

Colorful Portuguese Fleet Arrives At Nfld. Capital

By IAN MACDONALD
Canadian Press Staff Writer
ST. JOHN'S, Nfld. (CP)—This city's population has swelled by about 5,000 with arrival of the Portuguese handliner fishing fleet from the Grand Banks off Newfoundland.

The handliners have been arriving for the last week. Activity reached a peak Wednesday when 22 were in port. The vessel took on bait and fuel before moving to fishing grounds off Greenland. By noon Thursday the Portuguese population had dwindled to 2,000 men and 14 ships. The sailing of each vessel was heralded by screaming sirens used to roundup Portuguese sailors, who devoted much of their free time to sightseeing and shopping. The Portuguese, always welcome and well-behaved visitors, have been fishing on the Grand Banks continuously since early April. It may be months before they return home again.

AVERAGE CATCHES
A spokesman said catches to date have been average and the fishermen are looking forward to better landings off Greenland, where cod are usually more plentiful this time of year.

The ships are commonly known as the "white fleet" because of their color. There are about 54 vessels in all. Forty took on provisions here. Some went to Harbor Grace, Nfld., and about a dozen went to Sydney.

Lined up at various piers, the vessels turned the south side of the harbor into a forest of masts. Each ship had at least two masts, few had as many as four—a sight less common each year as fishermen demand more and more on engines.

The piers were a blaze of color. On the decks of almost every boat multi-colored sails of dozens of small dories were raised to dry in the sun. Reds, blues and yellows were predominant colors. Those Portuguese who weren't shopping or sightseeing repaired their lines and other equipment.

WELCOME VISITORS
The Portuguese found themselves welcome visitors in some St. John's homes. They roamed the city in bands and whenever possible asked for old catalogs and mechanics magazines to read at sea. Because few speak English, books with lots of pictures are in demand. One east end resident awoke

early the other morning to see groups of Portuguese wading up a stream that flows through his back yard. Before deciding to call the police he waited to see what was going on. It turned out the fishermen had come to wash their laundry, which they carried in canvas sea bags. Another resident was amazed when six fishermen volunteered to mow his lawn. They had never seen a lawn mower before and were anxious to push one.

STORES BUSY
Meanwhile, store clerks were kept busy helping fishermen select presents for wives, friends and relatives back home. Said one exhausted salesgirl: "It's hard to understand what they want but I haven't had so much fun in ages." The pride of the Portuguese fleet, the hospital ship Gil Eannes, arrived in port Wednesday. She will administer to the ships of the white fleet, which carry from 80 to 104 fishermen each. The Gil Eannes also treats Newfoundland fishermen on the banks in recognition of the goodwill between two countries that are competitors in the fishing industry.

mind in developing this program:

1. Direct supervisory help to teachers in their classroom settings. The teacher who needs help today cannot wait an inservice course tomorrow or next summer.
2. Organized curriculum planning, by which leadership is given to teachers in groups in the improvement of their instructional offerings and methods. Such study programmes originate from the needs of the classroom teachers and reflect co-operative determination of what is worthy of such study effort.
3. The in-service training of teachers, in respect for the idea that every teacher can, and has the right to, grow professionally as long as he is on the job.
4. The improvement of the learning situation by means of supplementary staff services, concentrated upon the pupil rather than upon the teacher. These services include testing, psychiatry, health, and other outside the curriculum proper.

What are some of the characteristics of the successful principal? First of all, he knows his worth thoroughly and keeps in touch with all the aspects of the school's work. He is, and continues to be, a student of education. He is modest in manner, congenial and friendly. He is interested in his pupils and calls them by name. He knows the parents and welcomes parental interest. He is a good team leader and takes a genuine interest in the good fortunes and worries and difficulties of the teachers on his staff. He realizes that the teacher is fulfilling her best professional role when she is engaged in the creative and unique act of teaching. By way of symmetricalizing, I wish to quote five qualities which seem to be of particular value in giving effective leadership in school work or in most other fields of endeavor:

- (a) Goodwill — a cheerful outlook, likes people, gives credit where credit is due.
- (b) Courage — is not afraid of hard work, of losing his position, or of making mistakes; will take a stand on right and wrong.
- (c) Integrity — follows know where he stands; always dependable; a square shooter; incorruptible; loyal.

(D) Knowledge — knows most of the answers or where to find them; can show another "how" without showing off or showing the other up.

(e) Faith — believes his job is important, believes hard things can be mastered, and helps others to feel so, too.

May you by taking thought add a cubit or two to your stature as an educator during the school year. This Department is conducted by the Prince Edward Island Teacher's Federation. Contributions are welcomed and should be sent to the General Secretary, 98 Prince St., Charlottetown.

Two Oxford Students Sent Up For Trial

LONDON (Reuters)—Two Oxford University students—charged under the Official Secrets Act for publishing an article which claimed to detail British espionage methods along the Russian frontier—Wednesday were sent for trial in criminal court. The students, Paul Thompson, 22, and William Miller, 24, pleaded not guilty. They were granted bail of £100 each. The prosecution arose following an article in the Oxford University magazine Isis. The undergraduates are accused of giving secret official information to an unauthorized person and using it in "a manner prejudicial to the safety and interests of the state." Last week, Crown witnesses said the undergraduates divulged

highly - secret information they gained while on national service in the Royal Navy in 1955. The Crown said that some of the details in the Isis article were true. The article said that planes sometimes were sent across the frontier deliberately to provoke the Russians into exchanging military code signals.

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EDUCATIONAL HORIZONS The Principal As A Person

Dr. C. C. Golding, Director of Education, Toronto

Every school principal to be successful should learn at least the following seven principles, and put them into daily practice:

1. Know the objectives of education — and how to attain them. Briefly these objectives are the maximum growth and the moral, intellectual and vocational development of each pupil.
2. Know how to carry responsibility — and how to delegate it. His job is an executive one — not a clerical one. Less expensive help can and should carry many delegated responsibilities.
3. Know how to think — and how to find time to do it. He bases his decisions upon a wide range of information and interprets it in terms of his training, experience and judgment.
4. Know how to deal with people — and how to follow as well as lead. He must first understand himself — his strengths and weaknesses, his duties and responsibilities, and the extent of his authority. Also, he must be considerate of others, sympathetic and understanding, and interested in their accomplishments.
5. Know how to stay healthy, physically and mentally, and how to keep others healthy.
6. Know how to do his job — and how to make progress: knowledge of school law, standing orders, techniques of supervision and how to evaluate.
7. HIGH STANDARDS. Specifically, he should give daily thought to the problem of maintaining high standards for his school — to provide a suitable educational programme for all his pupils in terms of their individual needs and varying abilities. While a few brilliant students are an asset to a school and much should be required of them, the great majority of pupils, who are not scholarship material, must be welcomed and given such consideration that they feel they are important members of the student body. At the other end of the scale, the principal must seek an answer in terms of the resources of his school to the question, "What kind of secondary school programme will provide maximum values for students with little or no motivation, no educational goals, and no vocational choices?" It is not the recognized responsibility of secondary schools to educate all the children of all the people.

There are certain occupational hazards faced by a principal. Probably the greatest enemy the typical principal faces is that of becoming apathetic. He begins his career enthusiastically with high hopes, and plans each day's work carefully. Sometimes he finds that he cannot carry out his plans completely. Too many unexpected occurrences turn up around the school. The next step may be that the principal decides that, since he has not been able to follow his scheduled duties on many occasions, he will in future wait for the day to bring forth its own problems with which he will deal. NO RUDDER.

After this procedure has been followed for a time, the school may resemble a rudderless ship with no guide or pilot, an organism drifting around in the educational sea, the victim of the daily whims of various dominating individuals in or around the school. It is an easy transition for a principal in such a situation to decide to sit in his office day by day and be pleasant when people come around while incidentally, the school runs itself to a considerable degree.

A second possible hazard is the temptation to become autocratic. As the person in command of the school, there may be a temptation for a principal to assume an air of ownership and try to give an impression that he possesses a wisdom about school matters that may at times be exaggerated or inaccurate.

USE ASSISTANCE

There is much to be done in the detailed management of a school as a going organism but most principals now have adequate clerical assistance which may not be used wisely at all times. If a principal would spend time in planning a schedule for himself he might eliminate much waste time and motion. In addition, many of the responsibilities inherent in the management of a school can be shared to the advantage of the entire school. Of

concern should be to give leadership of the sort which will involve all concerned and stimulate teachers to greater personal and professional growth, and have them feel that they have opportunities to make significant contributions to the work of the school and be both leaders and followers in developing various aspects of the school programme.

SUPERVISION

Supervision today does not mean that the principal should tell every teacher to go on his own instructional way and to try anything he wishes to improve his programme. A good school programme does not necessarily result from every teacher riding off in a different direction on his own pet hobby. The efficient principal will do his utmost to bring about a co-ordinated effect which assures unity of purpose moving toward common goals. The chief purpose is effectiveness in instruction and learning. The following are some points to be kept in mind:

- (a) Maintain the school plant and grounds in a way that promotes healthful living and facilitates instruction.
- (b) Improve quality of the instruction and devise some procedures which will evaluate progress and improvement.
- (c) Matters concerned with supplies and equipment.
- (d) Pupil guidance, including problems and home adjustment problems.
- (e) Other matters such as school records, classification and individual differences, provision of proper library facilities, etc.

In dealing with these various problems, the principal's chief

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