

Our Premier and Minister

Mr. Wm. Aberhart, after becoming convinced of the soundness and practicability of the Douglas system of Social Credit, undertook to popularize it some two years ago, by issuing in pamphlet form a summary of its main features and by a series of public addresses delivered during two successive summers throughout the length and breadth of the province.

Although, during the past six months his name had become widely known to the citizens of Alberta, and to a scarcely less extent to those of the adjoining provinces, it was not until the landslide of August 22nd that it flashed across the political firmament with such meteoric brilliancy as to capture the headlines in the daily press of Great Britain and America.

Now, it is not customary for a change in government in a province of an overseas dominion to be accorded such wide publicity, so one naturally looks to find some unique cause. This is readily found in the fact that the electorate gave an unmistakable mandate to a new leader to inaugurate in the province a radically different economic system—a system so new that it is not to be found outside a few text books and in the philosophy of a very few rather unorthodox economists. The basic principles of this new economic system are:

- (1) The participation by all in the cultural heritage.
- (2) The fixing of the price of commodities and services equally just to producer and consumer.
- (3) The payment of monthly basic dividends to all bona fide citizens of the province.

The functioning of these would give a sufficient mobility of credit so as to more adequately control production, distribution and consumption, while the ultimate object aimed at is the elimination of poverty in the midst of plenty. Against this new philosophy the reform of the orthodox system, as presented by the other major parties, made very little headway.

If we seek for the impetus which accounts for the sweeping victory of Social Credit it is to be found in the dynamic personality of Mr. Aberhart himself.

Among the attributes that have contributed to his successful leadership are: (1) His jovial good nature. This enables him to make contacts easily and to gain and retain innumerable friends. It also enabled him to go through a strenuous campaign with his vitality unimpaired. (2) It has always been recognized that he possessed executive

ability and organizing power far in excess of demands made upon them by his vocation. This should be an invaluable asset in his new position. (3) He visualizes his objectives clearly, makes a careful appraisal of the available means for attaining these and then pushes on indefatigably to the goal. (4) He possesses a robust constitution capable of sustaining prolonged effort, and a capacity for focussing his entire attention on the question at hand. (5) He enters upon a task with great zeal and has the faculty of imparting this same enthusiasm to others which gives to any movement with which he is associated the nature of a crusade.

The annals of his life prior to his interest in Social Credit may be briefly recorded. He was born at Seaforth, Ont., on Dec. 30th, 1878, and there received his early education. A Normal School course in Hamilton was followed by a course at the Chatham Business College, from which he became a commercial specialist. For ten years he taught commercial work in Brantford. He is a graduate in Arts of Queen's University, Kingston. In 1910 he came to Calgary and has since been engaged in teaching. For the past twenty years he has been Principal of Crescent Heights High School.

Always interested in Bible study he became a recognized authority in prophetic interpretation. Shortly after coming to Calgary he organized a Bible class in Westbourne Baptist Church. Owing to its great popularity it outgrew several locations and becoming reorganized as the Prophetic Bible Conference, held Sunday

afternoon meetings for a time in the Grand Theatre. The desirability of securing a permanent home of its own led to the construction of the Prophetic Bible Institute in 1927. This building has a seating capacity for 1,200 people.

For eight years the Bible Institute has provided day and evening classes in Bible study and correlated subjects, with many students in attendance. In addition to this a radio Sunday School has been organized in connection with which 6,000 students take a correspondence course in Bible study from the Institute.

His many friends and acquaintances in the teaching profession are pleased that the new premier has taken the Portfolio of Education. This not only indicates the importance attached to education by the new administration but also assures a vigorous policy by one who has had many years' experience in administering one of the largest secondary schools in the province.



WM. ABERHART, B.A.

June - 1943

President's Column = =

IN THE sudden and untimely death of Mr. Aberhart the cause of education in Alberta and in Canada has suffered a great loss. No other as sincere and consistent a friend of the profession of teaching has so far appeared in the higher councils of the province. From the moment he took office as Premier and Minister of Education Mr. Aberhart followed a steady and courageous course of educational reform. He did all a man could do in the legislative field in the time that was given him to make schools better places for children to attend, and teaching a calling of dignity and respect. I believe it may be truly said of him that in the annals of Canadian education there are few names if any deserving of a higher place than his.

While the setting up of the larger units of rural administration is probably the contribution for which Mr. Aberhart is now most widely known, we as teachers have special reason to be grateful to him for *The Teaching Profession Act*, an Act which gives us professional status on a par with the other established professions, as far as this can be done by legislative enactment. In a way this was more "advanced" legislation than that which established the larger units. There was almost no precedent for this in the field of public education anywhere. It was a new thing in the world. And what is more to the point, it was a gesture of the utmost confidence in us as a body of men and women entrusted with a public function of the greatest importance.

Now it is our turn. Following up what I tried to say last month, let me ask again, What are we going to do about it? Building on the foundation thus laid for us, are we going to move

on and up to higher levels of professional influence and educational endeavor, or are we going to atrophy through indifference and inertia, or dissipate our collective energy in activities and interests hardly becoming a profession? We cannot escape answering this question one way or the other, as long as *The Teaching Profession Act* remains in force. Individually we all have responsibilities as teachers. There is nothing new in this. Collectively we now have responsibilities as a profession. There is something quite new in that. Just how new may be sensed, perhaps, from the following query: What proportion of the time of the last A.G.M. was spent in the serious, thoughtful discussion of the pressing educational problems of our time?

This may be taken as exceptional, however. On the whole we have been already coming to pretty close grips as an Association with some of the basic problems of our profession. In the matter of salaries and salary schedules, for example, there has been a very real advance. I have just received a sheaf of recent schedules in the mail, and as I turn over the sheets my mind goes back to earlier days before such things were dreamed of anywhere, in relation to rural education at any rate. There is definite progress here, and those now entering the profession have probably little realization of what they owe to the Association along these lines. I do not refer primarily to the size of the salaries, which still leaves much to be desired, but to the many other desirable features of an established schedule. All this may be regarded as the spade work of the profession; but it is spade work that is indispensable to any real advance along strictly professional lines. This work must go on. We are

indebted for our present schedules to the time and labor of scores of our members down through recent years, but first and foremost, here again to sympathetic enabling legislation sponsored by our last Premier and Minister of Education.

But we have a large membership which contains much ability and talent if only it could be mobilized, and there is no reason why a considerable number of types of professional endeavor should not be carried on at once. Recently I had an encouraging experience along this line too. The High School Curriculum is again in process of revision, and the last A.G.M. recommended a standing A.T.A. Committee to represent the Association in all matters pertaining to the High School curriculum revision. The first meeting of the Department Committee was held in Calgary in May, and it was my privilege to sit in with our own Committee (which is an integral part of the Department Committee) during one of its discussions at that time. I was certainly more than pleased with the manner in which the Committee grappled with its problems, and the broad interpretation it was disposed to give to its functions. Here was real professional thinking, it seemed to me, and I anticipate a wide sphere of usefulness for this committee. The chairman is Miss E. C. Barclay of Calgary. The other members are named on page 15.

As a further example of the type of problem of broad educational import to which a real profession of teaching might be expected to make a contribution, I might mention religious education. This seems certain to become a real issue in the near future. It is being pushed vigorously by various groups throughout the province. Would this not suggest a standing A.T.A. Committee on religious education also, to confer with pressure groups for a definition of terms and a clarification of the

issue, all with a view to report and discussion and formulation of policy at each succeeding A.G.M.?

It is hardly necessary to multiply examples. One might refer to the question of the new school holidays, which is sure to come up for reconsideration at the conclusion of the war. And then there is the question of the teacher's first duty in these serious times whether to stick to her post or desert her young charges to take up war work supposedly more essential than teaching the young. Perhaps our Association, unhampered as it is by political considerations, could have given a stronger lead than it has done in this regard. The case for educational research was well put in the editorial in the May number. In this connection I am reminded of the financial report for last year which appeared on pages 24-27 of the same issue. I am not very proud of that report. It should be carefully examined by every member. It shows a net deficit for the year of \$3,322.25. But the point relevant to this discussion is that the amount expended on educational research was the imposing total of \$32.79.

Now I have far outrun my space and must stop. This train of reflection was occasioned by the loss of our leader since the last appearance of the Magazine. We have every confidence in his successor, Mr. Low, as one who can be counted upon as Minister of Education to take up the work where Mr. Aberhart left off and carry it on. Once again we have a former teacher as Minister of Education, something that would have caused a ghastly shudder to run through society in the good old days. But there is still a sense of loss that will not be easily dispelled. And now it is our job to lay hold of the instrument Mr. Aberhart put in our hands and make it work.

Sincerely yours,

C. SANSON.

The A.T.A. Magazine

See Page 60

*Assoc. Mag.
May-1954*

Honorary Life Membership Alberta Teachers Association

For distinguished services to education in Alberta, it has pleased the Alberta Teachers' Association to confer Honorary Life Membership on William Aberhart (posthumously) and on William Edward Frame.

Lars Olson, President, Alberta Teachers' Association, April 20, 1954.



WILLIAM ABERHART

William Aberhart was born in Seaforth, Ontario, in 1878. He received his public and high school education at Seaforth and his teacher-training at Hamilton Normal School. Later he graduated from Chatham Business College as a commercial specialist. For the following ten years he taught commercial subjects in Brantford schools.

Following graduation from Queen's University at Kingston, he took a teaching position in Calgary in 1910. From 1915 to 1935 he was principal of Crescent Heights High School in that city.

His interest in Bible study led to the formation of a Bible class at Westbourne Baptist Church in Calgary. As its popularity grew, the class was moved to the Grand Theatre for a time. Later it was reorganized as the Prophetic Bible Institute. In 1927 a building accommodating 1200 people was erected to provide a permanent home for the movement. Day and evening Bible classes were provided as well as a radio Sunday school.

His interest in Social Credit theories led him to travel throughout the province

(Continued on Page 60)



W. E. FRAME

William Edward Frame was born in Lethbridge in 1892. He received his elementary and high school education in Lethbridge schools. In 1910 he graduated from Calgary Normal School. He received his B.A. from the University of Alberta in 1922 and his M.A. from the same university in 1926. In 1940 he took a postgraduate course in Education Administration from Columbia University.

Following graduation from Normal School, Mr. Frame taught in Spring Ridge School until 1912 when he commenced teaching in Lethbridge. There he was successively vice-principal of Central School and principal of Galbraith School until 1915 when he enlisted in the Canadian Army.

Overseas, he served with the Lethbridge Highlanders and the First Motor Machine Gun Brigade as Lieutenant. While in active service he won the Military Cross and was invalided home in 1918.

Following a year as principal of Youngstown school, Mr. Frame was appointed to the staff of Crescent

(Continued on Page 54)

William Aberhart

(Continued from Page 19)

giving a series of public addresses during two successive summers prior to the provincial election on August 22, 1935. Following the sweeping victory of the Social Credit movement, Mr. Aberhart was called to form the government and he became Premier and Minister of Education.

Mr. Aberhart was Minister of Education from September 3, 1935, to the time of his death on May 23, 1943. From the day he took office he was a sincere and consistent friend of teachers. During his stewardship of educational affairs he did all that he could do to make schools a better place for children to attend, and teaching a calling of dignity and respect.

While the establishment of the large unit of school administration is probably the contribution for which Mr. Aberhart is most widely known, he also sponsored *The Teaching Profession Act*, and later, in 1939, *The Teachers' Retirement Fund Act*.

William Aberhart was a man of controversy. In an era when economic defeatism was rampant he adopted the principle of active reform. In spite of widespread animosity he completely revolutionized concepts of rural educational administration. His Teaching Profession Act had no precedent anywhere in the world in 1935. Since then the principles of the large unit of school administration and of *The Teaching Profession Act* have been copied widely throughout Canada.

In the words of the late Dr. John W. Barnett, "Mr. Aberhart might easily have been tempted to forget his school background with a shrewd eye on the electorate, and have left alone many things that other provincial governments have been too timid to touch. But that was not his way; whatever of good his hand found to do, he did with all his might. We honour his memory."

Alberta Teachers' Association

BARNETT HOUSE, 9929-103 STREET, EDMONTON, ALBERTA



TELEPHONE 26155

OFFICIAL ORGAN

The ATA Magazine

January 17th, 1954.

Mrs. William Aberhart,
c/o Mrs. C.A. MacNutt,
211 Scarboro Ave.,
CALGARY, ALBERTA.

Dear Mrs. Aberhart:-

It is my pleasure and privilege to advise you that, at the last meeting of the Executive Council of the Alberta Teachers' Association, an honorary membership was awarded to the late Honourable William Aberhart, Premier, and Minister of Education in Alberta from 1935 to 1943, for his outstanding service to education in this province.

The presentation will be made at the banquet of the Annual General Meeting, which will be held on Tuesday, April 20th, in the Palliser Hotel, Calgary.

I have been instructed by the Executive Council to invite you to the annual banquet, and to ask you to accept the award on behalf of your late husband.

I understand that when you are in Calgary, you stay with your daughter, Mrs. Charles A. MacNutt. The Executive Council of the Association also wishes to invite your daughter and Mr. MacNutt to attend the banquet as their guests.

If you should be residing in Vancouver at Easter, the Association will be pleased to have you return to Alberta for the banquet, as their guests.

Yours sincerely,

ALBERTA TEACHERS' ASSOCIATION

Per:- *Eric C. Ansley*

Eric C. Ansley,
General Secretary-Treasurer.

ECA/best

Alberta Teachers' Association

BARNETT HOUSE, 9929-103 STREET, EDMONTON, ALBERTA



TELEPHONE 26155

OFFICIAL ORGAN

The ATA Magazine

February 11, 1954.

Mrs. William Aberhart,
211 Scarboro Avenue,
Calgary, Alberta.

Dear Mrs. Aberhart:

Thank you very much for your letter of January 25, indicating that you and Mr. and Mrs. MacNutt will be present at our banquet in Calgary on Tuesday, April 20, at which time you will receive the Honorary Life Membership in the Association granted to your late husband.

We shall be writing you at a later date about final arrangements.

Yours sincerely,

ALBERTA TEACHERS' ASSOCIATION,

Per:


W. R. Eyres,
Executive Assistant.

WRE/a



A L B E R T A
T E A C H E R S '
A S S O C I A T I O N

BANQUET

HOTEL PALLISER

TUESDAY, APRIL 20,

NINETEEN FIFTY-FOUR

O CANADA

GRACE

Menu

FRUIT SUPREME

CREAM OF TOMATO

ROAST BEEF

RISSOLEE POTATOES

GREEN PEAS

STRAWBERRY COUPE

ASSORTED CAKES

COFFEE

Programme

THE QUEEN

Chairman's Remarks ----- LARS OLSON

Piano Solo ----- MISS MARY LOU DAWES
L.R.S.M., A.R.C.T.

Presentation of Honorary Memberships to

MR. W. ABERHART (posthumously)

and

MR. W. E. FRAME

LARS OLSON, President

Vocal Solo ----- ALFRED SCHULTZ
L.R.S.M.
(Elgar Carter, L.R.S.M., Accompanist)

Address ----- DR. JOHN MACDONALD
Dean, 1945-52, Faculty of Arts and Science,
University of Alberta

Jessie Aberharts Remarks

IT IS MY PLEASURE & PRIVILEGE
TO ACCEPT THIS POSTHUMOUS
COURTESY SO GRACIOUSLY OFFERED
MY LATE HUSBAND..

AS PREMIER OF ALBERTA & MINISTER
OF EDUCATION, IT WAS HIS EARNEST
ENDEAVOUR TO FURTHER THE
INTERESTS OF EDUCATION IN THIS
PROVINCE AND TO GIVE ALL SUPPORT
AND ENCOURAGEMENT TO THE TEACH*
ING PROFESSION.

I DO FEEL THIS GESTURE FROM YOU,
AS AN ORGANIZATION, IS A TOKEN
OF YOUR APPRECIATION AND RESPECT.

ON BEHALF OF MY FAMILY & MYSELF,
I WISH TO THANK YOU MOST
SINCERELY AND TO ASSURE YOU THAT
WE WILL ALWAYS TREASURE THIS
EVIDENCE OF YOUR ESTEEM.

THANK YOU VERY , VERY MUCH!