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An analysis of the factors influencing teacher mobility in the county of Grande Prairie

James A. Smith

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AN ANALYSIS OF THE FACTORS INFLUENCING TEACHER MOBILITY
IN THE COUNTY OF GRANDE PRAIRIE

by

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B.A. University of Montana, 1960

Presented in partial fulfillment of the requirements for the degree of

Master of Education

UNIVERSITY OF MONTANA

1967

Approved by:

[Signatures]

Chairman, Board of Examiners
Dean, Graduate School

JUL 26 1967

Date
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CHAPTER I

THE PROBLEM

Statement of Problem

Specific areas of the problem which are to be examined in this study are:

1. Why did so many teachers resign from the staff of the County of Grande Prairie during the school years of 1963-64, 1964-65, 1965-66, and 1966-67?

2. Where were these teachers occupied the year following their resignation?

3. What type of professional certificate was held by each teacher who resigned?

4. What was the total number of years teaching experience of each teacher who resigned?

5. How many years had those teachers taught on the staff of the County of Grande Prairie?

6. Of what value was the county bursary program: first, in securing new members for its staff and, second, in the length of time these teachers who had received bursaries remained on the county staff?

7. What were the basic factors which prompted the teachers to resign?

School Board members and administrators in Alberta have become increasingly alarmed at the large turnover within their staffs which is
occuring annually. In 1965, the large city systems with a population of over 30,000 had a percentage range of rates of resignations of staff from 7.9 to 12.8, with an average percentage rate of 11.2. Counties had a percentage range of 12.4 to 40.0, with an average percentage range of 21.3; divisions a percentage range of 12.9 to 37.4, the average percentage range being 23.1. In the same year, 21.26 percent of the staff resigned from the County of Grande Prairie.

Of the teachers who resigned in the Province of Alberta in 1965, over one-third intended to teach elsewhere in the province, and almost one-sixth were taking a lapse in service so they could take one or more years of further training. About one-half of the teachers resigning were being lost to teaching in Alberta, mostly to undertake housekeeping and to teach outside the province.

N. J. Chamchuk, in his study of "Teacher Mobility and Retention in Alberta," maintains that:

If a teacher is defined as a person who holds a certificate, one is led to wonder whether there is an absolute shortage of teachers, a shortage of well-qualified teachers for subjects which have undergone considerable change in the immediate past, a shortage of teachers who are interested in serving today's classrooms, or a shortage related to population distribution, i.e., certificated teachers could be available but are unwilling to serve in geographic areas where shortages are severe.

The County of Grande Prairie has not been able to encourage a sufficient number of its high school graduates to enter the Faculty of Education, become qualified as teachers, return, and remain permanently

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2Ibid., p. 4.
on the county teaching staff, and thereby meet its replacement needs. Those graduates who did become teachers normally accepted a bursary from the county, returned to fulfill their two-year commitment, and then resigned to move elsewhere. As a consequence, other sources of available teachers had to be sought. To encourage more young teachers to teach in the county, the Superintendent had annually visited the Faculties of Education at Edmonton and Calgary, and offered bursaries to prospective teachers from other areas of the province and other provinces. This helped to maintain the staff, though on a very non-permanent basis, because at the end of the two years' commitment period most of these young people terminated their contracts with the County of Grande Prairie.

All possible efforts have been made to encourage former teachers, normally ladies married to farmers in the local communities of the county, to return to the classrooms. That this approach has been successful in maintaining a teacher in each classroom is shown by the fact that in 1964 there were 72 teachers, in 1965--61, and in 1964--54 teachers on the staff with one year, but less than two years of professional training. However, only a small number of these teachers have shown interest in further professional training, and many of them are rapidly reaching the retirement age. Due respect must be paid to this group of teachers who, in some instances, made personal sacrifices in order to contribute to the educational advancement of the children of our area.

Advertising for teachers in provincial and national newspapers had been exceedingly expensive and the number of suitable applicants limited. Personal recruitment in areas outside the province has appeared
to be slightly more successful. Evidence is available that teachers immigrating into Alberta from other provinces and other countries prefer to locate close to our larger cities. As will be noted later, the County of Grande Prairie, which is approximately 300 miles north and west of Edmonton, appears to be too close to the tundra region to attract many of these newcomers to its educational system.

Even though the administration has experienced many anxious months, practically all of the schools have opened each September with a teacher available for each classroom. It would appear that this has been made possible because of yearly improvements in the salary schedule, expansion of the bursary program, improved housing facilities (such as fully modern teacherages and duplex apartments), and an intensive but expensive recruitment program. However, since it appeared that the supply of prospective teachers from outside areas was diminishing yearly, the staffing difficulties were likely to become increasingly more difficult in the future. When the larger cities of the province were forced to send recruitment personnel to other provinces and countries, the critical shortage of active, qualified teachers in Alberta should have become abundantly apparent. Comments which suggested that there was not an absolute shortage of teachers did little to allay the concern of those charged with the responsibility of providing each school under their administration with a full complement of well qualified and competent teachers.

3Ibid., p. 4.
Importance of this Study

With better than one-fifth of the teaching staff of the County of Grande Prairie resigning each year, all those vitally interested in the educational advancement of the school children of the area have become increasingly alarmed. It is believed that a well functioning educational system should attempt to maintain as high a degree of permanency within its teaching staff as possible. Teachers who join a system and leave at the end of two years are not likely to perform as effectively as those who stay longer and become better acquainted with the educational philosophy of the system, the local communities, fellow staff members, and students. This situation is accentuated when most of these teachers are inexperienced graduates from teacher training institutions within the province or teachers who have come into Alberta and are thus unacquainted with our system of education.

To discover why these teachers do not remain longer in our system is the major purpose of this study. If certain basic reasons for these resignations can be established, it should be possible to present recommendations to the county administration which, if accepted, would help to alleviate this unsatisfactory educational situation.

Limitations of the Analysis

A study\(^4\) of the letters of resignation of teachers discontinuing their services with the County of Grande Prairie showed that they were leaving for four basic reasons:

\(^4\)Official files of the County of Grande Prairie.
(1) To retire.
(2) To return to domestic duties.
(3) To continue their education.
(4) To accept a teaching position elsewhere.

Group (1) was ignored in this study for obvious reasons.

Few of Group (2) teachers had resigned because their husbands were being transferred to positions outside the county. Others were involved in child rearing and, as one lady reported, "I resigned to stay at home where a mother of four children belongs." Members of this group still remain a potential source of supply in times of emergency. A study of Group (3) proved interesting. Out of the total who resigned only two have returned to the county and in both instances they had been recipients of county bursary assistance.

Group (4) provided the most obvious body of teachers on which to make an intensive survey, and it is upon the findings of this survey that the success or failure of this analysis must largely depend.

Definitions

**Bursary** - Financial assistance which is given to a prospective teacher, who is in attendance at a teacher training institution, by a school administrative body (see Appendix, p. 58).

**Letters of Authority** - Permission to teach, granted by the Minister of Education, to an individual who does not hold a recognized certificate. Issued on a yearly basis.

**Standard E Certificate** - Requires at least two years teacher training at a Faculty of Education. It grants the holder teaching privileges in Grades 1-9.
Standard S Certificate - Requires at least two years teacher training at a Faculty of Education. It grants the holder teaching privileges in Grades 5-11.

Professional Certificate - Requires at least three years teacher training at a Faculty of Education. It grants the holder teaching privileges in all Grades 1-12.

Extra-mural Courses - Refers to courses which are offered at centers in the province by the Universities. These are normally held on Saturdays in the rural areas.

Reeve - The Chairman of a County Council.

Strike Vote - A vote held by the teachers of a staff of a school administrative district, who have refused to accept the award of a Conciliation Commission.
Chapter II

Related Literature

Review of Department of Education Annual Reports

The 1964 report of the Divisional and County Superintendents of Schools pointed out that

... forty or more counties or divisions in Alberta experienced a shortage of teachers. At the same time they reported a progressive improvement in the qualifications of available staff. The shortages were most acute at the primary and high school levels. Many high schools were able to operate only through extensions of teaching authority. Boards tried to overcome staff shortages by:

1. bursary programs
2. centralization of school facilities
3. recruitment of qualified married women
4. use of bonuses, either monetary or subsidized living accommodations
5. recruitment of teachers from outside Alberta
6. extension of teaching authority.

The 1965 Annual Report of the Department of Education reports:

The shortage of qualified teachers remained acute, and in many areas the turnover in personnel was very high. The most serious staffing problems existed where school boards adopted an indifferent attitude towards obtaining and retaining good teachers.

Retention was high where boards had a planned program of congenial working conditions with well-equipped schools and modern teacherages at nominal rent. Substantial salaries and happy board-teacher relationships were seen as important factors in retaining teachers, as were centralized schools with departmentalized classes where teachers could instruct in their special field of interest. A policy of promotions and ready transfers

within the system also helped to retain teachers. The most difficult schools to staff were those in rural areas with multi-grade classrooms.

Generous bursary policies were still the chief means of assuring a continuous supply of teachers, although several superintendents noted a decline in the effectiveness of this program. Cities which offered beginning teachers higher salaries lured many bursary students away from their commitments, while some students refused bursaries in order to avoid commitments. Advertising in newspapers was general, but response was limited. Personal contact by the superintendent, particularly through National Employment Services, appeared to be more effective. Several systems were reaching out to other provinces and countries with considerable success. Other means included: a zone recruiting program, which was rather ineffective; extending teaching privileges and recommending Letters of Authority for marginally qualified teachers; employing former teachers residing in the inspectorate, although this source was reported to be drying up; offering attractive internship programs, and encouraging high school students to enter the teaching profession.

The supply of qualified teachers remained critical during the past year. Although enough instructors were found to keep schools operating, often this was accomplished only by curtailing programs, overloading classrooms or transporting students to centers outside the districts. While there was a shortage at all levels, the most acute lack of teachers was found in the primary grades and in senior high school. At high school level, French, English, business education and fine arts suffered most. Small isolated schools were particularly affected, and unless married women resident in the district could be found, such schools were often staffed by teachers with marginal qualifications who were granted Letters of Authority or extension of teaching privileges. Unfortunately, the quality of instruction suffered as a result.

The 1966 Report makes it clear that the problem of teacher supply is still unsolved:

Recruitment of teachers was cited by superintendents as the task most demanding of their time and efforts. A combination of recruiting procedures was employed by each superintendent with efforts being initiated early in the school year and culminating late in the following August.

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Bursary policies remained as the most common recruitment procedure, although several boards had a disappointing response to their bursary policies. A high percentage of boards continued to advertise in the newspapers of Alberta, in other provinces, in the United Kingdom, and in the United States, with only moderate success. More successful were trips made by superintendents specifically for recruiting teachers from the United Kingdom, the United States and other parts of Canada. Personal contact by the superintendent through National Employment Offices was generally effective until the supply of teacher-applicants was exhausted. Personal contact with ex-teachers resident in local communities was similarly effective while such teachers were in supply. Zone recruitment procedures encountered only sporadic success.

Increasing attention has been given to retention procedures as a means of ensuring an adequate supply of teachers. Foremost among such procedures was attention to provision of fully-modern teacherages at nominal rent. Efforts were also directed towards the improvement of job satisfaction through the development of better board-teacher relationships, a more generous provision of instructional materials and equipment, the establishment of attractive professional development policies, the increased provision of clerical assistance for staffs, and a policy of promotions and ready transfers within the system.

Retention proved most difficult in rural areas where multi-graded classrooms, heavier teaching loads, and uncertainty of specialization discouraged teachers from staying with rural systems.

The shortage of qualified teachers remained a serious deterrent to the provision of adequate instructional programs in schools outside the cities and larger towns. Larger schools, particularly those located near cities and towns and those offering specialized teaching assignments, were easier to staff. Size of school, however, became less significant in teacher recruitment as distance from larger urban centers increased.

A number of superintendents reported that the shortage of qualified teachers led to the placement in their systems of a greater number of ex-teachers than ever before and that many of these required extensions of letters of authority and teaching privileges.

At the elementary level, the greatest difficulty was encountered in filling primary positions. At the junior and senior high school levels, teachers of non-academic subjects were most difficult to locate, i.e. physical education, industrial arts, home economics, business education and the fine arts. However, difficulty was also experienced in locating teachers for the
the Department of Education, school boards, trustees', and teachers' organisations, administrators and others.4

The data compiled from the questionnaires were organised into a number of summaries dealing with:

A. rate of teacher resignations
B. teacher mobility within the province
C. teachers returning to full-time studies
D. teacher losses

The following excerpts from these summaries have been selected as they appear to be pertinent to some of the problems which will be discussed later in this study.

Rate of teacher resignation. "Geography and economy did not seem to be factors and frequently an area with a high resignation rate was bordered by an area with a low rate."5

Teacher mobility within the province. "Teachers trained in Alberta were just as mobile as teachers certificated elsewhere." The mobile teachers were better qualified than the average teacher. Most males held Professional Certificates, while females held Standard or Junior Certificates. Most mobile males in all systems were secondary teachers, while mobile females were usually elementary teachers.6

Sources of dissatisfaction reported by teachers.

(1) Living conditions of non-urban teachers, especially where these positions are in small communities not yet enjoying these facilities which are considered a necessity of modern living. Many young teachers complained of the lack of

5Ibid., p. 12.
6Ibid., p. 15.
social and recreational facilities. Still others, with incomplete training, complained of inability to increase their training by taking additional university courses by evening credit in rural areas. When all the advantages of teaching in large cities are considered, it is surprising that the shortage of teachers in rural areas is not even more serious.

(2) It seems that the most desirable type of teacher in non-urban areas constantly looks for improvement in his position, and is willing to move elsewhere to get it.

(3) Friction within staff, or between teachers and administrators or school boards.

(4) Complaints of inadequate salaries. One major group in this category consisted of those who had immigrated into the province and were dissatisfied with evaluations of training.\(^\text{7}\)

This study is concluded with a series of recommendations. The following are those which would appear to be relevant to the problem of teacher mobility in the County of Grande Prairie.

(1) That rural employers involved in strong competition with urban employers should carefully examine the major areas of teacher dissatisfaction—living accommodation, opportunities for profession advancement, staff-administration conflict and teachers' salaries—to determine methods of being more competitive in attracting and retaining staff.

(2) That the policies and practices of evaluation of credentials for certification and salary purposes be reviewed.

(3) Far greater proportions of teachers return for full winter sessions at university from rural areas than from urban. No doubt the accessibility of evening-credit courses and summer schools to urban teachers satisfies many of their needs for continuing education. Rural teachers attending the seven-month winter sessions are generally unemployed for a full school year.

(4) That semester or other systems be implemented at university to increase the utilization of those teachers undertaking further studies. Systems of internship could be developed.

\(^{7}\)Ibid., pp. 17-18.\)
with interns practicing in the winter months and studying in the summer. Consideration should also be given to the extension of university courses by evening credit or by television to provide opportunities for rural teachers to upgrade qualifications with a minimum of absence from regular teaching service.

(5) The number of new teachers uncommitted by bursaries indicates that bursary programs are not currently serving as major inducements to employment with rural school systems.

(6) That rural systems re-examine their bursary and sabbatical leave practices if these are intended to attract and retain teaching staff.

Teacher mobility in the Grande Prairie school system. Carmack in a 1965 study found that school administrators' reasons for high Grande Prairie teacher turnover included the following:

1. Salaries are not high enough for this isolated location.
2. Grande Prairie's location attracts adventurers not planning for long term employment.
3. High moving and living costs.
4. Grande Prairie does not have a large, unmarried, young adult group.
5. Travel costs to visit large centres are high.
6. The school system is small and offers only limited opportunities for advancement.
7. Undue pressure is exerted upon teachers by school board and the community.

Summary of responses of former teachers in the city of Grande Prairie system, as to why they left, are as follows:

1. Personal reasons—25 percent.
2. Husband transferred—19 percent.
3. Accepted another teaching position at higher salary—24 percent.
4. To return to University—8 percent.
5. Retired from profession—6 percent.
6. Miscellaneous—17 percent.

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8 Ibid., pp. 36-37.


10 Ibid.

11 Ibid., p. 92.
When trustees were asked as to the causes of teacher turnover in their system, they listed the following:

1. Lack of leadership.
2. Lack of extra-mural activities.
4. Lack of professional identity.
5. Lack of "esprit d'corps".
6. Limited opportunity for advancement.
7. The lure of varied experience connected with mobility.
8. Isolation.
9. Inadequate administration in Grande Prairie High School.
10. The comparatively high cost of living.

Carmack further explains why teachers joined the Grande Prairie School District staff:

In looking for motives teachers might have for coming to Grande Prairie it is interesting to note that over twenty per cent of this group were women who were in the locality merely because their husbands were there; in short, a significantly large segment of Grande Prairie teachers are first housewives and incidentally [sic] or secondly teachers. A very few gave as their motivation for coming the fact that they were offered jobs that appealed to them and for which they thought they were academically and vocationally suited. Significantly, no one mentioned an attractive salary as motivation to bring them to a good job offering financial security and a prestigious place in society where their work would give them and their families the things they want. Either the Grande Prairie salary was so low that this was truthfully avoided, or else money, as job motivation in a profession which gives so much lip service to the ethereal stuff called "dedication," forbids the use of so "degrading" a "materialistic" term. I suspect that both reasons contributed to no one's stating it as a motive for their coming to Grande Prairie. Related to the bursary program which favors local students, about sixteen per cent indicated that since Grande Prairie was their home they had come to teach there. Other reasons for coming include superintendent and staff member contact, friends living in Grande Prairie, and miscellaneous reasons. Other than those specifically mentioned, no motive seems to lend itself to interpretation as a bad or disappointing one which would point toward a strong contribution to teacher mobility.

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12 Ibid., p. 57.
13 Ibid., pp. 89-90.
is solid ground for prompt replacement. Unless this system 
revamps its economic policy toward teachers, and upgrades its 
salary schedule considerably, it will be plagued far into the 
foreseeable future with a high mobility of teachers, and will 
be deprived of the services of some well-qualified profes-
sionals who, only justly, offer their instructional services 
to the highest bidders. The establishment of a pool of qual-
ified, suitable persons from which staff can be discriminately 
chosen, rests on whether or not this system is made attractive 
to teachers who after all are human and who, like most, are 
seeking as many of life's amenities as are attainable. \textsuperscript{14}

\textsuperscript{14}ibid., pp. 120-122.
CHAPTER III

SETTING

County of Grande Prairie

The County of Grande Prairie is approximately 300 miles north and west of Edmonton (see Map). The highway between Edmonton and Grande Prairie is a better-than-average, hard-topped road. In fact, it is over this highway that all the motor traffic from eastern Canada and the United States must travel in order to reach Mile Zero of the Alaskan Highway. At the present time the only railway outlet is the Northern Alberta Railway. On account of the circuitous route followed by this transportation line, limited use of it is made by the travelling public. The Canadian Coachways provide exceptionally good service with three daily runs each way between Edmonton and the county. Air transportation is improving yearly. Presently there are two flights a day out of Grande Prairie to Edmonton and return.

The Canadian National Railway is constructing a new railway link between Grande Prairie and the main line C.N.P. to the Pacific coast. The construction of this railway is being financed by the Alberta government and completion of its construction is anticipated within the next year. The new line, known as the Alberta Railway to Resources, will not only open up a vast area of mineral and timber wealth, which should mean another boost to the economy of the Grande Prairie area.
ZONE 1
ZONE 2
ZONE 3
ZONE 4
ZONE 5
ZONE 6

PROVINCE OF ALBERTA

SCHOOL DIVISIONS AND COUNTIES 1967

ZONE: A group of school jurisdictions including divisions, counties and urban districts which make up a high school insperatorate.
The People

The early settlers of this area were pioneers of hardy stock. They moved into the region over such routes as the Edson and Hinton trails, bringing families, household effects and farming equipment with them. It was a three-months' journey by horse-drawn wagons. The first major wave of settlers came from eastern Canada and the mid-west States. Groups of Scandinavian origin who had temporarily settled in central Alberta became enthralled by the stories of the Peace River country and moved northward. Valhalla and LaGlace are lasting memorials of the long trek made by these hardy adventurers, who were seeking a permanent location in a new land for themselves and their children. The ethnic origin of the citizens of the county is cosmopolitan.

Industries of the County

Agriculture still remains the most profitable industry of the county. The eastern and central sections are the main wheat producing regions. In the western section of the county, particularly the southwestern, acres of gray-wooded soil are found. This type of land is exceptionally suitable for the raising of leguminous plants and grasses, such as fescue. These crops are normally harvested for their seeds, rather than hay. The fescue crop is harvested in early August. The income from this source alone adds substantially to the economy of the western section of the county. Fescue seed from the county is shipped to all parts of the United States and even to European markets.

The presence of acres of land sown to clover has led to the success of another small but profitable agricultural pursuit, the honey
industry. Bee farmers have found this area ideally suited for their branch of agriculture. Early in the spring they travel all the way to California and bring back truck loads of bee hives. These are located close to cloverfields and production begins.

Rape is also grown in many areas, and there is always a ready demand for its seed, which is used to produce a high grade lubricant.

The cattle and hog industry also provides a source of income to the farmers. A few large ranches are still to be found in the area, but the bulk of receipts from cattle raising is derived from small herds of well-bred stock found on most farms. Income from hogs is also substantial.

The lumbering industry also contributes to the economy. During the winter months farmers and their sons still go to "the bush". Planer mills are found in many sections of the southern and western portions of the county. A large plywood plant is located on the outskirts of Grande Prairie. Several large finishing mills are in operation throughout the year. This industry should expand rapidly with the completion of the new rail outlet.

No major oil discovery has occurred within the county, although some exploratory work has taken place and several natural gas fields have been brought into production. This has meant the cost of heating homes, public buildings and business establishments in larger villages and towns has been substantially reduced.

Since the only main highway leading to Alaska from eastern Canada and the United States passes through the county, the income from the tourists and trucking firms has been increasing yearly.
Other Administrative Units

The reasons for selecting the other administrative units as a portion of this study were:

The County of Vermilion River is located in the eastern part of central Alberta. It is approximately 150 miles from Edmonton. The general economy in this area is very similar to that of the County of Grande Prairie. Agriculture is the major industry in this area.

The Foothills School Division is very close to the city of Calgary, the second largest urban area in Alberta. Agriculture is also the major industry in this area.

The City of Grande Prairie is approximately located in the centre of the County of Grande Prairie. It is the largest urban centre in the northern portion of the province.

Organization of the County of Grande Prairie

The County of Grande Prairie was the first county unit of local government administration to be established in Alberta. The first County Council took office on January 1, 1950. At this time municipal and educational administration of the area was placed under the direction and supervision of one elected board. The county was divided into 11 divisions. In each of these divisions the ratepayers elected a member to the County Council. These elected officials are known as Councillors. They are elected for a two-year term of office. Six vacancies on the Council occur one year and five the next. One of the early fears, that there would not be continuity of service on the County Council, was not justified. Many of the present Councillors have had many years of service on the County Council.
At its first meeting, following a divisional election, a Reeve is elected by the Councillors. At the same time they choose chairmen for their two main committees: the Municipal Committee and the Education Committee. The Reeve is a member of both committees. These two committees deal with all matters of concern in their respective fields. All major committee policy resolutions must be referred to the County Council for endorsement before becoming county policy. The County School Committee has in its membership four additional members who are elected representatives from the towns and villages within the confines of the county. These four representatives have full voting rights in the School Committee, but are not members of the County Council.

The County Superintendent of Schools, who is appointed by the Department of Education, is in attendance at all School Committee meetings and functions as an educational leader and advisor. This official holds a very important position, as far as the overall operation of the schools within the county is concerned. He is the chief administrator of the county school system and, as such, has a position of heavy responsibility. He must possess qualities of leadership, organizational ability and diplomacy. He is the chief mediator between the School Committee and the teaching staffs. He is responsible to the chief Superintendent of Schools for seeing that the Departmental programs of studies and other Departmental regulations are implemented. To do this he must secure and maintain a spirit of cooperation from the principals of his schools and their staffs.

Section 199 of the School Act for the Province of Alberta broadly outlines the duties of the superintendent.
The superintendent shall

(a) confer with the board of the division [School Committee] and advise the board [Committee] concerning the educational problems and needs of the division.

(b) attend all meetings of the board [Committee] and exercise, subject to the direction of the board [Committee], general supervision over all schools, teachers, property and services under the jurisdiction of the board [Committee].

(c) assist the board [Committee] in the discharge of its duties.

(d) exercise the powers of an inspector of schools with respect to the total area to which he is assigned by the Minister, and

(e) confer with and advise the board [Committee] of any non-divisional district in that area that has not appointed a superintendent, concerning the educational problems and needs of the district.¹

All other administrative officials, such as the secretary-treasurer, assistant secretary-treasurer, chief accountant, supervisor of bussing, and maintenance supervisor, are appointed by the City Council.

The Administrator's Council is an unofficial unit within the administrative structure of the County of Grande Prairie. This council is composed of all principals and vice-principals of county schools, representatives of the School Committee, and the superintendent. It meets once a month. This body has a dual purpose: first, to act as an advisory body to the School Committee; second, to deal with administrative questions of immediate concern to those in charge of the various schools within the county. During meetings of this council there is a free interchange of opinion on all matters which influence the general operation of the county schools. At regular intervals interpretation of and

¹Province of Alberta, The School Act, Sec. 199, Chapter 297 of the Revised Statutes of Alberta, 1955, with Amendments up to and including 1964, p. 71.
revisions to the County Policy Handbook are discussed. If deemed necessary by the council, suggested changes to the handbook are recommended to the School Committee; new proposed policy resolutions of the School Committee are fully debated and their implications carefully set forth. Perhaps, the cardinal feature of this organisation is that it gives, once a month, all those who are vitally interested in the administration of the schools within the county the opportunity to meet together, as a unit, and to examine in a cooperative atmosphere the actual operation of the county schools.

The County of Grande Prairie operates a fleet of over sixty buses. These buses provide transportation to and from school for all who live outside the towns and villages of the county. Through the close cooperation which exists between the Municipal and School Committees, all bus roads are well constructed and maintained. These roads are the first opened by the plows after a heavy snowfall during the winter. The Foundation Program\(^2\) furnishes a very substantial grant towards this service.

Textbooks are rented to pupils at a minimal rate per year. The present rental charge is $3.00 per year for pupils in elementary grades, $6.00 for junior high school pupils, and $9.00 for high school students. All school supplies, such as scribblers, pencils, erasers, art materials, etc., are provided free to all the pupils in Grades 1 to 9.

All schools within the county are well equipped with instructional aids, such as projectors of various types, duplicators, dry copy equipment, typewriters, tape recorders, record players, and so forth. The

\(^2\)Formula by which the Department of Education provides financial assistance to all local school units and the basis of equalized assessment.
county has established a yearly grant on a per pupil basis for the maintenance and expansion of this type of necessary equipment. During recent years the School Committee, with encouragement of the superintendent, has provided substantial financial assistance towards the establishment of centralized libraries in each of its schools. In most of its larger schools, well designed library space has been provided, complete with ample shelving for book display, book receiving areas, sufficient tables and chairs for the members of each class, and work rooms for the librarian. The Foundation Program also provides financial assistance towards this service. For each teacher who spends more than 60 percent of her time per week engaged in library activities, a supplementary grant of $1800 per year is paid to the county. Consequently, there is now to be found in all county schools well functioning and expanding centralized libraries.

The county has also kept pace with the expansion of the breadth of the "program of studies" in Alberta. Business education courses are now offered in all county high schools. Extensive industrial arts and home economics wings have been added to Beaverlodge and Sexsmith schools. Arrangements have been made for pupils of nearby schools to be bussed to these locations, so that they, too, may benefit from these expanded services. Survey courses in the above teaching areas are now available to most junior high school students. Each school has a well equipped gymnasium. This has meant that worthwhile physical education programs are now being developed throughout the county. Music and art facilities have been provided in a few schools, and only the acute shortage of qualified teachers in these areas is retarding the advancement of this phase of the educational program.
The eleven schools now operating in the County of Grande Prairie are:

- Teepee Creek - five rooms
- Valhalla - five rooms
- Bezanson - six rooms
- Elmworth - six rooms
- LaGlace - seven rooms
- Beaverlodge Jr. Sr. High - twelve rooms
- Beaverlodge Elementary - thirteen rooms
- Wembly - twelve rooms
- Sexsmith - fourteen rooms
- Harry Balfour - seventeen rooms
- Hythe - nineteen rooms

Table I shows the enrollment by grades in the schools of the County of Grande Prairie. There has been a decrease in the average enrollment per classroom.

Comparable total enrollments in county schools during the period of study were: 1963-64, 2904 pupils; 1964-65, 2942; 1965-66, 2938, and 1966-67, 2921. Average enrollment per classroom during these years was: 1963, 24.8; 1964, 24.4; 1965, 23.6; 1966, 22.1.

Table II shows an analysis of staff personnel during the years of the study. A review of this table shows that qualifications of the teachers on the staff of the County of Grande Prairie have been improving. The number of teachers on the staff with one year but less than
### TABLE I

ENROLLMENTS IN GRANDE PRAIRIE COUNTY SCHOOLS ON DECEMBER 31, 1966

<table>
<thead>
<tr>
<th>School</th>
<th>Staff</th>
<th>Opp. Room</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
<th>6</th>
<th>7</th>
<th>8</th>
<th>9</th>
<th>10</th>
<th>11</th>
<th>12</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Beaverlodge Elementary</td>
<td>14*</td>
<td>10</td>
<td>54</td>
<td>56</td>
<td>51</td>
<td>55</td>
<td>52</td>
<td>60</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>338</td>
</tr>
<tr>
<td>Beaverlodge High School</td>
<td>17**</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>45</td>
<td>50</td>
<td>56</td>
<td>56</td>
<td>51</td>
<td>49</td>
<td>307</td>
</tr>
<tr>
<td>Bezanson</td>
<td>6</td>
<td>8</td>
<td>8</td>
<td>12</td>
<td>13</td>
<td>11</td>
<td>21</td>
<td>11</td>
<td>23</td>
<td>12</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>119</td>
</tr>
<tr>
<td>Elmworth</td>
<td>6</td>
<td>16</td>
<td>17</td>
<td>12</td>
<td>16</td>
<td>18</td>
<td>10</td>
<td>21</td>
<td>10</td>
<td>15</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>135</td>
</tr>
<tr>
<td>Harry Balfour</td>
<td>18</td>
<td>38</td>
<td>49</td>
<td>48</td>
<td>44</td>
<td>48</td>
<td>52</td>
<td>43</td>
<td>42</td>
<td>30</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>394</td>
</tr>
<tr>
<td>Hythe</td>
<td>21*</td>
<td>9</td>
<td>34</td>
<td>45</td>
<td>33</td>
<td>30</td>
<td>31</td>
<td>41</td>
<td>37</td>
<td>32</td>
<td>28</td>
<td>43</td>
<td>28</td>
<td>40</td>
<td>431</td>
</tr>
<tr>
<td>LaGlace</td>
<td>7</td>
<td>16</td>
<td>19</td>
<td>13</td>
<td>17</td>
<td>21</td>
<td>20</td>
<td>14</td>
<td>18</td>
<td>20</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>158</td>
</tr>
<tr>
<td>Sexsmith</td>
<td>22</td>
<td>22</td>
<td>28</td>
<td>21</td>
<td>22</td>
<td>35</td>
<td>28</td>
<td>28</td>
<td>18</td>
<td>26</td>
<td>62</td>
<td>49</td>
<td>58</td>
<td></td>
<td>397</td>
</tr>
<tr>
<td>Teepee Creek</td>
<td>5</td>
<td>15</td>
<td>11</td>
<td>15</td>
<td>14</td>
<td>14</td>
<td>9</td>
<td>9</td>
<td>15</td>
<td>4</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>106</td>
</tr>
<tr>
<td>Valhalla Centre</td>
<td>6*</td>
<td>12</td>
<td>11</td>
<td>11</td>
<td>10</td>
<td>13</td>
<td>12</td>
<td>11</td>
<td>13</td>
<td>14</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>107</td>
</tr>
<tr>
<td>Wembley</td>
<td>14</td>
<td>21</td>
<td>28</td>
<td>28</td>
<td>25</td>
<td>30</td>
<td>28</td>
<td>28</td>
<td>35</td>
<td>19</td>
<td>21</td>
<td>13</td>
<td>16</td>
<td></td>
<td>292</td>
</tr>
<tr>
<td><strong>TOTALS</strong></td>
<td>136</td>
<td>19</td>
<td>236</td>
<td>272</td>
<td>244</td>
<td>246</td>
<td>273</td>
<td>281</td>
<td>247</td>
<td>256</td>
<td>284</td>
<td>182</td>
<td>141</td>
<td>163</td>
<td>2784</td>
</tr>
</tbody>
</table>

* Includes one part-time teacher.
** Includes two part-time teachers.
two years training has steadily decreased. Most of these teachers are old staff members who are retiring on pension.

**TABLE II**

ANALYSIS OF STAFF PERSONNEL DURING YEARS OF THIS STUDY

<table>
<thead>
<tr>
<th></th>
<th>1964</th>
<th>1965</th>
<th>1966</th>
</tr>
</thead>
<tbody>
<tr>
<td>(a) Total number of full-time teachers</td>
<td>119</td>
<td>131</td>
<td>129</td>
</tr>
<tr>
<td>Part-time teachers</td>
<td>2</td>
<td>3</td>
<td>7</td>
</tr>
<tr>
<td>Total</td>
<td>128</td>
<td>134</td>
<td>136</td>
</tr>
<tr>
<td>(b) Professional training of staff members</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1 yr. but less than 2 yrs. of training</td>
<td>72</td>
<td>61</td>
<td>54</td>
</tr>
<tr>
<td>2 &quot; &quot; &quot; &quot; &quot; &quot; &quot; &quot; &quot;</td>
<td>25</td>
<td>33</td>
<td>30</td>
</tr>
<tr>
<td>3 &quot; &quot; &quot; &quot; &quot; &quot; &quot; &quot; &quot;</td>
<td>7</td>
<td>14</td>
<td>22</td>
</tr>
<tr>
<td>4 &quot; &quot; &quot; &quot; &quot; &quot; &quot; &quot; &quot;</td>
<td>16</td>
<td>17</td>
<td>18</td>
</tr>
<tr>
<td>5 &quot; &quot; &quot; &quot; &quot; &quot; &quot; &quot; &quot;</td>
<td>6</td>
<td>5</td>
<td>7</td>
</tr>
<tr>
<td>6 &quot; &quot; &quot; &quot; &quot; &quot; &quot; &quot; &quot;</td>
<td>2</td>
<td>4</td>
<td>3</td>
</tr>
<tr>
<td>(c) Actual certification of staff members*</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Professional Certificate</td>
<td>26</td>
<td>32</td>
<td>38</td>
</tr>
<tr>
<td>Standard S</td>
<td>17</td>
<td>15</td>
<td>18</td>
</tr>
<tr>
<td>Standard E</td>
<td>12</td>
<td>18</td>
<td>16</td>
</tr>
<tr>
<td>Junior E</td>
<td>37</td>
<td>28</td>
<td>26</td>
</tr>
<tr>
<td>Others</td>
<td>30</td>
<td>33</td>
<td>27</td>
</tr>
<tr>
<td>Letters of Authority</td>
<td>6</td>
<td>8</td>
<td>9</td>
</tr>
</tbody>
</table>

* Form No. 1302-328, Department of Education, on file in county office. (See Appendix, p. 56).

All certification of teachers in Alberta is handled through the Registrar's Office, Department of Education. A Professional Certificate requires at least three years training at the Faculty of Education. It grants to the holder teaching privileges in all grades, 1-12. Standard S requires at least two years training at a Faculty of Education. It
grants the holder teaching privileges in grades 5-11. Standard E requires at least two years training at a Faculty of Education. It grants the holder teaching privileges in grades 1-9. Junior E, no longer issued, required one year teacher training at a Faculty of Education.

Others include certificates issued many years ago, such as First Class, Second Class, and Junior Elementary and Intermediate. Letters of Authority grant the right to teach in Alberta schools for one year only to a person whose qualifications do not meet the requirements of regular certification. Such authority is granted by the Registrar only, upon the recommendation of a superintendent.

Regulations under which teachers work in Alberta are as follows:

Appointment of teachers. The board of every non-divisional district and of every division shall in the manner provided by this Act employ duly qualified teachers to teach in the school or schools in its charge and shall designate the school or room in which each of its teachers will teach.3

Qualification of teachers. (1) Except as hereinafter provided, no person shall be employed as a teacher in any school unless he holds a permanent or temporary certificate of qualification issued by the Minister under The Department of Education Act.

(2) No permanent certificate shall be issued to any person who is not a Canadian citizen or a British subject.

(3) A person who is not qualified as required by this section is not entitled to recover in a court of law any remuneration for his services as a teacher.

(4) A person who is not so qualified shall not undertake to conduct a school as a teacher.

(5) No board shall employ as a teacher in its school any person other than a person qualified as required by this section.4

School Committee-Teacher Relations

Requisites for contract between teacher and board. (1) Subject to the provisions of the following subsections, a teacher shall

4Ibid., Sec. 331, p. 113.
be deemed to have entered into a contract of employment with a
board after an offer of employment is made to the teacher by the
secretary and followed by an acceptance of the offer by the teacher
on or before the eighth day following the date of the offer.
(2) If the teacher accepts the offer on or before the eighth
day following the date of the offer, the secretary shall send a
confirmation of the resulting contract to the teacher forthwith.
(3) If the teacher does not accept the offer until after the
eighth day following the date of the offer made by the secretary,
no contract exists.
(4) After the eighth day following the date of the offer, the
teacher may send a statement to the secretary to the effect that
he wishes to accept the offer.
(5) Within four days after the receipt of the teacher's state-
ment the secretary may send him a notification that he is under
contract to the board, and the teacher shall be deemed to be under
contract from the date of the notification.
(6) For the purposes of this section
(a) an offer, acceptance, confirmation, statement, or
notification shall be in writing, and may be sent by
registered mail or by telegraph, or delivered by hand
or ordinary mail, and
(b) the date of an offer, acceptance, confirmation,
statement, or notification, if sent by registered
mail or by telegraph is the date of mailing or des-
patch, and if delivered by hand or ordinary mail is
the date of receipt.5

For the past several years a large portion of the teachers engaged
by the County of Grande Prairie had been recipients of bursaries from the
county. This program offered prospective teachers:

(1) $800 paid over two years to either the Standard E or Standard
S programs.

(2) $1,000 paid to students in their last year of study towards
their Professional Certificate. High school service was ex-
pected in return.

(3) All applicants had to contract to give two years' service in
county schools.

5 Ibid., Sec. 332, pp. 113-114.
(4) Applicants could borrow up to $300 over and above the
granted bursary. Loans were repayable at 5 percent interest.

That this program was helpful in filling vacancies on the county
staff is shown by the following: In 1964 the county had signed 25 burs-
sary contracts with prospective teachers. Five of these teachers were
on a Standard E program; eleven on a Standard S program, and nine were
working toward a Professional Certificate with a Bachelor of Education
degree. Fourteen of these teachers completed their program at a Faculty
of Education and commended teaching in the county September 1, 1964. In
1965, the county had signed 20 contracts with prospective teachers.
Five of these teachers were on a Standard E program, seven on a Standard S,
and seven were working toward a Professional Certificate with a Bache-
lor of Education degree. Fifteen commenced teaching in the county on
Professional Certificates with BE degree; 12 commenced teaching in the
county September 1, 1966.

Payment of Teachers

Bargaining agent. Teachers may bargain collectively with the
board of a non-divisional district or of a division and may con-
duct such bargaining through a bargaining agent pursuant to The
Alberta Labour Act.6

Preparation and adoption of salary schedule for teachers. (1)
Subject to section 358, the board of a non-divisional district or
of a division shall prepare and adopt a salary schedule, and for-
ward the schedule and any amendments made thereto to the Department
within ten days after adoption.
(2) Any salary schedule adopted pursuant to subsection (1)
(a) shall be applicable to all teachers employed by the

6 Ibid., Sec. 358, p. 121.
board, except substitute teachers,
(b) shall set out with respect to each class of teacher,
   (i) the minimum salary,
   (ii) the annual increments, which may be limited by a
        maximum salary, and
   (iii) the period of time for which the schedule is
        operative,
   and
   (c) may deal specifically with temporary teachers.
   (3) The salary schedule may provide for additional remuneration
       of principals and other teachers vested with special supervisory
duties and for additional remuneration for teachers with special
qualifications and previous experience. . . . 7

Bargaining procedures (Section 358). All practicing teachers in
Alberta are automatically members of the Alberta Teachers' Association.
As such, they are bound by the code of ethics of this organization. One
of the clauses of this code distinctly forbids individual teachers to
bargain, independently, with a school board on any problem of an economic
nature. The remuneration which a teacher receives is set forth in the
Schedule of Salaries, which is jointly agreed upon by a committee which
represents all the teachers employed within the county and the County
Council.

Early each school year, a general meeting is called of all the
teachers of the County. At this meeting a chairman of the Economic Pol-
icy Committee is elected. This chairman becomes the official spokesman
for the staff in all questions which involve remuneration. The staff of
each school is required to elect one of its members to serve on the
Economic Policy Committee.

Salary negotiations between the staff and school committee nor-
mally commence in January of each year. Proposed changes to the existing

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7 Ibid., Sec. 359, p. 121.
schedule are advanced by both bodies. Offers of settlement and counter offers are presented. Should it appear that there is little likelihood of the two groups agreeing upon a settlement, either one or both bodies may request the Minister of Labor to appoint a Conciliation Commissioner.

The commissioner attempts to bridge the gap between the representatives of the teachers and the School Committee. He normally meets, at first, with both groups separately and makes suggestions as to how a compromise settlement may be reached. If he is successful in doing this, he meets with all parties concerned and a settlement is consummated. However, should he fail to achieve this stage of agreement, he recommends to the Minister of Labor that a Conciliation Commission be appointed. This commission consists of three members: one is appointed by the Alberta Teachers' Association; another, by the School Committee. The third, the chairman, is determined as follows: if the two parties to the dispute can mutually agree upon the selection of a chairman, this individual is so named by the Minister. Failing the achievement of this agreement, the Minister is required to name the chairman.

The Conciliation Commission holds a formal hearing of the dispute. Both parties submit prepared argument to substantiate their cases. Each group is subjected to questioning by the other group, as well as by members of the commission. When all argument and questioning has been completed, the members of the commission prepare a formal document, known as the Award. This Award is the commission's suggested settlement of the dispute. The Award is presented to each party for acceptance or rejection. Should the teachers refuse to accept the Award by a majority vote of the total teaching staff, the stage is then set for the formal
calling of a "strike-vote". Through all these stages of negotiation, the Alberta Teachers' Association is the official bargaining agent for the teachers of the county. The Association supplies the local group with needed information and does, if called upon, supply the services of trained negotiators.

**Improvement in Salary Schedule**

During the last four years there has been a steady increase in the salaries offered to teachers on the county staff. The following Table III will verify this statement.

**County Internship Program**

This program has been designed to give young, inexperienced graduates of the Faculties of Education the opportunity of working in county classrooms during the months of May and June. The internees first attend a one-day internship seminar, which is attended by cooperating teachers, principals, superintendents, representatives of the Alberta Teachers' Association, Department of Education and Faculties of Education. Following this seminar each internee is assigned to a school and a cooperating teacher on the staff. These cooperating teachers are well qualified. Every attempt possible is made to see that the internee will be working in the grade area to which he is likely to be assigned in September. The success of this program depends largely upon the initiative and enthusiasm of the internee and the time and sympathetic assistance the cooperating teacher is prepared to give the internee.

Normally, an internee spends his first week observing the cooperating teacher at work. The second week will likely find him being given
### TABLE III

**SALARIES OF GRANDE PRAIRIE COUNTY TEACHERS IN 1964, 1965, 1966**

<table>
<thead>
<tr>
<th>Year</th>
<th>Lowest Salary Paid</th>
<th>Maximum Paid Salary * Inc. Administration</th>
<th>Average Salary</th>
<th>Salary Scale based on Years of Training and Experience</th>
<th>Administration Allowance</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>1</td>
<td>2</td>
</tr>
<tr>
<td>1964</td>
<td>$3500</td>
<td>$9750</td>
<td>$5249</td>
<td>$3100</td>
<td>$3600</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>4800</td>
<td>5700</td>
</tr>
<tr>
<td>1965</td>
<td>$3800</td>
<td>10,500</td>
<td>$4975</td>
<td>3200</td>
<td>3800</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>5100</td>
<td>5950</td>
</tr>
<tr>
<td>1966</td>
<td>$4000</td>
<td>11,900</td>
<td>$5202</td>
<td>3400</td>
<td>4000</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>5400</td>
<td>6200</td>
</tr>
</tbody>
</table>
the opportunity of actually taking over the class for a few lessons.

Frequent out-of-school-hours discussions relating to organization of
lesson plans, presentation of material, class participation and so forth
all tend to further equip this new member of the profession for the task
he must face when he is assigned a specific area to teach in September.
The County School Committee pays a very nominal salary ($10 to $15 per
day) to the internees during the days they are actually in a school.
This program has great potential and will quite likely be revised and
expanded in the future.

County Housing Program

Fully modern teacherages for married teachers and apartments for
single teachers have been constructed at all school centres within the
county. It would appear that there is a realization upon the part of
the School Committee that, if teachers are to be engaged and retained,
up-to-date housing facilities must be provided.
CHAPTER IV

PROCEDURES USED IN THE STUDY

The first proposal for this study was prepared in 1965. Actual investigation of and organization of information commenced in October, 1966, and continued until June, 1967.

Specific problems examined in this study were:


2. Determination, as accurately as possible, of the destinations of the teachers who discontinued service with the county.

3. Determination and analysis of the reasons teachers gave for resigning.

4. Establishment, by means of a questionnaire, of the basic factors which prompted teachers to resign from the county to accept teaching positions elsewhere.

5. Documentation of the qualifications, total years of teaching experience and length of time taught in the county, of those who resigned to teach elsewhere.

6. Establishment of the effect of the county bursary program in, first, securing teachers and, second, the retention of these teachers on the staff.

7. Recommendation of measures which might be effective in securing a higher degree of permanency on the teaching staff of the County of Grande Prairie.
8. Comparison of teacher mobility in the County of Alberta, with teacher mobility in the County of Vermilion River, Foothills School Division, and City of Grande Prairie.

Procedure Followed in Study

Initially, examination of the formal letters of resignation on file in the county office provided a list of the teachers who had resigned from the county during the three years to be studied. In these letters of resignation most of the teachers had stated their further intentions. For those who had not signified their future intentions, this information was secured from the superintendent, principals and staffs of the schools in the county. These teachers who resigned were divided into four main categories: (1) those retiring, (2) those returning to domestic duties, (3) those continuing their education, or (4) those accepting teaching positions elsewhere. Table IV indicates the occupational intentions of the teachers who resigned during the years of the study.

<table>
<thead>
<tr>
<th>Reasons</th>
<th>1964</th>
<th>1965</th>
<th>1966</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. To retire</td>
<td>6</td>
<td>2</td>
<td>2</td>
</tr>
<tr>
<td>2. To return to domestic duties</td>
<td>6</td>
<td>10</td>
<td>10</td>
</tr>
<tr>
<td>3. To continue their education</td>
<td>6</td>
<td>5</td>
<td>9</td>
</tr>
<tr>
<td>4. To accept teaching positions elsewhere</td>
<td>12</td>
<td>10</td>
<td>15</td>
</tr>
<tr>
<td>Totals</td>
<td>27</td>
<td>27</td>
<td>36</td>
</tr>
</tbody>
</table>
The investigation was then confined to teachers in Group 4, a total of 37 teachers. Examination of the names on this list showed that one of the group was now a superintendent of schools for the province; another was teaching in Australia; one was lecturing at a teachers' college in Tanzania; one teaching at a mission school in Southern Rhodesia, and one on a tour of Europe. These names were removed from the sample list.

The present addresses of the remaining 32 teachers were secured from friends and from the official list of members of the Alberta Teachers' Association. It was impossible to ascertain the present address of one teacher.

Form No. 1302-328, "Teacher's Report on Qualifications, Salary and Experience" was used to establish qualifications of these teachers, as well as the years of experience with the county. Bursary contracts were checked to see which ones had received financial assistance from the county while attending a Faculty of Education. Table V was prepared showing the information established in these categories.

Questionnaire. The questionnaire, which was prepared in 1965, was sent to six teachers for evaluation and suggested improvement, and the revised questionnaire was mailed to 31 teachers. Thirty teachers answered and returned the questionnaire.

The scope of the survey was enlarged to include teachers who were resigning in 1967. Personal interviews, as to reasons for resigning,

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1See Appendix, p. 56.
2See Appendix, p. 57.
TABLE V

QUALIFICATIONS, YEARS EXPERIENCE AND BURSARY CONTRACTS OF MEMBERS OF FIRST SURVEY GROUP

<table>
<thead>
<tr>
<th>Year</th>
<th>Qualification</th>
<th>With Degree</th>
<th>Experience in County</th>
<th>Received Bursary</th>
<th>Administrative Time</th>
</tr>
</thead>
<tbody>
<tr>
<td>1964</td>
<td>Prof. Cert.</td>
<td>x</td>
<td>2</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>&quot;&quot;</td>
<td>x</td>
<td>3</td>
<td>x</td>
<td>1 yr.</td>
</tr>
<tr>
<td></td>
<td>&quot;&quot;</td>
<td>x</td>
<td>3</td>
<td>x</td>
<td>1 yr.</td>
</tr>
<tr>
<td></td>
<td>&quot;&quot;</td>
<td>x</td>
<td>2</td>
<td>x</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Jr. E</td>
<td>3</td>
<td>x</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>St. S</td>
<td>2</td>
<td>x</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>St. S</td>
<td>1</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1965</td>
<td>Prof. Cert.</td>
<td>x</td>
<td>2</td>
<td>x</td>
<td></td>
</tr>
<tr>
<td></td>
<td>&quot;&quot;</td>
<td>x</td>
<td>4</td>
<td>x</td>
<td>x</td>
</tr>
<tr>
<td></td>
<td>&quot;&quot;</td>
<td>x</td>
<td>3</td>
<td>x</td>
<td></td>
</tr>
<tr>
<td></td>
<td>&quot;&quot;</td>
<td>x</td>
<td>2</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>St. S</td>
<td>2</td>
<td>x</td>
<td>x</td>
<td></td>
</tr>
<tr>
<td></td>
<td>St. S</td>
<td>2</td>
<td>x</td>
<td>x</td>
<td>1 yr.</td>
</tr>
<tr>
<td></td>
<td>St. S</td>
<td>7</td>
<td>x</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Jr. E</td>
<td>3</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Jr. E</td>
<td>3</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1966</td>
<td>Prof. Cert.</td>
<td>x</td>
<td>17</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>&quot;&quot;</td>
<td>x</td>
<td>2</td>
<td>x</td>
<td></td>
</tr>
<tr>
<td></td>
<td>&quot;&quot;</td>
<td>x</td>
<td>1</td>
<td>x</td>
<td></td>
</tr>
<tr>
<td></td>
<td>&quot;&quot;</td>
<td>x</td>
<td>7</td>
<td>x</td>
<td></td>
</tr>
<tr>
<td></td>
<td>&quot;&quot;</td>
<td>x</td>
<td>3</td>
<td>x</td>
<td></td>
</tr>
<tr>
<td></td>
<td>&quot;&quot;</td>
<td>x</td>
<td>2</td>
<td>x</td>
<td></td>
</tr>
<tr>
<td></td>
<td>&quot;&quot;</td>
<td>x</td>
<td>1</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>&quot;&quot;</td>
<td>x</td>
<td>1</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>&quot;&quot;</td>
<td>x</td>
<td>4</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>St. S</td>
<td>2</td>
<td>x</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>St. S</td>
<td>2</td>
<td>x</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>St. E</td>
<td>2</td>
<td>x</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>St. S (L.A.)</td>
<td>1</td>
<td>x</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>St. E</td>
<td>2</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

were held with 12 teachers, and they completed questionnaires as well. Questionnaires were also mailed to ten other teachers who had resigned, and eight of these were returned. Form No. 1302-328 was examined to
establish qualifications of these teachers and years of experience with the county. Bursary contracts were again checked to see which ones had received assistance from the county while at a university, and Table VI was prepared consolidating the information of these categories.

**Table VI**

**QUALIFICATIONS, YEARS EXPERIENCE AND BURSARY CONTRACTS OF TEACHERS WHO RESIGNED IN 1967**

<table>
<thead>
<tr>
<th>Year</th>
<th>Qualification</th>
<th>Degree</th>
<th>Years Experience</th>
<th>Received Bursary</th>
<th>Administration</th>
</tr>
</thead>
<tbody>
<tr>
<td>1967</td>
<td>Prof. Cert.</td>
<td>x</td>
<td>3</td>
<td>x</td>
<td></td>
</tr>
<tr>
<td></td>
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<td></td>
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<td></td>
<td></td>
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<td></td>
<td></td>
<td>12</td>
<td></td>
<td></td>
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<td></td>
<td></td>
<td></td>
<td></td>
<td>x</td>
<td></td>
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<td></td>
<td>5</td>
<td></td>
<td></td>
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<td></td>
<td></td>
<td></td>
<td>x</td>
<td>x</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>9</td>
<td></td>
<td></td>
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<td></td>
<td></td>
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<td>2</td>
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<td></td>
<td></td>
<td>x</td>
<td></td>
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<td></td>
<td>2</td>
<td>x</td>
<td></td>
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<td>3</td>
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<td></td>
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<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>St. S</td>
<td>3</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>St. S</td>
<td>4</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>St. S</td>
<td>1</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>St. E</td>
<td>1</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>St. E</td>
<td>3</td>
<td></td>
<td>x</td>
<td></td>
</tr>
<tr>
<td></td>
<td>St. E</td>
<td>1</td>
<td></td>
<td></td>
<td>(Travel grant)</td>
</tr>
<tr>
<td></td>
<td>St. E</td>
<td>2</td>
<td></td>
<td>x</td>
<td></td>
</tr>
<tr>
<td></td>
<td>St. E</td>
<td>2</td>
<td></td>
<td>x</td>
<td></td>
</tr>
<tr>
<td></td>
<td>St. E</td>
<td>2</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>St. E</td>
<td>3</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Jr. E (I.A.)</td>
<td>2</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Officials of the County of Vermilion River, Foothills School Division, and City of Grande Prairie School District were interviewed and later contacted by mail. These individuals were requested to provide the following material: (1) Total number of teachers on their
staffs during the years of this study, (2) the number of teachers who resigned during these years, and (3) the future intentions of these teachers, organized under the four main headings: retirement, returning to domestic duties, further study, or acceptance of a teaching position elsewhere.

Analysis of Data Received

I. Questionnaire.

   A. Years of service in the County of Grande Prairie was tabulated and related to Tables V and VI. The responses to question 2 were charted and rank orders for each section and responses were established. The reasons given by nine teachers who did not reply to question 2 were recorded. The replies to question 3 were summarized. The responses to questions 4 and 5 were organized and checked against the information found in Tables V and VI. Replies to question 6 were totaled.

II. Data received from the other three administrative units were analyzed and charted.

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3See Appendix, p. 57.
CHAPTER V

FINDINGS

Treatment of Data Received

Questionnaire (see Appendix, p. 57).

Question 1 - Taught in the County of Grande Prairie from 19__-__?
The average years of experience of the resigning teachers who received
bursaries from the county was 2.03 years. The average years of experi-
ence of these teachers was 2.03 years. These averages do not include
teachers who were appointed to administrative positions while on the
county staff.

Question 2 - Why did you resign from the County Staff?

TABLE VII

FREQUENCY OF RESPONSES AS TABULATED FROM THE QUESTIONNAIRES

<table>
<thead>
<tr>
<th>Factors</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
<th>6</th>
<th>7</th>
<th>8</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>2</td>
<td>1</td>
<td>4</td>
<td>14</td>
<td>6</td>
<td>7</td>
<td>1</td>
<td></td>
</tr>
<tr>
<td>B</td>
<td>7</td>
<td>3</td>
<td>5</td>
<td>11</td>
<td>6</td>
<td>3</td>
<td>1</td>
<td></td>
</tr>
<tr>
<td>C</td>
<td>9</td>
<td>9</td>
<td>5</td>
<td>4</td>
<td>5</td>
<td>3</td>
<td>2</td>
<td></td>
</tr>
<tr>
<td>D</td>
<td>3</td>
<td>6</td>
<td>10</td>
<td>6</td>
<td>9</td>
<td>2</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>E</td>
<td>2</td>
<td>6</td>
<td>6</td>
<td>7</td>
<td>11</td>
<td>2</td>
<td>1</td>
<td></td>
</tr>
<tr>
<td>F</td>
<td>14</td>
<td>10</td>
<td>7</td>
<td>5</td>
<td>2</td>
<td>2</td>
<td></td>
<td></td>
</tr>
<tr>
<td>G</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>10</td>
<td>13</td>
<td></td>
<td></td>
</tr>
<tr>
<td>H</td>
<td>4</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>2</td>
<td>11</td>
<td>9</td>
<td></td>
</tr>
</tbody>
</table>
Table VII shows the frequency response to the eight factors presented in the questionnaires, which prompted teachers to resign from the county. These are listed below in order of influence.

1. (F) Distance of the county from a large urban center.
2. (C) Desire to teach in other areas of the province before settling down permanently.
3. (B) Inadequate pay structure in the county.
4. (D) Higher cost of living in this portion of the province.
5. (A) Living conditions in the county.
6. (E) Small communities limited your personal freedom.
7. (G) You did not feel that you had been fully accepted by more permanent members of staff.
8. (H) Problems associated with the administration.

The reasons stated by nine respondents for not replying to question 2 are:

1. "Home was in the City of Grande Prairie. Cost of transportation and general inconvenience of commuting to a school in the County were the only reasons for submitting my resignation."
2. "Moved closer to wife's parents. Accepted a school in that area. I am doing some thinking about the possibility of moving back in a few years."
3. "Marriage. Moved to a school close to husband's farm."
4. "Matrimony. My wife was in school (nursing) and I had to remain in Edmonton."
5. "I resigned because of illness in my family. I hope to return to the north to teach."
6. "My husband's work took him to B.C. Personally I've found the County satisfactory in most respects. I don't like (1) teaching so many courses, (2) have so little contact with other teachers professionally interested in my courses, (3)
having to teach heterogeneous classes academic courses knowing that many of my students should be in other courses."

7. Wished to move to school where she could spend her full time teaching her specialty, art.

8. "I am leaving the County system because of the greater amount of extra supervision required, in comparison with that in urban schools."

9. "I wished a grade other than Grade 1, in a school closer to my home. Supervision was a factor but not of uppermost importance."

Question 3 - Please state any other reasons which may have prompted you to resign. Forty replies were received to this question. The rank order of reasons were as follows: Personal reasons (18), to be closer to a university (12), dissatisfied with instructional program within county (5), apparent lack of respect for teachers in the community (3), dissatisfied with evaluation of professional qualification (2).

Question 4 - Did you receive a bursary from the county before joining its staff? Thirty-five of the teachers associated with the study had received bursaries from the county.

Question 5 - What were your highest professional qualifications while on the county staff? Forty-eight percent of the total group held a professional certificate. Thirty-eight percent of the total group held a professional certificate and one or more degrees.

Question 6 - Would you have considered remaining on the county staff had your rate of pay been higher than that of the large city systems and rural areas in close proximity to these cities? Forty-four replies were received, 18 answered "yes", 26 answered "no".

The following summary data indicates teacher mobility in the several areas studied (Table VII).
TABLE VIII

SUMMARY OF TEACHER MOBILITY IN AREAS STUDIED

<table>
<thead>
<tr>
<th>Area</th>
<th>Total Staff</th>
<th>Resignations</th>
<th>Reasons Submitted</th>
<th>Ave. % Staff Resigning, Study Yrs</th>
</tr>
</thead>
<tbody>
<tr>
<td>County of Grande Prairie</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1964</td>
<td>121</td>
<td>27</td>
<td>21.77</td>
<td></td>
</tr>
<tr>
<td>1965</td>
<td>127</td>
<td>27</td>
<td>21.25</td>
<td></td>
</tr>
<tr>
<td>1966</td>
<td>134</td>
<td>36</td>
<td>26.88</td>
<td></td>
</tr>
<tr>
<td>1967</td>
<td>131</td>
<td>33</td>
<td>25.19</td>
<td></td>
</tr>
<tr>
<td>County of Vermillion River</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1964</td>
<td>110</td>
<td>17</td>
<td>15.45</td>
<td></td>
</tr>
<tr>
<td>1965</td>
<td>113</td>
<td>26</td>
<td>23.01</td>
<td></td>
</tr>
<tr>
<td>1966</td>
<td>115</td>
<td>26</td>
<td>22.61</td>
<td></td>
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<tr>
<td>Foothills School Division</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1964</td>
<td>100</td>
<td>18</td>
<td>18.0</td>
<td></td>
</tr>
<tr>
<td>1965</td>
<td>101</td>
<td>14</td>
<td>13.86</td>
<td></td>
</tr>
<tr>
<td>1966</td>
<td>101</td>
<td>25</td>
<td>24.77</td>
<td></td>
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<tr>
<td>Grande Prairie School</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>District #2357</td>
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</tr>
<tr>
<td>1964</td>
<td>95</td>
<td>36</td>
<td>37.89</td>
<td></td>
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<tr>
<td>1965</td>
<td>103</td>
<td>30</td>
<td>29.13</td>
<td></td>
</tr>
<tr>
<td>1966</td>
<td>109</td>
<td>33</td>
<td>30.28</td>
<td></td>
</tr>
<tr>
<td>1967</td>
<td>122</td>
<td>30</td>
<td>24.59</td>
<td>(4) 30.47</td>
</tr>
</tbody>
</table>

* Resigned for reasons unknown.
** Private business.
An analysis of these summaries (Table VIII) shows that the rate of teacher mobility in the areas studied is increasing yearly. It would appear that the further an area is away from a large urban area, the larger the rate of teacher turn-over.
CHAPTER VI

CONCLUSIONS AND RECOMMENDATIONS

This study has shown that the rate of teacher mobility appears to increase the further the school unit is from a large urban centre. The Foothills School Division located close to the city of Calgary had an average percentage turnover of staff, during the years of this study of 18.88%. In the County of Vermilion River, which is approximately 150 miles from the city of Edmonton, 20 percent of their teachers resigned during the period of the study. During the same period the County of Grande Prairie, which is 300 miles from Edmonton, had an average turnover of 23.77 percent of its teaching staff. The Chamchuk study reported that the large city systems had a resignation rate of 11.2 percent in 1965.¹

The County of Grande Prairie's bursary program has been effective in having available each year a group of young inexperienced teachers to fill a portion of its replacement needs. However, this study appears to establish that a very high percentage of this group of inexperienced teachers remained on the county staff for only two years. They then resign to accept teaching positions in or close to one of the large city systems. A sizeable portion of this group is comprised of teachers holding a professional certificate with a Bachelor's degree. They spent

their two years in the county teaching at the high school level, and then resign. This rate of mobility in the high school staffs should be a matter of great concern to county administration.

While inadequate salaries ranked third in importance of the basic factors which prompted teachers to resign, it would appear that more money must be made available to rural school administrative units. The bursary program established that young teachers would go into the rural areas because of the financial assistance which was provided. The same inducive should have some influence on the retention of staff members and the engagement of teachers with a few years experience who wish to teach in various parts of the province before they settle down permanently. The desire of teachers to be close to a large urban centre is understandable. For those who wish to further their educational training, nearness to universities is important.

The study established that the County of Grande Prairie is yearly losing a relatively high percentage of its well qualified young teachers. It would seem that this situation is common to most rural areas of the province. In Chamchuk's study, his first recommendation is: "That rural employers involved in strong competition with urban employers should carefully examine the major areas of teacher dissatisfaction—living accommodations, opportunity for professional advancement, staff-administration conflict, and teachers' salaries—to determine methods of being more competitive in attracting and retaining staffs."2 This recommendation is worthy of serious consideration upon the part of all who are

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2Ibid., p. 36.
concerned with achieving and maintaining equal educational opportunity for every child who attends school in Alberta.

Recommendations

1. While it is recognised that substantial increases were made to the basic grid of the salary schedule in 1967, it will be necessary to continue such increases in order to retain the services of the present staff.

2. Consideration should be given to expanding the scope of the bursary program by increasing the amounts offered and requiring an increased length of teacher service in return.

3. Studies should be implemented in the construction of the "basic grid" of the salary schedule, with the view of further increasing the maximum salaries but having these increases apply at the third and fourth years experience level.

4. The program of providing modern housing facilities for teachers in the county should be continued--these facilities to be rented on low rental basis.

5. Consideration should be given to providing bursaries to all staff members who wish to take a leave of absence for further educational training.

6. The Administrators' Council should be requested to survey teacher-community relations within the county.

7. All efforts possible should be made by the Alberta Trustees Association to convince the Department of Education of the need for a

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3See Appendix, p. 60.
revision of the Foundation Program, which would provide all rural areas, especially those of great distances from urban centers, with increased benefits from this program.

8. A review of the entrance requirements of the Faculties of Education in Alberta should be requested by the Alberta Trustees Association.

9. A program of orientation should be provided by the Department of Education, for all teachers from other provinces and countries, who come to Alberta.

10. Evaluation of teachers, from other provinces and countries, qualifications for salary purposes should be further reviewed by the Department of Education, Alberta Trustees Association and Alberta Teachers Association.

11. The internship program should be reassessed with a view of providing a longer period of internship during the time required for teacher training.

12. A publicity program should be instituted by the Alberta Trustees Association which would stress the difficulty of securing and retaining qualified teachers in rural Alberta.
BIBLIOGRAPHY


The School Act, Chapter 297 of the Revised Statutes of Alberta, 1955, with Amendments up to and including 1964.
APPENDIX
### TEACHER'S REPORT ON QUALIFICATIONS, SALARY, AND EXPERIENCE
#### SEPTEMBER 1966, PART I

**A. SOCIAL INSURANCE No.**

**B. SCHOOL**

1. School District
2. Name of Division or County
3. Name of School (if more than one in school district)
4. Location of School

**C. TEACHER**

Print name in full and indicate sex and marital status

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1. Last Name
2. Given Names
3. Name of School (If more than one in school district)
4. Home Address (If different from above)
5. Address

**D. EXPERIENCE**

1. Years of Teaching Experience: (Mark ONE position only) —
   - Regular classroom teacher (including teachers in one-room schools)
   - Supervisor or consultant for special subject or class
   - Part-time
   - Relieving or substitute teacher
   - Spending more than half time in administration
   - Spending half or more time teaching
   - Department head of secondary schools only
   - State Department
   - Supervisor of more than two schools

2. Name of highest certificated order (including the principal)

3. If you received your initial teaching certificated outside of this province or country
   - Name of province or country
   - Name of highest certificated obtained in that province or country
   - Number of years taught in that province or country

4. If you have University degrees, state degree(s) and University:

   **MAJOR FIELD OF STUDY**
   - Education
   - Others including General

5. Total number of years education beyond Grade XII for which you are being paid

6. Check Class of Alberta Teaching Certificates:

   **INT. MERIT**
   - Professional
   - Academic
   - High School
   - Standard "S" 
   - Standard "E" 
   - Sr. E and I
   - E and I

7. Number of rooms including labs, shops, etc., in which instruction is given

8. Number of subject teachers

9. Number of full-time teachers

10. Number of part-time teachers

11. If you are in charge of a class register give enrolment in class

12. (a) Annual salary before any deductions: according to scale in effect in September

13. (b) Present salary if schedule under negotiation

14. Years of Teaching Experience: (Mark ONE position only)
   - Regular classroom teacher
   - Supervisor or consultant for special subject or class
   - Part-time
   - Relieving or substitute teacher
   - Spending more than half time in administration
   - Spending half or more time teaching
   - Department head of secondary schools only
   - State Department
   - Supervisor of more than two schools

15. Check item which describes your occupation or activity of LAST school year (Check ONE item only)

16. Teaching level: On the basis of the grades you teach, are you primarily
   - An elementary teacher
   - A senior high school teacher
   - A junior high school teacher

17. Teaching preparation. Were you primarily prepared on
   - An elementary and junior high school teacher
   - A senior high school teacher
   - Other

18. Teaching preference: What would you most prefer to teach (e.g. grade, subject etc.)

19. Do you wish to receive information for special mailing reasons:
   - (a) the A.T.A. Magazine? (b) the A.T.A. Newsletter?

**SIGNATURE OF TEACHER**

September 1966
Questionnaire on

TEACHER MOBILITY IN COUNTY OF GRANDE PRAIRIE

1. Taught in the County of Grande Prairie from 19__ to 19__ inclusive.

2. Why did you resign from the County Staff? Would you kindly rate the following reasons in order of importance to you? Mark "1" after your major reason, "2" after the second most important reason, and so forth. Please attempt to rate all of the suggested reasons.

   a. Living conditions in the County.
   b. Inadequate pay structure in the County.
   c. Desire to teach in other areas of the Province before settling down permanently.
   d. Higher cost of living in this portion of the Province.
   e. Small communities limited your personal freedom.
   f. Distance of the County from a large urban centre.
   g. You did not feel that you had been fully accepted by more permanent members of the staff.
   h. Problems associated with the administration.

3. Please state any other reasons which may have prompted you to resign.

4. Did you receive a bursary from the County before joining its staff?

5. What were your highest professional qualifications while on the County Staff?

6. Would you have considered remaining on the County Staff had your rate of pay been higher than that of the large city systems and rural areas in close proximity to these cities?
COUNTY OF GRANDE PRAIRIE NO. 1
TEACHER TRAINING BURSARY UNDERTAKING

WHEREAS the County of Grande Prairie No. 1, a Municipal Corporation under
the laws of Alberta has made provision for the granting of Bursaries to
students enrolled for teacher training at the University of Alberta;
AND WHEREAS I have applied for such Bursary in the amount of $_______;
NOW THEREFORE ALL MEN BY THESE PRESENTS that I, __________________
of __________________________, in the Province of Alberta, in consideration
of the premises do hereby covenant and agree:
1) That I shall enroll in the Faculty of Education at a University in
Alberta or in one of its affiliated colleges at the winter session in
________________________, in the Province of Alberta, for the purpose of
obtaining the following training:

2) That upon completion of the training above set out, and becoming
qualified to teach in the Province of Alberta I shall on or before the
commencement of the school term next following completion of such train-
ing, engage as a teacher with and teach in the County of Grande Prairie
No. 1 for a period of 2 years unless the said County of Grande Prairie
No. 1 releases me from this agreement, or unless no position is offered
to me by the 31st day of July of the year in which such application is
made.

3) I understand and agree that the monies advanced to me as a Bursary
as aforesaid shall be a debt owing by me and any other person co-signing
this agreement, payable on demand with interest on the said sum or so
much thereof as shall from time to time remain unpaid at the rate of 6%
per annum as well after as before maturity.

4) I understand and agree that in the event that I shall complete 1 year
of teaching service with the County of Grande Prairie No. 1, I shall be
entitled to a credit of 30% of the sums advanced to me pursuant to the
said Bursary, and that upon completion of 2 years of service as a teacher
for the said County of Grande Prairie No. 1 the entire indebtedness
together with interest thereon shall be forgiven, but not otherwise.

5) I understand and agree that the bursary granted to me shall be paid
in progress advances during such time as I am receiving the training
hereinbefore set out, and that nothing herein contained, or any progress
advance or advances made, shall compel the County of Grande Prairie No.
1 to make further advances in the event that for any reason I discontinue
the said training.

IN WITNESS WHEREOF I have hereunto set my hand and seal this ___ day
of __________________________, A.D. 19___.

__________________________
Signature of Student

__________________________
Witness

__________________________
Address of Student

__________________________
Signature of Parent or Guardian
(If applicant under 21)
I, __________________________ of __________________________ in the Province of Alberta, __________________________, being the occupation __________________________, being the parent or guardian of the above-named __________________________, in consideration of the County of Grande Prairie No. 1 granting a bursary to assist in the training of my child or ward to hereby covenant that in the event of noncompliance with the terms hereinbefore set out by my said child or ward, that I shall be jointly and severally liable to the said County of Grande Prairie No. 1 and do hereby guarantee my said child or ward for any indebtedness by my said child or ward to the County of Grande Prairie No. 1 as aforesaid, and I agree to co-sign as maker any promissory note or notes made pursuant to this agreement. IN WITNESS WHEREOF I have hereunto set my hand and seal this ______ day of __________________________, A.D. 19______.

Signature of Parent or Guardian
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* From Sec. 3.3, County of Grande Prairie No. 1 - Salary Agreement, 1967.