute a maximum of 360 minutes of instruction time per day, and to add such extra supervised study time as they may be able to provide.				G
<u>Organization, Administration and Supervision of Instruction</u>				
14. That a Bureau of Tests and Standards be created in the Department of Education to facilitate the development of standardized tests, to upgrade local testing programs and to sample and maintain continuous records of achievement in crucial subject areas throughout the whole school system.				F
72. That the present two year sequence of courses in French, Latin and German be abandoned and in its place a three year sequence be provided for matriculation.				F

Table 22 (Continued)

Royal Commission Recommendation	Reflection of Recommendations Made by Selected Interest Groups				
	AFHSA	ATA	ASTA	FUA	Faculty of Education
175. That legal provision be made whereby divisions and counties may appoint their own superintendent in lieu of a provincially employed superintendent.					
176. That the province specify in law such functions of the locally appointed superintendent as will safeguard immediate provincial interests in education.			F		
177. That qualifications with force of law be established to govern eligibility of appointments of all superintendents in Alberta.			F		
184. That desirable qualifications be established with regard to the principalship in Alberta.			F		
185. That job specifications as indicated in this report be included in the School Act to clarify and give status to the full scope of the principal's duties.			F		
186. That the Department of Education, with other parties concerned, intensify efforts to gauge the needs for professional assistant personnel in local school systems.	P				
187. That as a service to local systems, the Department of Education sponsor continued study of the optimum assistant and special staff required to operate effectively schools of varying sizes.	P				



Table 22 (Continued)

Royal Commission Recommendation	Reflection of Recommendations made by Selected Interest Groups				
	AFHSA	ATA	ASTA	FUA	Faculty of Education
230. That the system of school grants be modified to provide incentive for the establishment and development of school libraries and the employment of professional librarians.	F				
232. That both library renewal and maintenance grants be provided by the province.	F				
250. That with regard to basic texts, the Department of Education be provided with an annual budget to be used to upgrade the quality of these texts.					P
<u>Adequacy of Textbooks and Library Services</u>					
17. That curriculum guides be revised to provide a clear statement of the basic content to each course and to specify a source of this content together with minimum materials, equipment and facilities (including library).					F
21. That one basic text (to be developed, if necessary) containing all prescribed content be authorized for each course.					F
22. That the basic text be either <u>authorized</u> (i.e. required) or approved (i.e. selected from one or more alternatives, any of which meet equally well the requirements of the course).					F

Table 22 (Continued)

Royal Commission Recommendation	Reflection of Recommendations made by Selected Interest Groups				
	AFHSA	ATA	ASTA	FUA	Faculty of Education
228. That a basic list of library books be devised to include all types desirable in a school.					P
229. That minimal and compulsory book quotas be established for schools of various enrolments.		G			
230. That the system of school grants be modified to provide incentive for the establishment and development of school libraries and the employment of professional librarians.					
232. That both library renewal and maintenance grants be provided by the province.		P	P		F
234. That the government investigate the advisability of asking the University to introduce library science courses for the training of teacher-librarians.		P	P		F
238. That the possibilities of making the school library accessible and of service to the general public community be explored.		G	P		F
<u>Aids to Teaching</u>				P	
240. That emphasis upon audio-visual aids in the in-service education of teachers be increased.	F	F			F

Table 22 (Continued)

Royal Commission Recommendation	Reflection of Recommendations made by Selected Interest Groups				Faculty of Education
	AFHSA	ATA	ASTA	FUA	
241. That as part of the pre-service and undergraduate education of teachers, the Faculty of Education study the merits of offering an intense short course designed as an introduction to the proper use of audio-visual aids.	F	F			F
244. That study and development of educational television be maintained to determine the full possibilities of this medium as a teaching-learning aid in the public schools.		F			P
245. That the province make funds available for expansion of programs and experimentation in educational television at all school levels.					P
246. That study be commenced regarding the design of facilities best suited to the educational use of television.					P
247. That the Faculty of Education consider the requirements of initial training and in-service preparation of teachers for the use of this teaching aid.					P
248. That the provincial government initiate action to reserve sufficient channels for telecasting educational programs.					P
249. That in the meantime arrangements be made for the development and the broadcasting of educational programs by existing stations.					P

an ATA recommendation while Recommendation #147a) partly reflected recommendations made by the AFHSA, ASTA and Faculty of Education; Recommendation #147b) and c) partly reflected a recommendation made by the AFHSA. A recommendation made by the ATA was generally related to Recommendation #148 while Recommendation #151 partly reflected an AFHSA recommendation.

In in-service education, Recommendation #142 partly reflected a recommendation made by the AFHSA and fully reflected one made by the ASTA. Recommendation #143 also fully reflected a recommendation made by the ASTA.

An AFHSA recommendation respecting recruitment and supply of teachers was partly reflected in Recommendation #137 while another AFHSA recommendation in the same category was partly reflected in Recommendation #138c). Recommendation #138c) fully reflected an ATA recommendation. Recommendation #167 was found to be generally related to one made by the ATA. Recommendations #168 and 169 fully reflected suggestions put forward by the ATA and ASTA with Recommendation #169 also partly reflecting a suggestion put forward by the Faculty of Education. Recommendation #172 generally related to a FUA recommendation.

Recommendation #172 also generally related to an ASTA recommendation made respecting the distribution of teachers. In the same category, Recommendation #137 fully reflected an ATA recommendation.

In the matter of financial aid to teachers in training, Recommendations #168 and 169 partly reflected a suggestion put forward by the AFHSA while Recommendation #168 partly reflected a Faculty of Education idea.

The commonality of interest reflected in the recommendations on the quality and supply of teachers is depicted in Table 23 on page 261.

While the preceding depicts a kind of agreement between the Commission and the selected interest groups and hence a commonality in education, earlier analysis demonstrated a common interest among the selected groups as well. For example, the ATA, AFHSA and the FUA all made recommendations regarding increased emphases on the basic subjects of reading, writing, and arithmetic in the elementary grades, recommendations which were reflected in those of the Commission. All the groups except the FUA made recommendations with regard to library services in schools. The AFHSA was most specific in its recommendations, while the ATA recommended general upgrading of services. Standardization of textbooks was advocated by the ASTA, FUA and AFHSA while the Faculty of Education was opposed to the idea and the ATA was silent on the matter. The Commission made no recommendation in this regard. With regard to issues related to the quality and supply of teachers, the pattern of agreement was clearer. All groups, except the FUA, advocated senior matriculation as the minimum entrance requirement to teacher education. The AFHSA, ASTA and the Faculty of Education wanted the offering of a permanent certificate to individuals having two years of teacher training and two years of experience. The ASTA was opposed while the AFHSA and the Faculty of Education favoured any move toward four years of teacher training as a minimum for certification especially if it had a timetable attached. The Commission recommended the implementation of a system of certification which moved toward four years of teacher training as a requirement.

Table 23

The Alberta Royal Commission on Education Recommendations on Quality and Supply of Teachers--Reflection of Recommendations of Selected Interest Groups

Royal Commission Recommendation	Reflection of Recommendations made by Selected Interest Groups				Faculty of Education
	AFHSA	ATA	ASTA	FUA	
<u>Entrance Requirements</u>					
131. That all entrants to the Faculty of Education possess complete Alberta matriculation or its equivalent, including the academic mathematics and science courses through the Grade 11 level.	F	F	F	F	F
132. That there be continued flexibility in the details of matriculation (the present B.Ed. requirements, for example, permitting some choice among high school courses).				F	
133. That proficiency in both oral and written English be stressed in teacher selection and in teacher education.				F	
134. That serious study be given to the possibility of including non-academic factors such as character, personality and health in the process of selection.		F		F	
135. That studies of the relationship between high school achievement and university success (such as the Alberta Matriculation Study) be continued and intensified.				F	

F = Fully; P = Partly; G = Generally reflected.

Table 23 (Continued)

	Royal Commission Recommendation	Reflection of Recommendations made by Selected Interest Groups				
		AFHSA	ATA	ASTA	FUA	Faculty of Education
136.	That major authority and responsibility for selection and screening be vested in the Faculty of Education. It is further recommended: a) that field personnel and interview teams from the Faculty operate to increase the effectiveness of selection, b) that selection and screening continue throughout the candidate's course at the university, c) that not withstanding anything said heretofore, criteria and procedures be evolved appropriate to all the foregoing and that these criteria and procedures be public information.			F	F	
	<u>Programs and Facilities</u>			F	F	
120.	That the present highly centralized system of vocational and trade programs be decentralized and re-established in regional centres to be known as Community Colleges.					G
140.	a) that the minimum requirements for all teachers be four years of university work, including a degree, b) that during the first two years but not within the university term the candidate must complete 3 months of practice teaching,					F

Table 23 (Continued)

		Reflection of Recommendations made by Selected Interest Groups				Faculty of Education
		AFHSA	ATA	ASTA	FUA	
		Royal Commission Recommendation				
140.	<p>c) that on completion of two years of training the candidate may serve an internship of one year, after which he will be required to return to continue his university course, in which regard at least one full year of intramurally must be required.</p> <p>d) that a prescribed program of supervision and guidance be organized by the Faculty of Education, Department of Education, teachers' and trustees' associations with regard to interns and all teachers entering service for the first time</p> <p>e) that during the year of internship candidates be placed on salary at the lowest level of the current salary schedule.</p>					
141.	<p>That continuing education be encouraged by such means as the following: leave of absence, with pay, for study or travel; provision of refresher courses; provision of research facilities; development of education clinics; development of professional and public libraries.</p>					G.
146.	<p>That the B.Ed. degree or its equivalent be the requirement for permanent certification of elementary and secondary school teachers.</p>					F

Table 23 (Continued)

		Reflection of Recommendations made by Selected Interest Groups				Faculty of Education
		AFHSA	ATA	ASTA	FUA	
Royal Commission Recommendation						
<u>Certification and Certification Requirements</u>						
146.	That the B.Ed. degree of its equivalent be the requirement for permanent certification of elementary and secondary school teachers.					
147.	That the Department of Education develop a transition plan whereby Recommendation #146 may be implemented. It is further recommended:					
	a) that all elementary teachers entering regular* service during the period 1963-67 inclusive be required to have a minimum of two years of education toward the B.Ed. degree, and all secondary teachers be required to have a minimum of three years.					P
	b) that all elementary teachers entering regular* service during the period 1968-70 inclusive be required to have a minimum of three years of education toward the B.Ed. degree, and all secondary teachers be required to hold the B.Ed. degree.					P
	c) that all elementary teachers entering regular* service in 1971 and thereafter be required to hold the B.Ed. degree.					P

*This does not refer to internship.

Table 23 (Continued)

	Reflection of Recommendations made by Selected Interest Groups				
	AFHSA	ATA	ASTA	FUA	Faculty of Education
<u>Royal Commission Recommendation</u>					
148. That teachers commencing service under the transition plan, Recommendation #147, be awarded provisional certificates valid for a period of three years, and subject to re-validation for successive periods of three years upon receipt of evidence that holders have made further progress toward the B.Ed. degree.					
151. That out of province teachers who already hold permanent certification at the level of the new requirements receive an interim certificate in Alberta, this certificate to be made permanent when performance is judged satisfactory.					G
<u>Inservice Education</u>					
142. That in-service education for teachers be encouraged, provided, and expanded along the lines suggested in this section (see Royal Commission Report, 1959:277-78).					P F
143. That such programs be operated locally within each school system.					P F
<u>Recruitment and Supply of Teachers</u>					
137. That working conditions be so improved that the benefits of professional preparation can be fully realized, for example:					P

Table 23 (Continued)

Royal Commission Recommendation	Reflection of Recommendations made by Selected Interest Groups				Faculty of Education
	AFHSA	ATA	ASTA	FUA	
137. a) a lower pupil-teacher ratio and a reasonable teaching load, b) non-professional assistance for routine duties, c) more clerical and stenographic help, d) non-professional supervision of cafeterias, study halls, etc.					
138. That a suitable public relations program be developed in order to: a) create public awareness of the importance of education, b) develop public understanding of educational problems, c) convey to potential recruits the opportunities and rewards in teaching.					
167. That pensions and other benefits be reviewed and improved in both provisions and practices.					
168. That a comprehensive system of scholarships, loans and grants for teacher education be carefully planned and instituted at the provincial level.					
169. That bursaries be sponsored locally, but assisted provincially, as a means of meeting the teacher shortage.					

P F G F F P

Table 23 (Continued)

Royal Commission Recommendation	Reflection of Recommendations made by Selected Interest Groups				Faculty of Education
	AFHSA	ATA	ASTA	FUA	
<p>172. That within the total grant structure a system of special equalization grants toward instructional costs be adopted to safeguard the abilities of school boards to pay adequate salaries.</p>					G
<u>Distribution of Teachers</u>					
<p>137. That working conditions be so improved that the benefits of professional preparation can be fully realized, for example:</p> <ul style="list-style-type: none"> a) a lower pupil-teacher ratio and a reasonable teacher load, b) non-professional assistance for routine duties, c) more clerical and stenographic help, d) non-professional supervision of cafeterias, study halls, etc. 					F
<p>172. That within the total grants structure a system of special equalization grants toward instructional costs be adopted to safeguard the abilities of school boards to pay adequate salaries.</p>					G

Table 23 (Continued)

Royal Commission Recommendation	Reflection of Recommendations made by Selected Interest Groups				Faculty of Education
	AFHSA	ATA	ASTA	FUA	
<u>Financial Aid to Teachers in Training</u>					
168. That a comprehensive system of scholarships, loans and grants for teacher education be carefully planned and instituted at the provincial level.	P				P
169. That bursaries be sponsored locally, but assisted provincially, as a means of meeting the teacher shortage.					P

As to procedures developed in association with the Cameron Commission inquiry, the evidence suggests that the Commission was aware of the difficulties which lay ahead of it and adopted procedures which were non-threatening to all concerned. The call for briefs and the conduct of hearings is standard fare in such an inquiry. However, the respect accorded the groups and individuals appearing before the Commission is a marked feature of the Commission.

The relative success of each selected interest group is described elsewhere. However, it has been observed that the academic interest group was not as successful as might have been expected especially in matters which are within its purview. Then again, the interest groups that lacked the intellectual manpower, but that relied upon experience as a guide to selecting the issues to be addressed, were the ones who experienced a greater portion of success.

The kinds of activities to which each group resorted and the strategies devised by each group in making its representations to the Commission are described elsewhere as well. What should be noted is that they are not unique. Instead, each group did what it had to do in light of the resources, including time, which it had at its disposal. While the circumstances surrounding the activities of each group differed, the appearance before the Commission put each on equal terms with the others. Only the content and the intensity of subsequent discussions varied.

This study has shown the degree of success selected interest groups experienced in having their recommendations reflected in those of a royal commission. Throughout the text reasons for the manifestation

of the successes have been suggested, as were the mechanisms for bringing them about and some of the consequences.

The relative success of interest groups is facilitated by some important features of the social and institutional system of Alberta. In this study, the success was in relation to selected issues addressed largely through a unique institution, the royal commission. The participants, the leaders of six selected interest groups and of one selected royal commission, and their senior staff members, held varying views with regard to the selected issues. These differences in views arise from differences in economic conditions, organizational interests, perspectives of the educational system, and the competition for status and prestige. On the other hand, the participants were fairly well of the same mind on some of the overall goals for education (e.g., universal basic education, qualified teachers, etc.). In seeking their objectives, the interest groups possessed a wide variety of political resources which varied in distribution and which varied between the two selected issues. While each group engaged in a variety of activities to gain their ends, possible tactics were limited by procedural requirements, by the limitations of political resources, and by the actions of others in the operation of the Commission. All these factors combined to produce differing outcomes reflecting, in their finality, in the success and failure of various groups and in the degree to which the participants of the selected interest groups were able to influence the selected royal commission.

But while the relative success of interest groups with a royal commission was the central focus of the thesis, a review of the manner

in which interest group recommendations in those of the Cameron Commission reveals that the interest groups were not particularly successful, that is, a large portion of interest group recommendations were not reflected at all in those of the Commission. This in turn would suggest that the Cameron Commission was a fairly independent body, at least in the major issue areas of curriculum and teacher education.

The literature on royal commissions does not mention independence as a characteristic of royal commissions. However, if royal commissions were viewed as the body authorized to mediate among interest groups competing for the attention of the government, it is conceivable that the royal commission can choose to ignore certain ideas put before it. Several reasons for such a choice suggest themselves: 1) government action may have already addressed the issue for which the solution was suggested or such action may already incorporate the ideas put forth by interest groups; 2) the ideas may be inappropriate to the resolution of issues given the existing or foreseeable context; 3) the ideas may be outside the terms of reference of the royal commission; and 4) the ideas may not be in keeping with the collective opinions of the royal commission.

Aside from describing the relative successes of interest groups, and revealing the independence of the Cameron Commission, this study is of greater significance for future activity with respect to royal commissions especially for the selected interest groups. In this study the circumstances, resources and resource utilization which attended the successes of selected interest groups were outlined. In and of themselves these are of little consequence except in some future instance when these same interest groups happen to be faced with another royal commission.

At that time, the descriptions contained in this study may guide the

interest groups in avoiding the pitfalls of the past, and in pursuing more fruitful activities in approaching such a royal commission.

Further Study

The royal commission as a policy formulating mechanism raises speculation as to how the Alberta experience of interest group success with recommendations made to a royal commission differs from that of the other provinces. Such experiences may vary along a number of dimensions, especially: 1) the degree of success of interest groups; 2) the forms of success; and 3) the relative influence of the different interest groups. In Alberta, there was a high degree of reflection of interest group recommendations in the recommendations of the Alberta Royal Commission on Education. The interest groups appear to have a great deal of influence. What about the other provinces?

However, this does not preclude participants from developing new institutions as the occasion may require, from raising their own issues, from defining their own goals and aspirations that are more in tune with their particular perceptions and predispositions, and from determining what political resources to use and how.

Just how interest groups influence policy-making in education through the royal commission requires further scrutiny. While this study attempted to answer some basic questions regarding the relationship of interest groups to policy formulation by royal commissions, the description is a partial one at best. Other studies come to mind which would more fully describe the Alberta experience. For example, there is need to describe the successes experienced by the selected interest groups with their recommendations in briefs submitted to

government before the Commission was established, and after the Commission's report was submitted to government. There is need to describe the success of the selected groups on other selected issues until the success of each selected group on each major issue is described. As well, other interest groups can be selected for study. Only until the success of each interest group which made recommendations to the Alberta Royal Commission on Education is described before, during and after the Commission, will the utility of the royal commission for policy-formulating be fully described.

The framework used in this study may be useful in subsequent studies on policy-making. Not only does the framework serve as a useful guide to the kinds of data which are necessary to describe policy-making, it also serves as a means of organizing and describing collected data. Its use in describing the success of interest groups in contributing to policy-making through royal commissions is recommended.

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APPENDIX A

INTERVIEWEES AND INTERVIEW SCHEDULE



INTERVIEW SCHEDULE

I. SOCIAL AND INSTITUTIONAL CONTEXT

1. What was Alberta like before the Commission?
2. Was it easy to identify the problems in education, and was it possible to be heard when pointing out the problems (i.e., was it possible to get the government to listen to and do something about problems)?
3. Were people ready for the Royal Commission?
4. What are your recollections of the reaction to the appointment of the Royal Commission?
5. Was Albertan society split over issues, if so, what were the issues?

II. ACTORS

1. Who are you?
2. What part did you play in the events associated with the Cameron Commission; its hearings, etc.?
3. Who were the main participants in the activities surrounding the Commission?
4. Who were the key actors in the hearings? (i.e., who on the Commission was viewed as influential on particular issues)?

III. ISSUES

1. What issues did you (your group) see as being important?
2. Why were they important?
3. Were the issues: a) new and unfamiliar?
b) old and recurrent?
4. How were the issues raised?
5. Was (were) the issue(s) in your presentation indivisible?
6. Were the issues raised of a "life" or "death" nature or was their resolution such that everyone would gain?
7. How did the organization view the identified issues?
8. How were the issues defined?

IV. SITES AND PROCEDURES

1. Where did most of the activity take place?
2. Did procedures hinder or help support your group's point of view?
3. Did the proceeding favour some groups at the expense of others?
4. Who got included in discussions?
5. Were rules and procedures developed to enable the Commission to function in hearings; behind closed doors?
6. How were hearings; discussions, organized?
7. Did this structure affect the process of information gathering?

V. GOALS AND OBJECTIVES

1. Why did your organization raise the issues that it did?
2. Was there disagreement on the issues raised between groups? between group and government?
3. How much difference was there between groups on the issues raised; between your group and government?
4. What did your group want the government to do?
--about the issues raised by your group?
--about the issues raised by other groups?

VI. POLITICAL RESOURCES

1. What resources, can you recall, were at the disposal of your organization at the time of the Commission?
 - a) manpower
 - b) knowledge
 - c) prestige
 - d) political connections, etc.
2. How were resources used?
3. Do you feel your organization used them effectively?
4. Was there opportunity to organize your resources?
5. How ample was the time for such organization?

VII. STRATEGIES AND TACTICS

1. What strategies did your organization use, devise or employ to influence:
 - a) the Commission?
 - b) other groups?
 - c) members?
2. What advantages did your group enjoy during the hearings?
3. How did you utilize these advantages?
4. What disadvantages did your group suffer during the hearings?
5. How did you overcome these (if you did)?
6. Did your group seek support of other groups in bringing to light the essences of issues?
7. Did your group support other groups in a like manner?
8. What lines of access did your groups have to Commission members, and how were they utilized?

VIII. OUTCOMES AND CONSEQUENCES

1. Did you feel you were listened to by the Commission?
2. Did the Commission/s recommendations alter your reputation/status among the organizations you had to deal with?
3. If different, how was it different--detriment?
 --boon?
 --not important, or not perceived?
4. Did the outcomes of the Commission hearings enhance your organization's position publicly? Where they a detriment?
5. What were your views of the Commission:
 - a) at the time of its creation?
 - b) at the time of the hearings?
 - c) at its conclusion?
 - d) today?
6. If you had another chance at another Commission, or a similar one, would you approach it differently? If so, how?

APPENDIX B
BRIEFS SUBMITTED TO THE ROYAL COMMISSION
ON EDUCATION

APPENDIX B

BRIEFS SUBMITTED TO THE ROYAL COMMISSION
ON EDUCATION

Acadia ATA Local
Alberta Catholic School Trustees' Association
Alberta Co-operative Union
Alberta Council on Child and Family Welfare
Alberta Drama Board
Alberta Federation of Agriculture
Alberta Federation of Home and School Associations
Alberta Federation of Labour
Alberta Fish and Game Association
Alberta Institute of Agriologists
Alberta Library Association
Alberta Library Board
Alberta Motor Association
Alberta Optometric Association
Alberta School Trustees' Association
Alberta Society of Artists
Alberta Sugar Beet Growers
Alberta Teachers' Association
Alberta Women's Institutes
Architects' Association of Alberta
Associated Temperance Forces of Alberta
Association of Bilingual Educators of Alberta
Association of Principals and Vice-Principals
Association of Private Schools
Association of Professional Engineers
Athabasca Home and School Association
Alumni Association of Vermilion School of Agriculture

Bach, Mrs. Josephine
Baker, J.W.
Banff Home and School Association
Berean Bible College, Calgary
Berry Creek and Sullivan Lake School Divisions
Berwyn Men's Club
Bhatia and Trainor, Drs.--Dept. of Physics, U. of A.
Bielish, Mrs. Martha
Bilingual School Trustees' Association
Bricker, Clayton
Brown, E.W.
Brown, Mrs. R.W.
Buffalo Park Home and School Association

Calgary Chamber of Commerce
 Calgary City Local ATA #38
 Calgary High School Administrators
 Calgary Home and School Council
 Calgary Public School Board
 Callan, Mrs. Dorothy
 Camrose Chamber of Commerce
 Canadian Association for Health, etc. (Men's Branch)
 Canadian Association for Health, etc. (Women's Branch)
 Canadian Bandmaster's Association
 Canadian Federation of University Women--re Libraries
 Canadian Federation of University Women--re H.S. Standards
 Canadian Federation of University Women (3 groups)
 Chinook Consolidated School
 Calgary Association of Teachers of French
 Canadian Mental Health Association
 Canadian Petroleum Association
 Carlson, Mrs. Eulalia
 Castor School Division #27
 Catholic Conference of Alberta
 Catholic University Alumnae Association
 Catholic Women's League, Diocese of Grouard
 Central High School Students' Council, Calgary
 Co-operative Commonwealth Federation
 County of Wetaskiwin
 Czar Home and School Association

 Department of Agriculture
 Docherty, H.A., Mannville
 Drumheller School Division #30
 Dunford, H.B. (University of Alberta, Calgary)
 Department of Education

Edmonton Chamber of Commerce
 Edmonton and District Council of Churches
 Edmonton Educational Study Group
 Edmonton Home Economics Association
 Edmonton Jewish Community Council
 Edmonton Public School Local ATA
 Edmonton Separate School Board
 Edmonton Separate School Teachers
 Edmonton Society for Christian Education

Fairview ATA Local
 Fairview Chamber of Commerce
 Fairview School of Agriculture Alumni
 Farmers' Union of Alberta
 Farmers' Union of Alberta Dist. #1 (Grande Prairie)
 Farran, Roy (Publishers) Calgary
 Five-School Project
 French Canadian Association of Alberta
 Fairview Groups of Parents

Garneau Home and School Association
 Group of Edmonton Women
 Guebert, Arnold, Edmonton
 Gussow, Wm. A., Calgary
 Hamilton Junior High School Home and School Association
 Hardisty-Provost Local ATA
 High Prairie Home and School Association
 High River Joint Committee
 High School Administrators
 Hines Creek Home and School Association
 Home Economics Group, Calgary
 Hoyt, Martin, Lethbridge
 Humanities Association of Canada
 Huxley Home and School Association

Idywyld Home and School Association
 Indian Association of Alberta
 Institute of Accredited Public Accountants
 Institute of Chartered Accountants
 Inter-Church Committee
 International Council for the Study of Exceptional Children
 Islay Home and School Association

Junior Farmers' Union of Alberta
 Junior Hospital League, Edmonton

Keeping, Dr. E.S. (Dept. of Mathematics, U. of A.)
 Kiwanis Club, West Edmonton

Lacombe and District Taxpayers' Association
 Le College Saint-Jean
 Leduc-Strathcona Health Unit
 Lethbridge Chamber of Commerce
 Lethbridge Junior College
 Lethbridge School District #51
 "LLL" Club, Medicine Hat High School
 Lutheran Educators in Alberta and British Columbia
 Lyon, Lieut-Col. H.G. (Vancouver, B.C.)

McCalla, Mrs. A.G.
 MacKenzie, David
 McPheeters, Mrs. G. Joyce

Medicine Hat Chamber of Commerce
 Medicine Hat School District #76, Board of Trustees
 Medicine Hat School District #76, Guidance Committee
 Medicine Hat School Division #4
 Medicine Hat High School Staff
 Medicine Hat High School ("LLL" Club)
 Metz, Mrs. E.M., Red Deer
 Millar, Dr. G.J. (University of Saskatchewan, Saskatoon)
 Murray, Wilfred, Edmonton

Nidaros Evangelical Lutheran Church, Claresholm

Odynak, Steve N., Willingdon
Owen, Dr. Francis, Wetaskiwin

Parkview Home and School Association
Phibbs, Mrs. Molly, St. Albert
Pine Hill and Shady Nook F.U.A.
Prairie Grade School P.T.A.--Three Hills
Professional Institute of Public Service
Property Owners' Association of Edmonton
Property Owners' Protective Association of Calgary
Provost Home and School Association

Ralston Home and School Association
Ranson, Ralph (a) Calligraphy & Cacography
(b) School Grounds

Red Deer Chamber of Commerce
Red Deer Valley School Division #55
Representative Group of Parents, Calgary
River Glen Home and School Association
Rockyford Home and School Association

St. John's Home and School Association
St. Louis R.C. Separate School District #21
St. Paul School District #2228
St. Peter's English Lutheran Church, Claresholm
St. Thomas Aquinas Guild

Senior High School Teachers (Public and Separate) re Social Studies
Shaw, Betty Reilly (Mrs. Robt.), Edmonton
Sheehan, Cletus, Whitelaw
Sherbrooke Home and School Association
Shields, R.L., Principal Cardston H.S.
Smith, L.V., Edmonton
Southeran Alberta Shop Teachers' Association
Spencer, J.A., Librarian, Magrath
Swystun, Wasyl, Winnipeg, Manitoba
Sydenham-Gerald-Ascot Locals, ATA

Tarangle, J.G., Calgary
"Teaching Music in Wainwright School Division"
Teacher Recruitment and Retention

Ukrainian Canadian Committee--re Ukrainian language in schools
Ukrainian Catholic Council
Ukrainian Catholic Parents
Unitarian Church of Edmonton
University Women's Club, Calgary

University of Alberta, Calgary: Faculty of Education
University of Alberta, Edmonton: Dept. of Entomology
University of Alberta, Edmonton: Dept. of Mathematics (Dr. Keeping)
University of Alberta, Edmonton: Drs. Bhatia & Trainor (Physics Dept.)
University of Alberta, Edmonton: Faculty of Agriculture
University of Alberta, Edmonton: Faculty of Arts & Science
University of Alberta, Edmonton: Faculty of Education
University of Alberta, Edmonton: Faculty of Law
University of Alberta, Edmonton: Faculty of Medicine (Dr. Scott)

Virginia Park Home and School Association

Wainwright Home and School Association

Wainwright L.P.P. Club


Wainwright School Division Principals' Association

Warren, Fred S. (Frains P.O., near Boyle, Alberta)

Wild Life Tours

Willis, Dr. C.B.

Women's Christian Temperance Union (Central Alberta)



APPENDIX C

SUMMARY OF RECOMMENDATIONS

APPENDIX C

RECOMMENDATIONS

1. That a plan of accreditation be evolved whereby qualifying school systems will be accredited forthwith upon the establishment of their qualifications, such accreditation to be for an indefinite period but contingent upon the preservation of qualifications.
2. That the plan provide also for the accreditation of individual schools in systems other than those accredited as in Recommendation 1, above, for a definite period of one year.
3. That all factors, including the criteria listed above, which will determine eligibility for accreditation be developed fully and publicized in concrete form having the force of law.
4. That subject to these specific provisions, Recommendations 1 - 3, inclusive, the Department of Education have the power to grant or rescind accreditation.
5. That ways and means be developed to control and stabilize standards of achievement over long-term periods of time.
6. That intensive study be afforded the length of examinations, and the appropriate use and balance of various types of questions which comprise departmental examinations.
7. That Departmental examinations continue in all schools in grade IX.
8. That Departmental examinations be reinstated for all matriculation-program courses in grades X and XI in all non-accredited schools and school systems; and that these examinations be made available for use at local discretion in accredited schools or school systems.
9. That the Departmental examinations be maintained at the grade XII level in all schools, and extended to all matriculation courses.
10. That all students leaving high school at any stage be required to write tests of computational and communicational skills, and that a satisfactory level of achievement be required and be sufficient as a partial basis upon which to grant a high school diploma.
11. That such standardized tests be wholly and directly administered by the Department of Education for non-accredited schools and that they be distributed for local administration by accredited schools.

12. That accredited schools be given the power to recommend regarding the whole program of their pupils who qualify for high school diplomas, subject to Recommendations 10 and 11, above.
13. That each major school system--including cities, divisions and counties--secure the services of, or have ready access to, a trained and competent person in testing and measurement.
14. That a Bureau of Tests and Standards be created in the Department of Education to facilitate the development of standardized tests, to upgrade local testing programs, and to sample and maintain continuous records of achievement in crucial subject areas throughout the whole school system.
15. That the curriculum authority of the Department of Education be limited to matters of course objectives and content at the various grade levels.
16. That instruction in education methods be reserved for teacher education; and that the choice of methods (including organization for teaching) be a prerogative of teachers.
17. That curriculum guides be revised to provide a clear statement of the content basic to each course, and to specify a source of this content together with minimum materials, equipment and facilities (including library).
18. That authoritative publications such as curriculum guides be separate from those of a service nature--through which the Department may formally support non-authoritative views in many aspects of education.
19. That the general nature of the curriculum be so conceived as to provide appropriate differentiation at all school levels.
20. That schools and systems designated as accredited be granted autonomy in matters of curriculum.
21. That one basic text (to be developed, if necessary) containing all prescribed content be authorized for each course.
22. That the basic text be either authorized (i.e., required), or approved (i.e., selected from one or more alternates, any of which meets equally well the requirements of the course).
23. That curriculum committees as a means of promoting more effective communication between the public and the Department of Education be further explored and developed.
24. That skilled working committees be representatively constituted of teachers, public education officials, and non-public education personnel who are specialists in the subject matter.

25. That realistic honoraria be paid to members of working committees.
26. That provision be made for relief from regular duties, leaves of absence and adequate clerical assistance for those requested to assist the Department in curriculum work.
27. That the scope of educational offerings at public expense in the public school system be broadened to include appropriate courses in many vocational areas.
28. That such programs be achieved through the promotion and development of community colleges.
29. That a minimum of ten years of education be held desirable for those pupils who by ability or disposition are not likely to proceed further.
30. That terminal programs of at least one year, and preferably two, be devised for pupils in the above category--who will leave school at age 16 or at the end of grade X, whichever comes sooner.
31. That all youth 21 years of age and under be entitled to twelve years of education at public expense in any program for which they may be eligible, in schools operated either by school boards or by the province.
32. That the compulsory core of the high-school curriculum consist of English language, literature, social studies, and, at the grade X level, a minimum of one hour per week in physical education and recreation; further, that every student enrol in one course in each of mathematics and science.
33. That in addition to the above, more intensive three-year programs be developed in accredited schools in all fields of study--including matriculation, fine arts, physical education, business education, and a variety of other programs leading to post-secondary study, or of a terminal or vocational or general nature.
34. That in grades XI and XII at least one major area of each student's program be studied intensively (about forty per cent of the total time) so as to develop his fullest capacity in that area.
35. That all programs, and especially those designed to terminate prior to the end of grade XII, emphasize appropriate computational and communicational skills.
36. That a minimum ratio of one teacher per grade govern the local establishment of high school services to be offered by instruction; and that in isolated areas, so defined according to objective criteria, such minor extensions of the program as may be required by the implied limit be effected by correspondence courses.

37. That the minimum instruction time be raised from the present 175 minutes to 225 minutes per week per five-credit course.
38. That study and experiment directed toward the improvement of reading be continued.
39. That increasing attention be given to the preparation of teachers of reading; in particular, of specialties capable of providing diagnostic and remedial services on an individual-student, small group, and teacher consultant basis--and at all grade-levels.
40. That in addition to the basic reading program a literature program be provided with minimum requirements of time and content, together with those of teacher responsibility in organizing, adapting, and supplementing the program.
41. That curriculum guides for literature distinguish clearly between the aims of literature specifically, and the contributions of literature to general education.
42. That an intensified and specialized literature course similar to literature 21 be created and made available as an option for each senior high-school grade.
43. That libraries be developed so as to serve the particular needs of literature programs, including books correlated with texts as to author and literary type, a wide variety of both classic and contemporary literature, several copies of selected titles, and a broad range of ability levels.
44. That the potentialities of pictures, films, tapes, filmstrips, records, radio and television be developed in the field of literature, and that more adequate libraries of these materials be established.
45. That specific statements of basic content and skills for each main school level (Division I, Division II, the junior high school, and the senior high school) be detailed concisely in the curriculum guides.
46. That "new" content of major significance be clearly indicated for each level.
47. That at given grades and levels fewer topics be covered more intensively than heretofore, and that research be undertaken in grade placement.
48. That a sequence of texts be authorized to satisfy the requirements of Recommendations 45-47, and to permit adaptation for individual differences.

49. That the use of workbooks be reexamined with particular reference to their effect on the art of written composition.
50. That appropriate drill procedures be restored as a means of securing facility in the language skills.
51. That appropriate achievement and diagnostic tests with accompanying norms be made available throughout the grades and particularly at the end of each main school level.
52. That classes be held at a reasonable size so as to give the teacher a realistic work-load.
53. That the Province exercise leadership in matters of acceleration, retardation, enrichment, promotions, etc., so as to assist teachers in meeting the problem of individual differences.
54. That careful scrutiny of student handwriting, in terms of legibility and neatness, be regarded as part of the normal teaching assignment in every subject and at every grade.
55. That alertness to spelling be developed in all subject areas and at all grade levels--especially in the elementary school.
56. That within the provisions of the present program, and without losing any of its desirable qualities, greater emphasis be placed on the acquisition of precise factual knowledge--such knowledge to be set forth in the curriculum guides and prescribed as a basic core for all students.
57. That in order to avoid year-to-year repetition and superficial treatment of content, the ordering of subject matter be more sequential and less cyclical.
58. That there be ample provision--through reviews, exercises, etc.--for mastery of course content.
59. That the Department of Education exercise leadership in the development of a testing program concerned with facts as well as with generalizations and attitudes.
60. That courses in language and in social studies be separately prescribed.
61. That the Department of Education consider the means of introducing appropriate materials dealing with the role of Afro-Asian countries in world affairs.
62. That the question of introducing modern mathematics into the public school curriculum, on a gradual and experimental basis, be the subject of special study.

63. That general facility in arithmetical skills be re-emphasized with particular regard for accuracy and automatic response.
64. That accredited schools and school systems explore fully suitable differentiation of mathematics courses in the junior high schools.
65. That extreme emphasis upon "social applications" be reduced to a treatment of applications that is consistent with due understanding of the mathematical concepts involved.
66. That models and other aids to the teaching of mathematics be used more extensively in classrooms.
67. That efforts be made to develop the mathematics laboratory in schools of adequate enrolment.
68. That an aggressive in-service education program be undertaken to upgrade poorly prepared mathematics teachers, and to keep well-prepared teachers abreast of developments in the field.
69. That at least one survey-type course, comprised of content drawn from the physical sciences, be provided as a non-matriculation elective in high-school science.
70. That two sequent years of biology as a science pattern for matriculation students be available as an alternate matriculation science route.
71. That at least one biology elective be retained in the early grades of the high school.
72. That the present two-year sequence of courses in French, Latin and German be abandoned, and that in its place a three-year sequence be provided for matriculation (but see Recommendations 91-95 inclusive).
73. That matters relating to school organization and administration, student activities and orientation be removed from their present mandatory and formal course status.
74. That study habits be removed from Unit 1 and be treated by pre-service and in-service education of principals, guidance personnel and teachers.
75. That a committee including a majority of medical practitioners and health authorities review present health content at all grade levels to judge its accuracy and value.
76. That for each grade level of the elementary school, curriculum guides suggest desirable health habits, offer accurate resource information and make explicit the responsibility of the teachers.

77. That in the same manner as recommended for elementary education the adequacy and accuracy of health content in the secondary school curriculum be studied.
78. That overlapping and repetition be removed from content of grades VII - X inclusive, and the resultant offered in grades VII and VIII.
79. That in grades above the eighth, curriculum guides relate appropriate aspects of physical education, science and other courses to health and make explicit the teacher's responsibilities.
80. That the Department of Education assist schools, through separate publications and by other means, in the development of effective programs of information regarding occupations, vocations and professions.
81. That Units 5 and 6 be removed from their present course status.
82. That superintendents, principals and qualified guidance personnel, shall use their discretion concerning formal instruction in the content of Units 5 and 6.
83. That the minimum qualifications for anyone engaging in individual counselling or group guidance activities in Alberta schools be the Junior Certificate in Guidance, or its equivalent.
84. That all schools include indoor and outdoor facilities at least to the extent of the minima set forth in the curriculum guide; and that, where possible, these minima be exceeded.
85. That elementary school pupils be provided with a continuous instruction period of 20 minutes per day, or three half-hour periods per week.
86. That junior high school pupils be provided with three regular instruction periods (35 minutes) weekly.
87. That 60 non-credit minutes per week of physical fitness and recreational activities be a minimum for all students.
88. That a sequence of five-credit specialized courses (one from each of grades X, XI and XII) be available as electives.
89. That the three-year junior high school program of each pupil include a minimum of three exploratory subjects, including at least (a) one course from the fields of art, music and dramatics, (b) one course from the fields of economics and industrial arts, and (c) one course from fields other than those designated in (a) and (b).
90. That throughout grades VII-IX, inclusive, a student should not elect more than two courses in any one of the subject groups (a), (b), as designated in Recommendation 89.

91. That in all schools in which the board by resolution decides to offer a primary course in one or more languages which represent mother-tongues in the community, the provisions and status now accorded French be extended to these other languages.
92. That in grades III-VI inclusive, instruction in a second language, including French, as a subject of study and not as a language of instruction, be reduced to one-half hour per day.
93. That in grades VII-XII inclusive, all non-accredited schools be limited to instruction in those language courses prescribed by the Department of Education.
94. That in grades VII-XII inclusive, in accredited schools, instruction in any modern language, including French, be permitted at local discretion, at public expense, and with a view to both bilingualism and future academic study.
95. That a special committee including language specialists, teachers and education officials, be established to review and guide efforts of accredited schools, to study and suggest the best instructional procedures and equipment, and to maintain an aggressive effort in general to foster the study of modern languages.
96. That school boards and the Department of Education, in cooperation with the A.M.A., the Provincial Safety Council, automobile dealers and manufacturers and other appropriate groups, study the desirable nature and means of affiliating driver education as an extra-curricular feature of the public school curriculum.
97. That an early meeting of trustee, teacher, home and school groups be convened by the Department of Education to consider in detail the proper relationship of school officials and personnel to a driver-education program.
98. That the meeting convened as in Recommendation 97, above, forward to the Minister of Highways notice of its intention to cooperate at such time as he convenes a driver education committee to take the initiative in organizing the kind of program here envisaged.
99. That, immediately, suitable sections of curriculum guides, appropriate literature, films and film-strips be provided to give driver education greater emphasis as part of the safety-education program now in the curriculum.
100. That suitable steps be taken by all schools to secure parents' understanding and concurrence in their children's registrations --over the parents' signatures if necessary.
101. That the requirements of general education be reviewed with a view to devising clear distinction between general education courses and vocational courses.

102. That present electives of near-vocational nature and intent be reviewed, if necessary, so that they may become acceptable to business and the trades.
103. That offering of such electives (Recommendation 102) be restricted to the community colleges in rural areas and to city systems.
104. That business education be maintained and further developed in the public school curriculum.
105. That clear distinction be drawn between the election and pursuit of courses related to business education and the successful completion of an adequate business education program.
106. That schools and employers act in a cooperative manner to emphasize to students the necessity of completing a desirable program before seeking employment.
107. That suitable prerequisite requirements be established in regard to achievement immediately basic to first business education courses.
108. That more vigorous liaison be established between business and schools with regard to levels of ability, courses and levels of achievement required for various aspects of business education.
109. That the present elective courses in agriculture at the grade IX and X levels be modified or replaced by one or two courses which stress the nature and importance of agriculture in our economy.
110. That grade XI and XII courses in agriculture be strictly limited as at present, and that their discontinuance be considered in order to facilitate development of more effective programs.
111. That occupational courses be designed to include a program of terminal education at the Grade X level.
112. That vocational courses be designed to constitute three-year programs at the grade X-XII levels.
113. That two-year specialty programs be designed for graduates of vocational programs and such other adult students as may be qualified to enter.
114. That vocational programs be credited towards the high school diploma.
115. That vocational education, grades X-XII inclusive, constitute up to approximately 50 per cent of the high school diploma program, the balance to consist largely of suitable courses in English language, social studies, literature, physical education, together with mathematics and science, of a nature and level appropriate to the vocation.

116. That the present schools of agriculture be transformed into Community Colleges, offering a program of vocational education beyond agricultural education only.
117. That on the acceptance of Recommendation 116, above, the government through the Departments of Education and Agriculture take the necessary steps to integrate the present agricultural schools into the Community College program.
118. That in the event that the local school divisions are unable or unwilling to operate any school of agriculture as a community college the Department of Education should arrange to do so.
119. With special reference to the Peace River region and the school of Agriculture at Fairview, the location should be determined on the basis of Recommendation 123.
120. That the present highly centralized system of vocational and trade programs be decentralized and re-established in regional centers to be known as Community Colleges.
121. That a suitable inter-departmental body be established to coordinate the respective educational programs of the departments involved.
122. That the Department of Education be designated to act as the sole governmental administrative agency dealing with the expanded public school system.
123. That the Alberta Planning Commission or a committee established by the government be asked to study pertinent factors and to create a master plan of regions in each of which, at local option, a community college may be established at recommended locations.
124. That legislation relating to the administration of community colleges provide for their control by regionally elected boards.
125. That legislation concerning community colleges provide for a Regional Advisory Committee upon which shall sit competent representatives of the various vocations and trades related to college programs.
126. That community college courses be integrated with the high school program and lead towards the high school diploma.
127. That the inauguration of a Community College program be contingent upon devising a master plan for its integration with programs offered elsewhere in the region.
128. That the Province finance all buildings and capital items of equipment and maintain the buildings in good repair.

129. That the Banff School of Fine Arts and Centre for Continuing Education be developed as an initial leadership training centre for adult education in Alberta.
130. That an Office of Adult Education be established in the Department of Education to coordinate government efforts and programs, to generally encourage and assist the widespread growth of adult education programs, and to consider the proper incentives required to foster its development.
131. That all entrants to the Faculty of Education possess complete Alberta matriculation or its equivalent, including the academic mathematics and science courses through the grade XI level.
132. That there be continued flexibility in the details of matriculation (the present B.Ed. requirements, for example, permitting some choice among high school courses).
133. That proficiency in both oral and written English be stressed in teacher selection and in teacher education.
134. That serious study be given to the possibility of including non-academic factors (such as character, personality, health) in the process of selection.
135. That studies of the relationship between high-school achievement and university success (such as the Alberta Matriculation Study) be continued and intensified.
136. That major authority and responsibility for selection and screening be vested in the Faculty of Education. It is further recommended:
 - (a) that field personnel and interview teams from the Faculty operate to increase the effectiveness of selection,
 - (b) that selection and screening continue throughout the candidate's course at the university,
 - (c) that notwithstanding anything said heretofore, criteria and procedures be evolved appropriate to all the foregoing, and that these criteria and procedures be public information.
137. That working conditions be so improved that the benefits of professional preparation can be fully realized: for example,
 - (a) a lower pupil-teacher ratio, and a reasonable teaching load,
 - (b) non-professional assistance for routine duties,
 - (c) more clerical and stenographic help,
 - (d) non-professional supervision of cafeterias, study halls, etc.

138. That a suitable public relations program be developed in order to:
- (a) create public awareness of the importance of education,
 - (b) develop public understanding of educational problems,
 - (c) convey to potential recruits the opportunities and rewards in teaching.
139. That in order to achieve the improvements visualized within our educational system, all teachers--regardless of the grade level at which they will teach--be prepared for their vocation by means of the fourfold program outlined above.
140. (a) That the minimum requirement for all teachers be four years of University work, including a degree;
- (b) that during the first 2 years but not within the university term the candidate must complete 3 months of practice teaching;
 - (c) that on the completion of 2 years of training the candidate may serve an internship of one year, after which he will return to continue his university course, in which regard at least one full academic year intramurally must be required;
 - (d) that a prescribed program of supervision and guidance be organized by the Faculty of Education, Department of Education, teachers' and trustees' associations with regard to interns and all teachers entering service for the first time;
 - (e) that during the year of internship candidates be placed on salary at the lowest level of the current salary scale.
141. That continuing education be encouraged by such means as the following: leave of absence, with pay, for study or travel; provision of refresher courses; provision of research facilities; development of education clinics; development of professional and public libraries.
142. That in-service education for teachers be encouraged, provided, and expanded along the lines suggested in this section.
143. That such programs be operated locally within each school system.
144. That responsibility for planning and organizing such programs lie jointly with the administration and the teaching staff.
145. That regular salary during such programs, together with incidental expenses, continue to be paid by the administration.
146. That the B.Ed. degree or its equivalent be the requirement for permanent certification of elementary and secondary school teachers.

147. That the Department of Education develop a transition plan whereby Recommendation 146 may be implemented. It is further recommended:

- (a) that all elementary teachers entering regular* service during the period 1963-67 inclusive be required to have a minimum of two years of education toward the B.Ed. degree, and all secondary teachers be required to have a minimum of three years;
- (b) that all elementary teachers entering regular* service during the period 1968-70 inclusive be required to have a minimum of three years of education toward the B.Ed. degree, and all secondary teachers be required to hold a B.Ed. degree;
- (c) that all elementary teachers entering regular* service in 1971 and thereafter be required to hold the B.Ed. degree.

*This does not refer to internship.

- 148. That teachers commencing service under the transition plan, Recommendation 147, be awarded provisional certificates valid for a period of three years, and subject to re-validation for successive periods of three years upon receipt of evidence that the holders have made further progress toward the B.Ed. degree.
- 149. That a stage of preparation be noted on all current and future certificates, and that the placement of teachers on salary schedules be determined by completed stages.
- 150. That a Central Registry of Teachers be organized under appropriate jurisdiction--the Department of Education, the University, or both--the prime function of which will be to maintain records of every aspect of the composition of the teacher force.
- 151. That out-of-province teachers who already hold permanent certification at the level of the new requirements receive an interim certificate in Alberta, this certificate to be made permanent when performance is judged satisfactory.
- 152. That other out-of-province teachers be subject to the new requirements as recommended.
- 153. That an evaluation of the individual's competence in content be made, and appropriate credit assigned, by the Faculty of Education.
- 154. That an evaluation of the individual's competence in other aspects of teacher preparation (presumably in terms of the fourfold approach), together with an assessment of additional qualifications needed for certification, be made by a committee on special certificates consisting of three members of the Faculty of Education, the Registrar of the University, and a competent teacher in the appropriate field of specialization.

155. That the A.T.A. have and accept the responsibility of jurisdiction over the competence and ethics of its membership so that its corporate actions are seen as professional.
156. That the A.T.A. be recognized as having the responsibility of making careful recommendations to appropriate bodies regarding all aspects of education, and that such recommendations receive equally careful consideration.
157. That teachers without permanent certificates be limited to three experience increments.
158. That with the exception of Recommendations 159 and 160 all teachers be limited to six years of automatic experience increments.
159. That school boards be permitted to extend experience increments beyond six years for an additional four years in the case of individual teachers judged to be superior.
160. That a Master Teacher group, including from one to five per cent of the teaching force and with salaries at least \$2,000 higher than that of other teachers, be established on a provincial basis.
161. That a transition plan be developed so that teachers will be transferred to an appropriate category in the new plan (Recommendations 157-160 inclusive), no teacher being reduced in salary as a result.
162. That all teachers who do not achieve permanent certification or improve their qualifications, as the case may be, within the time allowed for these purposes, thereafter have no security of tenure until they have done so.
163. That teachers be called upon to assist in the development of criteria for rating, of a standard rating form, and of the composition of the rating team.
164. That a review board consisting of a high official of the Department of Education (the Deputy Minister or his representative), a representative of the A.T.A., and a representative of the A.S.T.A., be established to review ratings which have been found unsatisfactory or are otherwise in question.
165. That the teacher in all cases have the right of appeal through the Minister to a board of reference set up by the Lieutenant-Governor-in-Council under section 351 of the present school act.
166. That in view of the teacher shortage and of the valuable service that can be contributed by many teachers over age 65, the restriction on the receipt of pension by such teachers while teaching in Alberta public schools be removed.

167. That pensions and other benefits be reviewed and improved in both provisions and practices.
168. That a comprehensive system of scholarships, loans and grants for teacher education be carefully planned and instituted at the provincial level.
169. That bursaries be sponsored locally, but assisted provincially, as a means of meeting the teacher shortage.
170. That any breach of contract associated with bursaries be met with a penalty more severe than the mere repayment as apply generally.
171. That the recipients of bursaries be subject to the same requirements for admission to teacher education as apply generally.
172. That within the total grants structure a system of special equalization grants towards instructional costs be adopted to safeguard the abilities of school boards to pay adequate salaries.
173. That in providing teacherages in rural areas, National Housing Act provisions should be thoroughly explored by local boards.
174. That the rental of houses to teachers should be on a business basis, with no implications of "charity".
175. That legal provision be made whereby divisions and counties may appoint their own superintendent in lieu of a provincially-employed superintendent.
176. That the Province specify in law such functions of the locally-appointed superintendent as will safeguard immediate provincial interests in education.
177. That qualifications with force of law be established to govern eligibility for appointments of all superintendents in Alberta.
178. That direct and indirect benefits now common to the superintendents' and teachers' groups in Alberta be suitably preserved (pension, tenure, etc.).
179. That an avowed transition plan be devised to effect the transfer from provincially-appointed superintendents to locally-employed superintendents in divisions and counties.
180. That the Province enter the service field of supervision through the provision of highly qualified and specialized regional consultants.
181. That the development of a regional system of special services be coordinated with the plan of transfer away from provincially-appointed generalists, and include, as required, more training or retraining of present field personnel.

182. That the immediate nucleus of each regional office include high school inspectors, specialist personnel in reading, English language, guidance; and superintendents required to inspect rural and small urban schools which are independent of divisions and counties.
183. That the Department of Education pay grants to local authorities who employ superintendents, according to a true equalization principle, or failing this, in amounts which would be equal to the salary paid the superintendent if he were provincially employed.
184. That desirable qualifications be established with regard to the principalship in Alberta.
185. That job specifications as indicated in this report be included in the School Act to clarify and give status to the full scope of the principal's duties.
186. That the Department of Education, with other parties concerned, intensify efforts to gauge the needs for professional assistant personnel in local school systems.
187. That as a service to local systems, the Department of Education sponsor continued study of the optimum assistant and special staff required to operate effectively schools of varying sizes.
188. That a thorough study of the extent, nature, and quality of the present guidance services in the province be made.
189. That since specialized skills are required to perform the guidance function adequately, these services be withheld until suitable personnel are available.
190. That, at all levels, persons assigned to counselling services be rigidly selected as to personality, preparation and interest.
191. That as soon as qualified personnel are available, all school systems, rural and urban, initiate or extend guidance and counselling services to meet their needs.
192. That a plan be sponsored immediately by the Department of Education, trustees, teachers and the University, whereby the supply of qualified guidance personnel may be increased to meet present needs.
193. That guidance and counselling personnel be selected from qualified teachers with appropriate experience.
194. That financial assistance be available for selected teachers wishing to enrol in special courses for the purpose of engaging in various phases of guidance and counselling work.
195. That the requirements for a Junior Certificate in guidance be reviewed and revised.

196. That courses towards both the Junior and Senior Certificate be offered as a special program and at the graduate level only.
197. That school boards throughout Alberta as a whole develop more effective methods and fix responsibility for securing an early appraisal of next year's book requirements.
198. That the School Book Branch reemphasize to school boards that it cannot accept responsibility for immediate delivery unless orders are placed prior to a specified date.
199. That a survey of school-health services be conducted to ascertain the effectiveness of present operations.
200. That further study be given to the fullest form of school-health cooperation, with a view to exercising leadership and developing an effective province-wide health service.
201. That the needs for increasing Department of Health and Municipal Health Services be appraised, and that steps be taken to overcome inadequacies.
202. That at each school of sufficient enrolment, or at some other generally accessible location in the school system, or both, appropriate facilities be provided for the conduct of health services in their initial stages.
203. That schools or school systems be enabled to employ or have ready access to educational personnel knowledgeable in and responsible for the conduct of the schools' proper function re health services, and first aid.
204. That an appraisal be made and suitable action be taken regarding the needs for and the plan of health service training of teachers through the Faculty of Education and in-service education projects.
205. That the examination of all children upon entry to grade 1 be required, and that thereafter periodic examination be conducted throughout the school.
206. That Guidance Clinics, adequately staffed to provide both diagnosis and treatment, be established to serve all rural and urban areas in Alberta.
207. That the government take the initiative in having established a provincial coordinating office to publicize financial aid, to receive applications and redistribute them, to offer administrative assistance to donors, to assist in selection, to maintain records, and to offer such advice and information to donors of financial aid as may increase the effectiveness of the whole provincial aid program.

208. That wherever provincial grants, resources, or advice is provided in support of community educational, recreational and cultural services, this assistance should insofar as practical and as a matter of policy be channeled through a local board representing school and municipal authorities. (The County Council is in an admirable position to discharge this community function.)
209. That school and municipal authorities seek the cooperation of district community organizations, church groups and athletic groups, in coordinating and planning the use of their resources in such a way that school facilities become the nucleus of a community centre establishment in the school district.
210. That wherever possible the school resources of buildings and equipment be provided for community activities in the fields of adult education, social purposes and recreation; and that adequate policies with respect to financing, supervision and maintenance of these facilities be worked out by school boards.
211. That the Provincial Government assume responsibility for administration and finances relating to education of the handicapped.
212. That the Department of Education assume special responsibility for arranging services to handicapped children in sparsely populated rural areas.
213. That a committee including educationists, other appropriate specialists and lay members be established to inquire into the incidence of handicap, the adequacy of the present program, the future requirements of facilities, personnel and finances; and to recommend a suitable program for introduction in Alberta.
214. That the cause of dropouts among gifted students be studied more intensively than in the past and that remedies be sought to reduce them.
215. That school boards establish a policy with respect to identification and treatment of the gifted.
216. That provision be made in all divisions, counties, cities, for adequate testing and interpretation of tests.
217. That accredited schools proceed to develop programs for the gifted.
218. That the Department of Education exercise more fully a service function in education for the gifted by such means as providing a clearing house for information, extending radio and television services, and assisting in program development.
219. That in the event that the local school system is incapable of providing an adequate program; gifted children be subsidized to attend school where suitable programs are being offered.

220. That boards governing accredited schools be empowered to modify regulations which restrict programs for the gifted, subject to notifying the Department of Education.
221. That some means be devised whereby essential non-instructional facilities be recognized for purposes of grants.
222. That the Province establish a School Buildings Advisory Committee, to include architects, engineers and other suitable specialists, for the purpose of planning an evaluation of school buildings.
223. That the terminal objective of such a plan be to publish information to guide school boards.
224. That norms be established for the travel time of students on school buses, and that school boards be urged to heed these norms through more careful consideration of equipment needed to perform service within designated time limits.
225. That the Department afford special study to the place of pupil residences in the public school system.
226. That grants and services re school buildings be extended to include school residences.
227. That a plan be developed and held in readiness whereby the Department will sponsor the training of selected personnel to operate school residences.
228. That a basic list of library books be devised to include all types desirable in a school.
229. That minimal and compulsory book quotas be established for schools of various enrolments.
230. That the system of school grants be modified to provide incentive for the establishment and development of school libraries and the employment of professional librarians.
231. That criteria be established to indicate need for librarians in schools or in school systems.
232. That both library renewal and maintenance grants be provided by the Province.
233. That all teachers receive instruction in techniques of using the library in their teacher education program.
234. That the government investigate the advisability of asking the University to introduce library science courses for the training of teacher-librarians.

235. That the Department of Education provide specialist library supervision and advice for the public schools.
236. That coordination of all library services within the province be effected under the Department of Education.
237. That a study be made of the values to be derived from a provincial library servicing centre.
238. That the possibilities of making the school library accessible and of service to the general community be explored.
239. That the Department of Education sponsor the development of a pool of persons competent in audio-visual aids to assist in the in-service education of teachers.
240. That emphasis upon audio-visual aids in the in-service education of teachers be increased.
241. That as part of the pre-service or undergraduate education of teachers, the Faculty of Education study the merits of offering an intense short course designed as an introduction to the proper use of audio-visual aids.
242. That school boards be encouraged to build up their own basic audio-visual aids libraries.
243. That the Audio-Visual Aids Branch reexamine the nature of its services on the assumption that school boards will be responsible for the basic local audio-visual aids libraries.
244. That study and development of educational television be maintained to determine the full possibilities of this medium as a teacher-learning aid in the public schools.
245. That the Province make funds available for expansion of programs and experimentation in educational television at all school levels.
246. That study be commenced regarding the design of facilities best suited to the educational use of television.
247. That the Faculty of Education consider the requirements of initial training and in-service preparation of teachers for the use of this teaching aid.
248. That the Provincial Government initiate action to reserve sufficient channels for telecasting educational programs.
249. That in the meantime arrangements be made for the development and the broadcasting of educational programs by existing stations.

250. That with regard to basic texts, the Department of Education be provided with an annual budget to be used to upgrade the quality of these texts.
251. That the best available combination of educationist and non-educationist personnel be commissioned to give effect to Recommendation 250.
252. That the length of the school day in the upper junior high school be examined carefully and, where circumstances warrant, extended to 330 minutes of instruction time.
253. That in senior high schools the present maximum of 330 minutes become the minimum, that school boards be empowered to institute a minimum of 360 minutes of instruction time per day, and to add such extra supervised study time as they may be able to provide.
254. That the present legal status of recesses be abolished at the high school level, and that their retention in the junior high school or reinstatement in the senior high school require resolution of the school board.
255. That The Alberta Teachers' Association take the initiative in reassessing the obligations of teachers, vice-principals, principals and other members to give service beyond the normal period of ten months.
256. That The Alberta Teachers' Association re-examine the obligation of the profession to conduct self-improvement activities and essential meetings at such times as will not unduly reduce the length of the school year or shorten the school day.
257. That the Educational Planning Commission or a committee representing the University and the Department of Education, and including qualified representatives of the public, be convened to study the divided school year and its implementation in the whole educational system.
258. That in the event of decision to adopt the divided school year, the Department of Education govern its application in all non-accredited schools.
259. That in the event of a decision not to adopt the divided school year provision be made to operate Community Colleges and other selected schools on a quarter-basis.
260. That the same basic educational standards and emphasis on citizenship be required in Hutterite schools as in all other Alberta schools.
261. That the Alberta Government pursue agreement with the Dominion Government to the end that more provincial responsibility may be assumed for the education of Indian children.

262. That thorough study be made as to whether integration in schools is the best policy; and if so, how Indian children can best be prepared for this policy.
263. That where integration is considered best, special education be given non-Indian children that they may appreciate and understand the heritage and problems of the Indian children during a period of adjustment.
264. That the courses of studies, particularly social studies, be scrutinized to see that a fair and proper treatment is given to the place of the Indian people in the history of Canada.
265. That the whole education program envisioned in this report be extended to Indian children.
266. That adult education programs designed to assist the Indian people to a greater degree of citizenship be undertaken.
267. That Indian children be not denied the right to an education because of lack of finances of their parents.
268. That the provincial government firmly resist any steps towards a dual school system.
269. That no denomination be granted special representation at the provincial level upon authoritative, regulatory or official policy-making bodies governing public education.
270. That where separate schools exist or are contemplated, controls be implemented to safeguard the scope and quality of the programs of both public and separate schools.
271. That provincial administrative procedures be devised, particularly with respect to school grants, so as to prevent duplicate grants for any phase of school operation in an area where public and separate schools coexist.
272. That with the exception of privileges suggested in Recommendation 273 the requirements for texts and references, curriculum and teacher training be identical as between the public and separate school systems.
273. That all provisions and regulations affecting accredited and non-accredited schools be applied to public and separate school systems alike.
274. That the Department of Education establish as soon as possible an office of standards, statistics and information.
275. That immediate plans be made by the provincial government and the University to provide the space and equipment for the educational research organization described above at an initial cost of \$200,000.

276. That provision be made in the annual university budget for the staff establishment prescribed, at an annual initial net cost of \$100,000.
277. That the provincial government make provision for the necessary capital and operating grants on a basis similar to that now used for the Alberta Research Council, at the earliest possible date.
278. That the University prepare a program of research projects to be completed in the next five years, and conduct a campaign to secure finances in whole or in part from outside sources--individuals, business, industry and foundations.
279. That the Province provide the legislative authority to constitute on a formal basis a revised and re-constituted Alberta Committee on Educational Research.
280. That a competent and authoritative body to be known as the Alberta Educational Planning Commission be established by Act of the Legislature at the earliest opportunity.