



# *History* *1953 - 1973*

The Prince Edward Island  
Federation

of

Home and School  
Associations

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Compiled by Hesta MacDonald

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### DEDICATION

The history of the Prince Edward Island Federation of Home and School Associations would not be complete without special reference to the outstanding contribution made by Col. Leo F. MacDonald from its beginning in 1953 until his untimely death in 1969. At that time he was first Vice-President of the Federation having been a member of its Executive since 1956.

Few members of the teaching profession have left such a legacy of good works and unselfish service on behalf of children and parents in his native province — a distinguished record both in times of peace and of war.

His sound judgement and buoyant enthusiasm for what Home and School represents were tremendous support for each of the Presidents under whom he served. No assignment was too small or too large for Col. MacDonald to undertake. His leadership at workshops, semi-annual and annual meetings provided that enthusiasm and dedication which added so much to the growth and development of Home and School in this province.

TO HIS MEMORY THIS BOOK IS DEDICATED

## FOREWORD

This history was written to record how Home and School has helped to bring about improvements in education on P.E.I. The changes in the school system are apparent, but inherent in Home and School philosophy is the belief that the home and the community are also educators. Home and School's effects on home life and on the community influences which surround our children are not easily measurable, but it is hoped that this book will show some areas of Home and School concern beyond the school.

The first decision to be made in writing such a history is whether to record a series of chronological events or to pinpoint a few highlights from work that, on the whole, is quiet and ongoing rather than spectacular. In deciding on the latter course, the writer became subject to two dangers. The first was to give insufficient emphasis to projects of great importance such as the work of the Library Committee. The second was in giving little or no mention to many, many people whose contribution to Home and School has been considerable. Just to list their names would add many pages to this history.

The assistance of the committee who worked on this project is gratefully acknowledged. Mr. Tom Wilkinson assisted in the writing of the text and gave most generously of his time. Without his help the book could not have become a reality. Mrs. Helen MacDonald and Mr. Ken DesRoches were involved in the planning stage. Mrs. Jeannette Gleeson gave many hours of research and many valuable suggestions.

Sincere appreciation is extended to all those who have made written contributions or have provided background information and to those locals which assisted by providing detailed accounts of their own history.

A special thanks must be expressed to Mr. A. J. Sands for his generous donation of time and effort in editing the manuscript.

Thanks also go to Mrs. Rebecca Matheson, Mrs. Donna Doucette and Miss Bernadette Trainor for typing the manuscript.

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GOVERNMENT HOUSE  
CHARLOTTETOWN, PRINCE EDWARD ISLAND

As a Centennial project, the Prince Edward Island Federation of Home and School Associations has compiled this history of its work on Prince Edward Island for the benefit and information of the Island citizens of today and of future years.

As far as can be learned this organization was first established at Egmont, P.E.I. in 1893 and was the first of its kind to be organized in Canada. Today there are approximately 2,000 local members and Canada as a nation boasts a membership of 200,000.

The Home and School Association was first organized by a group of interested and anxious parents and teachers, whose purpose was, and still is, to bring the parents and teachers into a more harmonious understanding of the aims and purposes of the public school system as it affected their children. Through the years they have struggled to help improve school systems and improve relations among parents, teachers and children.

I commend this history as a valuable contribution to our Island libraries, especially to those in our schools.

J. George MacKay  
Lieutenant Governor  
Prince Edward Island



OFFICE OF THE PREMIER  
PROVINCE OF PRINCE EDWARD ISLAND

The history of the Home and School movement in Prince Edward Island is one of the best examples I can name of the type of public participation that produces a better school system and a better way of life for citizens of all ages.

Children learn from two main sources — the home and the school. Both exert a tremendous influence on the younger generation. Parents and teachers working together can definitely reinforce the quality of the education and ethics received.

The Home and School Associations in Prince Edward Island can look back on fine leaders and many concrete achievements.

The leaders of today are facing new challenges. I urge all those who would become part of the home and school movement's future to read this publication and in so doing, learn the power and effectiveness of parent-teacher cooperation in shaping the society we call Prince Edward Island.

Alexander B. Campbell  
Premier

Province of Prince Edward Island

## HOW IT ALL BEGAN

On January 29, 1953, twenty-three local Home and School Associations in Prince Edward Island formed a Provincial Federation and became affiliated with the Canadian Home and School and Parent-Teacher Federation.

Under different names, but with the same objectives as present day Home and School associations, various organizations had existed prior to 1953 and had accomplished much valuable work in this province.

History records that the first official Home and School meeting was held at Baddeck, N.S. on December 18, 1895. However, on September 22, 1893 the *Association des Instituteurs et Institutrices Acadiens de l'Île du Prince Edouard* was organized at Charlottetown, P.E.I. At the first regular convention of this association, held at Egmont Bay on July 10 and 11, 1894, a Vice-President was elected for each Acadian parish on P.E.I. These Vice-Presidents were charged with the responsibility for calling meetings of teachers and parents in the school districts of each parish. They were required to report at each annual convention of this association on the activities of these *Assemblées d'Arrondissements*. The minutes of each annual convention have been carefully preserved and record that these *Assemblées d'Arrondissements* were always attended by many teachers and parents.

From 1893 to 1915, there was published at Tignish, P.E.I. a weekly newspaper, *L'Impartial*. In its columns appear the reports of many of these *Assemblées d'Arrondissements*.

It may be added that these *Assemblées d'Arrondissements* became such interesting experiences and so popular in the Acadian parishes of P.E.I. that the Department of Education granted teachers three free afternoons per year to enable them to attend these meetings.

This account shows that the Acadian parents and teachers of P.E.I. were the first in the Home and School field in this province and indeed in all of Canada.

The first association in this province, under the modern name *Home and School* was formed at Queen Square School, Charlottetown, in 1933. It did good work for several years and was reorganized in November 1953.

In 1953 an organization of parents and teachers was formed in Kensington and, subsequently, associations were established at Kinkora in 1938 and at Prince Street School, Charlottetown, in 1940.

In 1943 an organization known as the *School Improvement League* was established in Charlottetown. Through the courage of this group of dedicated young mothers, the whole educational scene in Charlottetown was soon to change. Electric lights were installed, fire-traps were turned into safe buildings, and sanitary conditions drastically improved.

Some of the major subjects tackled by the *School Improvement League* were increases in teachers' salaries, improved qualifications of teachers, vocational education, and larger units of administration.

The League's work had a far reaching influence in the province and introduced the major elements for a successful Home and School, namely, keen motivation, concern for the welfare and development of the child, high regard for the teachers' role, emphasis on participation, study-action programs, and education of its members and the public on school matters.

By 1953, the *School Improvement League* had fulfilled its purpose. It was time for it to die and be reborn as part of the proposed new P.E.I. Federation of Home and School Associations. Mrs. Rebecca Scantlebury, the League's last president, was one of the chief proponents of amalgamation.

Meanwhile, the late 1940's and early 1950's proved to be a decade of strong parental interest as many Home and School locals were established across the province. Among these were Stella Maris Elementary, North Rustico (1944), Summerside (1945), Tracadie Cross (1945), Tignish (1946), Miscouche Elementary (1946), South Freetown (1947), Grand Tracadie (1949), Montague (1950), Newton (1950), Souris (1950), West Kent (1950), West Royalty (1952) and Rochford Square (1952).

Although other dates are not available, the minutes of the first organizational meeting for a P.E.I. Federation of Home and School Associations held at the Provincial Vocational School in Charlottetown on November 27, 1952, record that "about 100 persons, representing 18 out of 22 Home and School associations in the province were present." Apart from those listed above,

this meeting included delegates from Georgetown, Murray River, R.C.A.F. Station, Spring Park (School Unit No. One), South Rustico and Wellington.

At this first organizational meeting a motion moved by Rev. Eric Robin (North Rustico) and seconded by Mr. Henley (Rochford Square) was unanimously passed.

"Resolved that a committee of eight be appointed (two from each County and two from Charlottetown) to draw up plans and recommendations for a further meeting."

The following planning committee was then appointed: Mrs. Keith MacLeod (Montague), Miss Helen MacIsaac (Souris), Mrs. M. J. Doyle (North Rustico), Sister Clare Therese (Glenaladale), Mr. H. Hubley (Summerside), Rev. Denis Gallant (Tignish), Judge St. Clair Trainor and Mrs. Gordon MacDonald (Charlottetown). Later, Mr. Kenneth Parker was added to this committee and served as its chairman.

In a motion by Judge J. S. DesRoches, seconded by Sister Catherine (Tignish), a second meeting was requested not later than January 31, 1953 and locals were requested to submit names for officers of the proposed Federation.

The second organizational meeting was held on January 29, 1953 at Prince of Wales College auditorium to hear the report of the Planning Committee. At this meeting Mrs. M. J. Doyle (North Rustico) moved and Rev. Mr. Paterson (Georgetown) seconded a motion that this meeting form a P.E.I. Home and School Federation. This was adopted unanimously.

Thus was born the P.E.I. Federation of Home and School Associations with Mrs. J. Gordon MacDonald (Charlottetown) as its able first president.

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The Home and School's task is to learn the scope of education — especially out of school — and to study ways of interesting all young people in self-education. Particularly should we discover how children learn, what they need to learn, how they can be helped by the community, and how they can help the community by helping each other.

- L. A. DeWolfe

## MAKERS OF HISTORY

The statement of philosophy for education in Prince Edward Island says that every boy and girl should have the opportunity to attain full potential in life. This noble objective, generally accepted today, can be realized if parents, teachers and the community, including school boards and legislators, work in a climate of understanding, good will and co-operation.

Over the past two decades thousands of concerned parents and dedicated teachers have met regularly in groups large and small to seek ways of improving the educational picture in P.E.I. The measure of their success must be the modern school plants, higher teacher qualifications, diversified curricula, school libraries and resource centres, lower dropout figures, and the value of all of these in the lives affected by such achievements.

The changes in Island schools throughout the years are reflected in the following vignettes written by the men and women who were elected by the provincial membership to co-ordinate and carry forward the ideas and concerns of the local associations of Home and School. In the recollections of those who have served as presidents of the Federation, a sketch of years of rapid educational change emerges. These reports also demonstrate that education is an ongoing effort, ringing with challenges old and ever new, to meet the needs of children today and tomorrow.



Experience is our most effective teacher. Happy experiences aid growth. Failure and discouragement hinder development. Uncertainty about our next step stunts growth. If young people are mis-used, they will rebel. If they are happy and feel that they are a part of their home, their school, or their community, they will adopt adult standards. It is important, therefore, that adults have standards worthy of imitation.

- L. A. DeWolfe

## DR. HELEN MACDONALD

1953-1955



A second organizational meeting was held January 29, 1953 in the Prince of Wales College Auditorium with 102 delegates representing 23 Home and School Associations. After considerable labour and discussion, the new Federation was born. The resolution to organize a provincial federation of Home and School was moved by Mrs. M. F. Doyle of North Rustico and Rev. Patterson of Georgetown was the seconder. Judge St. Clair Trainor moved the list of nominations, seconded by Rev. Lewis Murray.

Right from the beginning Home and School was a pacesetter. As early as 1953, Home and School was conducting radio programs initiated by Mrs. Nellie Brown to inform the public of needed changes in education. Home and School also cooperated with other organizations concerned about education and the welfare of the child, working in close association with such organizations as the Teachers Federation, the Red Cross, Women's Institute, Catholic Women's League, and I.O.D.E.

We are indebted to National leaders who contributed to our growth. Such an inspired leader was Dr. S. R. Laycock, past president of Canadian Home and School, who gave us as a formula for a successful meeting 20-20-20 minutes: 20 business, 20 program and discussion, and 20 social period. He advised no action without study. Matters of importance should be referred to a committee for further study and recommendation. This formula is still valid.

Dr. Laycock was one of Canada's leading child psychologists and gave us much food for thought as he discussed children and their reaction at various stages of development.

Another frequent visitor to the Island and our home in those early days of Home and School was Dr. L. A. DeWolfe of

Truro, N.S., a pioneer in Canadian Home and School and one of its first National presidents. He too was a knowledgeable and inspiring friend. One of his many sage pieces of advice was "if they ask you to do a job in Home and School and it is worth doing say you will do it even if you don't know how. Then get busy and learn to do the job." Dr. DeWolfe must have been one of the earliest proponents of *Learn By Doing*. What he said he practiced all his life. He was also a great believer in self discipline. How eagerly we looked forward to his visits! It was during my term of office as President that he made one of his visits as a guest speaker at our 1954 Annual Meeting. He was in his eighties then with his zest quite undiminished. That early organizer, Dr. DeWolfe proved to be one of the most dynamic and down to earth speakers I have ever heard. If you would know more of Dr. DeWolfe's wit and wisdom, read his *Educational Letters* originally published by him in 1951.

We were privileged to have the guidance of many of the National leaders who came to P.E.I. to help us lay a solid foundation for our Provincial Federation and we appreciated the warmth and help extended to us at the National Annual Meeting. When we arrived we were greeted as "the baby of the Canadian Federation".

The great value of the National Annual Meeting was the learning experience. It was a time of great sharing between member provinces. Together as a National Federation we can do so much, like obtaining family allowances in Canada (a major National project which came out of a local Home and School resolution) and getting better radio and TV for our children. At National we learned that Provincial is the bridge between National and Local but all agreed that the Local Association is the most important unit as it directly serves the children.

The duty of drawing up a constitution for our young Provincial Federation was carefully done by Judge DesRoches and his committee. Shortly after we organized we requested a provincial grant and after repeated requests we were given a \$150 grant in 1954. As a result of our mutual desire to cooperate and avoid overlapping on educational matters we were able to report that twelve Women's Institute Branches held meetings adopting

an enlarged School Committee. During Education Week, they used program material supplied by Provincial Home and School.

In that same year P.E.I. joined the Canadian Federation in pressing for the formation of a Canadian Council of Arts and Sciences. A National resolution was forwarded to the Prime Minister of Canada to this effect and the Canada Council later became a reality.

We are indebted to our first provincial archivist, the late Professor J. S. Blanchard, who wrote to each of our local associations asking them to search out and send in their early history. These he recorded with the beginning of our new Provincial Federation and provided us with a valuable historic booklet.

From the beginning our Federation showed an interest in good reading for our children. It wasn't enough to condemn salacious literature and films; encouragement was given to supplying attractive alternatives. (Book clubs were encouraged strongly by Miss Grace Campbell.)

In conjunction with the National Film Board we compiled an extensive list of film suitable for Home and School meetings. These we distributed to our 28 local associations. Other topics discussed at these early Home and School meetings were children's reading, larger school administrative units, teacher recruitment and salaries, world understanding, parent education and equal educational offerings.

But history is not only for looking back but for looking forward. Personally I am most indebted to Home and School for an opportunity to grow and to share as we work to promote the welfare of our children. I am indebted, too, for the wonderful and unequalled fellowship of Home and School that crosses all lines of color, race, creed, sex and age!

It is most reassuring to us Home and School pioneers that a new generation of Home and School leaders has come along — bright, articulate, educated young parents and teachers, leading very strenuous family and professional and community lives. Yet they have time to give strong leadership to Home and School in P.E.I. It is wonderful to see their great enthusiasm for the Home and School ideal. Granted there are new challenges and new needs today, but it augurs well for the future of Home and School and



for the children of this province that we have such able and dedicated Home and Schoolers, "The price of good educators is eternal vigilance."

### MRS. J. P. LANTZ

1955-1957



My term as President of the Prince Edward Island Home and School Federation followed a successful inauguration term of the movement in 1953 to 1955.

The officers in the next two year term were acutely conscious that our educational system needed a complete overhauling, that meagre spending on education was an underlying weakness and that enough qualified teachers would mean good schools.

Hence, we hammered away at the need for a Royal Commission on Education for the province, we publicized the Lazerte Report on Educational Finance, and we addressed high school pupils to influence graduates to enter the teaching profession.

Underlying these three objectives was the promotion of the Home and School movement which sought to combat the lethargy, lack of direction and disagreements on remedies for our educational ills. The committee work following the National pattern went forward, gradually becoming a base for an ongoing Home and School movement

### REGINALD MACNUTT

1957-1959



I had the privilege of being President of the Prince Edward Island Federation of Home and School Associations from May 22nd, 1957 to May 20th, 1959. Through the expert advice given me by such dedicated people as the previous presidents together with Dr. K. Parker, Father Robin, Rev. Mr. Patterson, Judge Trainor and many others I had a very interesting and fruitful two years.

The first year we held seven executive meetings, a Semi-annual and an Annual Meeting. At our first executive meeting the need for a central office was discussed and through the kindness of Dr. Parker and Mrs. Jock Sutherland we were given the privilege of using their office to send out news letters and correspondence to answer inquiries about Home and School matters.

Dr. C. L. Gass of Tatamagouche, Nova Scotia, addressed our Semi-annual Meeting in October 1957. Dr. Gass spoke on the importance of Home and School associations, basing his material on first hand knowledge and participation in the Home and School movement in Nova Scotia. He stated that in his province the Home and School Federation had been instrumental in furthering Vocational Guidance in the schools, introducing Home Economists, Regional Libraries and Regional High Schools and in obtaining a Royal Commission to study the whole system of education.

Early in 1958 we started to discuss the first Canadian Conference on Education to be held in Ottawa in March. Materials we were to have for study were not readily available and we had such a short time to have our local groups discuss them that a number of us went to the Conference not knowing just what to expect. Those attending the Conference from our Home and School were the following: K. A. Parker, Father Eric Robin, Judge Trainor, Murray Shanks (Air Base, Summerside) and Reg MacNutt.

Delegates were assisted with their expenses by service clubs and by donations from associations throughout the province.

At the Annual Meeting in 1958 stress was laid on the need for larger units of administration. This meeting also included an interesting panel discussion on *The Challenges of the Conference on Education*. Mr. Lincoln Dewar chaired the panel and other members were Judge Trainor, Miss Mabel Matheson, Father Eric Robin and Murray Shanks.

The Semi-annual Meeting was held in October in Summerside. Mr. Malcolm MacKenzie, newly appointed Deputy Minister of Education, and his seven school supervisors attended as a group. This was a first for our Federation, and Mr. MacKenzie stated they were there to work with us, stressing the importance of needed reforms in our educational system.

Mr. Parker reported on a Regional Home and School Conference held in Amherst on the theme *Bridging the Gap Between Home and School*. This was to be done through co-operative effort by building the kind of environment our children need.

Mr. Harold Simpson, a former Islander and President of the Canadian Home and School Federation, brought greetings from the National body. We also had as guest speaker, Mrs. Grace Heard, National Convenor of Parent Education, who spoke on program planning. As a result of having school supervisors attending our meeting several new associations were formed.

At our executive meeting held in February 1959 it was decided to have our first T.V. panel during Education Week (the first week in March). Those taking part were to be Mr. K. Parker, Chairman, Rev. E. H. Bean, Mrs. Gordon MacDonald, Mr. John Hughes and Mrs. Basil MacDonald, but since a provincial election was called shortly afterwards this programme did not appear on T.V. until the last week in April, and Mr. Lorne Moase replaced Rev. E. H. Bean.

The Annual Meeting of the National Home and School was held in May of 1959 with eleven members from Prince Edward Island attending.

Our Annual Meeting was also held late in May in the new Birchwood High School with twelve new associations being

represented and our membership increased from 1,250 to 2,000. In giving my report for the year, I referred to the National Citizenship Awards one of which went to the Canadian Home and School Federation for outstanding efforts during the previous ten years.

My sincere thanks are expressed to all Home and School members during my years as President and to others who helped in different ways. We hope that together we have made a contribution to the educational system of this province. Many thanks for the opportunity to serve.

## MRS. BASIL MACDONALD

1959-1961



In 1959 with much fear and trembling and very much aware of my limitations, I accepted a term of office as President of the Federation.

During the 1959-1961 years we were fortunate to have an executive of high calibre very much dedicated to achieving through hard work, the aims and objects of the Federation. During these years, the business of the Federation was carried on from the office of Dr. K. A. Parker (Supervisor of City Schools) who cooperated by providing space for meetings and the use of office equipment.

In November 1960 Matt Hagan headed a committee to seek office accommodation for the Federation and the services of a part-time secretary so that we would be better able to cope with the growth of Home and School and to render more efficient services to local associations. Due to the very limited financial resources of the Federation it was difficult to obtain suitable quarters; therefore, it took five months of searching before the Committee finally rented an office in the Department of Agriculture building on Richmond Street. The services of Mrs. Jeannette

Gleeson, as secretary on a part-time basis, were acquired and in April 1961 the office was opened for business from 1-4 p.m. two days a week.

The provincial executive was concerned on learning that qualifications of teachers in this Province were below the standard of that in other Canadian province and that according to statistics the number of permit teachers was on the increase in Prince Edward Island.

As a result of this concern a resolution re a teacher training program was passed and a copy sent to each local association for consideration. It was encouraging to note that the associations supported the resolution almost one hundred percent and it was finally forwarded to the Hon. L. G. Dewar (M.D.), Minister of Education.

In a letter of acknowledgement from the Minister, we were assured the resolution would be given favourable consideration by the Department of Education and the government.

A brief was presented about this time requesting the government to increase the grant so that the Federation could get on with the job of organization and conducting a follow-up on existing associations.

Home and School was appalled to learn that seventy-seven percent of Canadian children in rural areas had no library facilities and requested the provincial government to appoint a qualified director of library services and to provide a trained librarian for the Prince Edward Island Library. The Provincial Federation of Home and School appointed Miss Mildred Fraser as chairman of a committee to coordinate the library work done in local schools. Miss Fraser accepted her duties with a sense of responsibility and immediately sent out questionnaires on library services (if any) that existed in each school. In schools where the books were not suitable for the grades or age groups Miss Fraser's Committee gave some guidance.

The Provincial Federation helped organize the Prince Edward Island Conference on Education. This proved to be a very forward step because it brought together educators and other groups of people who were interested in education. Through discussions and knowledge gained, a favourable climate

was created for all to be interested and involved in the "Canadian Conference on Education" to be held in Montreal during the following year of 1960.

About this time the problem of teacher shortage and retention caused much concern to the provincial executive and occupied much of its time and effort. With more summer school courses available on the Island, teachers now had the opportunity to improve their qualifications and thus command higher salaries. These two factors helped to ease the teacher shortage, improve the teacher retention rate, and ensure a higher standard of education for our children. The Home and School associations were a potent force in moulding public opinion for improvements in education — a fact that Vice-Presidents stressed when addressing high school students to encourage them to think in terms of considering *Teaching* as a profession.

The result of a survey on reading ability at the Grade 6 level showed that one-third of Island students had reading problems which could have been remedied at the Grade 3 level; this led to special remedial reading classes in schools and some consideration was also given to the problem of slow-learners and school drop-outs. All of these topics were discussed and acted on at the local level; the membership then became aware of some of the educational improvements that could be initiated in their schools.

There were about forty-eight associations of Home and School in operation at the beginning of the 1960's. Monthly newsletters from the Federation and visits by the Provincial Vice-Presidents helped to guide and stimulate interest. A paid complimentary subscription to the Canadian Home and School Magazine was provided to local associations by the Provincial Federation with the hope that the locals would continue subscribing on their own.

Workshops on leadership training for local presidents and secretaries were held once or twice annually. Through these and the semi-annual and annual meetings, the Mother Federation kept in touch with her family of local associations.

Father Simpson, as Program Chairman, provided interesting and challenging topics for discussion at all meetings — and he insisted that *Action* would follow — or else!

I have found working in Home and School a rewarding experience — first because of its aims and objects in everything that concerned children but chiefly because of the warm and loyal relationship that existed among its members. Home and School is *child-centered* and as long as its members have that kind of focus — just that long will the Organization prosper and make progress.

### ERIC J. KIPPING

1961-1962



During the period 1961-1962, there seemed to be so much opportunity for our Federation that we had to make careful choices of where to start and what to pursue. We made the Federation's first presentation to the Legislature on February 27, 1962, explaining our organization and membership provincially and nationally, and deliberately confining ourselves to five matters which we felt were, as we said,

"of major concern and in need, we think, of immediate attention". These were: Teacher Training and Supervision, Adult Education, Public Health Services, Libraries, and Vocational Guidance. Not only did we offer advice, however, we offered the physical backing of the "people power" of our associations across the Island in implementing some of the proposed programs such as Adult Education and Public Health Services. I believe that this provided impetus to the government's programs, and am certain that it was responsible in no small way for the eventual successful attainment of most of the goals of these programs. On October 25, 1962 we again presented a brief, this time to the Executive Council of the Government, in elaboration of our thoughts on Adult Education.

Along with all the standing committees, several special committees came and went — one for Retarded Children and one on Pornography, for example. On the latter, we avoided the temptation to advocate abolition, and stressed instead the benefits of good literature and the dangers of time-wasting on the poor or shoddy variety.

This approach received wide acceptance. Matt Hagan (later President) was largely responsible for that, among other good things. The members of the provincial executive in those years were totally dedicated. They worked hard and long. Between us we covered the Island, speaking to local associations and helping with organizational and other problems. What a pleasure meeting all those parents who really lived the Home and School creed, and those dedicated teachers!

Through my wife's hometown connection, we got an authentic copy of the minutes of the very first Home and School meeting in Baddeck, Nova Scotia, December 18, 1895. As they worked away together at solving their problems then, so did we in '61 and '62 and since, and I expect parents will continue to do so as some old problems remain and new ones present themselves to be overcome by the best means available — parent and teacher effort combined for the good of children.

## DR. KENNETH PARKER

1962-1963



It so happens that the two years I was privileged to serve the Federation as its President was the half-way period between the beginning of the Federation in 1953 and this review being written in 1973. Consequently, the old adage that "hind-sight is more rational than fore-sight" is particularly pertinent for the writer.

Two basic questions are always asked by those who are ignorant of what Home and School is all about. First — "What is the object of Home and School?" The answer is very simple. Home and School is concerned with anything and everything which affects the well being of a boy or girl, young or old, in school or out of school. Second — "What has Home and School accomplished anyway?" The answer on a short range basis and for any one particular year may not be too definite or specific. However, many objectives for the welfare of children which were initiated in any one year may not have come to fruition until two or three years later or even longer.

It is in this connotation that this brief review is being written with minutes and memory as guidelines with the inevitable important details left out or forgotten.

However any achievements were directly due to unusually strong and experienced personnel in our executive. It included such devoted Home and Schoolers as Mrs. Basil MacDonald, Mr. Matt Hagen, Mrs. Stewart MacDonald, Rev. Keith Hobson, Rev. William Simpson, Mr. Eric J. Kipping, Col. L. F. MacDonald, many of whom were past-presidents or became provincial presidents.

Much of our concern and time was focused on establishing even stronger rapport between the locals and the Provincial Federation by monthly letters, with program suggestions, resource materials and speakers. Many workshops were also directed each year, and there was always the frustrating effort to "sell" our constituency the inherent value of being officially a provincial

unit of the National Parent-Teacher and Home and School Federation. There is ample evidence that many pieces of federal legislation originated from resolutions submitted each year to Ottawa after the National Annual Meeting.

A review of the minutes, however, reveals several areas of social and educational concern which were initiated during this period.

First there was the appointment of Mrs. Helen MacDonald, our first president, as the Chairman of the Public Relations Committee. Thus began the Home and School monthly radio broadcasts to be followed by T.V. interviews under the skilful, professional direction of Mrs. MacDonald. It would be difficult to exaggerate the contribution the use of these media has made to the growth of Home and School. We are greatly indebted to CFCY Radio and CBC-TV for the full broadcast prime time which has been so generously given to the activities of Home and School.

Second, after several submissions we were both encouraged and delighted to receive the good news from the then Minister of Education, Dr. George Dewar, that as from 1963 Home and School would receive an annual grant from the provincial government to help meet our expanding service to our constituency with the inevitable expanding budgets.

Third, county workshops and many meetings were directed to presenting the significance of the new vocational school programs as given by the new Provincial Vocational Institute, Charlottetown, and the Prince County Vocational Institute in Summerside. The introduction of such vocational programs for pupils above Grade 9 opened up a vital new era for this province. That such services were desperately needed was emphasized by the fact that our fair province had one of the highest drop-out rates in the nation for students after Grade 7 and 8. This unhappy situation was solely attributable to the fact that we were offering only a one track academic course for all students regardless of their inherent talents and maturing needs.

Unhappily many parents by tradition rated a vocational program as second class compared to the academic which led only a select few to prepare for professional careers. This emphasized the need for workshops and other devices to create a better and more positive image of vocational offerings.

Fourth, there was the effort to initiate interest and concern on the part of both the public and the government through its Department of Education respecting the great need for establishing and developing a dynamic program in Adult Education. The census clearly revealed that far too large a portion of our adult population had not gone beyond Grade 6. This meagre background obviously was not sufficient to the decade of industrial and economic change that we were in. Suffice to say service in this area has been extended in many ways since that period.

The work of Home and School is never finished. Each year presents new concerns and objectives which, hopefully, with the understanding cooperation of parents, teachers and concerned citizens, can be introduced in the interests of our children.

#### M. F. HAGAN

1963-1965



During the few years previous to my becoming President, I had associated myself with various aspects of our organization. It was most stimulating and instructive to be working with capable and dedicated members of the provincial Home and School executive who displayed a genuine concern for the betterment of educational opportunities for our young people.

This was a period of rapid change in our society with an explosion of scientific knowledge. There was an urgent need to disseminate information to all concerned with the process of education, in order to give some direction for the private sector to the Department of Education in the fulfilment of its responsibility to provide qualified people to meet the needs of industry, business, and the professions.

The previous year the Home and School Federation had conducted work-shops on Vocational Education with a view to interpreting this trend and defining its role as an integral part of

our education system — providing another choice for our students in their need to develop their full potential.

During the year 1963 much emphasis was given to Audio-Visual Aids, the potential of T.V. in education, and a searching look at Screen Education. At our Semi-annual Meeting, held at Kensington our theme was *Education and the Struggle for Excellence*. Mr. Harold Simpson, National Past President, as guest speaker said in part "the whole movement of Home and School had its inception and development around the challenge and struggle for excellence . . . Home and School can mould and interpret an educational system that will meet the requirements of the years ahead."

During this year emphasis was placed on the development of communications at the committee level. In an effort to reach many people, our P.R. Chairman, Mrs. Helen MacDonald, arranged a series of seven radio programs entitled *What's New in Home and School*. We concerned ourselves with such questions as Bilingualism and Biculturalism, Indian Education, and Safety. We also held an informal meeting with the principals of the regional high schools to determine how our Federation could best serve the teachers, parents and students of these schools. It was apparent that the problems at the high school level differ from those at the elementary level. Subsequently, booklets *Know Your School* were supplied for distribution in these areas.

At our Annual Meeting, we deliberated on *Reflections on Modern Trends* and considered Elementary School Consolidation, Financing Education, Trends in Subject Teaching, Vocational Screening, Reading Methods and Problems, Homework, Grading, Vocational Guidance, Library Needs, and Extra Curricular Activities.

In July 1964, during our Centennial celebrations, the National Convention was held in Charlottetown, hosted for the first time by our Provincial Organization. The responsibility of organizing was expertly carried out by our General Program Chairman, Mrs. Jeannette Gleeson.

During this year, emphasis was placed on the need for Guidance Counsellors. It may be noted at this time there were no courses in our universities for Guidance Counsellors and,

apart from myself, there was just one full time Guidance Counsellor employed in this province, although the consultants from the Mental Health Clinic were performing a much needed service in our schools.

Early in the year we had distributed *Guidance Kits* for study by the local associations so that parents would become familiar with the concept and the need of this service in our schools. During the year I talked to many of our associations by invitation, in order to share with the members the knowledge I had acquired and the problems I had experienced in my capacity as a Guidance Counsellor.

Our theme during our Semi-annual Meeting was *Guidance* and all the aspects were explored. The results of the group discussions indicated that guidance should be a part of our school system and receive the support of the principal and teachers. These discussions culminated in a resolution "that a Director of Guidance be appointed by the Department of Education". This was followed up during the year by T.V. programs arranged by our P. R. Chairman. Looking back over a decade it is satisfying to note that what Home and School had spearheaded has now become a reality. We now have in our school system many qualified counsellors under a Director of Guidance.

During this year, our Federation concerned itself with Higher Education. It was apparent that a vehicle was needed to interpret objectively the situation subsequent to the announcement of a government sponsored university in the province. The government made it known that no longer would St. Dunstan's University and Prince of Wales College be subsidized and it was the consensus that if they were to continue as separate institutions the quality of higher education might descend to an undesirable level. It was decided that the matter came within the scope of the Home and School. Workshops were organized with resource persons on the panels. Our Federation maintained a "neutral" position in order that the areas of "Isolation", "Federation" and "Amalgamation" could be explored without bias and the results of the discussions could be made public. History will assess our involvement in this area.

## MRS. HESTA MACDONALD

1965-1967



The years 1965-67 were exciting years in the development of education on Prince Edward Island. The winds of change were blowing, affecting elementary, secondary, post-secondary and continuing education, and as the schools moved forward into elementary consolidation, Home and School continued to press for the appointment of a Director of Guidance and Special Education Services for the province.

In November 1965, following a year's study of guidance needs, our Federation in conjunction with other interested organizations, presented a brief to the Executive Council, urging such an appointment. Appointment of such a director was made by the government the following year.

Secondary education in the province had become more accessible with the development of regional high schools, but needs were still apparent. The dropout rate was high. Statistics showed that from 1948-1955, 18,222 boys and girls from this province entered grade three, but only 5,254 made it to Grade 12. Home and School was studying high school curriculum. The General Course at Grades 10, 11 and 12 levels was new at that time and parents were beginning to hear prophesies about a proposed "comprehensive school system".

The impact of the T.V. screen on a child's education and in shaping his outlook and values was becoming apparent. Home and School arranged a provincial meeting on the theme *Focus on Sight and Sound in the Learning Experience*. Mr. Clifford Edwards, a specialist in screen education, addressed this meeting. The Minister of Education endorsed teacher attendance at that meeting as a regular teaching day. Mr. Edwards' challenge still rings clear: "Teach our youth to read behind the pictures; to interpret the music; to question the values of society as portrayed on the screen. Teach them to take a second look to sort the values out."

It was my very good fortune to be President of Home and School during Canada's Centennial Year, 1967. Home and School across Canada had chosen two major Centennial projects and our provincial Federation named Mrs. Frank Ross as Centennial Chairman. With wholehearted enthusiasm so characteristic of her many endeavours, Mrs. Ross embarked upon a project of Children's Reading, aimed at cultivating a love of reading in children of school and pre-school age. Taking the slogan *Place a Book in the Hands of Your Child*, Mrs. Ross visited local associations, and addressed provincial meetings, helping to set up a Reading Army, Book Fairs, Library Teas, and Home Book Shelves.

The second project was *Tillicum* from a Cree Indian word meaning *Friendship*. As a result of meetings with local associations, particularly a large meeting of the Home and School associations in the city of Charlottetown, and in consultation with our Indian people, in May 1967 the Federation presented a brief to Premier Campbell, stressing the need for a transportation link to Lennox Island. The resolution urging government to construct such a bridge or causeway had originated with the West Kent Local Association.

Following the presentation of the brief, the Premier showed deep concern and he arranged a subsequent meeting at which the Home and School Tillicum Committee again impressed this need on Mr. John Mullally, Federal Provincial Co-ordinator, and officials of the Department of Indian Affairs. Meantime, the Federation continued to strive toward creating a climate of goodwill, understanding, and concern for the Indian people.

The co-operation of all Home and School people across the Island was acknowledged by the presentation by the National Home and School Centennial Chairman of a Certificate of Merit recognizing 100% participation in the Centennial Projects Fund.

In keeping with the theme *The Family in Education*, our locals devoted their studies to many facets of family living as it affects education. It was my privilege to represent Home and School on a committee established by the John Howard Society to work for the establishment of a Family Court for Prince Edward Island. Government has now passed the bill for the

establishment of a Family Court, and the hope is that a Family Court judge will soon be appointed.

The efforts of Home and School during the years 1965-67 have proven beneficial to Island children; the joy of working with dedicated teachers and parents all across this Island has been deeply rewarding to me.

## CHARLES CAMPBELL

1967-1969



In writing this historical sketch of the two years during which I had the privilege of being the President of P.E.I. Home and School, I wish to remind the readers of a statement which a former history professor of mine used repeatedly. "Remember the unity and continuity of history". Much of what was accomplished by Home and School in promoting and advancing the cause of education in

P.E.I. was achieved through the cooperation of those individuals and organizations who had similar or allied objectives (i.e. unity). Practically all that was accomplished during my term of office had been initiated by my predecessors, and most things initiated during my presidency had to be carried through by my successors (i.e. continuity).

My term of office as President of P.E.I. Home and School happened to be at a time when the government of the province was entering into a Comprehensive Development Plan which would involve significant changes in the social, economic and educational future of its citizens.

Referring to the Educational Sector of the Plan, The Minister of Education, Hon. Gordon Bennett, in his budget address in March 1968 announced that a major re-organization of the province's educational system would take place. This would involve the establishment of larger units of educational



administration which would have the capability of extending equal educational opportunity to most boys and girls of P.E.I.

The P.E.I. Home and School Federation reacted positively to the Minister's announcement and much of its effort during the years 1968 and 1969 was directed toward informing the public of the impending educational changes. The Semi-annual Meeting in April 1968, and the Annual Meeting in December 1968, both became provincial forums in which the proposed educational reorganization and changes were discussed. The theme of the 1968 annual meeting was entitled *Evaluation of P.E.I. Education* (Elementary and Secondary) with the keynote address delivered by Lloyd MacKeen, Chief Director of Education, focusing on the Why? What? and How? of the Plan.

During this period the Minister of Education established an advisory committee, first known as the Minister's Consultative Committee, which was later to become the Educational Planning Unit. P.E.I. Home and School was represented on this committee by myself as president and Mrs. Hesta MacDonald, Past President. Mrs. MacDonald chaired the sub-committee of E.P.U. which drafted *A Philosophy of Education for P.E.I.*, while I had the opportunity to chair the sub-committee on Regional Administrative Unit Boundaries.

The history of this period would be incomplete without mention being made of the many local associations which provided opportunities for provincial Home and Schoolers, Department of Education officials, and others to explain the proposed educational changes to parents and teachers in various communities across the province. In fact, it may rightfully be claimed that P.E.I. Home and School, through its provincial involvement and its local structure, served as an extremely vital communications link between the government and the people. This was a two-way communication with some significant changes in the original proposal resulting from feedback and reaction voiced at Home and School meetings.

During this period of involvement in educational change the P.E.I. Home and School Federation continued to pursue its own more specific objectives. The special Tillicum Centennial Project, commenced in 1967, of building *A Bridge of Books* to Lennox Island was completed and the books were presented in the

autumn of 1969. P.E.I. Home and School continued to impress upon provincial and federal government officials the need for a permanent crossing to Lennox Island.

A great deal of emphasis was placed on Family Life Education by the Family Life Committee, chaired by Mr. and Mrs. Cletus Murphy. A very successful Family Life Conference partly sponsored by P.E.I. Home and School was held in Charlottetown in September 1969, featuring Dr. and Mrs. J. C. Wilkie as guest speakers. This conference was considered an outstanding success by all who attended.

## MRS. JEANNETTE GLEESON

1969-1971



My term in office was an exciting one in many ways. This was when we were involved with the Regional Planning Boards and the Educational Planning Unit. Home and School was asked to name representatives to both these groups.

One of my first and most memorable tasks was to make a presentation of books to the little school for Indians at Lennox Island. This project commenced during 1967 as a Centennial endeavour under *Tillicum* (friendship) and was chosen by our associations for special attention. This was followed by the presentation to government of an excellent brief on a causeway to Lennox Island. (May 1967). We were concerned because lives were lost each winter on the treacherous crossing of the ice to Lennox Island and a causeway was greatly needed. Provincial and federal governments agreed and took the matter under consideration. As we know, the causeway was finally opened officially July 30, 1973 by Hon. Marc Lalonde. We were well aware that such a causeway would not be built overnight so the idea of a temporary *Bridge of Books* was born, and funds contributed

by all the associations of P.E.I. in order to buy books for the school. On November 13, 1969, Hesta MacDonald and I made the little crossing by launch to Lennox Island and brought our gift of some 400 books for the pupils. How sad we felt when the school went up in flames in 1971!

In January 1970 another person died as a result of the treacherous crossing on the ice, and we wrote again to the Secretary of State in Ottawa, as well as to the editor of the Charlottetown papers, urging haste with the construction and demanding to know how many more lives must be lost before the causeway became a *fait accompli*.

September 1970 provided me with the great privilege of a pilgrimage to Baddeck to the home of Alexander Graham Bell, to commemorate the 75th anniversary of the founding of the Home and School movement. A commemorative wreath was placed on the grave of Mr. and Mrs. Bell, and trees were planted for each of the provincial federations of Home and School near a little cairn marking the spot where stood the Baddeck Academy which housed the 1895 meeting of parents and teachers which is recognized as the founding of the Home and School movement in Canada.

Home and School was honoured to be asked to make a presentation before the LeDain Commission of Enquiry into the Non-Medical Use of Drugs, and we did so in February and again in November 1970. Home and School was stressing the need for education in this area long before it was generally acknowledged that there was a drug problem in P.E.I.

Home and School also took the opportunity of appearing before the Corrections Commission which met in Charlottetown in November 1970.

Another special occasion that I recall was when we were asked to send two representatives to participate in a CBC first — a T.V. programme when Premier Campbell and Opposition Leader George Key were *Open To Question* by a representative audience of fifty. Questions asked related to Day Care Centres, Pre-marriage Counselling, Services for Delinquents, and Teacher Training.

Our Annual Meeting October 28, 1970 provided an opportunity for presenting to our membership an overall view of the Regional Planning Boards. Mr. Donovan Russell, head of the Department of Education's Educational Planning Unit, made a very able presentation showing the proposed area boundaries and giving the rationale behind the planning.

The National Department of Health and Welfare invited the assistance of Home and School in promoting a *DON'T START* campaign to discourage smoking by school children, and offered cash prizes for essays and posters. Mr. Om Joshi kindly undertook the chairmanship of the Smoking and Health Committee. In March 1971 we launched a poster and essay contest in the schools across the Island, culminating in the presentation of awards to the winners by the National President of Home and School, Mr. Vic Dotten, in May 1971 on the occasion of our Semi-annual Meeting.

As a follow-up, in the fall of 1971 we participated in a smoking survey during which we distributed 3,000 questionnaires to students across the Island, and later forwarded these to Waterloo University for processing. These data were to produce the first nation-wide statistics on smoking habits.

Home and School was asked to participate in a two-day Seminar on Drugs held in December 1970, and Hesta MacDonald represented us at these meetings. The seminar was the result of recommendations made by the late Mr. Elmer Blanchard, Attorney General. Discussions covered such topics as why young people are motivated to take drugs, the rebellion of youth, the need for adults to understand, and the need for drug education in the schools.

Home and School was happy to meet with the *President's Committee on Teacher Training* comprising Prof. Smitheram, Dr. Leon Loucks, Mr. Eric Hillis, and Miss Doris Anderson. Some of the areas we stressed were the raising of standards for teachers, programmes designed specifically for elementary and secondary school teachers, a short course for supervisory teachers working with trainee teachers, and courses in curriculum development and the teaching of slow learners. We supported the concept of an internship for teachers to be followed by a permanent licence after two or three years. Also mentioned was the need of perma-

nent resource areas where material would be readily available and teaching aids could be best utilized.

My final official function as President represented another Home and School first when our Annual Meeting for 1971 coincided with the release of the School Act and the Tax Act before the Legislature on November 4. The Minister of Education and the Minister of Finance were present on this occasion and engaged in the first public discussion following the tabling of these two very important pieces of legislation. This meeting was very well attended and all delegates were provided with copies of the two acts.

### RONALD E. ELLIOTT

1971-1972



I was President during what may prove to be the most significant period, education-wise, in the history of Prince Edward Island, for it was in the fall of 1971 that the government brought down legislation to create five administrative units and give us a new School Act. The 1971 Annual Meeting was delayed so that the delegates could hear a presentation by the Ministers of Education and Finance and have an

opportunity to discuss the new legislation.

One of the main thrusts of that particular period was to increase the membership of Home and School to make it possible for it to function more effectively in the province. To this end we applied for and received a grant of \$2,500 through the Department of Development. We carried out a province-wide membership campaign and fund raising drive. We organized a very successful Home and School evening at the Charlottetown Hotel, at which time all past presidents were honoured. Mrs. Beryl Plumptre, President of the Vanier Institute of the Family, was our guest speaker.

It was also during this time that we began the newsletter, "The Arch". During this period the concept of Area Councils was promoted, to be realized under the administration of Dr. Karl Winter.

I remember the period as being a very busy one in which the executive was most active and enthusiastic. In fact, all the achievements of that period were due to the hard work and initiative of that particular provincial executive.

### DR. KARL A. WINTER

1972-



The year 1972-73 saw major organizational changes in the P.E.I. Federation. It was a most successful year in terms of increased interest and activity in Home and School.

At the Annual Meeting in October 1972, the constitution was changed to provide for two Vice-Presidents from each Regional School Unit plus the formation of an Area Council in each Unit. Area Councils, consisting of two delegates from each local, are intended to provide the channel of communication between local associations and the School Board. Area Councils were organized in Regional Units 2, 3 and 4. These Councils were active in communication with their respective School Boards. Area Two Council was probably the most vocal in an effort to express parents' concerns to the School Board over the Board's proposal to construct one senior high school in Regional Unit Two.

During the year, on the initiative of Home and School, a joint meeting was held with the P.E.I. Teachers Federation and the School Trustees Association to discuss items of common interest. The need for, and value of joint action on certain issues

related to education was recognized at the meeting. No further meetings were held since the trustees failed to become formally organized.

Joint meetings of the three Maritime federations were resumed in April 1973 after a lapse of several years. Policies concerning school size and school bus safety were adopted at the meeting. Also, a joint publicity committee was set up to facilitate reaction to decisions by the Maritime Ministers of Education.

During the year the President and Vice-President attended meetings of at least half of the locals in the province. These contacts indicated the need for assistance at the local level in programming, organization, membership recruitment and general guidance. Workshops are planned for the fall of 1973 to provide this assistance for local associations.

Looking to the future we see Area Vice-Presidents playing a more active role in establishing new locals and the promotion of Home and School in their own area. With the advent of larger School units we believe the need for Home and School is greater than ever. At the same time it becomes a greater problem to maintain viable locals in the consolidated school. However, it is the intention of the P.E.I. Federation to promote a strong grass roots organization so that our Area Councils and Provincial Federation can speak with a strong and effective voice on educational issues.



Home and School Associations must remember that the community as a suitable place for young people to develop is their greatest opportunity. The home, whether good or bad, is somewhat controlled by the parents. Schools are controlled by teachers. Unless well-meaning people control the community, many undesirable influences are likely to creep in. Schools should supply all that poor homes lack and should utilize all that good homes give. Are you proud of what your Association does?

- L. A. DeWolfe

## SPEAKING OUT

Educational needs were very pressing in P.E.I. during those years when parents and teachers were forming a provincial federation in an effort to better the school system. Many changes and improvements have come about in the past two decades, but major changes do not occur overnight.

The strength of Home and School lies not so much in what we can accomplish by ourselves, but in what it is possible to persuade others to do — to convince people in authority to take certain actions.

Home and School has presented briefs to government asking for improved educational facilities and better opportunities for all Island children. A resumé of those briefs will show the broad spectrum of Home and School concern, and indicate how a concerted voice can, in fact, influence change.

## REQUEST FOR A ROYAL COMMISSION - 1955

That brief requested the appointment of a Royal Commission to investigate and inquire into all matters pertaining to the public school education of the children and youth of this province. The preamble stated that the Home and School members "view with alarm" the situation of many public schools being staffed with teachers inadequately trained, and it cited as one of the major causes of the lack of sufficient trained teachers "the low salaries paid to teachers."

The specific items which the brief requested a Royal Commission to investigate and report upon were:

1. the training and recruitment of teachers,
2. the classification of teachers' licenses,
3. the minimum salary requirement to induce trained and qualified teachers to remain in the teaching profession,
4. the tax-paying ability of the province in relation to matters pertaining to public school education,
5. the advantages, financial and otherwise, of enlarged school administration units,
6. the need for and the method of subsidizing the less wealthy districts and areas to enable them to provide their

children equal opportunities with the children of the privileged areas,

7. and such other matters pertaining to public school education as might be brought forth on evidence or argument before such Royal Commission or as its members deemed proper,

8. ways and means by which monies from the federal treasury could be made available in order to equalize educational opportunity for children in all the provinces.

## EDUCATIONAL NEEDS - 1962

By 1962 the P.E.I. Federation had forty local Home and School associations active in the province, having a combined membership of over two thousand people and being part of a national body whose total membership was well over three hundred thousand. On March 6, 1962, the President, Eric Kipping, and other members of provincial executive presented a brief to the members of the Legislature, pinpointing five areas of greatest need in education in the province.

**Teacher Training:** The national minimum standard of teacher training, accepted without reservation at the 1958 Conference of Education, was two years of professional and academic studies after senior matriculation (Grade 13). P.E.I.'s standard of a one year combined program of academic and professional studies following junior matriculation (Grade 12) obviously did not offer a favorable comparison. The 1962 brief supported previous Home and School resolutions "that the teacher-training program for this province, combining both academic and professional studies be extended to two years following completion of junior matriculation." Salary grants and improved methods of teacher supervision were also urged, and the suggestion of "helping teachers" was put forth.

**Adult Education:** The brief urged an immediate minimum adult education program for the province. This urging "is based on the conviction that support of education, the improvement of our economy, the future of democracy, and the personal richness of our people are at stake." Home and School pledged its full support to government in putting an adult educational program into effect.

**Public Health Services:** The brief specifically asked for more time in teacher training programs on the subject of the health of school children and the teaching of health to school children and requested that more up-to-date textbooks on health be brought into use in Island schools.

**Libraries:** Having previously urged that all new school buildings include library space the Federation now requested that a trained librarian be appointed as Director of School Library Services for the province.

**Vocational Guidance:** The introduction of trained guidance counsellors into the high schools of the province was requested. In naming guidance as one of the top priorities, the brief pointed out that wider choices of vocations were being provided but that "an unwarranted number of students are floundering in indecision." The already serious employment problem in regard to an entry into the labor market from the schools was expected to worsen within the decade unless counselling services were made available to students.

## ADULT EDUCATION - 1962

The expressed interest of government in a proposal for a minimum adult education program led to the presentation of an official Brief on Adult Education on October 25, 1962. In the preparation of that brief, an Adult Education Committee (Home and School) had met several times with Mr. Hartwell Daley who at that time was Adult Education Director for the province. The minutes record that "the Premier, Hon. Walter R. Shaw, as well as the other members of the Cabinet, was much impressed by the presentation which, the committee was informed, fitted well with the government's views." A twelve-point program was outlined, and it is significant that during the time Home and School was preparing the brief, several steps were already taken: a director was appointed; adult education was tied in with an existing resources development program; and courses in handicrafts, community development and small business management were inaugurated.

## **ROYAL COMMISSION ON HEALTH SERVICES - 1961**

The Home and School brief to this Royal Commission covered three main categories: Physical Needs, Mental and Emotional Needs and Adult Education. The teaching of nutrition was called for as well as a complete screening of visual and auditory defects at the primary school level. The needs of the educable retarded, the trainable retarded, and those children with learning disorders, reading disabilities, and emotional problems were cited in the brief. The establishment of reading clinics was recommended.

## **TRANSPORTATION LINK TO LENNOX ISLAND - 1967**

On Lennox Island about 100 boys and girls, age 16 or under, were denied opportunities of education comparable to other P.E.I. youngsters. Isolated from the mainland during early winter and late spring, and dependent upon a treacherous strip of ice for four winter months, the Lennox Island children had no ready access to schooling beyond Grade 8. Although the teachers were paid by the federal government at salaries higher than prevailing P.E.I. rates, it was difficult to retain staff because of lack of a transportation link.

In 1967, resolutions to support action for such a link came spontaneously and independently from several local Home and School associations during a study of the Tillicum (Friendship) project sponsored by the National Federation. Accordingly, a brief was prepared by a committee named by Provincial Federation, and on May 25, 1967 it was read to Honourable Alex B. Campbell, Premier, and Honourable Gordon Bennett, Minister of Education. Premier Campbell expressed concern, and he arranged for the Home and School President, Hesta MacDonald, and the Committee, to meet with officials from the Department of Indian Affairs and Northern Development, in order to reinforce the stand in favor of a bridge or causeway.

## **DAYCARE AND HEAD START - 1970**

This brief, presented to Premier Alex Campbell and the Minister of Education, Gordon Bennett, restated needs which were emphasized in 1962. Needs in teacher training and public health services had not been fully resolved.

Two programs of Day Care and Head Start had been in operation in Charlottetown. Home and School urged that these be continued and that a program of teacher training in early childhood education be made available at Holland College.

## **NON-MEDICAL USE OF DRUGS - 1970**

The Federation had the opportunity of presenting two briefs before the LeDain Commission at public hearings in Charlottetown in February and November, 1970.

At the first hearing it was requested that penalties on youthful first offenders be eased, and that the severity of penalties on pushers be vastly increased. Furthermore, the brief urged that a massive educational program be launched to inform youth and parents of the physical and social dangers inherent in drug use.

The November hearing provided an opportunity to react to the Commission's interim report published the previous June. The Federation commended the Commission on its stand concerning tactics of law enforcement and read into the record the resolution passed at the previous National Home and School Convention in July 1969 which, among other things, emphasized treatment and rehabilitation of drug users rather than their punishment.

Grave exception was taken to the inclusion in the report of letters which had almost the flavour of "testaments", written by teachers, about the delights of spending the weekend smoking marijuana. It was stressed that far more research was required before it could be claimed that marijuana is harmless.

It was the Federation's feeling that the real need was to seek out the *WHY*. What was causing youth to turn to drugs? Likewise, it was felt that more emphasis and more dollars should

go into researching methods of living with all the stresses which have developed in today's society. The needs of youth were to be the number one priority.

## CORRECTIONS - 1970

The Prince Edward Island Federation appeared before members of the Prince Edward Island Corrections Commission, under the chairmanship of Professor Barrington of the Crime Detection Laboratory of Ottawa, on November 6, 1970.

The presentation stressed the need in Prince Edward Island of a Family Court, and recommended that the judge of such a court be chosen for his special orientation in human relations, rather than his purely legalistic qualifications.

The brief expressed concern for juvenile probationers, youthful parolees, and youngsters manifesting behavioural problems, stressing need for more trained and semi-trained personnel in social work. Likewise, it emphasized the need for guidance counselling at the early grade level, where problems begin to manifest themselves and guidance can be of such benefit.

Recommendations were made for a correctional centre for young offenders, a special adolescent unit attached to the mental hospital, group homes where youthful offenders could spend time under a parental discipline, skilled and semi-skilled personnel to work with offenders, and community involvement.

Many of these ideas and recommendations were accepted by the Corrections Committee and were included in the Committee's recommendations to government. The government has since studied and acted upon many of these proposals.

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- L. A. DeWolfe

## ACTION — WHERE IT COUNTED

### P. E. I. CONFERENCE ON EDUCATION

"There Are More Ways . . ." of accomplishing a goal and one of them is to call a conference. In November 1958 a Prince Edward Island Conference on Education was held at Birchwood High School and Home and School is proud to have been one of the forces instrumental in bringing it about. That Conference brought together some 130 persons under the chairmanship of the late J. Lincoln Dewar. His Honour, Judge C. St. Clair Trainor, representing Home and School, introduced Malcolm MacKenzie, Deputy Minister of Education for P.E.I. Dr. K. A. Parker made a summary of the Conference findings.

A quick glance at some of the figures quoted at that 1958 Conference demonstrates how far this province has advanced in fifteen short years.

"In P.E.I. 474 schools are administered by 468 separate boards of trustees. Sixty-four schools have an enrolment of less than 15 pupils and 108 schools have an average attendance of less than 15.

"Of 816 teachers engaged, 316 had Class I license; 373 Class II; 24 Class III; and 103 were teaching on permit. 21 schools were closed.

"Enrolment by grades was: Grade I, 2,694; II, 2,557; III, 2,571; IV, 2,492; V, 2,399; VI, 2,035; VII, 1,857; VIII, 1,696; IX, 1,363; X, 1,168; XI, 360; XII, 189 and Commerce 40.

"Between 1945 and 1957 district expenditure rose from \$250,741 to \$1,065,261 while government expenditure increased from \$438,005 to \$1,586,290. Per pupil expenditure varied greatly — one district with a tax rate of \$2.30 per hundred dollars might be spending \$50.00 per pupil while another district with a tax rate of 60 cents was able to spend \$170.63 per pupil."

Although there was a strong feeling at the time that a follow-up to the Conference was needed, and that a second conference should be called, that never actually transpired. An executive for a Conference on Education was set up, and the minutes make several references to Home and School representa-

tives on this executive. In June 1961, Mrs. Eugene Cullen, Reg MacNutt and Louis McGuire were named as Home and School representatives. Later, Eric Kipping was named to replace Mr. McGuire.

During the same period, P.E.I. Home and School sent delegates to the first Canadian Conference on Education in Ottawa in 1958. At a Canadian Conference on Education held in Montreal in March 1962, Mrs. Basil MacDonald, Eric Kipping and Rev. Father Simpson were delegates, while Dr. Kenneth Parker also attended but in another capacity. Some twenty-one delegates from this province attended the 1962 Canadian Conference. The conclusion was that these people, representing teachers, trustees and the Federation of Agriculture as well as Home and School, could form a dynamic force to work toward a better educational system in our own province.

## WHOLESOME LITERATURE

Beautiful and infinite possibilities exist within the mind and the soul of a child. Within our society, however, there are some people who make financial gain by putting sordid and degrading influences into the minds of our children and youth, through displaying obscene and salacious literature on our newsstands. Home and School has a continuing concern with this problem, and for several years Matt Hagan as Chairman of Community Life worked toward getting more wholesome literature on Island news-stands.

A resolution from the Souris Association came before the provincial executive on November 8, 1960, to the effect "that objectionable literature should be banned from the province." On January 10, 1961, Attorney General M. J. McQuaid met with the executive to discuss ways of dealing with salacious literature. From that discussion came the decision to contact the presidents of other organizations and to arrange a meeting with them. There is no record of a meeting of presidents but there must have been an agreement to act expeditiously, for on February 1, 1961 there took place in Birchwood High School a "Special Meeting of Delegates from Various Societies and Organizations", called by Home and School "with the approval of the Attorney General".

Dr. Malcolm Beck, in addressing that meeting, summarized the facts, considered likely effects of salacious literature on the child and on society, and made suggestions on future action. Three things which Dr. Beck cautioned against doing were:

1. becoming alarmists about this literature,
2. overstressing this one moral issue while ignoring other equally serious moral issues, and
3. adopting an attitude of prudery.

Dr. Beck suggested that what is needed in our society is "a still small voice in its midst saying, 'this is wrong, this is wrong, and you know it is wrong, and we must do something about it'".

It is significant to record that Home and School, with the active support of the Attorney General, and the co-operative spirit of local merchants did succeed at that time in getting salacious literature removed from public displays where young teenage people browse.

Twelve years later, Canadian Home and School at its 1973 Annual Meeting, on a resolution from the P.E.I. Federation, asked its member federations to seek ways to reduce the negative influences of "moral pollution, be it in press, radio, T.V., theatre, or news-stand literature." Later historians will relate how today's young parents respond.

## RESPONSE TO THE ROYAL COMMISSION REPORT

"No matter how thorough a survey is, and no matter how attractively bound it is, there is only one thing it can do by itself and that is gather dust." This is a quotation from an editorial which appeared in the *Journal-Pioneer* on November 25, 1960, and it was written by Hartwell Daley.

A series of Hartwell Daley's articles was later published in pamphlet form with the title *Educational Surveys on P.E.I. 1908-1958*, and the publication was done in co-operation with P.E.I. Teachers Federation, the Home and School Federation and the P.E.I. Conference on Education. The occasion of his writing was that on October 15, 1959, Dr. Milton E. LaZerte was commissioned to undertake a public inquiry into educational financing in this province.



Mr. Daley's standpoint was very clear — survey after survey had been done over the years. Survey after survey produced findings that were basically identical, and each brought recommendations that sounded like echoes of the recommendations of the preceding one. The pamphlet reviewed the findings of the MacLeod Commission 1908; the MacMillan Commission, 1929; the Canadian School Finance Survey 1955, done under the direction of Dr. M. E. LaZerte; the Legislative Committee survey under chairman Frederic Large, 1957. Little, if any, positive change in education came about on P.E.I. since their findings were not implemented. In Charlottetown, on the contrary, the findings of the Matthews Report were put to use to change an inefficient and outdated school system into a modern, effective educational scene, where problems were no longer viewed as insurmountable.

Mr. Daley comments that "the community-wide effort to get new school buildings has led to a wider and wider interest on the part of parents." He has failed to mention that it was the wider and wider interest on the part of parents that was responsible for the Matthews survey having been undertaken.

The LaZerte Report had a different fate from those that were already gathering dust since copies were readily available to every school district, to be read and studied by teachers, parents, trustees and ratepayers. "When Island people are given the facts and the facts are straight and plain and when those facts deal with the youth of P.E.I., there is little or no doubt about what will happen," concluded Hartwell Daley.

Keeping the public informed on significant trends and happenings in education has always been one of the major functions of Home and School, because an informed public is the key to educational improvements. In keeping with that policy, Home and School had Dr. LaZerte address little local meetings to discuss with them the findings that led to the 39 recommendations on financing education. His voice went out over the air on the Home and School broadcast, new at that very time.

## VOCATIONAL EDUCATION

One of the oft-stated goals of Home and School is equal educational opportunity for all children. There are many who tell

us that the goal is unattainable, yet there are some measures that do help to bring about equality of opportunity. One important step is to offer a course of study commensurate with a child's ability, aptitudes and desires.

Traditionally, every child in school has been required to learn the same subject matter, and courses were geared to entrance into university, though very few Island boys and girls had university as their aim. The majority dropped out of school and entered a labor force for which school had given them neither suitable nor adequate preparation.

From its very beginning, Home and School took a stand for diversification of curriculum. The provincial executive pressed for vocational education, and during the early 1960's much effort was directed to giving information to parents and public as to the meaning of and the need for vocational education.

Over the years people had become conditioned to think that vocational training was an inferior field, to be entered by students who did not have the ability for academic studies. The self-appointed task of Home and School was to change the public image of vocational education — to bring about an awareness of this second educational stream as a worthy goal for students, to remove the connotation that vocational training was a second-rate course for those who "couldn't make it" academically.

To change thinking required many resources. Home and School conducted programs in the local associations and made use of monthly news-letters to the locals. Radio and television interviews were conducted with principals of the vocational schools, explaining their program to the general public. Workshops were conducted on a regional basis, in order to provide opportunity for questions to be asked and opinions to be offered.

During those years Home and School was fortunate to have executive officers who were engaged in the area of vocational education. Matt Hagan and Ivan MacKenzie gave strong leadership in this branch of the work. On the national scene, Mr. Max Bedford represented Home and School on the National Technical and Vocational Training Advisory Council. Early concerns of that council were the desirability of uniform standards for training programs, needs for skilled workers, programs of

assistance for rural youths, and the difficulty of getting people in the Department of Labour to understand what is required in guidance.

As soon as the second "stream" of education became a reality, the need for trained guidance counsellors became urgent. Again Home and School recognized a need to inform the public in the matter of guidance in schools. At the beginning of the 1964-65 school term, guidance kits prepared by the Nova Scotia Federation were distributed to each local association, so that the total membership could study the topic thoroughly before entering into discussion of guidance needs.

### SCHOOL GUIDANCE SERVICES

This brief was presented by the Provincial Federation of Home and School Associations in 1966, with the support of several other provincial organizations including the P.E.I. Teachers Federation, Canadian Mental Health Association, Association for Retarded Children, P.E.I. Association of Principals of Public Schools, P.E.I. Women's Institute, and Catholic Women's League, among others.

The brief reviewed earlier presentations by the P.E.I. Federation of Home and School Associations in 1962 and 1964 as well as similar requests made by other interested organizations during the same time period. It stated that "this concern had been repeatedly expressed to those in the Department of Education and in public office, both on a formal and informal level, yet no action had been taken by government "

The only guidance service available at the time was through the provincial Mental Health Clinic. In 1966 some 500 children referred to the Clinic by teachers could not be seen due to shortage of staff.

Pertinent comparative figures were cited on the development of guidance services in other provinces. While P.E.I. had no such services, Nova Scotia had introduced a guidance program in 1942 and in 1966 had four department officials and 69 guidance counsellors (full and part-time). New Brunswick had introduced similar programs in 1963 and by 1966 had six department officials and 13 guidance counsellors.

This brief went on to point out in a very forceful way the urgent need for the development of guidance services in Island schools. For example, a very graphic and accurate breakdown of specific areas in which children urgently required individual help was outlined. It concluded that in this province an absolute minimum of 5000 children required the assistance of guidance counsellors who could go beyond the diagnostic competence of the average school teacher.

The two basic recommendations consisted of:

1. the immediate establishment of a comprehensive system of guidance at all levels of education. Along with this, a request was made for the expansion of special educational opportunities for exceptional children, be they exceptional because of a particular disability or exceptional because of unusual abilities,
2. the immediate appointment of a Director of Guidance and Special Education Services who would be responsible for co-ordinating existing services and for developing a completely integrated program of guidance.

### HIGHER EDUCATION

Needs in higher education, which is to say on the post-secondary level, were a major concern in the early 1960's, to students, to parents, to educators, and to Island citizens in general. A considerable number of students were leaving the Island to get a university education elsewhere, and of those who left for that purpose, few returned. The Island was suffering a constant loss of its best educated young people.

Clearly, the time had come when action had to be taken, and the government appointed a Royal Commission under the chairmanship of John Sutherland Bonnell to study the matter. On January 20, 1965, the Commission presented its findings, with the recommendation for the development of a "University of P.E.I. so set up that its historical components, St. Dunstan's University and Prince of Wales College, while suspending all degree granting powers in favour of the new University, would remain individual entities within it."

Feeling ran high on this proposal. Citizens formed themselves into independent study groups, some favouring a total

amalgamation of the existing institutions, others wanting two entities with degree-granting status.

It was agreed that this was a legitimate Home and School concern, but that the Federation did not have sufficient time or financial resources to make an in-depth study. Home and School was able to make a contribution to the cause of higher education by providing the public with information on the three major viewpoints. Regional workshops were held to that purpose in Kensington and Morell and on February 10, 1965 a large public meeting was held at the Provincial Vocational Institute in Charlottetown. Unfortunately, Prince of Wales College stated that it was not ready for discussions of this nature and they were critical of Home and School for meddling where they had no business to be, also they were quite critical of the group of ten men for "stirring up religious dissention." However, findings from the Royal Commission and the study groups were ably presented, and participation from the floor was lively and on a level which showed real concern for our youth.

Home and School wanted to be objective in the matter and a major telecast was arranged as a follow-up to the information meetings. Creating public awareness was the function indicated at the time.

### BRIDGE OF BOOKS

The Bridge of Books project was part of the 1967 Centennial project Tillicum (Friendship).

A Tillicum Committee worked throughout Centennial year under the chairmanship of Mrs. Hesta MacDonald. Other committee members were Mr. John Sark, Mrs. Marilyn Sark, Rev. Sister Raymond Francis and Mr. Robert Donnelly. The committee endeavoured to acquaint Home and School members across P.E.I. with school conditions on Lennox Island, as well as with the general lack of opportunities for Indian boys and girls in this province. The committee spoke at many local association meetings, wrote items for monthly newsletters to locals, and used radio and television to disseminate information.

The Tillicum Committee (1967) prepared a brief on Lennox Island stressing the need for improved educational opportunities for Indian children, and requesting the construction of a trans-

portation link between Lennox Island and the main body of P.E.I. At that time the federal government was considering other alternatives and a bridge did not appear feasible. It is a source of pride to the Tillicum Committee members that the causeway to Lennox Island has now become a reality.

At the 1967 provincial Semi-annual Meeting, Mr. Jack Sands, the National Centennial Chairman, commented on the federal government's attitude. Mr. Sands said, "Home and School must build its own bridge, a bridge of understanding and friendship. Why not combine Tillicum with Home and School's Centennial Reading Project? You could build a Bridge of Books."

Response to a Bridge of Books project was proof of Home and School concern. Despite the attitude of the Department of Indian Affairs that Home and School's project was redundant and useless, the local associations continued financial support of the project. Teachers on Lennox Island were consulted on reading interests and Mrs. Frank Ross selected over 400 books in strong paperback format.

The books were destroyed when fire levelled the Lennox Island school in 1971, but hopefully links of respect and understanding between Indians and the Home and School Federation have come into existence.

### MOBILITY STUDY

It has been said facetiously that North America is inhabited chiefly by nomads. More realistically, on P.E.I. where traditionally a child lived in one community all his formative years and attended a single school, new patterns were being formed. As parents moved within the province or were transferred from province to province, concerns as to what effects mobility has on the social, cultural, emotional and educational growth of the child were being re-examined.

Under the direction of F/Lt. Ian Sherlock of Summerside, Home and School undertook a study on mobility as it affects children in Prince Edward Island. At an Atlantic Conference held in Amherst on May 6, 1967, Mr. Sherlock outlined the purpose of the study, and his work was considered worthy to go before the Canadian Federation at its 1967 Annual Meeting. Minutes of the Atlantic Conference read:

"The study, as set up by Mr. Sherlock, will involve inter-provincial transfers, intra-provincial transfers, as well as a cross-section of children who have attended schools in countries other than Canada. It will:

1. attempt to assemble some statistics on the mobile child,
2. look at curriculum differences,
3. attempt to discover what effects mobility and curriculum differences have on the progress of the child in school

"The Prince Edward Island pilot area will include a selected cross-section of Island schools, including Parkside School in Summerside, and the school at the Airforce base. Mr. Sherlock cautioned against the use of the present figures which are not complete, but since returns on the initial survey have begun to come in there is an indication that mobility is stimulating to the top third of the class and disrupting to the slow learner. Evaluation in this study is being done at the elementary school level, with emphasis on math and reading."

The Conference added some additional comments: "Emotional and social adjustment problems are closely related to the effects of mobility on the education of the child and these do not readily detach themselves from educational problems." It was suggested that Home and School has a role to play in helping families cope with emotional and social transition from area to area.

Following the 1967 Annual Meeting, Mr. Sherlock's study on mobility was continued under the aegis of the Canadian Home and School and Parent-Teacher Federation. Statistics available from the Dominion Bureau of Statistics appeared to indicate that fear of adverse effects on the children tends to prevent families from becoming mobile as their children progress through school. Should research prove that effects are not adverse, parents might move more readily. In any event, the P.E.I. Federation is proud of being the initiator of this study.

## EDUCATIONAL PLANNING

In 1969 a plan called a *Development Plan for Prince Edward Island* was signed by the federal government in Ottawa and the provincial government. This *Plan* was divided into sectors

touching all facets of Island life. The education sector, about which Home and School was concerned, had these basic objectives: to improve the quality of education, to double the proportion of students who complete Grade 12, and to give the people of P.E.I. a flexible education, capable of overcoming short-term problems and meeting long-term needs.

To meet these objectives it was considered necessary to consolidate elementary and secondary schools both physically and administratively, to raise teacher qualifications, and to establish a salary scale which would attract people into the teaching profession.

In March, 1968, Mr. Lloyd MacKeen joined the Department of Education to direct educational planning. Mr. MacKeen was a firm believer in the concept of Home and School and from the very outset he wanted Home and School to participate fully in the planning process. Local associations were urged to become more active, to increase their membership, and to form study groups in order to have a strong voice in planning changes.

It is significant that the Minister of Education invited Home and School to name two representatives to his Consultative Committee which was the precursor of the Educational Planning Unit in this province.

From January 1970 until the new School Act was drafted, the Educational Planning Unit worked diligently to make responsible decisions on various phases of school planning — boundaries for administrative units, school design, student-teacher ratios, transportation, curriculum, and so on. The first Chairman of E.P.U. was Donovan Russell, and for the final months in which the unit was active Edwin Lewis became its chairman.

Home and School had two representatives on E.P.U., namely Charles Campbell and Mrs. Hesta MacDonald. The unit consisted of a Director of Planning, a Research Officer, three representatives of the Department of Education, four representatives from P.E.I. School Trustees Association, two from Home and School, two from P.E.I. Teachers Federation, and the Superintendents of Schools for both Charlottetown and Summerside. A Regional Planning Board for each proposed administrative unit had a similar pattern of representation.

It is not within the scope of this history to assess the work of planning educational change. The strengths and the weaknesses of the plan will reveal themselves as boys and girls move through the new school system and take their places in society. Suffice it to say that every individual on the E.P.U. and the Regional Planning Boards was sincerely dedicated to the task of helping Island children. The Minister of Education, in according Home and School equal representation with Teachers Federation, demonstrated his faith in Home and School as an informed group who had made worthwhile contributions to education for two decades.

### SMOKING AND HEALTH

In view of the overwhelming evidence provided by medical reports, statistics and research findings, that cigarette smoking is a serious health hazard, the alarming incidence of tobacco smoking among school children has become one of the areas of concern for the Home and School Federation during the past few years. The provincial Smoking and Health Committee has been involved in a number of programs, projects and campaigns aimed at combatting this problem. The objective is to help children see the dangers of smoking so that they don't start. Involvement in the anti-smoking program requires working at several levels and phases. For example, the provincial Smoking and Health Committee assists the local associations to disseminate information on the dangers of smoking, to stress the exemplar role, and to set up programs such as poster blitz, contests and panel discussions.

In the school year 1970-71 two anti-smoking projects were conducted. In one the students of grades 5, 6, 7 and 8 in P.E.I. schools participated in an anti-smoking poster contest. A large number of entries was received and three winning posters were chosen. In the second project, high school students (grades 9, 10, 11 and 12) from across the province participated in an essay contest *Why I Want to Remain a Non-Smoker*. The winning posters and essays were displayed at the Annual Convention of the P.E.I. Home and School Federation. Victor Dotten, then National President, addressed the convention and gave cash prizes and certificates to the winners.

In the year 1971-72, the Federation participated in the largest national survey ever undertaken on the smoking habits of school children in Canada. The survey was a joint project of the Department of National Health and Welfare, the Canadian Home and School Federation and the University of Waterloo, and involved 3000 IBM questionnaire cards. The final results, conclusions and recommendations were to be available in the fall of 1973.

In the year 1972-73 the Federation participated in two anti-smoking projects. In one, grades 6, 7 and 8 pupils in the province took part in a poster contest. The enthusiastic response produced 523 entries. The judges picked Janice Dowling of Birchwood Junior High School, Charlottetown, as the winner of the \$40 prize. The second prize of \$20 went to Karen Jans of Souris Consolidated School and the third prize of \$10 was awarded to Shane Cobb of Morell Consolidated School. The prizes were presented by the provincial president, Dr. Karl Winter, at the Semi-annual Convention. The three winning posters were then entered in the National contest. The singular honor of winning the National prize of \$100 went to the P.E.I. entry. Karen Jans' poster was picked as the National winner at the Annual Meeting of Canadian Home and School held here in June 1973. The award was presented to the proud Islander by Hon. Bennett Campbell, Minister of Education. In the second project useful input was obtained from groups of high school students as to what constitutes an effective anti-smoking program. The results sent to the National committee will, hopefully, help future programming.

The Federation also took part in the three-day Eastern Canada Smoking and Health Workshop, the first of its kind, organized by the Department of National Health and Welfare at Moncton in March 1973. The first P.E.I. Conference on Smoking was held in June 1973 as a followup from the Moncton workshop.

### NEW SCHOOL ACT AND TAX ACT

In reading the minutes of executive, Annual and Semi-annual meetings over the past twenty years, one is amazed at how

frequently the recommendation for larger units of administration is recorded.

It should therefore have been of little surprise to Home and Schoolers that when the new School Act was introduced in the Legislature on November 2, 1971 it contained many of the recommendations made by our Provincial Federation over the years.

The main point of this School Act was the consolidation of close to 400 individual school boards throughout the province into five major school units of administration. Along with this, it reduced the power of the Minister of Education and placed heavy responsibility for educational decision making on the five new school boards. The Act gave the Minister control of the overall financing of education but allowed the boards to formulate their own budgets subject to the approval of the Minister.

The purpose of this new School Act and Tax Act was to attempt to achieve equality in education throughout the province. Many school districts had had severe problems in raising the necessary funds to supply adequate education for their children. With the provincial government assuming the total cost of education in the province, the government felt that it could now establish a system of education which "assured full local participation in educational matters and as much autonomy for regional boards as possible, without endangering the principle of equality".

With the Tax Act, the government established across the province a standard rate of taxation which is based on real property values. Thus, the provincial government assumed responsibility for the collection of all property taxes in the province.

Already many changes have been made to the original proposals and detailed operations of this new system of education in our province. Nonetheless, if we are objective, we must agree that the introduction and passage of these two pieces of legislation are of great historical significance, since they provide greater opportunities for our children today and in the future.

The task for Home and Schoolers is to ensure that the concerns and opinions of parents and teachers are respected and

that they continue to have a meaningful input into the educational decision making process at the government and Department of Education level as well as at the School Board level.

## REORGANIZATION

With the advent of the new units of school administration in July 1972, the provincial executive felt that the county-based organization of Home and School should be revised and a new structure established that would facilitate communication between the local Home and School associations and the new School Boards.

At the Semi-annual meeting in May 1972 it was agreed in principle to establish five Area Councils, one for each Regional Administrative Unit in the province. A committee was set up to work out specific details of implementing this concept and to present any necessary changes to the constitution.

Thus, at the Annual Meeting in October 1972, the concept of Area Councils was formally adopted. Constitutional amendments were approved providing for two Vice-Presidents from each of the five Area Councils.

The duties and functions of the Area Council may be summarized as follows:

1. to assist the local executive to:
  - a. operate in a concerted manner in the pursuit of its aims, and
  - b. facilitate communications between the local executives and the School Board by organizing and reporting on a unit basis;
2. to achieve parent involvement, the Area Council should:
  - a. encourage the participation of parents in all the activities of the School Board, and
  - b. assist in securing members who may be required to serve on various committees set up by the School Board;
3. to assist the School Board, the Area Council would be responsible to:

- a. transmit to the Board needs which have been pointed out by the local Home and School executives, guaranteeing that their representation reflects concerns generally felt in the area,
- b. channel recommendations of a general nature, and
- c. advise the School Board as to any measure which might be likely to lead to an improvement in the administration of the schools.

Immediately following the 1972 Annual Meeting, organizational meetings were held in Regional Administrative Units 2, 3 and 4. By the Spring of 1973 Area Councils in these three units were well organized, had studied problems pertinent to the children of their area, and had met at least once with their unit School Boards.

Since the locals of Unit 5 (Evangeline) had already consolidated into one Home and School local, it was felt unnecessary to establish an Area Council.

Unfortunately, Area 1 was undecided regarding the location of new schools. As there were only two Home and School locals in Unit 1, it was decided that it would be more opportune to await a clarification of the issues in the area, as well as the establishment of new locals, before officially organizing an Area Council.

In the short time that these Councils have been organized, several major issues have been studied in detail, considered opinions have been presented, and action has been requested of the School Boards. In most cases there is a very good level of interest and cooperation developing, all for the betterment of children and their educational needs.

#### "WHAT'S NEW IN HOME AND SCHOOL?"

This was to become the title of a well known provincial Home and School weekly radio series that was carried free by CFCY for some 17 years. Due to CFCY's wide coverage it was heard in five provinces. From the beginning the value of radio as a great public educator was recognized. Dr. S. R. Laycock, a veteran broadcaster who conducted a weekly *School for Parents*, CBC radio series, visited the Island several times and provided valuable

learning experiences. He was a real master of communication. A wide spectrum of subjects was covered on this radio series. The aim was to reflect every facet of Home and School concern. Subjects covered included Teacher Status, Rural and Urban School Conditions and Needs, Children's Reading, Alcohol and Drug Education, Parent Education, School Education, Community Teachers, Program Planning for the Role of Executive Members of Local Associations, and Why Have National and Provincial Federations?

Shortly after the introduction of T.V. in P.E.I. in the late 1950's, again with CFCY's generosity, the Federation launched a Home and School T.V. series, *People Unlimited*. The program tended to reflect the many faces of Home and School and the forces operating in education, and always there was an edge of reform. Among subjects aired were: The Emotional Needs of the Child; Family Life Education; Religious Education; "What's Happening?" series on Nursery School, Kindergarten, Primary, High School, Vocational Education, University, Community College; Guidance Counselling; Art in the Schools; Physical Education; Mental Retardation; Physically Handicapped; Learning Disabilities; Emotionally Disturbed; Health Education; Parent-Teacher Relationship; and Debates on the New P.E.I. University.

#### FAMILY LIFE

The family exerts the first influence on a child and the kind of influence that surrounds the child during the pre-school years determines in large measure how he will be able to adjust to the school situation, and what his achievements will be as he proceeds through the formal educational system. Home and School has always based its program along the lines of Family, School and Community, recognizing these three great educators as basic in the child's experience. Local associations have been urged to establish Family Committees which can receive programming assistance from a chairman on the provincial executive. Through the years the objective of the provincial Family Life Chairman has been to strengthen all those good influences in the home which help the child to reach his full potential in school and in life, while urging society to provide help and support for families which do not have the knowledge, ability or resources to

attain that goal for their children. The provincial Federation has had such dedicated Family Life Chairmen as Miss Mona Clay, Mr. Henry MacWilliam, Rev. E. H. Bean, Rev. Henry Tye, Rev. Ross Howard and Mr. and Mrs. Cletus Murphy.

The guest speaker at the second Annual Meeting of the P.E.I. Federation (June 8, 1954) was the National convenor for Parent Education, Mrs. Muriel Duckworth. The three main purposes for Parent Education (later Family Committee) as seen by Mrs. Duckworth were:

1. to build an understanding of human needs and of ways in which personality can be helped to develop to healthy maturity,
2. to develop attitudes to bring about more satisfying relationships among parents, teachers and children, and
3. to contribute to parents' own personal growth.

During the year 1965-66 Home and School placed its major emphasis and study on the role of the family in education. Local associations were provided with study material and program guides, and each local offered to devote at least two monthly meetings to that topic.

The 1965 Annual Meeting heard a challenging and thought-provoking address on *The Challenge to Today's Parents* by Dr. Kenneth A. Parker. Dr. Parker said that a major issue of our modern society is the role of the family. He emphasized that youth is better informed, and more ready to accept responsibility than at any other time in human history. Parents must recognize that the world in which their children are growing up is not the same world in which they themselves were involved, and, because of this, parents must strive to understand, communicate and share experiences with their children.

During that 1965 Annual Meeting a panel *Spotlight on the Family in Modern Education* gave delegates many suggestions for their local studies. It was helpful to have present Mrs. Marjorie Hallman of Nova Scotia, who was National Family Life Committee chairman. Mrs. Hallman emphasized the importance of the pre-school years in the child's learning experience. She suggested three steps by which the family can assist the child in the educa-

tional process: 1) prepare the child to go to school; 2) inspire a child to learn; 3) reward a child for learning.

Since the Family Life Committee has been under the joint chairmanship of Mr. and Mrs. Cletus Murphy, (1969) the committee has had as its major thrust, the promotion of courses of Family Living in the school curriculum, and the training of teachers qualified to teach such courses.

Home and School has heard such speakers as Dr. Charles Brennan, Sydney, N.S., Dr. and Mrs. Willke, Cincinnati, Ohio, and Rev. Father La Freniere, Thunder Bay, Ontario, all well-known in the promotion of Family Living in the school program. Books and records prepared by Dr. and Mrs. Willke have been made available to local association members.

The messages from the Home and School presidents indicate some other endeavors of the Family Committee, such as working toward the establishment of a Family Court, helping to set up home libraries, supporting the concept of Day Care Centres, and supporting health and nutritional programs.

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Parents support the school by paying taxes, and by complying with the law to the extent that they should send their children to school. Equally important is their moral support and their interest in the growth of the intellectually and educationally derived capacities of their children. Schools have great difficulty in functioning successfully in communities in which parents are not interested in education.

- A. Fred Deverell



## WIDER HORIZONS

"The More We Get Together . . ." says one chapter heading in the National Home and School handbook. From its beginning, the P.E.I. Federation has believed in the value of getting together with people in other provinces, indeed in other countries, to exchange ideas and information, to share common concerns, to strive for solutions to problems, and to examine new trends and concepts in order that our children may benefit. It has been the Federation's belief that as parents and teachers widen their horizons through conference with others, Island children benefit; it is also its belief that the P.E.I. Federation has a contribution to make that may beneficially affect children in other areas, be it a little village in Ontario, a fishing hamlet on Maritime shores, or an urban area in British Columbia.

It is a source of pride to be able to say that this Federation has worked co-operatively with the Canadian Federation to the very utmost of its resources, and that the record of P.E.I.'s contribution is a worthy one. Several of our executive members have served on the executive of the Canadian Federation and P.E.I. has also provided chairmen for several National committees.

### ATLANTIC CONFERENCES

The Maritime provinces have so many common bonds that it is axiomatic to say that Home and School conferences are vital to the needs in the whole area. Area conferences have been held approximately every two years. In October, 1960, ten Island delegates attended a two day conference in Amherst, N.S. where *Planning for the 60's* was the theme. The Island delegates were drawn from local associations at Notre Dame Academy, Summerside, West Kent, Morell, Miscouche and Montague. In addition, Mrs. Basil MacDonald, Eric Kipping and Kenneth Parker attended from executive. Later minutes record "an outstanding contribution was made to the conference by Mr. Kenneth Parker in all the discussions, but particularly in the panel discussion on the Canadian Conference on Children."

The Atlantic Conference held at Mount Allison University in September 1963 used as its theme *Toward Excellence in Education*. Dr. K. A. Parker addressed the delegates on that

occasion. Some of the problems of concern just one decade ago were: the need for education in television, the bottom third, cigarette smoking among teenagers, automation, overcrowded facilities in Canadian universities, need for improved school libraries, importance of adult education.

A highlight for P.E.I. came in September 1965, when the Federation played host to an Atlantic Conference. The Conference was scheduled to follow immediately after the Federation's Annual Meeting. In that way it was possible for many national persons including the National President, Mr. A. J. Sands to be present at the Annual Meeting. The one-day Conference was devoted to Federation business, especially planning for 1967 Centennial projects. Much emphasis was placed on ways to make an annual meeting into a real forum on educational matters.

The study on Mobility was a major item on the agenda of an Atlantic Conference held at Fort Cumberland Hotel in Amherst in May 1967. Another important decision of that meeting was to establish an Atlantic Home and School Council to meet at least twice a year to work toward common objectives. The three provincial presidents and two others from each Maritime province were to constitute a Council.

The Atlantic Council has held several meetings and has carried out one important assignment for the Canadian Home and School and Parent-Teacher Federation, namely the revision of the official handbook of the organization. Under the chairmanship of Jack Sands, a committee named by the Atlantic Council worked for two years to produce an updated and imaginative handbook depicting Home and School as a *child-centered* organization. Lively and provocative illustrations and cover design were the work of an Island artist, Henry Purdy, Department of Commercial Design at Holland College. Prince Edward Island's representative on the Handbook Revision Committee was Mrs. Hesta MacDonald, then Eastern Vice-President.

By 1968 the non-medical use of drugs was becoming a major concern in the Maritime provinces. The Atlantic Home and School Council met for a two-day study session in Moncton, seeking ways to give accurate information to parents, to teachers and to young people, and striving for ways to support Canadian Home and School in its study of drug abuse.

Subsequently, Atlantic Conferences were held in Moncton in November 1969, May 1971, March 1973 and others are planned for the future. Each conference has been a learning experience for Island Federation leaders, who in turn have tried through workshops, newsletters and personal contact to pass new ideas and concepts to the local associations which are the ones dealing directly with children and young students.

### P.E.I. FEDERATION HOSTS NATIONAL

Memorable and exciting happenings took place in P.E.I. during the 1964 Centennial and for Home and School that year marked a real milestone. The Canadian Home and School and Parent-Teacher Federation met in Charlottetown for its annual meeting — and it was an indication of the growth and maturing of the Island organization that it was able to play host to delegates from across Canada. A public meeting held in Confederation Centre explored the role and function of a National Office of Education, a need which the National Federation had been expressing to the federal government.

It was at that 1964 annual meeting in Charlottetown that the Federation did the initial planning for 1967 Centennial projects. One decision made was that the Canadian Federation, as one of its 1967 Centennial Projects, would promote the idea of establishing a World University dedicated to "the arts of peace". The thinking of the delegates to the 1964 meeting, representing some quarter-million parents, was that the man-made EXPO islands, Montreal, might be used for the site of such a World University. Mrs. Jeannette Gleeson was chosen as P.E.I.'s representative on a World University Committee. With the energetic and wholehearted effort which she put into all Home and School undertakings, Mrs. Gleeson met with legislators and educators to give information and win support for the World University concept.

In June 1973, the P.E.I. Federation again hosted the annual meeting of the Canadian Home and School and Parent-Teacher Federation, this time at Dalvay-by-the-Sea. A Home and School provincial rally held at St. Ann's Parish Hall in Hope River gave opportunity for local association members to meet Home and School leaders from all across Canada.

Indicative of Home and School's concern for the total welfare of children was a series of resolutions aimed at eliminating child abuse in Canada. A committee was set up to undertake a program of public information on child battering.

A resolution from the P.E.I. Federation and passed by the Canadian Federation dealt with moral pollution. The resolution called for the development of "positive programs to educate and encourage parents to intelligently guide their children's exposure to the media, and where practical to initiate action for elimination of, or reduction of (these) negative influences."

### HUMAN RIGHTS

"Every parent and every teacher must become a missionary for human rights," said President Charles Campbell speaking to the provincial Home and School Semi-annual Meeting in April 1968. Home and School has always been an advocate of human rights, and during 1968 which was proclaimed internationally as "Human Rights Year" special emphasis was on that aspect of Home and School endeavour. The protection of human rights is a matter of education, and the Federation promoted the human rights concept, using every means at its disposal. At an Atlantic Conference held in Moncton in April 1968, one of the major topics was *The Human Rights of the Child*. Newsletters, radio, and local and provincial meetings stressed Human Rights.

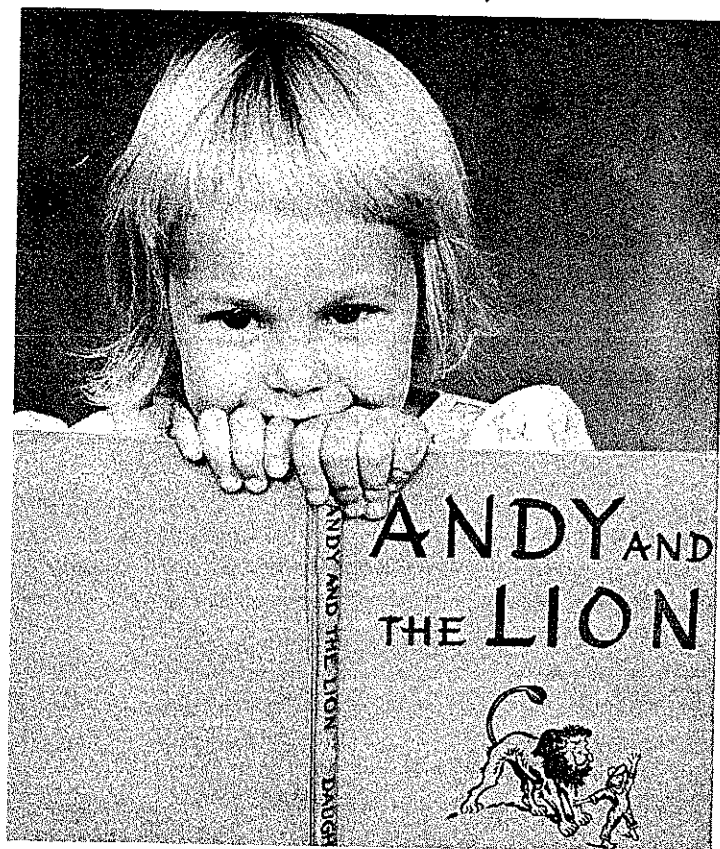
To mark the beginning of Human Rights Year, the P.E.I. government called a Provincial Conference in which 27 voluntary organizations participated. Mr. Charles Campbell represented Home and School. Indian representatives from Lennox Island were present, and there was a strong feeling that it was on Indian needs that P.E.I. must place most emphasis.

It is necessary to maintain vigilance in order to ensure that human rights of minority groups are not violated. Home and School has demonstrated a strong concern for children of minority groups. On January 28, 1969, Mr. Tom Anaquod, a native Ojibway Indian from New Westminster, B.C., addressed a World Religion Day Commemoration on the topic *Religious and Cultural Heritage of the Canadian Indian*. To this meeting, sponsored by the Charlottetown Baha'i Community, individuals and groups which had demonstrated a special interest in the

rights of Canadian Indians were invited, and Home and School was honored to receive such an invitation. A special copy of the Baha'i brief presented to the Canadian Conference on Human Rights (Ottawa, December 1-3, 1968) was given to Home and School as recognition of work done in the area of human rights.

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*Place a book in the hands of your child*



Symbol of Home and School's 1967 National Centennial Project

## AFTERWORD AND AFTERWARD

The dominant impression that is conveyed by this compilation of the activities and accomplishments of Home and School in Prince Edward Island over the past two decades is that a few dedicated people have achieved a great deal for the children of the Island. Perhaps the use of the word "few" is misleading. For every person it has been possible to identify and name there have been scores of faithful, anonymous individuals whose interest and involvement have made these achievements possible. These hundreds and thousands of parents and teachers have been the real Home and School about which this History has been written. They made it possible and to them belongs the credit.

Nor is this the end! As long as there are children; as long as sincere parents, teachers, school board members, public servants, and politicians strive together to improve and enhance educational opportunities for these children; so long will there be the need for a Home and School organization to provide a forum for discussion and to encourage constructive action. The information in this History can become the foundation on which succeeding generations of Home and Schoolers may erect an edifice consistent with the needs of their time. It is to be hoped that these future leaders and members may look back on those who contributed during these two decades and be able to say, "They builded better than they knew"

## Appendix A

### ANNUAL AND SEMI-ANNUAL MEETINGS

Year	Place	Theme
1953	P.W.C.	Organization Meeting
1953	P.W.C.	Being Provincially and Nationally Minded
1953	P.W.C.	Local Home and School
1954	P.W.C.	What Children Need from Parents and Home
1954	Queen Charlotte	School Conditions
1955	P.W.C.	Programming in Local Associations
1955	P.W.C.	Can P.E.I. Afford Better Schools?
1956	P.W.C.	Public Attitudes Toward Schools
1956	P.W.C.	Teacher Shortage
1957	P.W.C.	The Struggle for Qualified Teachers
1957	P.W.C.	The Canadian Conference on Education
1958	Birchwood	Challenges of the Conference on Education
1958	Summerside High School	Bridging the Gaps Between Home and School
1959	Birchwood School	Closing the Gap Between Provincial and Local Associations
1959	Kensington	Focus on Rural Education
1960	Birchwood	Mental Health
1960	Birchwood	Leadership Workshop
1961	Queen Charlotte	National Home and School
1961	Birchwood	Coalition with a Purpose
1962	Montgomery Hall	Educating the Parents on Education
1962	Morell Regional	The Role of the School in the Economic and Social Problems of Home and Community
1963	Montgomery Hall	The Role of Visual Education

Year	Place	Theme
1963	Kensington Regional	Education and the Struggle for Excellence
1964	P.V.I.	Reflections on Modern Trends
1964	Athena High School	Guidance
1965	P.V.I.	The Challenge to Today's Parents
1966	P.V.I.	Secondary Education in the Age of Space
1966	P.V.I.	Reading — A Basic Skill
1967	P.V.I.	Role of the Arts in Primary and Secondary School
1967	P.V.I.	Focus on Sight and Sound in the Learning Experience
1968	P.V.I.	Trends in Special Education
1968	P.V.I.	The Role of the Parents in the Five Administrative Units
1969	P.V.I.	An Evaluation of Home and School
1969	P.V.I.	Communications
1970	P.V.I.	Understanding Education Today
1970	Holland College	Participation in Planning
1971	Holland College	Accountability in Education
1971	Holland College	New School Act and New Tax Act
1972	P.V.I.	Communications at <i>Home</i> and <i>School</i>
1972	Montgomery Hall	Individualized Learning and the Open Space School
1973	Birchwood	Public Participation in Education

## Appendix B

## LOCAL ASSOCIATIONS

Year Organized	School	First President
1953	Summerside	
1953	Tignish	
1953	Tracadie Cross	
1953	West Kent	
1953	West Royalty	
1953	Miscouche Elementary	
1953	Kinkora	
1953	Montague	
1953	Murray River	
1953	Emerald	
1953	Slemon Park	
1953	Souris	
1953	South Freetown	
1953	Stella Maris Elementary	
1953	Georgetown	
1953	Kensington	
1953	Prince Street	
1953	Rochford Square	
1953	St. Augustine's (South Rustico)	
1955	Newton	
1955	Parkdale	
1956	Queen Charlotte High School	
1957	East Royalty	James Mundy
1957	Fort Augustus	Sister Clare Therese

Year Organized	School	First President
1957	Spring Park	Dick Sterling
1958	Birchwood	
1958	Victoria	Mrs. Charles Howatt
1958	Winsloe	Gil Henry
1958	Argyle Shore	Joan Howatt
1958	Morell Regional High School	Walter Dingwell
1958	Murray Harbour	Mrs. Malcolm MacPhee
1959	Notre Dame	Roy MacGillivray
1959	Crapaud	Mrs. Clayton Crosby
1959	Emyvale	Mrs. Richard Clarkin
1959	Nail Pond	
1959	St. Eleanors	Mrs. Everett Johnston
1959	St. Peters	Dr. John McLellan
1959	Grand Tracadie	Eric Kipping
1959	Hunter River Elementary	Mrs. Jennie Bernard
1961	St. Theresa	Brendan Dunphy
1961	Central Queens Regional High School	Mr. Reagh Bagnall
1961	Green Meadows (Morell)	Chester McCarthy
1962	Elm St. (Summerside)	Leo Blacquiere
1962	Marshfield	Reginald G. Johnston
1962	Morell Elementary	Miss Mary Hughes
1962	Englewood Regional High School	Mrs. Clayton Crosby
1962	Parkside	
1962	Alberton Regional High School	
1962	St. Jean Elementary	Brighton G. MacDougall

Year Organized	School	First President
1962	Sherwood	James Starr
1962	Stella Maris Regional High School	Mrs. Joseph G. Gaudin
1963	Miscouche Regional High School	Phil LeClair
1963	Evangeline Regional High School	Mrs. J. B. Arsenault
1965	Cornwall	Rev. Roydon Reynolds
1966	Uigg-Kinross	Mr. John MacKinnon
1966	St. Anne's Consolidated	Oswald Murphy
1966	Cardigan Consolidated	Noel Wilson
1967	Colonel Gray Senior High School	John Kirby
1967	Dundas Consolidated	Arthur MacDonald
1968	Vernon River Consolidated	Mrs. Elsie MacLeod
1969	Rollo Bay Consolidated	Francis White
1969	Belfast Consolidated	Lester MacRae
1970	Wheatley	Mrs. Thelma Axworthy
1970	Evangeline Elementary	Mrs. Florina Gallant
1971	Bedeque Elementary	Arthur Bell

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