

Widening Educational Horizons

The foreword in this issue of our Widening Educational Horizons is by Mr. Gordon Rice, Supervisor of School Unit No. 1.

Mr. Rice has attended two Canadian Education Association - Kellogg Workshops in Educational Leadership, first at Halifax, and then at Edmonton. These were of three weeks duration.

In the following article Mr. Rice has endeavored to make clear to us the aim of these workshops.

C. E. A. KELLOGG PROJECT IN EDUCATIONAL LEADERSHIP

I believe it would be well to open my remarks by giving a brief outline of the background leading up to the present C.E.A.-Kellogg Workshop in Educational Leadership.

The most significant change in recent years in school administration has been the development of larger units or districts of administration. This development has been the outgrowth of public demand. Parents have generally accepted the view that education should be public and free to the end of the high school grades and there has been increasing concern as to the kind of education being offered and the use of public funds. Three facts became readily apparent: (1) that high school facilities in rural and village areas were not conveniently available, (2) to the extent that they were available, the offerings were limited, and in many cases of many students unrepresentative in nature. Too frequently, either in content or presentation, or both they seemed irrelevant to the students' interests.

The result was alarmingly large drop out of students at the Grade VIII, IX, X level, (3) the small local district with limited financial resources and small pupil population, could not support a school with a program designed to hold the pupils beyond compulsory attendance age. This was a highly unsatisfactory situation, and the dissatisfaction was augmented by the conviction that village and rural areas were falling far short in offering educational opportunities comparable to those offered in urban centers.

In the opinion of a number of educationalists the solution to the problem lay in the formation of the larger unit of school administration and have become known variously as consolidated or regional school areas, municipal units, township areas, school divisions, etc. The names used in the different provinces of Canada are not synonymous but they have a common purpose that is to provide access to wider financial resources in order to equalize educational opportunities and thus provide a better school service to all children.

A survey of all provincial educational systems shows that every province has experimented to some degree in the establishment of larger areas of administration. In some cases the entire province has been arranged on this basis. The establishment of these areas while solving some problems, has created others for which solutions have yet to be found. It was the C. E. A.'s conviction that there were certain basic principles and procedures of good school management which are equally applicable to all school systems whether larger school units, the traditional school district and in urban as well as rural school systems.

As a result of these convictions, the Executive of the C. E. A. approached the Kellogg Foundation with the proposal that money be made available for research in public education. It was soon learned that the Kellogg Foundation had little interest in research as such. Happily, at this time—summer 1951—Dr. J. C. Althouse, Ontario's chief Director of Education was arranging through C. E. A. to have some of his inspectors attend the Convention in Saskatoon so they would have an opportunity to meet with western school superintendents, etc., and exchange ideas. It was believed that such an interchange of ideas would prove valuable. C.E.A. then proposed to the Kel-

logg Foundation that a conference of school inspectors from all parts of Canada would have great value for Canadian education. The Foundation was agreeable to this proposal and a preliminary meeting was held in Toronto in June 1951, followed by the Inspector's conference in Saskatoon in September 1951.

From this seed an idea was born and is now growing. The first course was held in Edmonton in May-June 1953. The present contract between C. E. A. and the Kellogg Foundation assures approval for a three year period and at the end of that time for two more years, provided that the conditions of the agreement have been met and the progress at that time warrants further support. (If the reader is interested in obtaining the details of these preliminary steps, he may read them in the booklet "A Project in Educational Leadership"—obtainable C. E. A. office, 206 Huron Street, Toronto.)

You may ask—what did C.E.A. Directors have in mind when they envisioned the present program? I can safely say that from my personal contacts with the Project—none over all objective has been made clear to me—better education for Canadian children. Sometimes you can't see the trees because of the forest, but in this case the personnel connected with the Short Course never lost sight of the main objective.

Once it was established that the Project was going to materialize—a Director was appointed to work out the details and lay the foundation—Mr. George Flower, the Director and his two very able assistants, Dr. Russ MacCarthur and Mr. Charlie Mustard have promoted a fine program and last year it was executed in an exemplary manner. I would forecast a most successful result from all future deliberations.

It might be well at this time to make a statement outlining the general aims of the Project and the Pilot Short Course. The underlying aim of the Project in all its activities is to contribute to the improvement of educational administration and supervision in Canada—and particularly in the rural areas of Canada—with the ultimate object of providing better education for boys and girls in Canadian schools.

To this end the chief aims of this Leadership Project have stated as follows:

- (1) To develop techniques and skills among Canadian educational leaders in the solution of problems by co-operative action.
- (2) To clarify the functions of superintendents or inspectors of larger school areas.
- (3) To work out practical solutions to problems now being encountered.
- (4) To bring together a fund of knowledge and material based on Canadian experience in administration and supervision.
- (5) To encourage the development of pre-service and in-service programs in supervision and administration.
- (6) To stimulate the intercommunication of educational ideas and practices between widely separated areas of Canada, and through this to contribute to mutual understanding and association.
- (7) To develop principles and procedures designed to improve school administration in general.

The general purpose of the Pilot Short Course have been stated as follows:

- (1) To provide the group with an opportunity of gaining further understanding of workshop and evaluation philosophy and procedures.
- (2) To provide an opportunity for further exploration of the problem areas, including the formulation of definite plans for later local action.
- (3) To provide a proving ground for this type of activity, with a view to improving procedures and organizations of proposed later courses. This includes looking toward the tentative identification and definition of emerging principles of supervision and administration in the Canadian setting.

PROCEDURE

The word "workshop" as it has been used in the C.E.A.-Kellogg Project may not be familiar to some and it might be well to give an explanation of just how the members of the Course spent their time. The heart of the "workshop" was the actual thinking and discussion, exchange of ideas from man to man, and advance to province on problems advanced by the members themselves. For this purpose the group divided itself into a number of sub-groups—each sub-group to discuss a specific problem. In Edmonton five such sub-groups were formed and the problem areas discussed were:

- (1) The Leadership Role of the Inspector with Teachers and Principals.
- (2) Relationship of the Educational Leader in a Larger Unit.
- (3) The Relationship of the Inspector and the Board of Trustees.
- (4) The Inspector's Role in the development of public interest in and public support for schools.
- (5) Centralization of Schools.

Each sub-group had a co-ordinator and recorder to give guidance and leadership and to make general inferences from the discussion. There were also several advisers and consultants assigned to each group. These experts, with their wide experience and great fund of knowledge, added much to the discussion and to the findings of the group.

In addition to the work in sub-groups an opportunity was made available for each regional section e.g. Atlantic Provinces to have an "At Home"—where an interchange of information was made available to all. In this manner one was able to learn much of supervisory practices, and the administrative set-up in the various provinces.

As I have already stated, the heart of the workshop was the sub-group discussions and interchange of ideas but ample opportunity was also provided to observe such activities as group dynamics, panel discussions, evaluating procedures, etc. Finally, the group were privileged to hear some very outstanding speakers—each an expert in his own field—and each connected with education. A great deal of reference material was available for study, etc.

Towards the end of the workshop each sub-group reported to the main group—giving a resume of its findings—suggestions and recommendations. It is impossible at this time to give details of all that took place during the three week program. Here is a summary of one group's activities:

1. The Inspection and Instruction.
 2. Administration.
 3. Supervision.
 - II—Effective Supervision.
 1. Broadening of the supervisory program.
 2. Effective supervisory activities.
 3. Other related activities.
 4. Overload of Inspectors functions (not particularly applicable to P.E.I.).
 - B. The Inspector and Principals.
 1. General Principals.
 2. General Recommendations.
 3. Recommendations on Research.
- I shall not attempt to go into detail on all the above sub-topics. It may be sufficient to give the recommendations submitted for one.

EFFECTIVE SUPERVISION

1. Broadening of the Supervisory Program.

In its broadest interpretation supervision is a function of Inspector, Principal and Teacher, and is directed towards the improvement of the educative process. Supervision takes many forms, the commonest of which is the classroom visitation and conference with the teachers. It is also achieved through study clubs, conventions, lectures, extension courses and educational workshops. It can also include programs of evaluation for pupil achievement and remedial follow-up work, and even construction of curricula.

Our knowledge of group dynam-

ics leads us to the recognition of the fact the human beings participate with satisfaction in social situations in which the relationships are democratic, where status is not evident, and where the focus of attention is on worthy activities with which the individual desires identification. It is also evident that if such situations can be incorporated in the supervisory program, there is an excellent chance that sound educational growth may follow due to wider participation, more prolonged effort and greater enthusiasm. Inspectors and Principals might well realize such a supervisory program. First an activity must be selected. This activity must have a genuine educational value which will add to the efficiency of the educational process through increased knowledge and competence of the participants. An active study club would be one such suitable activity.

In structuring such an activity certain criteria might be observed and followed. (a) Social Climate. To insure best results the social climate must be regarded as basic. Inspectors, Principals and teachers should participate on terms of equality. Purpose, honesty, sincerity and mutual confidence should permeate the group. Informality and friendliness should be evident at all times.

(b) Focus of attention. Attention should be directed to the activity or problem. All participants should engage in assigned tasks in the same manner.

(c) Democratic Planning of Objectives, Procedures and Outcomes: The democratic arrival at objectives, procedures to be followed and the outcomes to be achieved will give the participants a rich feeling of identification with a worth while activity. Careful planning and scheduling is vital to its success.

(d) Activity. The essence of the procedures should be the activity of its participants. Each individual should have some part in the planning and culmination of the project under review.

(e) Recognition of achievement. Evaluation of the achievement should be attempted. Achievement of a worthwhile nature should receive warm recognition through such channels as are available.

Effective Supervisory Activities: (a) One phase of supervision might be the development of study clubs to foster the activity program in the schools. Not alone should the teacher guide but the supervisor should guide the teacher. Leadership should be co-operative and democratic.

(b) Another phase of supervision might be the encouragement of teachers in small groups to discuss methods and subject matter. It was thought best to have one major topic for study throughout the year. By this means it was thought possible to diminish the work of classroom visitation and make such visits less informal, less evaluative.

(c) A third form of effective supervision might be achieved by intervisitation on the part of young teachers, or indeed, other teachers not too set in their habits, of an experienced teacher in action—a teacher well up on "know how", but this should be done with the latter's consent. This may be done in one of three ways: (1) by closing the classroom, (2) by the services of a visiting teacher, (3) by a substitute teacher.

These in brief were the recommendations on one of the several topics discussed. It may give you some idea of what the group were striving to attain.

What Have Been Some of the Outcomes:

It has been generally felt that a good beginning has been made, but it is only a beginning. It was not considered that the findings were either conclusive or authoritative. Nevertheless each member of the course did accumulate a vast store of notes and records; some of which might well be carried back for adoption or consideration in a given area or

Tignish And Vicinity

Mr. Patrick Buote, Toronto, Ont., is visiting his parents, Mr. and Mrs. Joseph Buote, Tignish.

Mr. Ulric Arsenault, motored from Toronto, Ont., on Tuesday to spend his vacation with his parents, Mr. and Mrs. Alphee Arsenault, Nail Pond.

Mr. Melvin LeClair of the staff of Tignish Co-Operative Association, is spending his vacation in Toronto, Ont.

Miss Patricia Nelligan, Alberton, spent the past week-end in Tignish, visiting friends.

—Hon. J. A. Bernard and family, Tignish, had as their guests for the week-end Mr. Bernard's son-in-law and daughter, Dr. and Mrs. James I. Higgins and family of Kensington.

Mr. and Mrs. Edward Phee returned from Toronto, Ont., on Monday to their home in Tignish. It is pleasing to report that Mr. Phee is able to be about after spending many months in a hospital while in Toronto, suffering from a foot injury which he sustained while working at construction work in the City.

Mr. and Mrs. Joseph Gaudet, Toronto, Ont., has come to Tignish, to spend his vacation with his parents, Mr. and Mrs. Joseph Gaudet.

Mr. Jerry Gaudet, Toronto, Ont., has come to Tignish, to spend his vacation with his parents, Mr. and Mrs. Joseph Gaudet.

Mr. and Mrs. Albert Doucette on Friday evening at four o'clock on Friday evening, May 7. This retreat was conducted by Rev. Fr. Enright, C.Ss.R., Charlottetown. The religious exercises came to a close on Sunday evening at 3 o'clock with Benediction of the Most Blessed Sacrament.

At 8.30 p. m. on Wednesday evening, May 5, a blaze was dia covered on the roof of Mr. Peter Gallant's home in Tignish. In response to a call from the fire alarm neighbors quickly gathered. A bucket brigade was formed and the flames were soon extinguished causing very little damage to the building.

A capacity audience filled the Canadian Legion Community Centre in Tignish on May 5, and were well entertained for hours with songs, dancing and jokes by Bobby Cook and his saddle-pals, Eddie Ayres and Buddy Nelson from Wheeling, West Virginia. It has been two years since these Westerners last visited this community but their numerous radio fans did not forget them, and were on hand to give them a big welcome.

Hearty congratulations are extended to Mr. and Mrs. Victor Gaudet whose marriage took place the past week in Toronto, Ont. The bride was the former Miss Ada Arsenault, daughter of Mr. and Mrs. Aurelle Arsenault. The groom is the son of Mr. and Mrs. Joseph L. Gaudet all formerly of Tignish.

A successful pantry sale sponsored by the Ladies' Aid of Tignish, was held in the Co-Operative Store on May 8. The lottery cake was won by Mrs. Lorraine Harper, little daughter of Mr. and Mrs. Walter Harper. Those in charge of the table were Mrs. A. J. MacDonald, Mrs. F. J. Skerry and Mrs. James Christopher. —CL.

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What's news at Inco*?

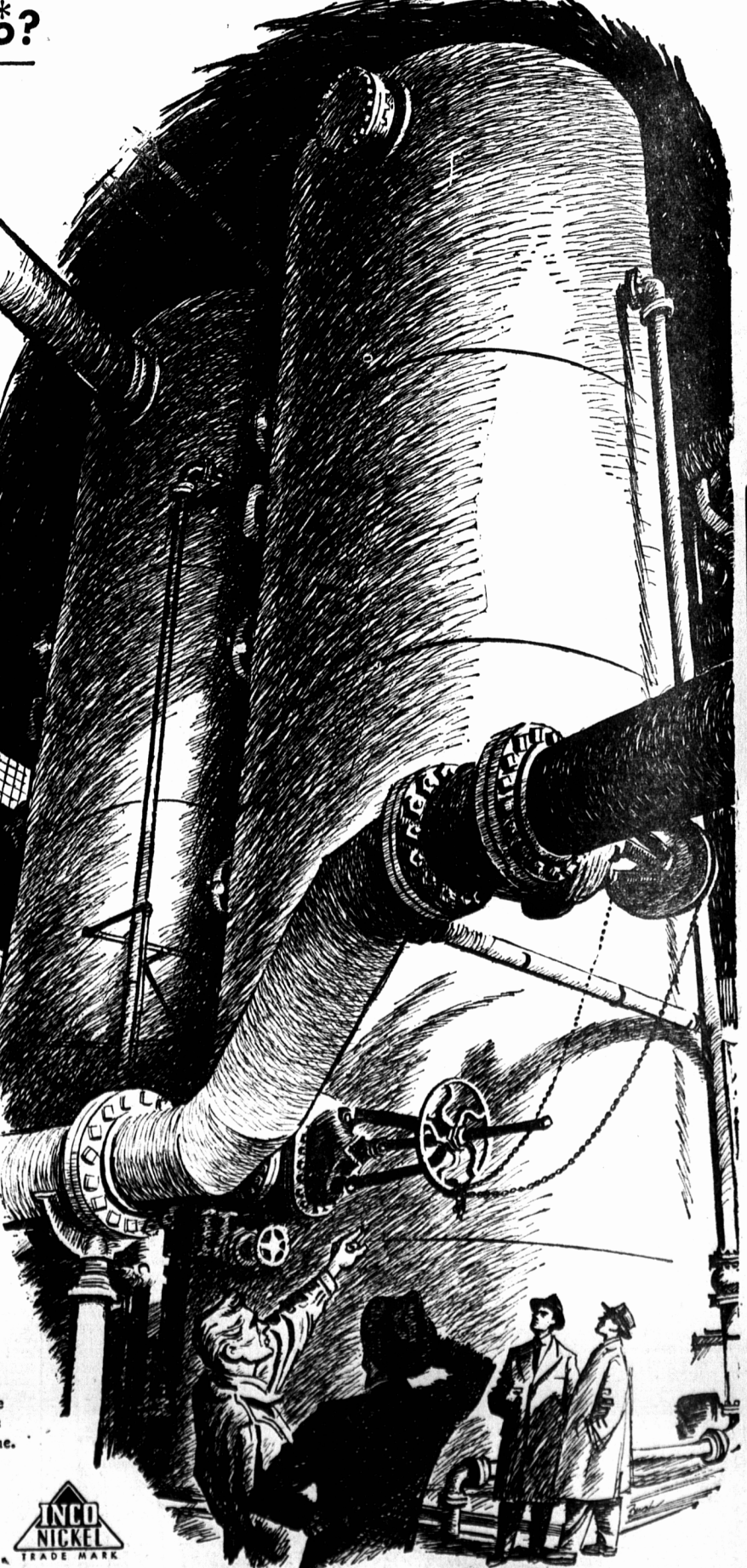
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This oxygen plant, the first of its size and kind in Canada, produces more than twice as much oxygen per year as all other plants in this country. It is one example of the way Inco introduces new economies and finds uses for by-products formerly without value.

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