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THE ALBERTA FEDERATION OF HOME AND SCHOOL ASSOCIATIONS INC.

POLICY

STATEMENT

1954

THE ALBERTA FEDERATION OF HOME AND SCHOOL ASSOCIATIONS INC.

STATEMENT OF POLICY

The policies of the Alberta Federation of Home and School Associations are determined by the members of Home and School in Alberta through the delegates which they appoint to represent their Association at the Annual Conventions. These delegates, in turn, elect the Provincial Officers and direct the appointment of National representatives, who, in conference with the representatives from the Home and School Federations from each province, fashion the policies of the Canadian Home and School and Parent-Teacher Federation. Thus, the policies which govern Home and School in Alberta and in Canada are not superimposed by any outside person or group of persons, but are established by democratic process by which the individual Home and School member has a say in the decisions through his elected and appointed representatives. These decisions culminate in the policies which govern Home and School.

Membership in a local Home and School Association is all-inclusive. It secures membership, not only at the local level, but at the provincial and national levels as well.

The Statement of Policy for the Alberta Federation of Home and School Associations is based on resolutions which have been passed at Annual Conventions of the Alberta Federation. It reflects the position of Home and School in Alberta on the matters concerned in the resolutions. It is to be interpreted as the views of the majority. Minority views are expressed on the floor of the Convention and are recorded in the voting procedures.

In view of the extent of Home and School in Alberta and because of the representation which it has on other provincial bodies, this Statement of Policy will indicate to the public the views which have the support of Home and School insofar as they have been discussed and passed in resolution form at Annual Conventions.

CURRICULUM

The Alberta Federation of Home and School believes in equality of opportunity for every child to develop to his fullest capacity, whether in the academic, technical, vocational or fine arts fields; and whether gifted or slow learners, physically able or handicapped; and whether living in rural or urban areas.

The Alberta Federation of Home and School believes that the Government of the province must be prepared to give every help and assistance to the parents of exceptional children - those who deviate from the normal whether mentally or physically.

The course of studies, while developed by professional persons, must be carried out in accordance with the aims of education as set by society. The Home and School reserves the right to express to the proper authorities the reactions of parents to methods, curriculum course content, facilities and such other matters as affect the education of the child; to commend and to be critical when the occasion demands. In keeping with this right, it is the policy of Home and School to recommend to parents and to Associations that thorough study of educational matters be undertaken before asking for a change.

The Alberta Federation of Home and School believes that high standards of achievement must be maintained. The High School Matriculation program must be designed so that students graduating from it will have a standing which will permit entrance to any University.

In support of the above policy the Alberta Federation of Home and School Associations endorses:-

1. a. That from Grade I and up students should have a firmer grasp on the traditional foundation subjects, arithmetic, reading, writing, spelling. This is necessary to achieve sufficient mastery of such subjects so that by High School, a student will have a firm foundation for advanced work. (6 & 7, 1955; 13, 1956) (reaffirmed 1960, Cameron Report recommendations #50, #54, #55, #63).
- b. That the Science courses in Grades 7 and 8 be reviewed with respect to providing revisions in the Curriculum, which would provide background information concerning basic chemical and physical facts necessary to a better understanding of the present Grade 9 and 10 programs. (6, 1963)
2. a. That the Junior High and Senior High courses, particularly science, mathematics and languages cover more material. That they be stiffened so that students are prepared for the more advanced work of Grade XII and University. (1958 Brief to Royal Commission on Education; 12, 1958).
- b. That wherever possible the subject requirements for entrance to Canadian Universities be made standard for each faculty. (1957 #41.)

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3. That a firmer foundation be provided in English Language and Grammar (22, 1956).
  4. That the possibility should be explored of improving mathematic courses by enriching the curriculum through improving instruction and through providing more time for Mathematics. (14, 1955; 8, 1957). (Reaffirmed 1960, Cameron Report recommendations #66, #67, #68.)
  5. a. That instruction in French be made available from Grade VII level and up. (20, 1956; 13, 1957)
  - b. That French be taught as early in the Elementary Schools as teachers become available to teach it. (35, 1959)
  - c. That a course of Oral French be instituted as part of the Elementary School Curriculum, from Grade IV and up as soon as it is feasible. That in the interim school systems be assisted and encouraged to develop a program of Oral French locally. (2, 1963)
  6. That a three-year course in French, German and Latin be made available in our schools to provide necessary qualifications for students to enter all Universities. (9, 1955) (Reaffirmed 1960, Cameron Report recommendation #72).
  7. That consideration be given to the question of the reintroduction of French and Latin as compulsory studies in the academic branch of the High School. That the present French course be improved and a better text book plus a good reader be used. (1958 Brief to the Royal Commission on Education in Alberta).
- That the Department of Education revise its policy with respect to the teaching of a second language with a view to encouraging local School Boards to arrange to teach these second languages at an earlier age (5, 1961).
8. That the Social Studies course for Junior and Senior High be definitely outlined, with area to be covered in each grade clearly marked, and standards and goal defined. (1958 Brief to Royal Commission on Education in Alberta).
  9. That Art, Music, Drama and Enterprise be curtailed to stress the basic skills. (1958 Brief to Royal Commission on Education in Alberta).
  10. That instruction of Art, Music and Drama, could be given by qualified persons, not necessarily teachers, and introduced as extra-curricular activities or as travelling units. (1958 Brief to Royal Commission on Education in Alberta).

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11. a. That Health and P. D. Courses be removed from the Senior High School curriculum. Up to Grade 9 provide a set program of exercises, games etc. (1958). The Alberta Federation of Home and School Associations commends the Department of Education for taking steps to bring the course into line with recommendations #78 and #79 of the Royal Commission Report, i.e.
  - b. That the Grade 10 course in Health and Personal Development will be optional in September 1961. (14, 1961).
12. That Health be confined to Health and Hygiene in Grade 9. (1958 Brief to Royal Commission on Education in Alberta.)
13. That consideration be given to adding a 2 or 3 credit course in "Methods and Practise of Teaching" to Senior High School Curriculum at Grade 12 level, open to those students who would consider a career in teaching. (11, 1956)
14. That we commend the efforts now being made to increase co-operation among Provincial Departments of Education that a more unified Curriculum may be developed throughout all Canada, and that we request the Western Conference of Curriculum Directors to continue to consider the standardization of courses in the four Western Provinces. (37 and 39, 1959)
15. A more uniform Curriculum within the Province be implemented so pupils moving from one division to another will have less trouble adjusting themselves. (10, 1959)
16. a. That the academic Curriculum should be enriched for students with academic capabilities, and that non-academic students should be offered suitable programs. (27, 1959)
  - b. That schools and systems designated as accredited be granted a greater degree of autonomy in matters of curriculum than is at present permitted by the Department of Education. (2, 1961)
17. a. That review of the Health and Personal Development course in the Junior High Schools be undertaken. (36, 1959)
  - b. Urge the Department of Education to limit sex education in the schools of Alberta, to that presently taught in the Health and Science courses. (7, 1962)
18. That a standard of curriculum be established by the Department of Education for use in Kindergartens. (53, 1955)

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19. That through the medium of the Canadian Home and School and Parent-Teacher Federation, the Departments of Education in each Province be asked for approval in principle for the adoption of uniform curriculum and standards for all DND Schools in Canada, subject to the provisos that this curriculum would satisfy at least the minimum requirements of each Province and that jurisdiction, control and inspection of the DND schools be retained by the Province.

That this matter be placed before the Canadian Education Association's Standing Committee of Ministers for their study and recommendations. (4, 1962)

20. That the Department of Education co-operate with local School Boards to undertake a comprehensive field study of the practical application of programmed learning. (11, 1963)
21. Begin a study of the problem of changing from the English system of weights and measures, with a view to adopting the metric system for Canada. (15, 1962)

In addition the following recommendations from the Royal Commission on Education in Alberta were endorsed at the 1960 and 1961 Conventions.

- #17. That Curriculum guides be revised to provide a clear statement of the content basic to each course, and to specify a source of this content together with minimum materials, equipment and facilities (including Library).
- #19. That the general nature of the Curriculum be so conceived as to provide appropriate differentiation at all school levels.
- #21. That one basic text (to be developed, if necessary) containing all prescribed content be authorized for each course.
- #22. That the basic text be either authorized (i.e. required) or approved (i.e. selected from one or more alternates, any of which meets equally well the requirements of the course).
- #30. That terminal programs of at least one year, and preferably two, be devised for pupils in the above category - who will leave school at age 16 or at the end of Grade X, whichever comes sooner.
- #38. That study and experiment directed toward the improvement of reading be continued.
- #39. That increasing attention be given to the preparation of teachers of reading; in particular, of specialists capable of providing diagnostic and remedial services on an individual student, small group, and teacher consultant basis and at all grade levels.

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- #46. That "new" content of major significance be clearly indicated for each level.
- #49. That the use of workbooks be re-examined with particular reference to their effect on the art of written composition.
- #56. That within the provisions of the present program, and without losing any of its desirable qualities, greater emphasis be placed on the acquisition of precise factual knowledge - such knowledge to be set forth in the Curriculum guides and prescribed as a basic core for all students.
- #57. That in order to avoid year-to-year repetition and superficial treatment of content, the ordering of subject matter be more sequential and less cyclical.
- #60. That courses in Language and in Social Studies be separately prescribed.
1. That a plan of accreditation be evolved whereby qualifying school systems will be accredited forthwith upon the establishment of their qualification, such accreditation to be for an indefinite period, but contingent upon the preservation of 1961 qualifications.
  2. That the plan provide also for the accreditation of individual schools in systems other than those accredited as in Recommendation 1, as above, for a definite period of one year.
  3. That all factors, including the criteria listed above, which will determine eligibility for accreditation, be developed fully and publicized in concrete form having the force of law.
  4. That subject to these specific provisions, Recommendations 1 to 3 inclusive, the Department of Education have the power to grant or rescind accreditation.
- #280. That no action be taken on Recommendation #280 of the Royal Commission on Education, viz:
- That a competent and authoritative body to be known as the Alberta Educational Planning Commission be established by Act of the Legislature at the earliest opportunity. (11, 1961).
6. That intensive study be afforded the length of examinations and the appropriate use and balance of various types of questions which comprise departmental examinations.
- c. The small High School in which the ratio of teachers is less than one:
    - i. That opportunities for evening study be made available and that successful completion of evening courses be given the same educational recognition as day time classes. (1957 #4)

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- #140. a. That the minimum requirement for all teachers be four years of University work, including a degree.
- b. That during the first two years but not within the University term, the candidate must complete three months of practice teaching.
- c. That on the completion of two years of training the candidate may serve an internship of one year, after which he will return to continue his University course, in which regard at least one full academic year intramurally must be required.
- d. That a prescribed program of supervision and guidance be organized by the Faculty of Education, teachers' and trustees' Associations, with regard to interns and all teachers entering service for the first time.
- e. That during the year of internship candidates be placed on salary at the lowest level of the current salary scale. (16, 1961)
- #244. That study and development of educational television be maintained to determine the full possibilities of this medium as a teaching-learning aid in the public schools.
- #245. That the province make funds available for expansion of programs and experimentation in educational television at all school levels.
- #246. That study be commenced regarding the design of facilities best suited to the educational use of television.
- #247. That the Faculty of Education consider the requirements of initial training and in-service preparation of teachers for the use of this teaching aid.
- #248. That the Provincial Government initiate action to reserve sufficient channels for telecasting educational programs.
- #249. That in the meantime arrangements be made for the development and the broadcasting of educational programs by existing stations.



TEACHERS

The whole purpose of Home and School is to promote co-operation between the Home and the School and to this end we encourage an interchange of ideas between teachers and parents with a view to advancing our educational achievements. This implies an understanding on the part of both partners of each other's role in the education of the child.

The Alberta Federation of Home and School believes that teachers are the greatest single factor in the success of a school system, and favors continued education at the University level which will accord them the same prestige as other professions. Through a series of briefs and resolutions, the Federation has made it clear that it considers high quality to be an absolute essential in this area and that without it, quality cannot be achieved in any other significant phase of education.

The Federation believes that quality will be encouraged by insisting on high qualifications for candidates for teacher-training and by setting high requirements for certification to teach. While recognizing that there is a problem both in numbers and in quality, the Home and School believes that what is known as the high standard approach offers hope on both counts; it can be pointed out that each raise in qualifications to date in Alberta has demonstrated the effectiveness of this policy in attracting more candidates, just as it has been proven all across this continent.

The Federation believes that while immediate pressure of circumstances will suggest that teachers with a full bachelor's degree are most urgently needed in the High Schools, in principle the elementary school has just as great a need for personnel with at least this much education. The Province cannot afford second-best at the level which introduces the child to the fundamental skills which are the basis for all learning. The classroom teacher plays a vital role in the assessment and encouragement of every child. We cannot afford less depth of education and intellectual perception at this point of the child's development.

In support of the above policy the Alberta Federation endorses:-

A. Entrance Requirements

1. That the entrance requirements to the Faculty of Education be the same as into any other faculties of the University of Alberta, that is, Senior Matriculation. (11 & 44, 1954)
2. That serious study be given to the possibility of including non-academic factors (such as character, personality, health) in the process of selection (of teachers). (Recommendation 134 Cameron Commission Report) (Reaffirmed 1960).

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3. That major authority and responsibility for selection and screening be vested in the Faculty of Education. It is further recommended:-

b. That selection and screening continue throughout the candidate's course at the University. (Recommendation 136 (b), Cameron Commission Report) (Reaffirmed 1960).

B. Facilities and Programs for Teacher Education

1. That opportunity be given to those entering the teaching profession to cover the present two-year course in a continuous 12 to 14 months of study. (1954 Brief Teacher Shortage)

2. Establishment of a branch of the Summer School in Calgary to permit teachers to further their training through University Courses. (9, 1959)

3. That the Department set up a suitable orientation program which immigrating teachers and Alberta Teachers who have not been teaching for a period of five years, be required to attend prior to offering instruction in Alberta Schools, and further, that other teachers who wish to do so, may avail themselves of this program.

C. Certificates and Certification Requirements

1. We recommend that there be two classes of certification, permanent and temporary license, and that immediately permanent certificates shall require two years' teacher education and two years' successful teaching experience, and by September 1st, 1960, permanent certification require three years' training and two years' successful teaching experience, and that by September 1st, 1965, permanent certification require four years' training and two years' successful teaching experience, and that temporary license require senior matriculation and a minimum of one years' training. (37, 1956; see also 4 & 5 below for 1960 recommendation regarding dates)

2. The Alberta Federation of Home and School Associations opposes the admission to our schools of instructors with only six weeks' training, and the lowering of certification of teachers from two to one year's training. (42, 1955; 15, 1956; 13, 1959)

3. That ways of facilitating the movement of teachers between Provinces by reducing certification barriers be investigated. (12 & 45, 1954; 8 & 9, 1948)

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C. Certificates and Certification Requirements (continued)

4. That the B. Ed, degree or its equivalent be the requirement for permanent certification of elementary and secondary school teachers. (146, Cameron Royal Commission Report; reaffirmed 1960)
5. That the Department of Education develop a transition plan whereby recommendation 146 may be implemented. It is further recommended:-
  - a. That all elementary teachers entering regular service during the period 1963-67 inclusive be required to have a minimum of two years of Education toward the B. Ed. degree, and all secondary teachers be required to have a minimum of three years.
  - b. That all elementary Teachers entering regular service during the period 1968-70 inclusive be required to have a minimum of three years of education toward the B. Ed. degree, and all secondary Teachers be required to hold the degree.
  - c. That all elementary Teachers entering regular service in 1971 and thereafter, be required to hold the B. Ed. degree. (147, Cameron Royal Commission Report) (Reaffirmed 1960)

D. In-Service Education

1. A well-organized program of in-service teacher education at the local level would retain as well as attract teachers. (1956, Teacher Retention and Recruitment Brief)

E. Factors relating to the Recruitment and Supply of Teachers

1. Increase the pool of High School graduates. This will require a special sustained effort under capable leadership. All students capable of taking the matriculation pattern should be encouraged to do so and to continue on to graduation. (37, 1956; 1956 Brief on Teacher Retention and Recruitment)
2. Career nights should be extended with capable Teachers outlining teaching as a career. (1956 Brief on Teacher Retention and Recruitment)
3. That a vigorous extensive publicity campaign among graduating High School students to encourage them to enter the profession, be carried out. (1956 Brief on Teacher Retention and Recruitment)

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E. Factors relating to the Recruitment and Supply of Teachers (con't)

4. Each community must assume the responsibility for securing sufficient candidates for its own needs. (1956 Brief on Teacher Retention and Recruitment)
5. The example of good Teachers is one of the strong encouragements to students to seek their life work in the teaching profession. (1956 Brief on Teacher Retention and Recruitment)
6. That University training be more easily accessible to all capable students. This involves a summer school in Calgary, extension of evening division classes and the growth of Junior Colleges. (1956 Brief on Teacher Retention and Recruitment)
7. Raise salaries of Teachers to a level commensurate with those of other well-trained professional people. (1956 Brief on Teacher Retention and Recruitment)
8. The Teacher who has a longer period of training is more likely to remain in the profession because he has a larger stake in it. Short periods of training simply encourage the transient who leaves as soon as anything better is offered. To continue to expend money in training persons who leave at the first opportunity would seem to be not only a waste of money on the part of the government, but also a waste of effort on the part of the Faculty of Education. (1956 Brief on Teacher Retention and Recruitment)
9. Provide recognition for superior Teachers through the normal channels of promotion and increase the number of supervisory and administrative positions. (1956 Brief on Teacher Retention and Recruitment)
10. Investigate other methods of recognizing the superior Teacher. (1956 Brief on Teacher Retention and Recruitment)
11. Improve living and working conditions. (1956 Brief on Teacher Retention and Recruitment; 16, 1957; 6, 1959)
12. That working conditions be so improved that the benefits of professional preparation can be fully realized; for example:-
  - a. A lower pupil-teacher ratio and a reasonable teaching load.
  - b. Non-professional assistance for routine duties.
  - c. More clerical and stenographic help.
  - d. Non-professional supervision of cafeterias, study halls, etc. (137, Cameron Royal Commission Report) (Reaffirmed 1960)

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E. Factors relating to the Recruitment and Supply of Teachers (con't)

13. During this emergency period, encourage capable teachers over 65 years of age to continue in the profession. (1956 Brief on Teacher Retention and Recruitment)
14. A well organized program of in-service teacher education at the local level would retain as well as attract teachers. (1956 Brief on Teacher Retention and Recruitment)
15. Increasingly attractive pensions must be provided. (1956 Brief on Teacher Retention and Recruitment)
16. More adequate supervision of all teacher activities is needed to assist the teacher in doing a good job. (1956 Brief on Teacher Retention and Recruitment)
17. Require personality rating of those intending to teach. (1956 Brief on Teacher Retention and Recruitment)
18. Students, both in High School and University, who are interested in teaching, should have an opportunity to observe teaching practices. (1956 Brief on Teacher Retention and Recruitment)
19. That a suitable public relations program be developed in order to:-
  - a. Create public awareness of the importance of education.
  - b. Develop public understanding of educational problems.
  - c. Convey to potential recruits the opportunities and rewards in teaching. (Recommendation 138, Cameron Royal Commission Report; Reaffirmed 1960)

F. The Distribution of Teachers between Rural and Urban Schools

1. That substantial isolation bonuses be provided. (37, 1956)

G. Financial Aid to Teachers in Training

1. That there be an increase in the number of bursaries available at low interest rate for teachers in training at all levels, and that there be equal inducement for each year of the degree program. (37, 1956; 15, 1959)
2. Commend the Department of Education for removing the stipulation that a student accepting financial aid for training (School Board Bursaries, Government Bursaries, remission of fees) must "render two consecutive years of teaching service immediately following completion of either the one year or the two year program", even if the student wishes to continue directly in the degree program, since this requirement effectively discouraged continuation toward the degree. (17, 1959)

TEACHERS

H. Teacher Internship

1. That the Department of Education continue consultation with the Alberta Teachers' Association, the Alberta School Trustees' Association and the Faculty of Education, with a view to developing more specific policies on Teacher Internship, and that the cost of this internship be acknowledged as an approved cost under the Foundation program for school financing. (14, 1963)

FINANCES

The Alberta Federation of Home and School Associations believes that a high standard of education is basic to all endeavor, and is essential to the democratic way of life.

The standard and type of education must be considered not only in terms of present day needs of children and youth, but as a projection of the future needs of the society. Modern society desires and demands a much higher level of education, a more diversified education and a longer period of attendance in educational institutions. What was considered a good standard of education for past generations, would today be considered to be a minimum. It appears that these trends will continue.

The standard of education must be determined by the educational needs of the present and the future, and not by political expediency, nor by the inter-action of salary demands and the pressure to keep school costs at a minimal level, nor by the ability of real property to underwrite education costs.

The public must be prepared to finance the quality and type of education required for the benefit of the citizens, both individually and collectively.

The terms of reference of the Royal Commission on Education in Alberta precluded any specific examination of educational finance, but the Alberta Federation of Home and School believes that a comprehensive survey of school costs is inescapable and necessary. Such a survey should inquire into the sources of educational funds, their equitable distribution and the contributions to be made at various levels of government.

The Alberta Federation of Home and School supports increased Federal Aid to Education, providing that these funds do not prejudice the autonomy of the provincial government.

In support of the above policy the Alberta Federation of Home and School endorses:-

1. Appointment of a Commission to inquire into the financing of education in Alberta. (6, 1957)
2. Development of a different method of taxation, other than the heavy emphasis on real property, to meet school costs. (38, 1955)
3. Assumption by the Provincial Government of not less than 50% of all educational costs, and revision of the School Grants Act, so that the Province rather than the Municipalities will assume the greater part of the financial responsibility for new schools constructed in Alberta. (1, 2, 3, 4, 1954; 19 C & D, 1953; 1, 3, 17, 18, 1952; 1, 5, 20, 21, 1951; 9, 11, 13, 1950)

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4. a. Special provincial government grants to school districts in areas where there is an influx of immigrants and transients. (14, 20, 1953)

b. Recommend to the Department of Education, that School Boards and County Councils enter into agreements with School Boards controlling Vocational Schools; to allow students from other areas to attend such schools, and

That they also be prepared to pay boarding allowances and provide tuition for such students and that these payments be included in the Foundation Plan Formula. (13, 1962)

c. That the School Foundation Program Fund Regulation be amended to provide a sliding scale of grants for Teachers' salaries which would take into consideration Teachers' years of experience as well as their qualifications. (9, 1963)

5. A survey to be conducted by the provincial government with a view to providing greater assistance for education of children in isolated areas. (2, 18, 1952)

6. A review of the Kindergarten question by the government, with a view of allowing the same grants for Kindergartens as are allowed regular classes. (7, 11, 1953; 7, 1957)

7. Governmental assistance for construction and maintenance of school bus roads, including snow removal. (13, 22, 1951)

8. Scholarships to defray the major share of expenses for students attending University, this assistance to be given to students desiring a course of studies not offered at the University of Alberta. (25, 1958; 1, 1960)

Further in support of this policy the Alberta Federation of Home and School Associations asks the Canadian Home and School and Parent-Teacher Federation to request from the Federal Government:-

1. Monetary grants to elementary and secondary schools throughout Canada. (15, 1957)

2. Loan funds for increased stimulation of study at the University level. (20, 1958)

3. Revision of the Income Tax Act to allow substantial additional exemptions to students and parents of students, on the student's earnings while attending University, or upon returning to University after a period of absence. (20, 1959)



FINANCES

The Alberta Federation of Home and School Associations favor an extensive system of Scholarships financed by the Federal Government to aid students of ability. List of Scholarships available to Grade 12 students be made available to Grade 9 students. (1957 #25, 1955 #39)

That financial assistance be made available to students who find it necessary to withdraw from High School because of lack of money. (1956 Brief Teacher Recruitment and Retention. Reaffirmed in 1958)

That the Canadian Home and School and Parent-Teacher Federation request the Federal and Provincial Governments to co-operate in a program to:-

1. Provide funds to examine the extent of the needs locally, provincially and nationally in all areas of guidance in the schools.
2. Provide funds for the training of more counsellors for the schools.
3. Provide funds for continuing development of reliable testing programs to determine student attitudes, abilities, interests and motivations. (3, 1963)

The Alberta Federation of Home and Schools has stated that the teacher is the key to a good education. Nevertheless, in order that the best may be made of the professional ability and the time of the teacher, and in order to secure the best results, buildings equipment and supporting services are required. These must be available to all children and must be provided through public funds, utilizing special grants where and as necessary. (See Finance Section)

It is recognized that Supporting Services do add to the cost of education, but it is the belief of the Alberta Federation of Home and School that decisions to include such services as part of the regular school program must be decided on the basis of what will produce the best education and not on the financial status of local School Boards.

In support of the above policy the Alberta Federation of Home and School Associations endorses:-

1. Continuing research in education, such research being fundamental to progress in all fields of education. We commend the setting up of the Alberta Council of Educational Research and appreciate representation from the Alberta Federation of Home and School on the Advisory Committee on Educational Research.

We further commend the dissemination of research publications and all efforts being made to acquaint the public with developments in educational research.

2. Complete coverage by the School Broadcast Branch of the Department of Education of all Alberta School Broadcasts. (31, 34, 1951)
3. Acquiring by the Department of Education of more film strips and films of Canadian background. (51, 1955)
4. Governmental assistance be given for construction and maintenance of school bus roads, including snow removal. (13, 22, 1951)
5. Institution by the Government of the province of a comprehensive adequate, long-term library program, for the entire province, and that as one of the first necessary steps a Director of School Library Services be appointed, in addition to the present Library Supervisor; and that a full-time assistant be appointed to the present Provincial Library Supervisor; and also that all appointments to the library supervision personnel be qualified University trained Librarians; and further that a substantial increase in grants to Public Libraries be made; and allowance of a flat grant to Libraries that attain certain standards, and initiation of School Library grants be implemented. (30, 1955; 22, 1958)

That a Director of School Library Services be appointed.  
(Reaffirmed 1963)

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6. a. That the Dean of the Faculty of Education and the President of the University of Alberta be requested to effect the appointment of a full-time instructor in library science, and furthermore that,  
b. The Faculty offer a major in teacher-librarianship consisting of four courses, one of which should be a course in children's and young people's literature. (14, 1962)
7. Setting up of Regional Library areas and service throughout the Province. (13, 1954; 6 & 21, 1951)
8. Placing of more English reference books in High School Libraries. (19 & 31, 1952)
9. Modification of the present Text Book rental scheme to a Province-wide rental plan, and that book rental charges be on a non-profit basis. (45, 1955; 4 & 20, 1951; 34, 1957)
10. Supplying all necessary Text Books at cost. (12 & 20, 1953)
11. The right of every farm child to ride on school buses operated in any school district. (18 & 24, 1951)
12. Careful checking on the overcrowding of school buses, to be done by the Highway Traffic Board. (36, 1955)
13. Altering the law so that traffic approaching a school bus from front or rear be compelled to stop when the bus stops. This law to be enforced by the Highway Traffic Board. (24 & 25, 1953; 15 & 18, 1954; 37, 1957)
14. Approval of a safety education program for children and parents. (16 & 23, 1951)
15. Consideration by Provincial Government of regulations for improved school zone signs. (14 & 23, 1951)
16. Bus routes so arranged as to eliminate the need for any child to cross a four-lane highway, whether boarding or leaving the school bus. (11, 1960)
17. Provision of a blanket policy of insurance to cover school children against injury sustained while in the school, on the school grounds, and while travelling to and from various points for the purpose of taking part in extra-curricular activities and while participating in these activities. (27, 1956)

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18. Revision of all acts and regulations administered by the Department of Education and amendment of these acts so that they define the types and amounts of equipment which are considered basic and necessary in the school for proper instruction of our children; and that the Department give consideration to the many new and improved (mechanical) aids to education now available. (5, 1957)
19. Highway signs indicating school bus stops 300 feet before the regular bus stop location. (37, 1957)
20. Flashing stop lights, visible from both front and rear, on all school buses, to be used when the bus is slowing down and while it is stopped. (37, 1957)
21. Initiation by the Provincial Government of action to reserve sufficient channels for telecasting educational programs. (CR. 64, 1960)
22. That in order to avert possible disaster the Alberta Federation of Home and School Associations urge the Department of Highways to take the necessary action to make compulsory the installation in school buses of suitable and safe auxiliary heaters which operate independently of the motor. (3, 1962)
23. That we urge the Department of Highways to make mandatory the practice of employing headlights on school buses at all times during which such buses are being used to transport children. (1, 1963)

COMMUNITY INFLUENCES

One of the objects of the Canadian Home and School and Parent-Teacher Federation states that, "We confer and co-operate with organizations other than schools, which concern themselves with care, protection and training of children and youth in the home, school and community; and with the education of adults to meet these responsibilities". The Alberta Federation of Home and School Associations supports this object.

The community contributes to the welfare and education of children and youth in the following ways:- Churches and their organized activities; organized group activities such as Scouts, Guides, etc; all forms of organized sport and recreation activities; organizations related to community and individual health, swimming pools, etc; programs and activities which contribute to cultural development such as an appreciation of art, music, drama through art classes, ballet, bands, choirs, dramatic groups, etc; all forms of communications such as radio, television, press, printed matter, libraries, book clubs, etc.

Because of the extensive development of organized activities and communications media, the influences which the community exerts on the growing child are greater today than at any previous time. This influence can foster or deter the favorable development of children. It is the duty of parents to guard against those influences which are detrimental to the growing child, and to stimulate and encourage those which contribute to worthy growth. Where detrimental influences go beyond the power of the home to control, assistance from governmental bodies is essential to good community life. Where government-sponsored activities assist the community in the healthy development of children and adults, such as the Advisory Board on Objectionable Publications, this is commended and supported by the Alberta Federation of Home and School Associations.

In support of the above policy the Alberta Federation of Home School Associations endorses:-

1. A substantial increase in grants to Public Libraries by the Provincial Government of the Province of Alberta. (30, 1955)
2. Setting up regional library areas and services throughout the Province by the Government of the Province of Alberta. (13, 1954; 6 & 21, 1951)
3. Furnishing of comprehensive recreation and sports facilities for use by children at public expense, but also available to adults at reasonable cost. Leisure time activities help to combat crime and delinquency. (1950 Brief of Canadian Home and School and Parent-Teacher Federation to the National Commission for Advancement in the Arts, Letters, and Sciences)

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4. Continuation of the fine work being done by the Health and Recreation Division of the Provincial Government, with expansion of these facilities. (26, 1955)
5. Encouragement of continued education beyond High School graduation, and the promoting of education as a long-term investment, and discouragement of employment with high wages for High School graduates who would otherwise continue their education. (Brief to Royal Commission on Education in Alberta)
6. Encouragement of education of parents and students in the appreciation of educational achievements. Scholastic attainment should be as glamorous as athletic prowess from the elementary level. (Brief to Royal Commission on Education, 1958)
7. Launching of a provincial and local program against reading material, films, radio programs and records, which are unquestionably detrimental to our young people, and that urgent steps be taken to have removed from news-stands obscene pocket novels, cheap picture periodicals devoted to sexual subjects, crime comics and other undesirable reading material, and that better class of reading material take their place on the news-stands. (20 & 41, 1951; 3 & 19, 1950)
  - a. Go on record as being in full accord with the efforts of the Alberta Board of Censors, and express their deep gratitude to the Provincial Secretary for his work in upholding the basic principles of film censorship.
  - b. Urge the Provincial Secretary to seek the co-operation of the appropriate Federal authority to maintain the position of the Alberta Board of Censors, in upholding the basic principles of film censorship.
  - c. Further urge that the Provincial Secretary encourage private and public cultural agencies to overture producers of motion pictures for use in theatres and television outlets to produce pictures of a religious, philosophical, educational and family life nature, as well as other subjects that would minimize crime, sex immorality, homosexuality, sex perversion and violence, thereby shaping the lives of our young people, so that they would aspire to higher morals more in keeping with the dignity of the human person. (9, 1962)

Further in support of this policy, the Alberta Federation of Home and School Associations asks the Canadian Federation of Home and School Associations to request from the Federal Government:-

1. Co-operation from the CBC to arrange for earlier showings of children's television programs. (47, 1957)

COMMUNITY INFLUENCES

2. Curtailment by the Canadian Broadcasting Corporation of the more objectionable TV programs (such as crime and liquor) made available during the hours when children form the majority of the audience, and to encourage desirable programs at those hours. (2, 1959)
3. A study of the problem of obscene and objectionable literature, and its effect on youth, particularly of high school age. (6, 1960)
4. Setting up by the Federal Minister of Justice of an Advisory Board on Objectionable Publications, with the objective of establishing effective control at the national distributors' level over salacious, obscene and pornographic publications. (7, 1960)
5. Implementation by the Federal Department of Justice of the recommendations of the Royal Commission on the Criminal Law relating to Criminal Sexual Psychopaths. (8, 1960)

HEALTH

The Alberta Federation of Home and School Associations believes the health of the child is the responsibility of the home. Good health facilitates the ability to learn. It is the responsibility of the Provincial Government to direct and support health measures which will give assistance to parents in the fulfillment of their responsibility, and ensure the health of all school children.

In support of this policy, the Alberta Federation of Home and School Associations endorses the following:-

1. Free medical examinations for all students entering school. (20 & 23, 1953)
2. Investigation of the possibility of free eye examinations for all children of school age. (36 & 15, 1951)
3. Free dental care by means of mobile dental clinics and a division of public health dentistry headed by a full-time Director of Public Health Dentistry. (8, 9 & 15, 1952; 28, 1955)
4. Fluoridation of water supplies in all centralized schools and fluoridation of communal water supplies. (37, 1955; 42, 1957)

That the Department of Health and Welfare amend the Health Act to provide that a by-law for the fluoridation of a communal water supply may be passed, subject to a straight majority vote of the electors voting thereon. (7, 1961)

5. Efforts be made to induce more students to take dentistry as a profession, in order to meet the present existing shortage. (37 & 16, 1951)

That the Department of Education institute in all public schools, at the Grade 1 level, a program of Physical Fitness designed to meet the needs of the individual child. (6, 1961)

Review the program of instruction in the Faculty of Physical Education, in consultation with the Canadian Council of Physical Fitness, to ensure that graduates are qualified to provide necessary instruction as outlined above.

That the Department of Education in co-operation with local School Boards and the Health and Recreation Division be urged to institute a program in our schools, to educate all school children in the importance of taking part in those sports for which olympic competitions are conducted:



- a. To impress upon school children the importance of such activities in relation to good physical and mental health.
- b. To encourage municipalities to provide, wherever possible, recreational structures, facilities and equipment, built to meet with specifications required for Olympic participation, so as to familiarize youth with such facilities and background.

Further in support of this Policy, the Alberta Federation of Home and School Associations requests the Government of Canada to initiate:-

1. Full exemption under Income Tax requirements for all medical expenses including eye and dental care. (48, 1957)
2. Health measures that will safeguard the health of all by ensuring that immigrants to this country will have adequate medical examinations and immunization. (50, 1957)

WELFARE

First aim of Home and School is to promote the welfare of children and youth. The Alberta Federation of Home and School believes that while welfare is the responsibility of the home, many homes encounter problems which cannot be solved unaided, because of the complexities of modern society. Insofar as these unsolved family problems affect the community as well as the individual's contribution as a citizen, the Government has responsibility to provide adequate services in the social welfare field.

In support of this policy, the Alberta Federation of Home and School Associations endorses:-

1. An investigation of the feasibility of the development of fulltime guidance clinics to serve all children in Alberta, these clinics to be staffed with professionally-trained personnel such as social workers, psychologists, and psychiatrists. (14 & 38, 1954; 25, 1955)
2. Fully qualified and, if possible, experienced personnel as probation officers. (Clause 5, Juvenile Delinquency Brief, 1952)
3. Fully qualified and, if possible, experienced personnel as family counsellors. (Clause 5, Juvenile Delinquency Brief, 1952)
4. Judges in juvenile courts with both legal and special training in the field of social service. (10 & 27, 1952)
5. Schools for parents of delinquent children. (32 & 42A, 1951; 10 & 27, 1952)

POLICY STATEMENTHEALTH AND WELFARE

6. Commendation of the Provincial Government for the setting up of Bowden Institute and the Alberta Institute for girls at Belmont, but inasmuch as this is only a beginning, we would ask that continued consideration be given to developing programs which would result in the reclamation of juvenile delinquents. (10 & 27, 1952)
7. A study of the Borstal system be made with a view to providing means whereby delinquent children may be kept separate, but at the same time remain under the guidance of qualified psychiatric advisers, and be trained to become useful citizens. (1 & 18, 1950)
8. An increase in services offered in the field of Mental Hygiene. (8 & 37, 1954)
9. A full educational program in centres for the severely emotionally-disturbed children, not only for the resident children but for such out-patients as may be referred by the Provincial Guidance Clinic. (17, 1958)
10. Guidance clinics to serve all the children of Alberta; these clinics to be staffed with professionally trained personnel, social workers, psychologists and psychiatrists. (3, 1963)
11. Financial assistance to social work students through the Public Health grant, on the same basis as nursing and other professions, particularly by means of scholarships, bursaries and fellowships by the Federal Government. (1957)
12. a. Assistance from the Province of Alberta with travelling expenses, maintenance and tuition for students who possess the necessary qualifications for entrance to qualified schools of social work in Canada, such students to be required to serve a previously-determined period of time in the Province of Alberta upon graduation from the School of Social Work. (1, 1960)
- b. Concern to the Provincial Government over the lack of properly trained Welfare and Social Workers, and further, that the Provincial Government be urged to establish training facilities for such personnel, either as a Faculty of the University of Alberta, or as a Separate School of Social Work. (8, 1961)

HEALTH AND WELFAREPOLICY STATEMENTINDIAN PEOPLE

The Alberta Federation of Home and School Associations believe that Indian people should have the same education, legal, economic, health and social opportunities, accorded other Canadians, with the right to retain their own culture.

In support of this policy, the Alberta Federation of Home and School Associations endorses:-

1. That the whole educational program envisioned in this report (Report of Royal Commission on Education) be extended to Indian Children. (1958 Policy resolution; reaffirmed Cameron Report Booklet, rec. #265 - Report of Royal Commission on Education, 1960)

POLICY STATEMENTADMINISTRATION

It is the policy of the Alberta Federation of Home and School Associations to support the Department of Education, School Boards, and School Principals and staff in their undertakings. Nevertheless, Home and School reserves the right to differ with and to recommend change in established policies and practices where, after study, they do not believe that these are in the best interests of the child's education.

In support of this policy, the Alberta Federation of Home and School Associations endorses:-

1. That the age of entrance into Grade 1 be based on other criteria than chronological age, and that it provide for reasonable individual and local differences. (52, 1955)
2. That the full age of six be set as the age of admission throughout the province. This policy may be modified by the use of readiness tests. (Brief to Royal Commission on Education, 1958)
3. That kindergarten schools be established for children five years old. (Brief to Royal Commission on Education, 1958)
4. The present policy of the Provincial Government with regard to centralization of schools. (23 & 32, 1952)
5. That centralization of schools should not be undertaken without the consent of the majority of the residents in the districts involved, and that no schools should be closed without the consent of the majority. (32 & 44, 1951; 2 1960)
6. a. That the Provincial Government change the County Act so that electors may know what type of person they should choose to represent them on the County Council and whether the candidate will be representing them on the school or the road committee. (25 & 26, 1953)
- b. That in future a referendum on the establishment of the County System, shall be held prior to the establishment of such a county in any rural area. (16, 1962)
- c. That Section 239 (2) (b) of the School Act of the Province of Alberta be amended by deleting Sub-section (2) (b) of the present Act and inserting in its place:-  
 "in a city district, by two percent of the proprietary electors and" (17, 1962).

7. That the Alberta Government accept as a desirable objective that the size of classrooms be limited to a maximum of 25 students. (55, 1955)
8. That the Government set up educational institutions for the physically handicapped. (22 & 24, 1953; 6 & 35, 1954)
9. That the Provincial Government set up educational institutions, day schools with boarding facilities for mentally retarded children, these schools to be in addition to the Provincial Training School, and so placed throughout the Province that as many children as possible be given the opportunity of training and education. (11 & 26, 1952; 22 & 24, 1953; 20, 1955)
10. That the Department of Education set up definite standards of achievement for each grade in each subject, and that Superintendents and Teachers be expected to adhere to them in promotional policy. (28, 1956; 23, 1958)
11. That consideration be given to some form of standardization for Grades 10 and 11 for final examinations at a Provincial level. (19, 1955; 16, 1958)
12. That students be channelled by conference with pupil and parent into the branch of secondary school for which they are best adapted. (14, 1956)
13. That Composite Schools be established in all major centres of the Province. (Brief to Royal Commission on Education, 1958)
14. That Junior Colleges be established at various centres in the province. (Brief to Royal Commission on Education, 1958)
15. That Trade Schools and Technical Institutes of high calibre be set up in appropriate centres. (4, 1957; 14, 1956; Brief to Royal Commission on Education, 1958)
16. That the three-semester system at the Red Deer Composite High School be continued, and that the semester system be either introduced into the large high schools in the province, or a provincially-operated boarding school using the semester system, be set up. (38, 1959; Brief to Royal Commission on Education, 1958)
17. That we go on record as strongly opposing any legislature that will destroy the fiscal independence of School Boards as they now exist, and any legislation which tends to centralize control in the hands of the Provincial Government at the expense of locally-elected authorities. (8, 1958)

POLICY STATEMENTADMINISTRATION

18. That Easter holiday remain as it has in the past. (9, 1961)
19. That the University of Alberta provide more and better residences in Alberta Universities immediately. (12, 1961)
20. That the winter evening program offered at the Lethbridge Junior College be expanded to include courses at the Senior University level, and that this extension of the program be started in the 1961-62 season. (13, 1961)
21. That the Alberta Federation of Home and School Associations move for a Veterinary College to be set up in Alberta in conjunction with the University of Alberta. (12, 1962)
22. That the Alberta Federation of Home and School Associations request the Government of Alberta to implement recommendation 123 of the Royal Commission Report on Education, viz.  
 That the Alberta Planning Commission or a committee established by the government be asked to study pertinent factors and to create a master plan of regions in each of which, at local option, a community college may be established at recommended locations. (35, Cammeron Commission 1960)
23. That the Alberta Federation of Home and School Associations is opposed to the implementation of the split shift system. (5, 1963)