A SURVEY OF THE ELEMENTARY SCHOOLS IN THE CITY OF EAST KILDONAN

A Thesis

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by

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ABSTRACT

The purpose of this study is to survey the adequacy of the elementary schools and the services provided by the teachers and the administrators who are charged with the responsibility of educating the children of East Kildonan from Grades I to VI. It is the writer's assumption that there is a need for some new services and for certain changes in the present form of organization and administration of these grades. There will be special emphasis upon, and recommendations relating to, classroom organization, exceptional students, classroom teachers and school administrators.

The data for the study were drawn from a variety of sources. The most important sources were the replies given by teachers and administrators to the questionnaires, prepared and submitted to them by the writer. Further valuable sources of information were the records accumulated in the local school board office. The writer is indebted to the School Board Office personnel who provided most of the statistical information on the past size of the district, in terms of student enrolment, and teachers engaged in teaching. The local school inspector has provided records pertaining to teacher certification.

Other sources of information were the many books, pamphlets and educational magazines which contain material on the elementary school.

As the study develops it appears that certain policy changes are required in the schools of East Kildonan. The major recommendation of the thesis is a suggestion that the present grade system should be abandoned and the programme of studies organized into units of work. The most administratively practicable solution to the problem of providing more adequately for the individual differences of students is the implementation of a programme designed to promote the greatest measure of growth in each student. Such a plan would require that the subject content of each grade be organized into units of work, which each child would be given and in which each would progress at his own rate of learning. A plan such as that proposed for the Province of Saskatchewan or the Hamilton Plan would seem to be most suitable. The essential feature of such a plan is that all children are taught the same material, and at a pace consistent with their mental ability.

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CHAPTER I

INTRODUCTION

STATEMENT OF PURPOSE

The purpose of this study is to survey the elementary schools and the services provided by the teachers and administrators who are charged with the responsibility of educating the children of East Kildonan from Grades I to VI. Substantial provisions are being made within the above-named city and school district for the children who are attending the elementary schools. It is the writer's assumption however, that there is a need for some new services and certain changes in the present form of organization and administration of these grades. The writer will place special emphasis upon, and deal with recommendations relating to, classroom organization, exceptional students, classroom teachers, and school administrators, in an attempt to provide sufficient data and information to substantiate the assumption expressed above.

SOURCES AND TREATMENT OF DATA

The data for this thesis are drawn from a variety of sources. Perhaps the most important source was the

replies of seventy teachers who answered the questionnaire given to them in June of 1963. The purpose and the intention of this questionnaire were explained in a Divisional meeting of all teachers in the area. A further covering letter was distributed with the questionnaire. The replies were gathered just prior to school closing and have since been tabulated and summarized. The information gathered will be used in subsequent chapters. A description of this questionnaire will be found in Chapter II.

A valuable source of information was the records accumulated in the local school board office. The writer received the utmost in cooperation from the Secretary-Treasurer and the Board Office personnel who provided most of the statistical information on the past size of the district in terms of student enrolment and teachers engaged in teaching.

The local school inspector, Mr. D. H. Stewart, provided records covering teacher certification and other books and pamphlets covering specific aspects of the study.

The writer made considerable use of the personal interview in gaining information. This approach was found to be particularly satisfactory in acquiring the necessary information for Chapter VI on "Administration of the School".

The school administrators interviewed were all well known to the writer, and the personal approach seemed more appropriate in the light of this acquaintanceship. In each case the interviews followed an established pattern after suitable rapport had been established.

The last sources of information were the many books, pamphlets, and educational magazines which contained material on the elementary school. A list of these publications is provided in the bibliography.

In conclusion, the writer wishes to acknowledge the cooperation tendered by the teachers, principals, supervisors, and other individuals associated with education in East Kildonan. Without their help this study could never have been attempted.

DEFINITION OF TERMS

Teachers' questionnaire - refers to the questionnaire sent out to all elementary teachers in the district. It consisted of a Section A and a Section B. In the former there were eighteen questions, mainly of the objective variety, requesting factual information about the teacher's placement, experience, educational background, qualifications, professional activities, and classroom problems.

There were seven questions in Section B requesting opinions from the teachers on pre-school preparation, exceptional children, enrichment, curriculum, homogeneous or heterogeneous groupings, experimental work, and teacher status. The replies to Section A are used mainly in Chapter V, "The Classroom Teacher". The replies to Section B are used in the chapter which seemed most appropriate.

Classroom Organization - refers to the allocation of a group of children in the same grade to a single teacher who instructs them in the same thing at the same time. This is a graded class in the sense that each grade consists of a normal year's work for the average child. This is sometimes referred to as the grade-per-year organization.

Exceptional children - refers to those who deviate from what is supposed to be average in physical, mental, emotional, or social characteristics to such an extent they require special educational services.

Classroom teacher - refers to the teacher who has been assigned to an elementary classroom in East Kildonan and, as a result, has assumed the duties and responsibilities of that position.

Administration of Schools - refers to the duties and responsibilities of supervisors and principals. These duties and responsibilities are broadly interpreted to mean all those matters relating to the efficient and effective management of a school with the primary objective being to provide maximum learning for the children of the school. The term "school administrators" likewise refers to supervisors and principals.

New trends - refers to recent changes in thought, educational materials or methods, and physical surroundings as they apply to the school situation in East Kildonan.

PLAN OF THE STUDY

This study is restricted to a consideration of elementary education in the public schools of East Kildonan. The emphasis will be upon the professional aspects of education, i.e. those problems and matters which are closely associated with the day to day routine of educating children in Grades I to VI inclusive. Five topics of broad and of special interest, to those connected with elementary education have been selected for further scrutiny and discussion. These five closely related subjects are, (1) classroom organization, (2) exceptional children,

(3) classroom teachers, (4) administrators, and (5) new trends.

There will be no attempt to discuss the costs of education or the responsibilities of the local school board. Nor will this examination involve the private elementary schools within the borders of this district. The writer appreciates the fact that each of the five subjects to be studied is so broad that each may warrant a major study in its own right. An exhaustive analysis of each is not feasible due to the extent and scope of the study itself. However, the writer does not feel it is reasonable to exclude any of the five topics from a study of the elementary school. Thus, the writer will deal with the more important aspects of each topic, and will limit discussion to the matters which are most pertinent to the subject under discussion.

In any discussion of the process of elementary education one's thoughts usually turn to pre-school education as the beginning of formal learning. In recent years, more and more emphasis has been placed on the importance of these formative years of a child's life, prior to his starting formal schooling in Grade I. More parents are desirous of giving their children the best opportunity for future school success. To fill this need,

kindergartens have become an integral part of the elementary educational system in some of the larger cities. Since the local kindergartens in East Kildonan are private and, hence not under the jurisdiction of the local school authorities, the writer deemed any special study of them was outside the scope of this thesis. It is worth noting at this time that a Parent Teacher Association has recently presented a resolution to the School Board requesting the establishment of kindergartens under the control of the local school authorities.

The third chapter will be concerned with the organization of the school and, in particular, the organization of the classroom. Consideration will be given to the various methods of grouping children for the purpose of ensuring optimum learning in the classroom. The problem of heterogeneous or homogeneous classes and the problem of enrichment or acceleration for the gifted will be discussed. The method and means of recording student information on the school files will be discussed.

Chapter IV will be devoted to a discussion of only four categories of exceptional children, namely, the mentally retarded, the slow learning, the emotionally disturbed, and the gifted. It will be the writer's purpose to provide enough statistical evidence to indicate the incidence of each group and, in so doing, to establish the

necessity of a new look at the needs of these students and the opportunities being provided for them at present in this district. There will be several recommendations aimed at improving the educational opportunities of these exceptional children. Such additional categories of exceptional children as the deaf, the blind, the speech-handicapped, the crippled, and the brain-injured, to name a few, have been excluded due to the extent of the study, the priority of categories according to educational need, the numbers involved, and the practicality of some special educational facilities for those concerned.

Chapter V will be concerned with the classroom teacher. Her training, background, duties, and responsibilities will be examined in this chapter. The recent trend towards in-service training and professional growth will be mentioned. This chapter will conclude with an analysis of the characteristics of the excellent teacher.

Chapter VI will be devoted to a discussion of school administration. It will be particularly concerned with the duties and responsibilities of the Supervisor of Education, the principals and vice-principals of the elementary schools, and finally the supervisors of reading, music, and physical education. The importance of providing professional leadership will be closely interwoven into the role of the various

administrators. The inter-relationship of the administrator's role, and the efficiency and effectiveness of the teacher, and the educational services provided, will be noted.

Chapter VII will be concerned with the trends and changes which characterize an organization which is undergoing growth and development. The influence of public opinion as it is reflected in better physical facilities and greater expectations for student achievement will be discussed.

The final chapter will offer a summary and conclusion to the study. Certain specific recommendations will be stated, dependent upon the preceding chapters for purpose, direction, and tone.

CHAPTER II

BACKGROUND OF THE STUDY

When our forefathers came to Canada over one century ago, they did so because of dissatisfaction with their way of life in the Old World of Europe. They came determined to escape the injustices and inequalities of the social orders of most European countries, and they brought with them a determination to erect a bright new world, where freedom, justice, and equality would be guaranteed. To attain this end they conceived the beginnings of our modern society in which free compulsory education for all children was provided. Our society is further indebted to our European forefathers for the kind of approach to education which has developed. The following are but a few of the outstanding European leaders in educational thought, who have influenced our present day schools: Comenius, the champion of sense realism; Rousseau, who rebelled against the formalism and influence of church and aristocracy, and who sought to make education a natural thing for the child; Pestalozzi, who emphasized the importance of good environment; and Froebel, the father of our modern kindergarten and its play concept of learning. All these and others have contributed to Canadian Education. So it was that when our forefathers came to this country,

these men were slowly bringing about a change from the adult-centred preparatory type of education of the middle ages to the modern child-centred concept in which the child was considered to be a worthwhile end in himself.

But European influence alone could never determine educational patterns in the new world. From the beginning, Canadian schools were compelled to take account of the fact that they were preparing children for life in a new and different culture. This new culture nourished growth of the ideals of human equality as opposed to domination by the privileged few; the use of intelligence in meeting social problems as opposed to blind acceptance of custom or tradition; and faith in the ability of man to make for himself a life worth living. The result was a climate increasingly favourable to the acceptance of a broader and a more liberal role for the elementary school.

The role played by the modern elementary school is both broad and complex. Although the task of educating children is shared with other institutions, the responsibility for instruction in certain areas devolves entirely upon the school. These, (including, the mastery of fundamental skills) are the areas of learning traditionally associated with the schools. Achievement in these areas can be realized through direct classroom instruction, and

the degree of success attained is subject to direct measurement. Since the realization of the above objectives is so vital to any elementary system, they are often referred to as the primary aims or objectives. While these aims cannot be realized to the same degree with each child, it is significant to note that all elementary schools in Canada are expected to:

1. Teach children to communicate with others clearly and effectively through the use of the written and spoken word. Involved in this concept is the ability to listen with understanding to directions and discussions, the ability to speak to groups or individuals with control of the voice, and the ability to write legibly and with meaning.

2. Teach children to read with speed and understanding, both orally and silently for enjoyment and for knowledge.

3. Teach children to be proficient in the use of numbers, and to appreciate the significance of quantitative relationships. Inherent in this concept is an appreciation of the social value of arithmetic and the ability to apply number skills in the solution of everyday problems.

4. Teach children to understand and appreciate the society in which they live. Civic responsibility is the backbone of a democratic society.

5. Teach children to understand the world in which they live and the scientific means through which knowledge of this world has been attained.

6. Teach children the basic habits and knowledge related to the healthful use and care of their bodies.

7. Teach children to develop an appreciation of beauty.

Achievement of these aims is a direct responsibility of each school. If the school fails there is no other institution in a position to take over. In addition to the above-mentioned primary aims, there are certain others which are broad in scope and which are shared with other institutions. They include: (a) assistance to children in learning to think for themselves, (b) help in the development of character, (c) the development of talents of originality and creativity, (d) help to develop sound personality traits, and (e) aid in the spiritual growth of children. Such is the background of elementary schools in Canada. Such is the background and the broad aims and objectives of the elementary schools which have been established in East Kildonan.

THE PROBLEM IN ITS SETTING

The importance of education for personal and social accomplishment has never been more fully recognized than

today. Demands for improvement in education are constantly being made by people from every station in life and in every part of the world. It is only natural that attention is focused on the educational system and on the teachers and administrators who are charged with the responsibility of managing the schools at the different levels of the system. This study will be devoted to considering one level of this system -- the elementary schools.

> "It might well be maintained that the development of the modern elementary school has been our greatest social experiment. It has been from the beginning essentially a grass roots movement, at first attempting no more than to provide our pioneer forefathers with the "three R's" of a common school education. Since then it has tried to keep pace with the rapid transformation of the Canadian Community from a simple rural one to a predominantly urban and complex society.
>
> Open to all, it had to enrich and diversify its curriculum, basing it soundly on a scientific knowledge of the learning process and on improved pedagogical methods. It had to discover that public education cannot be mere mass education but must concern itself with the individual differences of children. As our public school systems grew from small local units to huge corporations, the school had to devise an efficient administrative and supervisory organization.
>
> We have had to recognize more fully the importance of the agents to whom we have entrusted this great social experiment - the teachers - and we are now making better provision for their education. It is a great tribute to the teachers, and to our educational leaders that they have been able to carry out their manifold responsibilities, under the pressure of social change, of overcrowded classrooms, and of increased family problems, and at the same time improve their

> teacher pupil relations, making today's elementary school a pleasant place in which to learn."[1]

The elementary schools of East Kildonan have developed from a similar background. As previously stated it is the purpose of this study to survey the adequacy of these schools and the services provided by the teachers and administrators who are charged with the responsibility of educating the children of the district. In the next section there will be some discussion of the school district of East Kildonan, such features as size, school enrolment, and school personnel being noted.

EXTENT OF THE PROBLEM

The school district of East Kildonan, Number 14, had its beginning in 1881 when it was set up and known as the District of Kildonan. Since then it has grown steadily with the greatest expansion coming in the past decade. Since this study is being conducted in the last half of 1963, all facts and figures which follow immediately and thereafter will be based on this year and, where school populations and staff are concerned, the figures will be as of June 30, 1963, thereby covering the preceding

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[1] F. Henry Johnson, "The Elementary School as a Social Institution", in Dr. Joseph Katz, ed., Elementary Education in Canada, p. 18.

school year.

The school district of East Kildonan, which is coterminous with the city of East Kildonan, services an area of four square miles with a population of 28,092. This is a middle class area with the majority of the residents being tradesmen and office workers, and with a sprinkling of professional engineers, doctors and lawyers. Many young families have moved into the district and, as a result, the population and the facilities required in the education of their children have increased. The racial background of the district is varied, with considerable numbers of Anglo-Saxons, Ukrainians, Germans and recent arrivals from western Europe forming the bulk of the population. Most families own their own homes. The school population tends to be stable, due partly to the good socio-economic level of the area and to the high level of employment. In short, this is a typical prosperous suburban city.

It is significant to note that in the fifteen year period covered by the following table the enrolment in the elementary grades in East Kildonan has more than quadrupled. A similar picture of growth rate would emerge from a table giving information about the number of classrooms and the number of teachers in the district for the same period.

The following table will give a tangible picture of the growth of enrolment in the elementary schools of the district since 1948.

TABLE I

ENROLMENT BY GRADES
EAST KILDONAN ELEMENTARY SCHOOLS 1948 - 1963

YEAR	GRADE I	GRADE II	GRADE III	GRADE IV	GRADE V	GRADE VI	TOTAL
1948	170	168	147	137	140	126	888
1949	191	180	172	147	143	134	957
1950	233	203	177	164	168	141	1186
1951	262	240	201	177	188	165	1233
1952	245	257	229	203	187	192	1313
1953	387	279	315	256	253	231	1721
1954	384	381	220	267	230	226	1708
1955	342	382	342	223	266	234	1789
1956	402	349	400	368	244	278	2141
1957	432	416	404	424	391	268	2335
1958	497	447	405	402	423	384	2558
1959	557	520	480	467	440	460	2924
1960	658	573	573	553	485	480	3322
1961	641	579	567	561	483	480	3311
1962	662	632	620	589	552	561	3628*
1963	664	635	619	584	549	560	3623*

* Twelve students in an ungraded class should be added to this total.

At present there are nine elementary schools in the district. They contain a total of 120 classrooms staffed by an equal number of teachers. One additional elementary class is located in a Junior High school, thus making a total of 121 elementary classes. In addition to the above-mentioned classroom teachers, there are six supervisory principals who are not assigned to a regular classroom. The other three principals are required to teach part time and were included in the first total. Thus the total number of teachers and principals in the East Kildonan elementary schools was 127 as of June 30th, 1963.

In addition to the above personnel, the district employs a Supervisor of Education. He is responsible to the School Board and is charged with the responsibility of managing and coordinating all educational activities at both the elementary and junior high levels. His office is located in the new School District Offices at 589 Roch Street. Three other supervisors of specific subjects, namely, reading, music, and physical education, are located in the same building. Broadly interpreted, the role of these supervisors is to assist in the improvement of the teaching of their respective subjects.

In concluding this section the writer wishes to draw attention to the fact that tables will be set up in Chapter

IV "Classroom Organization" which will give a more detailed description of the contributions of the personnel concerned.

The study has been initiated by the investigator's interest in East Kildonan's educational system, resulting from thirteen years experience in this district. Three of these years were as a junior high teacher, six as a teacher and vice-principal in the local collegiate, and the last four as the principal of an elementary school. This association has provided first hand knowledge of the educational system and its problems. The scope of the problem does not permit a study of the entire system from Grades I to XII, nor is it the intention of this investigation to consider even one of the topics mentioned for special emphasis in its entirety. It is the writer's intention however that this study will give adequate consideration to each of the topics in relation to the central concern of the problem which forms the core of this thesis. It is further intended that the recommendations offered will be valid, reasonable, and practical in the light of the criticisms and information gathered. The writer will try to ascertain how "child-centred" are the local schools, since the present emphasis on early formal education revolves around the child as a unique individual with a multitude of needs. In short, the writer intends to present a simple,

but enlightening assessment of the school system of which he has been a member for thirteen years.

CHAPTER III

CLASSROOM ORGANIZATION

The School District of East Kildonan No. 14 was formed in 1881. Since that time it has grown steadily until now in the summer of 1963 there are twelve schools, 5127 students, and 198 teachers and principals. These schools are called Lord Wolseley, Prince Edward, Polson, Angus McKay, Neil Campbell, McLeod, Salisbury, Sherwood, Hampstead, Morse Place Junior High, Munroe Junior High and John Henderson Junior High. Since this study is directed towards the elementary schools, or the first nine listed, there will be little further mention of the three Junior High schools. With the exception of Sherwood school all of the other elementary schools have classes registered in Grades I - VI inclusive. At present Sherwood registers classes in Grades I - IV inclusive. At Neil Campbell School there is an ungraded class, the only one of its kind in the district at this time. There are two split or double classes, a combination of Grades II and III children at Angus McKay, and a combination of Grades V and VI children at McLeod. There is one elementary class - Grade V - enrolled in Morse Place Junior High, a result of the existence of sufficient space in the latter school to

accommodate an "overflow" from Salisbury School.

The following table has been prepared to give a clearer picture of the size of the elementary schools and of the number of classes in each.

TABLE II

NUMBER OF CLASSES PER GRADE IN EACH SCHOOL

SCHOOL	GR. I	GR. II	GR. III	GR. IV	GR. V	GR. VI	Ung.	Total
McLeod	2	1	1	1	½	½		6
Sherwood	2	2	2	2				8
Hampstead	2	2	2	1	2	3		12
Polson	2	3	3	2	2	2		14
Lord Wolseley	3	2	2	2	2	3		14
Salisbury (Morse Pl. Jr. High)	3	2	3	2	2 1	2		14
Angus McKay	3	2½	2½	2	2	3		15
Prince Edward	3	3	3	3	3	3		18
Neil Campbell	4	3	3	3	3	2	1	19
TOTAL	24	21	21	18	17	19	1	121

From the above table there are several things to be noted: (a) the schools range in size from six to nineteen classrooms with seven of the nine schools having thirteen or more classrooms; (b) the peak enrolment would appear to be in Grade I, while all other grades are fairly constant

in numbers of classrooms involved; (c) there is one school, Neil Campbell, with a special class; (d) there are just two exceptions to the rule that each classroom contains the children of only one grade.

The East Kildonan schools are similar to many others in Metropolitan Winnipeg insofar as a large group of children is allocated to a teacher who generally instructs them in the same subjects at the same time. It is assumed, as in most larger schools in urban districts, that (a) each of these groups will consist of children from one grade level and that (b) each school is graded so that each grade consists of a normal year's work for an average child. As previously mentioned there has been the occasional exception to the rule of one grade to a classroom in East Kildonan caused, as might be expected, by either too many or too few students within the confines of any given school area. The fact that there were only two such classes in 1963, and five the preceding year, would seem to indicate that the local school administrators are reluctant to have such classes. This is not too surprising as this arrangement is usually quite unpopular with both teachers and parents of the children concerned. Teachers dislike this arrangement because of the extra work involved in teaching and in preparing lessons and examinations for two grades, while

most parents dislike them because they feel their children are not getting the same opportunity as the children who are in a single-grade classroom.

Since schools and classrooms are built to facilitate the education of children it would seem necessary at this point to get a picture of how many children are in the various schools which make up the East Kildonan elementary system. The following table has been prepared for this purpose.

TABLE III

NUMBER OF STUDENTS PER GRADE IN EAST KILDONAN ELEMENTARY SCHOOLS

SCHOOL	GR. I	GR. II	GR. III	GR. IV	GR. V	GR. VI	UNG.	TOTAL
McLeod	39	32	24	31	15	13		154
Sherwood	62	59	59	55				235
Hampstead	53	54	56	37	60	88		348
Polson	67	81	64	51	60	65		388
Lord Wolseley	83	68	68	78	64	89		450
Salisbury (Morse Pl. Jr. High)	86	72	82	69	64 31	56		460
Angus McKay	71	77	79	67	69	83		446
Prince Edward	83	98	95	92	86	99		553
Neil Campbell	120	94	92	104	100	67	12	589
TOTAL	664	635	619	584	549	560	12	3623

The writer will not attempt to give a detailed analysis of these figures. However, there are at least three points to be noted. The post-war growth in school population does not appear to have stopped. The heaviest enrolment is in the three primary grades, and this would indicate that the system must look forward to further expansion of facilities as these children progress into the upper elementary level and an equivalent number follow in the primary grades. The second point of interest is the relative consistency of numbers of children per grade. If the 3623 children were equally divided into the six grades one would expect about 600 per grade. With the exceptions of Grades I and V this is approximately the distribution. The final point of interest is indicated in another table which is designed to give further insight into the average size of classes in the district and in the various schools. In this regard the average class in the district (which is found by dividing the total number of students by the total number of elementary classrooms) has an average enrolment of 29.70. By excluding the one ungraded class which is not expected to have an enrolment of more than twelve pupils the investigator finds the average regular classroom has an enrolment of 29.84. The following table offers some comparisons with the above

figures and will indicate that there are some deviations from the so called average enrolment.

TABLE IV

AVERAGE ENROLMENT PER GRADE AND PER SCHOOL

SCHOOL	GR. I	GR. II	GR. III	GR. IV	GR. V	GR. VI	School Average
McLeod	20	32	24	31		28	26
Sherwood	31	30	30	28			29
Hampstead	27	27	28	37	30	29	29
Polson	34	27	21	26	30	33	28
Lord Wolseley	28	34	34	39	32	30	32
Salisbury	29	36	27	35	32	28	31
Angus McKay	24	31	31	34	35	28	30
Prince Edward	28	33	32	31	29	33	31
Neil Campbell	30	31	32	35	33	34	33
District Average By Grades	28	30	29	32	31	29	30

All figures rounded to the nearest whole number.
Exact district average is 29.84.

On examining the above figures one will notice the considerable variations in average enrolment from one school to another. The widest spread of seven students per classroom is between McLeod and Neil Campbell. Only

two schools, McLeod and Polson, appear to be appreciably below the district average while Neil Campbell and Lord Wolseley appear to be the most crowded schools in the district. If the writer singled out one particular grade as having the heaviest classes it would be Grade IV. The overall picture for the district, however, is one of good distribution of student numbers per school, and this in turn results in teaching loads being generally similar throughout the nine schools. There are exceptions, however, for nearly every school can point to classes in one or more grades where the teacher load is heavy and appreciably above the district average. There are a number of reasons for the overloading of classes in one school while its immediate neighbor may have lighter classes. These include: (a) certain natural or man-made barriers such as a golf course, industrial areas, arterial streets and highways which provide boundaries for each school area; (b) considerable housing expansion which necessitates provision being made at the beginning of a school term for anticipated transfers; (c) the extreme reluctance of parents to have their children leave a school which they have attended for one or more years, an awareness of which causes both school boards and school administrators to be reluctant to change boundaries of schools unless forced to do so because of

serious overcrowding.

Before turning to an examination of classroom organization in the district brief mention of school routine should be made. The elementary schools of East Kildonan are in session from 9:00 A.M. - 12:00 P.M. and from 1:30 P.M. - 4:00 P.M. with a fifteen minute recess in the morning and in the afternoon. In the larger schools there are usually two recess periods in both the morning and the afternoon so that approximately one half of the student body goes out for each of the two recess periods. It is a further general rule that the Grades I and II children go out for the early recess in morning and afternoon. Each day begins with the children lining up to enter the school at 9:00 A.M. and 1:30 P.M. This requirement is waived during periods of inclement weather. Each morning the day opens with some form of opening exercises which are usually religious and patriotic in nature. These include the singing of O Canada, the recitation of The Lord's Prayer, and the reading of a passage from The Bible. There is likely to be a general school assembly at least once a week. School concludes with God Save the Queen at 4:00 P.M. Inside the classroom the routine is determined by the classroom teacher who makes her own timetable. To a large extent, whether the pupils' day at elementary school is relaxed or tense,

pleasant or gloomy, interesting or boring, happy or fearful will depend on the teacher. Her skill, her attitude towards children, and her philosophy of education will have an important effect on how school appears to the child.

Let us turn now to Grade I and the organization of these classes. Each year around Easter there is a week of registration of prospective Grade I beginners for September. This pre-registration is of great value to the school authorities who set boundary limits for each school, to say nothing of its value to the principal who is then able to set up in advance of school opening the Grade I classes for the next year. Each principal is allowed a free hand in setting up these classes and as a result the methods used vary from school to school. Since no uniform pattern of selection exists from school to school or year to year the writer will mention only the four methods which are used in the district. The most common practice is to draw the names of the new students at random. This "luck of the draw" system is probably the most easily explained to parents and teachers and removes accusations of favouritism or requests for a specific teacher. A second method in use in the district is that of grouping children according to their chronological ages. This is an attempt to group children in homogeneous classes in a situation where adequate

records and information are not available. This system assumes that the youngest children will require additional reading readiness and that because they are usually nine to ten months younger than the oldest class they may require more time for physical development as well. A third method which has been used is that of putting all the children from one block or one street in a class. The proponents of this method maintain it smoothes the way for the beginner in settling into a strange situation if he has his playmates from the same street with him. A fourth method is that of giving a reading readiness test at school opening and as soon as the results are known to group the children according to the levels of preparedness indicated. The writer tried this approach in his school two years ago. The test results were quite satisfactory and reliable in determining the various levels of readiness. However, considerable difficulty arose when parents were advised about two weeks after school opening that their children would be moved to a different room. In some cases so much protest resulted that the plan had to be abandoned. Regardless of which of the above methods is used the principal retains the right to place a child in any given class. Thus considerable thought has always been given to the placement of the child who has special problems with a teacher who is most likely to provide the best environment for him.

Perhaps the earliest and most far reaching organizational problem which faces the Grade I teacher in the fall term is that of determining the reading readiness or ability ratings of her students. It is not the investigator's intention to discuss this matter or the procedures used. It is enough to say at this time that the teacher's opinion, based on her observations of many class situations, plays a major role in determining these levels. Therefore in East Kildonan most Grade I and II teachers have found it desirable to divide their classes into two, three or four groups, according to the apparent abilities of their students. This is most commonly done for reading, although it has recently been extended to include Cuisenaire arithmetic in the latter half of the school year. From the students' learning viewpoint, much better results are obtained from their doing work of which they are capable, than from the slow students being hopelessly behind and the bright students bored by just putting in time.

As a direct result of the rigid grade system (wherein a body of work is based on the ability of the average child) there are always some children, usually slow learners, who do not master the work of their grade. There are a number of options open to the teacher and principal in regard to these children. Since this section is concerned with Grade I at the moment the writer will consider one of these options

in particular. It has been the writer's experience that the children who do not adequately complete the Grade I programme fall into two broad groupings, (a) those who achieve very little in their first year at school and (b) those who complete approximately one-half to two-thirds of the programme. Where the former group is concerned there appears to be general unanimity of opinion that they must repeat the whole grade. A decision regarding the second group is more difficult. For obvious reasons it does not seem advisable to have them repeat the grade, nor does the completion of only one-half of the Grade I programme hold any realistic hope for the child of successfully completing Grade II if he is promoted. At present it appears that this problem is being handled in two ways. There is considerable reluctance on the part of most teachers and principals to have a child repeat a grade. As a result these Grade I children who have completed approximately one-half of the prescribed course are generally moved on to Grade II rather than being left to repeat the grade. In doing so the principal may try to alleviate the problem by placing a number of these children in a class where they can be taught more readily at their own level. In addition to this the principal will almost certainly place these children with the Grade II teacher who is best qualified to help them. Needless to say this can cause

complications as the same teacher may get the same slow children year after year.

A second approach to this problem has been used in two of the larger East Kildonan schools during the past year. This is the practice of taking three grades in four years and it is generally referred to as a continuing programme. As an explanation of this programme the writer will reproduce below the form letter which is sent out to the concerned parents at the end of the Grade I year.

> Dear
>
> has not been able to complete the required work for Grade I. However we feel he has made progress and has mastered a little more than one-half of the prescribed course. We propose to have him/her continue with Grade I work for at least the first term next fall. If he/she makes satisfactory progress during this term he will be advanced into the Grade II programme in January or early February.
>
> We believe your child will require extra time in the primary Grades I, II and III and this programme provides for this need. Each child going into the programme is expected to spend about fourteen months of school time in each grade, and a total of four years in Grades I, II and III.
>
> We feel there are two important advantages in this approach: (a) the child is given extra time with all levels of his work and is able to learn at his own slower pace, and (b) they do not fail a grade and as a result do not repeat work which has been mastered in the preceding year. Thus they do not wait for a considerable part of the next year for their new classmates to catch up to the position they were in the preceding June.

> We hope this explanation will be of some help in understanding our plans for your child's future. If further information is required please call the teacher or principal.
>
> Yours sincerely,

It is not the writer's intention to examine further the pros and cons of this programme. From a professional point of view it would appear that the above is the soundest approach to the problems of the slow Grade I group. However, every principal and teacher concerned with this type of programme should know there are difficulties. The principal faces administrative problems created by moving a special small group through the regular school system. He must assign and orient a teacher to the job. The teacher is then faced with the task of teaching material during any given school year at two grade levels, except possibly in the final year of the continuing programme. The same teacher in most situations will face a second group of children in her classroom who are likely following the regular programme. So it is that the school personnel will encounter difficult and unique problems, and will be well advised at all times to remember what is educationally sound must also be administratively possible.

Before leaving the area of rigid grade groupings and the resulting failures which are common in East Kildonan,

the writer would like to direct some further remarks towards the problem of failures as it occurs outside the Grade I area and particularly in the upper elementary grades. As has already been stated it is usually the slow learning students who are unable to keep pace with their brighter classmates during the year. In making a decision to pass or fail a child the teachers and principals of East Kildonan use as a "rule of thumb" basis for failure the inability of a child to gain passing grades, i.e. fifty percent (seventy five percent in spelling) in two major cumulative subjects such as reading, arithmetic or language, or his inability to pass in one major subject and two minor subjects such as health, nature study and art. In making a decision for a borderline case the school authorities try to follow the course which they think will likely be of greatest benefit to the child. If repetition of a grade is deemed likely to be more profitable than promotion, the child remains in the same grade. It must be noted at this time there are certain extenuating circumstances which favour the child's promotion. These include:

(a) those who have previously repeated one or more grades, and as a result are over-age and who are often advanced on this account;

(b) prolonged illness, which probably was the

direct cause of lowered achievement for part of the school year;

(c) emotional disturbance, usually caused within the home situation and over which the child has no control;

(d) specific personality factors, such as over-aggressiveness or its opposite, withdrawal tendencies, which may be adversely affected by failure;

(e) overcrowding in the school at any level, particularly at the Grade VI level when "passing" a child means sending him on to another school.

Thus the basis for passing and failing is not one of mere academic achievement. Concern for the child is always the paramount consideration in these cases.

Let us take a brief look at the regular Grade II - VI classes in the district. The writer has already discussed their size and location. Their makeup is the responsibility of the principal. In making up classes there appears to be several procedures which are followed. With few exceptions, the classes of the district are average in that they are composed of approximately equal numbers of bright, average and slow learning children. While the actual method of making up classes may vary somewhat from school to school, the end result is generally the same. As previously mentioned in this chapter, the "luck of the draw" determines in most cases who the child's teacher will be. These are heterogeneous classes.

When a school is large enough and has a sufficient number of students it is possible to segregate the slower students. This procedure is generally called homogeneous grouping. At present there does not seem to be any general policy about this anywhere in Canada, although several of the larger cities have introduced such classes. They are generally organized on the basis that the children in each class be of one level of ability and achievement i.e., bright, average or slow learners. There are many variations of this practice both with respect to the basis of selection and the degree to which the curriculum is enriched or modified. Whether ability grouping is done is usually left to the principal and staff of a school, or to the local school authorities. Such has been the case in East Kildonan, and as a result homogeneous grouping has not been widely used in the district. Only one school, Neil Campbell, has had any considerable number of classes grouped according to ability. In this school in the 1962-63 year there were six such classes at the Grades II and III levels. Because of the Cuisenaire experiment proceeding in the same school at the same grade levels it was not administratively possible to set these classes up on one ability level per room. Wherever these classes have been set up there have been two major problems;

(a) Which teacher is to be assigned to the slow class? Should she stay with this type of class year after year? (An almost equally difficult situation arises in regards to who is assigned to the bright class.);

(b) Should all the children of the grade cover the curriculum that is laid down for that grade by the Department of Education?

It is not the writer's intention at this time to study exhaustively the pros and cons of homogeneous vs heterogeneous grouping. That there is considerable interest in the subject at the teacher level can be found in the replies to question four in Section B of the teacher questionnaire. "Do you feel there is any advantage in teaching either a homogeneous or a heterogeneous class? Please give a reason for your answer." Fifty-three out of seventy replies were received. Thirty indicated a preference for homogeneous grouping while sixteen preferred a heterogeneous class, the remaining seven being neutral. The following replies are indicative of the group supporting homogeneous grouping. All teacher replies have been quoted verbatim both here and in all subsequent instances.

1. The class wouldn't be held back by slow students. Nor would the slow students feel discouraged.

2. Homogeneous - provided slow group allowed to

follow a programme suitable for them, and is not required to keep up to the top class.

3. Does not neglect exceptionals at both ends.

4. Able to prepare more thoroughly for one level. Close competition leads to raising of standards. Each child would receive much more directed teaching time.

5. Helps to eliminate the wide range of ability and provide more time for either special work or extra activities.

6. Easier to keep interest of group working at own level.

7. Under advantageous conditions with uniform groups, reasonable enrolment, rate of progress determined by the class level, testing done according to work covered, scope and material for enrichment etc. the homogeneous grouping is the ideal situation.

It is evident that the advocates of this approach feel that under it there would be more efficient use made of the teacher's talents and that the exceptional children would get a fair share of the teacher's time.

The following replies are indicative of the group who supported heterogeneous classes.

1. Slow learners get a great deal from those with greater ability. Children with high mental ability learn to be tolerant, helpful to those less fortunate.

2. The majority of pupils having less ability or capacity for learning will strive to improve, and to obtain marks closer to those obtained by top students.

3. Mixed classes tend to help the slower students.

4. Each teacher has similar group. No teacher is stuck with an all poor class.

5. More competition is required and a heterogeneous class provides this.

6. Children will always come into contact with all types of people during their life. Sometimes there is a feeling of rivalry between rooms of graded classes.

It is evident that the advocates of this approach feel much concern for the welfare of the slow student, even at the expense of the bright student. They also feel that there will be a more worthwhile element of competition and of striving to improve from the children with low mental ability in this type of class.

It is the writer's opinion that the arguments in favour of heterogeneous classes are not professionally sound. Indeed, they lead to much discrimination and unfair teaching practices in the classroom. The writer will have more to say about this matter in the next chapter and in the final chapter.

Closely related to the problem of heterogeneous or homogeneous classes is the matter of acceleration and

enrichment as means of meeting the needs of the brighter children. Since both of these concepts are discussed more fully in the next chapter as part of the discussion of the gifted child the investigator will confine himself at this time to a discussion of acceleration and enrichment as presently practiced in the district. The former is practically non-existent. The writer was able to learn of only one case where a child had "skipped" a grade. One may thus conclude that this practice does not meet with favour in the East Kildonan schools.

An attempt to gain specific information regarding enrichment was made in Section B question three of the teachers' questionnaire. The following question was asked: "Do you provide any special programme, activities or enrichment for the above groups? Please specify." Forty-nine of seventy replies contained comments. Of these, three indicated no enrichment or special programme was provided. One answer is worthy of note - "Class is too large for any extra curricular enrichment." The class was one-third larger than the district average. Of the other forty-six replies, the following are typical.

1. Try to work individually with the slower pupil. The gifted pupils generally are given responsibilities of organization and supervision of class projects.

2. Extra help during school or after regular hours for the slow learner.

3. Extra reading, helping in corrections.

4. The gifted ones are given special privileges and duties such as serving as patrols, working on exhibits and projects, and are allowed to do extra recreational reading as they are usually finished their classwork ahead of others. The slow learners are given extra assistance in their work. There is no special programme as such.

5. Special assignments or research for the gifted - time on their interests. For the slower ones individual help. Love and patience for the disturbed one.

6. Extra classes for slow learners. Extra reading projects for gifted.

7. Extra reading, more difficult assignments.

8. English enriched by news magazine - letters to pen pals, parents and to firms. Composing verses to illustrate reading lessons and writing book reviews.

9. Social studies projects. Classroom weekly paper.

10. I try to have the brighter children do more extras such as preparing reports for the class and making extra things.

The writer would have to commend the teachers of

East Kildonan for recognizing the problem of individual needs and in particular that of enrichment. They are also to be commended for the variety of approach to the problem. The writer notes the recurring concern with slow learners, the frequent use of extra reading as a means of enrichment, the busy work which is substituted for enrichment, and the overall apparent lack of organization and cohesion in a vital area of school administration. It is concluded that this is an area of weakness in the East Kildonan school system. Further attention will be drawn to this in subsequent chapters.

Any discussion of school organization and routine would be incomplete without some mention of the system of recording and reporting pupil achievement. A kardex file is used to provide a continuous record of a student's development from the time he enters an East Kildonan elementary school until he passes to a junior high school at the completion of Grade VI. The kardex card used in Grade I is a six by nine inch sheet of plain paper. At the bottom of the sheet the student's name, address, telephone number, parents' names and birthdate are entered. An attendance record for days absent and times late is provided. In addition to this information there are spaces listed as Class 1. 2. 3. 4. Effort 1. 2. 3. 4. and Conduct

1. 2. 3. 4. The purpose of these headings and the numbers is to give the principal and other school authorities a picture at a glance of a student's general progress in school. About seventy percent of the space on the sheet is reserved for the teacher's confidential remarks. These may be entered at any time but are generally entered four times a year when report cards are sent home.

A different kardex card is used when the student enters Grade II, and this new card provides a continuous record for the balance of the child's elementary schooling. The information contained on the card is very similar to that mentioned in the preceding paragraph. A copy of this kardex card is contained in the appendix for the reader who wishes to examine it. It is significant that more than half of the space on the back of the kardex is used to record such confidential information as I.Q. scores, Reading achievement scores, information about the student's health and possible physical defects, Child Guidance Clinic information, and any significant information about his family and homelife which may affect his progress at school. Keeping these records up to date is the cooperative concern of teacher, principal, school secretary, nurse and Child Guidance personnel who work in the school.

Two kinds of reports are sent to parents. The first report card is used exclusively in Grade I. Since reporting

in Grade I is largely a matter of the teacher's opinion regarding the child's progress there is no provision for marks or grades. The teacher indicates what progress has been made in Oral Reading, Comprehension, Expression, Phonetic Skills, Printing and Number Work. There is a space called Habits and Attitudes in which the teacher reports on the student's social adjustment. The teacher also indicates which of the pre-primers or regular readers have been completed. Considerable space is provided for an increasingly important part of reporting - the teacher's comments about the child. Space is provided for the parent's signature and comments. The second report card is introduced in Grade II and is repeated in each of the following elementary grades. A copy is contained in the appendix. The actual marks which appear for the various subjects may be either percentages or letters, with A indicating excellent, B - satisfactory, C - fair and D - unsatisfactory or failure. In order to provide parents with a more meaningful report card, medians are provided with a brief explanation at the bottom of the card. In East Kildonan, report cards are sent home four times a year, usually about ten days after the completion of examinations. In setting examinations the district operates on a forty-five day cycle so that they are usually written in early November, late in January, and in April and June.

Before concluding this chapter the writer would like to make some mention of the "high" days, those which stand out as being different from the ordinary school routine. Of these probably the Christmas classroom party and the schools' Carol Programme to which parents and friends are invited are the most important. Open House, an event which usually coincides with Education Week and either the Fall or Spring Tea, is also observed. Of slightly lesser significance are the parties for Halloween, Valentine's day and school closing. A more serious note is provided through Remembrance Day and Dominion Day services. In some schools a year-end special awards day is held at which time outstanding academic achievement, perfect attendance and Junior Police Patrol work may be recognized. Preparation for and participation in the annual Music Festival is a highlight. So are field trips and excursions.

CHAPTER IV

EXCEPTIONAL CHILDREN

It is apparent from the questionnaires that in every school there are pupils who deviate so far from the so-called average child that they need special treatment and sometimes special placement. Some of these children possess physical handicaps such as deafness, speech difficulties, organic conditions, as well as wide deviations from normal intelligence. In regard to the latter group there are the many children who are neither seriously retarded nor who are exceptionally gifted. The answers to the questionnaire indicate that the slow learners and those of superior intelligence are in need of special consideration. Other children are emotionally disturbed and socially maladjusted. These children include the delinquents, incorrigibles, and children with serious behaviour problems.

There is no single term which adequately describes all of the above types of children who deviate from the "average" or "normal". The term "exceptional" is probably the most suitable. It is receiving more general acceptance among educators than does the more restrictive term, as "handicapped", which is a misnomer so far as the gifted children are concerned. For the purpose of defining

exceptional children in this study the writer will use the definition set forth by the committee of the National Society for the study of Education:

> "Exceptional children are those who deviate from what is supposed to be average in physical, mental, emotional or social characteristics to such an extent that they require special educational services in order to develop to their maximum capacity."[2]

The special educational services referred to may involve a change in curriculum, unusual equipment, or placement in a different school. It is not likely that these services can be provided for individual students in a regular classroom because of the size of the class and the nature of the curriculum. Whatever the particular problems of the child may be, it is necessary that he be identified as early as possible in his school life, and that an attempt be made to meet his particular needs.

This study is confined to four categories of exceptional children, namely; the mentally retarded, the slow learning, the emotionally disturbed, and the gifted. Brief mention will be made of the educationally retarded. No attempt will be made to report on such handicapped children as the deaf or partial hearing, those with speech impediments, the

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[2]Purposes of Education in American Democracy (Washington: National Education Association of the United States and the American Association of School Administrators, 1938), p. 157.

partially sighted, the crippled, the brain damaged, or those with severe organic disorders.

Before looking at these four groups it would seem necessary to acquaint ourselves with the aims and objectives of educating exceptional children.[3] Basically these aims are the same as for the average child and include the following broad areas: (1) self realization, (2) human relationships, (3) economic efficiency, and (4) civic responsibility. Under these four general aims may be included several more specific aims:

1. The aim of self realization

   (a) the inquiring mind, (b) reading, (c) writing
   (d) arithmetic, (e) health, (f) recreation
   (g) love of beauty

2. The aim of human relationships

   (a) friendships, (b) appreciation of home,
   (c) cooperation, (d) democracy

3. The aim of economic efficiency

   (a) choice of job, (b) efficiency in work,
   (c) ability to buy wisely, (d) consumer protection

4. The aim of civic responsibility

   (a) social understanding, (b) observance of law,
   (c) conservation of resources, (d) justice
   (e) world citizenship, (f) political citizenship

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[3]Cf. Education Policies Commission, The Purposes of Education in American Democracy (Washington: National Education Association of the U. S. and the American Association of School Administrators, 1938), pp. 50, 72, 91, 108.

The Mentally Retarded

Since this area is so large it will not be possible to conduct an exhaustive study. For the purposes of this study, mentally retarded children will be those whose I.Q. ratings are between fifty and eighty. These are the generally accepted limits for children identified as being mentally handicapped. From the results of the questionnaire the following picture of mental retardation in East Kildonan emerges. Eighteen of the seventy teachers reporting indicated they had one or more retarded children in their classes. One of these eighteen was the teacher of the only ungraded class in the district, a class which had an enrolment of twelve students. The other seventeen teachers indicated that there are twenty-one mentally retarded children in their classes, thus making a total of thirty-three for all those who reported. This indicates an incidence rate of about one and one-half percent for East Kildonan. It is interesting to note that this figure is about one-half of the incidence rate given by Mrs. Nadine Chidley in 1956 for Winnipeg.[4] At that time she indicated that two and seven-tenths percent of the Winnipeg school population

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[4]Mrs. E. N. Chidley, A Survey and Critical Analysis of The Special Education Program of The Winnipeg Public Schools (Unpublished Thesis Presented to the Faculty of Education, University of Manitoba, in Partial Fulfillment of the Requirements for the Degree Master of Education, March 1956) p.64.

consisted of mentally retarded children. It is a matter of conjecture to the writer as to whether this significant difference may be due to a generally high economic standard in East Kildonan or whether the present method of identification of these students is unreliable in East Kildonan. It is also possible that teachers and administrators in East Kildonan are indifferent to the problem and to the children concerned.

On the basis of an incidence rate of one and one-half percent in a school population of just over 3600 elementary students in the district, it would appear there are approximately fifty-five mentally retarded children. Of this total only ten are in the one ungraded class, for two of its present members come from North Kildonan. This means that only eighteen percent of our mentally retarded children are receiving special class placement, the balance, or eighty-two percent, are presently located in regular classrooms.

In selecting the children for the ungraded class careful attention has been given (a) to the child's I.Q., and (b) to any possible detrimental effect on the child's personality as a result of being placed in the class. In regard to the first factor it is significant to note that the testing is done by a qualified psychologist from the

Child Guidance Clinic of Winnipeg. Thus the testing is as scientific and comprehensive as is possible. It is essential that a sufficient body of objective evidence be accumulated through various types of tests to warrant special placement for the child. In addition to the above one must not forget that tests are not infallible. At this point the school authorities must participate in assessing the effects of emotional conflict, physical condition, home situation or other environmental factors which may interfere with the full expression of the child's intelligence. It is possible that a child may be mentally retarded and still be socially adjusted to the extent that he can function reasonably well in a regular class. Furthermore it is noteworthy that East Kildonan has given the children who are presently in the ungraded class a varying length of time in regular classes. The time has ranged from several months to several years, the latter due mainly to the fact that the ungraded class has been in operation only two years.

Recommendations

1. In view of the fact that this study shows that the East Kildonan School District is providing special facilities for only one-fifth of the mentally retarded children, it is suggested that the classes be increased to

include more children at the elementary level and that classes for children of junion high school age be introduced. If possible, these classes should be set up in regular schools. Every effort should be made to absorb the children of such classes into the play, assembly, and other extra classroom activities of the school. Success in this respect will depend on the attitude of the principal and classroom teachers. Any unnecessary isolation and segregation should be avoided as it is likely to cause feelings of difference and rejection in the minds of the children concerned.

2. A further investigation should be conducted with a view to establishing the best possible placement for the known retarded children who are still in regular classes.

3. It is suggested that the district secure the services of more specialists i.e. psychologists, social workers, a speech and hearing therapist, so that they may advise and assist in the early identification and placement of mentally retarded children. It would seem particularly advisable to screen the Grade I pupils each year so that a child and his parents may be prepared for any subsequent form of special education.

4. It is suggested that a special committee of

teachers, administrators and specialists be set up whose purpose it would be to acquaint all teachers and administrators in the district with the characteristics and needs of mentally retarded children. This would probably lead to an increased awareness of the problem and bring more support for this aspect of education.

5. It is imperative that each ungraded class be set up in a room at least equal in size to the regular classrooms in the district. In addition, it is suggested that a substantial sum of money be placed at the disposal of the principal and teacher of ungraded classes for the purchase of the special books and equipment needed in such a class.

6. It is suggested that the district assume the burden for providing transportation of children who should be in ungraded classes.

7. Finally, it is suggested that the selection of a teacher for an ungraded class is extremely important. In selecting such a teacher the writer believes it is necessary to have one who is experienced at several grade levels, but above all one who is herself emotionally and socially well-adjusted. She must be able to view her students objectively and yet sympathetically. She must be an imaginative, creative, patient person.

Slow Learners

Most authorities in the field of education are agreed that slow learners are those children who are definitely below average in intellectual ability and who usually make up between ten and twenty percent of a school population. The number of these children will vary from school to school because of: (1) failure of the school to report all children within the slow learner range of I. Q.; (2) failure of group intelligence tests to rate properly; and (3) variation in social and economic levels.

In the questionnaire, slow learners were regarded as those children having I.Q.'s from eighty to ninety. On this basis, thirty-seven teachers reported a total of ninety-four slow learners, giving an incidence rate of four and four-tenths percent. At first glance this rate would appear to be very low. On checking the I.Q.'s of 120 Grade I students at Neil Campbell school the writer found ten of the group (eight and three-tenths percent) fell in the slow learner range. Since this figure is still low there might well be some doubt as to the validity of the results from the questionnaire. A comparison with results obtained on a questionnaire distributed by Mrs. N. Chidley as part of the research for a Master's Thesis[5]

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[5]Op. cit., p.83.

is interesting. Mrs. Chidley found that six and six-tenths percent of the children in the Winnipeg schools were reported as slow learners. Since both of these figures are abnormally low the writer concludes that the teachers did not report all slow learners, that records may not be readily available to teachers, and, most important of all, that the Dominion Group Tests which have been used in the district may be failing to measure accurately the intelligence of the students.

The results of the questionnaire indicate that only three schools in the district have made a recent attempt at special class placement for slow learners. The fact that thirty-seven teachers report having slow learners, (usually from one to three) indicates these children are being placed in regular classes. In the results from the questionnaire it is interesting to note the frequency with which teachers referred to the amount of extra time given to these children and to the practical problems of teaching at their level in the average classroom.

During the past two years the investigator has been in close contact with classes of slow learners in Neil Campbell school at the Grade II and III levels. These classes have been the bottom third of each grade, with I.Q.'s ranging from eighty to one hundred. The classes

have ranged in size from twenty-three to twenty-eight pupils and have consisted of a majority of boys, usually about sixty percent.

Recommendations

1. It is here suggested that a special joint committee of principals and teachers be set up to study exhaustively the complex problems posed by this group of children. As a start they might confine their study to (a) identification, (b) placement policies, (c) supervision of these classes, and (d) curriculum.

2. It is suggested that where administratively feasible special classes be set up to meet the needs of slow learners.

3. It is suggested that some additional compensation, monetary or otherwise, be given to the teacher of a slow learners' class.

Before considering the problems of the emotionally disturbed child brief reference will be made to the problems of the educationally retarded. There are numerous definitions of educational retardation. The following would seem to be generally acceptable:

> "One who is normal or above normal in intelligence, and who is considerably retarded in school work".[6]

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[6]Harry J. Baker; Introduction to Exceptional Children (New York: The Macmillan Co., 1953), p. 425.

While this problem is not as acute at the elementary level as it is in the junior high school it is nevertheless one of such magnitude that it cannot be overlooked. It is significant to note that several teachers mentioned repeaters as being one of their most difficult problems. Time is the most important factor in working with these children. Early discovery is essential. It is suggested that an adjustment-teacher programme similar to that now in operation in the Winnipeg schools be set up to meet the needs of educationally retarded children in the East Kildonan School District. A programme of this nature would require the fullest cooperation from the various principals and teachers of the schools concerned.

The Emotionally Disturbed Child

Many variations and differences of opinion exist as to the definition of this type of child. For this study the writer will use the definition agreed upon by the personnel of the Child Guidance Clinic of Winnipeg.

> "Thus the term emotionally disturbed will be used to describe a child who cannot profit by attending schools designed for normal or near normal children until he has undergone personal readjustment provided either individually or in a small group."[7]

In general it may be said these are the children known as

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[7]Mrs. N. Chidley, op. cit., p. 108.

truants, delinquents, incorrigibles, the nervous, the withdrawn, in short, the child who doesn't fit into the group.

On the questionnaire twenty-seven teachers indicated that there were forty-six emotionally disturbed children in their classes. This gives an incidence rate of two and one-tenth percent, or nearly two for each of their classes. The fact there are nearly two per class (forty percent more than are mentally retarded) indicates (a) the magnitude of the problem and (b) the difficulty encountered by teachers in ascertaining which students were emotionally disturbed. Surveys conducted in Winnipeg have disclosed

> "that one-third of the children have an evident problem in at least one area of functioning (physical, social, emotional, educational), that one-tenth have a problem warranting individual diagnostic work and that one one-hundredth are severely disturbed children who are candidates for long term individual specialized help".[8]

Any school authority who has been concerned with disturbed children will agree that identifying these children through a school survey is difficult. This is nevertheless a necessary first step if any provision is to be made for them. Proper identification must be left to specialists who are trained in the clinical diagnostic procedures required. In the meantime the school must

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[8]"Annual Report of the Child Guidance Clinic of Greater Winnipeg" Winnipeg: Winnipeg Public Schools System, 1953-54, p.2. (Mimeographed)

concern itself with what can be done to meet the needs of these children.

Recommendations

1. It is suggested that a survey of the district be made by a trained psychologist and social worker for the purpose of determining the extent of the problem.

2. It is suggested that a special class for emotionally disturbed children be started on an experimental basis. To be eligible for admission to this special class the child must be disturbed to such a degree that he cannot be handled in a regular classroom.

3. It is suggested that;

> "The first and most important step in this programme is the development of a warm teacher-child relationship. In the development of such a relationship the child dominates every situation. The teacher must maintain a casual and only mildly interested attitude towards the unusual behaviour and unreasonable demands made by the only child."[9]

Often these children possess normal or above normal intelligence but have failed to acquire basic knowledge even though they may have attended school for several years. It is imperative that they must not be pushed or hurried into any unusual situation for the stresses and strains of life should be removed from them as far as

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[9]Lauretta Bender, Child Psychiatric Techniques (Chicago: Charles C. Thomas, Publisher, 1952), p.280.

possible. It will be necessary to plan their physical surroundings carefully and to avoid the competition and resulting frustration of the regular classroom.

The Gifted Child

Most teachers and principals proclaim the philosophy which states that education should be a process which attains the maximum development of every child. The following quotation puts this ideal in its proper perspective as far as gifted children are concerned:

> "It is clear that this goal, never completely achieved in our schools, is much more nearly attained for average and for slow-learning pupils than for the most able students upon whom the welfare and advancement of society depends to a large degree. Indeed of all groups needing special educational provision in order to develop fully, the gifted group continues to be the most neglected. It is recognized that correction of this condition depends in part upon more adequate support of schools so as to provide skilled teachers, abundant and varied materials, and experiences to foster the full development of all pupils. Yet it is possible at the present time for every administrator, supervisor and teacher to do something within his own school system to care more adequately for the gifted."[10]

As far as the schools are concerned there are three main problems to be solved in educating the gifted. These are (a) identification, (b) acceptance, and (c) the provision of an environment which will stimulate them to

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[10] Paul Witty and Samuel Bloom, "Education of the Gifted", School and Society (October 1953), p.11.

develop their ability to the maximum. In recent years there appears to have been an upsurge of public interest in educating the gifted. This new interest is largely due to problems of national defence, national prosperity, economic competition and scientific research. Dr. S. R. Laycock, Dean Emeritus of Education, University of Saskatchewan, recently made the following statement:

> "There has been slowly developing a realization that special provisions for the education of these children is not undemocratic or a question of special privilege but rather a matter of providing equality of educational opportunity for all children. Gradually the public is coming to realize that there is nothing so unequal as the equal treatment of unequals. In harmony with this there has been a noticeable though not great, shift in public opinion towards conceiving of good teaching as taking place only when each child, gifted, average or dull is given his maximum opportunity to develop his potentialities. However in many parts of Canada, special provision for the education of the gifted is not yet possible, because the public and school boards are not yet ready to accept and act upon the above point of view."[11]

A major obstacle at the moment in determining whether or not gifted children achieve their potential lies in the degree of acceptance of these children by their teachers, parents, classmates, and public. Many teachers regard the gifted child as a threat or a nuisance in the classroom. Many parents are interested in their

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[11] S. Laycock, PhD., "Trends in the Education of the Gifted in Canada", Manitoba School Journal (Jan.-Feb., 1963) p.16.

children being popular and conformists. Classmates have derided "the brain" and generally looked down upon him.

For the purpose of this study the writer has used the generally accepted I.Q. rating of 125 as being the lower limit for superior intelligence or gifted children. On this basis fifty-four teachers out of seventy reported 280 children with I.Q.'s of 125 or above. This gives an incidence rate of thirteen and three-tenths percent for the district. By comparison with the Winnipeg survey it is interesting to note that Mrs. N. Chidley arrived at an incidence rate of three and three-tenths percent for I.Q.'s of 130 or above. As a further matter of interest, the writer checked the I.Q.'s of 120 Grade I pupils in Neil Campbell school. It was found that twenty-six had I.Q.'s of 125 or above, giving an incidence rate of twenty one and seven-tenths percent. Twelve of these students had I.Q.'s of 130 or above, giving an incidence rate of ten percent for this level. Again, the variations in these figures may be due to the unreliability of the tests used.

First of all it is apparent from the results of the questionnaire these children are in regular classrooms. A further examination of the replies to questions seventeen and eighteen in Section A, and to question three in Section B indicates that very little is being done for these students.

Teachers repeatedly state that the wide range of ability in their classes presents their most difficult problem in teaching. They mention frequently the lack of time for teaching the slow learner and the amount of extra time given during and/or out of class hours to the slow learner. Not one mentions extra time being given to stimulate the gifted children even though they are apparently three times as numerous as the slow learners. Teachers speak frequently of extra reading, extra assignments, and more challenging questions being provided for the bright children. Still there is no mention of extra teaching. As a matter of fact, after having been a classroom teacher for many years and having had the opportunity to discuss this matter with many other teachers, the writer questions whether these bright children are getting even an approximation of equal time from their teacher as compared with the slower students. Enrichment for the gifted is lacking in the regular classrooms. Large classes and considerable spread in ability in most classes make enrichment unlikely or haphazard in most cases. While it is undoubtedly true that exceptional teachers have always carried out some enrichment under adverse conditions, one can afford to be skeptical when a principal or teacher claims that enrichment is being adequately provided in the heterogeneous classes of the East Kildonan School District.

Educational Provisions for Gifted

(A) Acceleration through the grades has been used most frequently for the education of the superior child. There are two serious objections to this practice: (a) the inevitable physical and social maladjustment that arises because of the child's placement among children older than himself, and (b) while the accelerated student is doing the work of a higher grade he is still following a somewhat mediocre curriculum and is being taught by methods suited to average or below average students. As a result, the gifted child is not stimulated to the limit of his ability. "Skipping of grades" is potentially dangerous because the child misses some fundamental knowledge which he is not likely to learn on his own initiative. Acceleration is rarely used in the East Kildonan School District.

(B) There is an increasing trend towards the belief that the provision of an enriched course is the best answer to the educational needs of the superior child. This enrichment may be in depth and/or in breadth. Enrichment in depth means the child follows the regular course of study but, either individually or as part of a group, he is guided by his teacher to study the various subjects in a more intensive fashion than in a regular class.

He is encouraged to read widely, to investigate thoroughly and do much experimenting. Enrichment in breadth means that the gifted child covers the regular curriculum plus additional course content or subjects.

It should be noted at this point that enrichment has limitations since its value depends on the nature of the special activities and courses provided. Too frequently they are merely busy work or mediocre class exercises. Some tasks involve such activities as running errands, cleaning blackboards and tutoring slower students. Any worthwhile enrichment programme must provide for the development of essential skills and understanding, and at the same time provide the child with an opportunity to develop his initiative and originality to the limit of his ability. Unfortunately, this type of programme is practically impossible in a heterogeneous class. It has its best hope of success in a homogeneous class, and there is only one school in East Kildonan which has any significant number of homogeneous classes.

In some Canadian cities special classes usually known as Major Work classes have been organized. In these classes gifted pupils are brought together from several schools to a central school where they are given a greatly enriched curriculum under the guidance of a specially selected teacher. This approach seems to be one of the

better methods of educating the gifted. The children gain some advantages from associating with children of similar intellectual capacity and in an atmosphere removed from a heterogeneous class.

(C) Partial special classes are an administrative device whereby gifted pupils spend part of each day in a special class for intensive work in the basic academic subjects, and the rest of the day in a regular class where they study such subjects as health, social studies, art and physical education. A further variation of this arrangement is the special seminar in which gifted children are withdrawn from their regular classes for a few periods each week and given an opportunity to discuss topics in such fields as current events and social problems. One school in East Kildonan is experimenting with these partial special classes.

Recommendation

1. It is suggested a committee of principals and teachers be set up to study how the District of East Kildonan can best meet its responsibilities to and the needs of gifted children. In this regard it would seem necessary to explore fully the possibility of enrichment through setting up homogeneous classes. It is further suggested that the committee consider the advisability

of recommending Major Work classes in East Kildonan. Candidates for such special classes should not be selected on the basis of I.Q. alone.

Conclusions

There is undoubtedly a substantial number of children within the East Kildonan schools who are in need of special programmes. At present there is one special class for retarded children, an ungraded one, and a second of the same type is due to open in the fall of 1963. Two schools are experimenting with homogeneous grouping. For the most part the regular classroom teachers are faced with the task of meeting the needs of the exceptional children discussed in this chapter. Since this is a field of education which is little understood by most principals and teachers it would seem that some form of in-service training is necessary. Any programme of this nature should concentrate at first on the proper identification of these children. This will involve additional personnel such as the psychologist and social worker who are presently employed on a half-time basis.

There is need within the school system for much enlightenment and interpretation of the philosophy and aims of education for exceptional children. There is no doubt that the administrators of the district are keenly aware

of individual exceptional children. The responsibility for developing an effective programme to deal fully with these children as individuals and as groups is that of the same school administrators. With adequate administration there is not likely to be any confusion, misdirection or failure.

One of the forces opposing the development of a worthwhile programme for exceptional children is an unenlightened public. Because the costs of any special education are heavy and the results difficult to measure it is understandable that the public will object. If teachers are to gain acceptance and understanding for the education of exceptional children it would seem that they must convince the public of two seemingly contradictory principles: (a) that all children are alike and (b) that every child is different. In explanation of the first it is noted that all children have physiological and psychological needs. The latter needs include affection, achievement, recognition, and belonging. In general education teachers have never been too successful in convincing the public that the school should concern itself with meeting the emotional needs of its students even though it is well known that frustrated and disturbed children do not learn effectively.

Before passing on to the next chapter the writer would like to conclude this one by saying that no other area of education in East Kildonan is as worthy of attention as that of our exceptional children. This is the result of a personal interest in the field and a belief that the local teachers and administrators, while being aware of the problem, have not as yet directed a concerted effort towards solving it. It is the investigator's belief that special education for exceptional children is a necessity. It is an integral part of society's responsibility to provide for every child, no matter what his capacities, an equal opportunity, equal but not the same, to develop towards his maximum potential.

CHAPTER V

THE CLASSROOM TEACHER

In the preceding chapter the writer discussed exceptional children and gave some indication of the complex problems these children presented to their teachers. Some of these students do not bring into our schools all the ability with which other children are provided. In spite of this, our industrial society is demanding more and still more intelligent young people to create new ideas, new goals, and new blueprints for the future. As one magazine sympathetically observed,

> "We give our schools fearsome assignments. From the most diverse materials -- malleable, refractory, explosive -- we expect them to fashion uniformly superior products. We ask them to tame the rebellious, embolden the timid, spur the laggard, sharpen the dull, burnish the bright. We ask them to make every child good, healthy, competent, happy, useful."[12]

This awesome assignment rests on the shoulders of the teachers in our schools. Their ability to meet this challenge will determine to a large extent the future of their country in any era. It will be the purpose of this chapter to give the reader some information regarding the teaching personnel in the East Kildonan School System.

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[12]The National P.T.A. magazine (November, 1960), as quoted in N.E.A. Address and Proceedings (1961), p.54, as quoted in Robert E. Barry, Ph.D., "Better Learning Through Better Teaching", an address to the Manitoba Educational Association, Winnipeg, Manitoba, April 25, 1962.

As previously indicated there were 121 classrooms in operation during the 1962-63 school year. Three of these classrooms were taught by principals who received some relief from teaching duties. These were the principals of McLeod, Sherwood, and Hampstead schools. The remaining six principals did not have an assigned classroom nor any required teaching. They are supervisory principals exclusively. All but two of the schools, McLeod and Sherwood, have a vice-principal who is a full-time teacher.

For further pertinent information concerning the classroom teacher the writer draws attention to the several tables set up in Chapter III. These indicated the number of teachers per grade in each school, the total number of teachers in each elementary grade in the district, and the enrolment in each grade in each school. Of the 127 teachers on staff, 100 were found to be females, the remaining twenty-seven were males. There were seven male principals, and two female principals. Six of the seven vice-principals were males.

The following table has been prepared for the purpose of indicating the types and numbers of teaching certificates held by the local teachers. This information, and much of that which immediately follows was provided by the local School Inspector, Mr. D. H. Stewart, and the East Kildonan

School District's Secretary-Treasurer, Mr. G. F. Saunders.

TABLE V

DISTRIBUTION OF EACHING CERTIFICATES
IN EAST KILDONAN

Type of Certificate	Number in East Kildonan	Percentage of Total
Second Prof.	2	1.6%
Second Perm.	3	2.4%
First B. Cond.	7	5.5%
First B.	83	65.3%
First A.	29	22.8%
Collegiate	3	2.4%
	TOTAL 127	

There are at least three things worthy of note in the above table. First, almost ninety percent of the teachers hold a First A. or First B. certificate, thus indicating they have at least clear Grade XII standing, and one year at Teachers' College. Secondly, there are only five of the Second Professional, and Second Permanent certificates held by the older teachers. These are the teachers who do not have Senior Matriculation standing. Thirdly, and most significantly there are only three elementary teachers or principals who have at least one

university degree. The writer believes this is significant and will comment further in a later chapter.

The writer encountered some difficulty in drawing up a table which would give a picture of the academic standing of the teachers. This was due to two factors. First, academic standing is continually changing, and a table is soon obsolete. Second, the teachers holding First B. Conditional certificates were difficult to classify as either an academic or professional subject deficiency could have resulted in this type of certificate. With these difficulties in mind, the following figures give some indication of academic standing.

TABLE VI

SHOWING ACADEMIC STANDING OF TEACHERS IN EAST KILDONAN SCHOOLS

Academic Standing	Number of Teachers
Grade XI	5
Grade XII	101
Second Year	9
Third Year	2
Fourth Year	3

As previously indicated the seven teachers holding First B. Conditional certificates had to be omitted. There are

at least two significant factors to note in regard to academic qualifications. First, there are only five teachers who do not have Senior Matriculation standing, and each of them holds a recognized teaching certificate. Second, there are only fourteen out of 127 teachers who hold any academic standing beyond Grade XII.

Information provided by Mr. G. F. Sanders, Secretary-Treasurer of the district enabled the writer to arrive at some conclusions regarding the experience of the East Kildonan teachers. Up to June thirtieth, 1963, the 127 teachers and principals had taught a total of 1664 years. The average experience for each teacher is 13.1 years.

At least two things are noteworthy at this time. First, it appears that the district is staffed for the most part with experienced teachers. Second, there are probably a number of factors such as salaries and working conditions, which enable the district to acquire, and to hold, an experienced staff.

The writer will turn now to the teachers' questionnaire and in particular to the questions in Section A. In summarizing the information given to these questions, the writer wishes to remind the reader once again of the fact the answers were provided by seventy of the 121 teachers in the district, and not all questions were answered by each

teacher.

The following table, composed from information gained from answers to the questionnaire, gives some further insight into the experience of the teachers, and where it was acquired.

TABLE VII

BACKGROUND EXPERIENCE OF EAST KILDONAN TEACHERS

Place	Total Years	Number of Teachers Reporting	Average Per Teacher
East Kildonan	438	68	6.44
Present school	290	65	4.46
A rural school	204	47	4.34
A rural town school	136	31	4.4
An urban school	514	68	7.45
Total experience		854 years	
Average per teacher		12.43	

The writer notes the similarity of the average teaching experience found above with that found earlier in the chapter i.e. 12.43 years as compared to 13.1 years for the whole district. The writer concludes from this that the questionnaire can be considered to be reasonably reliable. It would seem noteworthy that approximately one-half of each teacher's

experience has been gained within the East Kildonan school system. This is an indication of a considerable measure of stability within the teaching ranks of the district. There is apparently some movement from one staff to another, although here again, there appears to be considerable stability, with teachers getting two-thirds of their experience in the district in their present school. Perhaps the most interesting feature of the above table concerns the apparent background of many teachers. Since a total of 340 years of experience or forty percent of the total was gained in rural schools it seems safe to assume that the forty-seven teachers who indicated experience in the rural schools, probably lived, and taught in rural areas originally. It would thus appear that about two-thirds of the teachers in East Kildonan started in a rural school, and have since moved to an urban district. This belief is further substantiated by the answers provided to question seven, which read, "For your elementary education did you attend (a) a rural school (b) a rural town school (c) an urban school?" Nineteen teachers indicated they had attended a rural school, thirty attended a rural town school, and thirty attended an urban school.

Question three dealt with teacher certificates, and this has been covered previously. In passing it is

noteworthy that fifty-three out of seventy teachers indicated that they held permanent certificates. This would seem to indicate considerable concern for personal security.

Question four dealt with academic qualifications and has already been discussed. Once again the writer would like to express concern over the fact that only ten of the seventy who reported have completed Second Year University or higher.

Question five dealt with teacher placement. Fifty-two teachers indicated satisfaction with the grade they were presently teaching. Ten wanted a change of grade and, without exception, they wanted a higher grade. Eight teachers failed to answer the question. If these eight should happen to be dissatisfied, then it would appear that approximately twenty-five percent of the teachers in the district are unhappy about their present placement. The writer believes there is enough uncertainty about this situation to warrant further exploration on the part of principals and supervisors. If twenty-five percent of the staff is unhappy about their present placement, it will likely result in a lower standard of teaching in the classrooms concerned.

If on the other hand the eight teachers concerned

are satisfied with their present placement, then the writer would tend to believe that placement was generally satisfactory, with a not unusual number of teachers wanting to move into higher grades.

Questions six and eight dealt with teacher qualifications. In question six there were ten teachers who indicated having special training in music, two had special training in art, and seven had special training in physical education. Question eight asked "How many summer school or winter night school sessions have you attended for (a) Academic instruction, (b) Professional instruction?" Forty-four teachers indicated they had attended a total of 149 sessions for academic instruction, or an average of three and four-tenths for those concerned. Professional courses appear to have been more appealing with fifty-five teachers indicating they had attended 164 sessions or an average of three per teacher concerned. The significance of the above figures is further clarified by the fact that only three of the seventy teachers reporting indicated they had not attended some academic or professional sessions. (These three were probably first year teachers). In addition to this it would appear that most teachers take two courses during a summer session, and so the above does not give a complete picture of the work being done in this respect.

Questions nine and ten were intended to give information on professional growth and attitudes. In question nine there were thirty-three teachers who indicated they had read a total of 127 professional books, or an average of about four each, in the past three years. The writer, while commending those who are reading, finds that more than one-half of all teachers who replied have shown no apparent interest in this vital area of professional growth. It is indeed disturbing when one remembers the multitude of problems posed in Chapter IV, and the wealth of knowledge which can be gained through innumerable good professional books. In question ten there were forty-five teachers who indicated they had attended one or more sessions of the last three Easter conventions. This indicates about sixty-five percent of the teaching staff has attended.

Questions eleven, twelve and thirteen were intended to give some picture of what extra teaching activities were being carried by the local teachers. Thus in question eleven the investigator finds that during the past three years ten teachers have directed a classroom drama, seventeen teachers have conducted choirs, and eighteen teachers have coached teams representing their schools. From the above it would appear that classroom drama at this level is not too evident in the schools. It appears that the

answers regarding choirs may not give a complete picture. The questionnaire did not discriminate between festival and choirs for Christmas Carol programmes. The writer believes that the seventeen teachers who answered were probably those conducting festival choirs. In Neil Campbell school no less than eight out of the nineteen teachers conducted choirs at the last Christmas Carol programme, and the situation is probably similar in most other schools in the district.

In question twelve there were eleven teachers who had given demonstration lessons at the regular fall convention, six teachers had done the same for Parent Teacher Associations, while twenty-five teachers had given demonstration lessons in their own classrooms for visiting teachers. It is worth noting at this time that demonstration lessons have received considerable acclaim in the district, having being promoted at the school convention and in seven schools during the last two years.

The interest in the Teachers' Local is indicated to some extent by the answers to question thirteen. Thirty-five teachers or, one-half of those replying, indicated that they had been members of the Teachers' Local executive or its committees. No doubt much of this interest was fostered by the drive for better salaries

in the past decade.

During the past four years there has been a concerted, organized attempt to promote in-service training in the district. During this time the local Supervisor of Education, Mr. Wiley, working in close cooperation with several principals and teachers, has set up a programme intended to give help where it was most needed. These meetings, which were under the chairmanship of a principal, supervisor or outstanding teacher, were called once a month at 4:00 p.m. in some central location. At this time some pre-arranged material was presented, and group discussions were encouraged. At one time no less than eight such teacher study groups were dealing with such subjects as Social Studies, English, Music, Oral French and Mathematics. Some excellent work was done through these study groups as will be indicated by the answers to question fourteen on the teachers' questionnaire. A direct outgrowth of the study groups was the work done last year in regard to nature study. The teachers of the district have long thought there was too much room for overlapping in the elementary nature study programme, and they have found it difficult to get adequate material for their lessons. In order to overcome this situation they have advanced well into an outline for

the Grades IV, V, and VI. The course has been defined and limited to eliminate overlapping, and each school has been given the task of preparing a share of the information for the outline.

The writer has only one criticism of the in-service programme mentioned above. The emphasis in this programme has been on course content, with little discussion of methodology and teaching techniques. The writer does not agree with this, as it is his belief that the personality of the classroom teacher is more important than the knowledge she is trying to convey to her students. With this in mind the writer would like to see a study group set up for the purpose of examining the personality of the classroom teachers and the impact it has on the teaching situation. There is no doubt it would be a difficult and frustrating task, which would require excellent leadership and the maximum of cooperation and understanding from the teachers concerned.

It is not possible at this time to give more than a sketchy outline of some aspects of the district's in-service training. However, question fourteen in the questionnaire was intended to give some indication of the effectiveness of several phases of this programme. The following is a summary of the replies to the question

"Which phase of our in-service training do you find most valuable?"

(a) Teachers convention 20

(b) Subject outlines prepared by teachers 23

(c) Meetings of teachers of one grade i.e. workshop 36

(d) Classroom visits to other teachers 25

(e) Staff meetings 8

It would thus appear that part (c) is the most popular, with just over fifty percent of those reporting indicating so. Part (b), however, requires special explanation. As has been noted earlier, the outline referred to in this part was the nature study outline being prepared by the Grade IV, V, and VI teachers. It is worth noting that thirty-two Grade IV, V, and VI teachers answered the questionnaire, and nineteen of these or sixty percent thought that this was the most useful form of in-service training.

Question fifteen was intended to give information about two vital areas of the teaching situation:

(a) the classroom library

(b) the schools' recreational facilities.

In regard to libraries it should be pointed out that each classroom has its own library books supplied by an annual grant from the Provincial Government and the local school board in the amount of forty dollars. Thus

the size of a library depends on the number of years any given classroom has been in operation. In order to increase the number of library books available to their classes, many teachers exchange books with others teaching the same grade in the same school. Where this procedure is used, the books available to any class may be doubled or tripled without undue cost or difficulty. Many teachers in the district encourage their children to make use of the Henderson regional library. At least one teacher, Mr. N. Grywinski at Neil Campbell School, made a regular practice of going to the library and borrowing books for his class. In addition to the classroom library, each school has a special reference library consisting of such works as one or more sets of Encyclopaedia, The Book of Knowledge, Lands and People, Science, the Canadiana and books related to a specific subject. In the questionnaire, teachers were asked if they were generally satisfied with their classroom libraries. Thirty-seven answered "yes", while thirty said "no". Of the thirty negative answers fourteen came from two of the newest schools in the district which have had only two or three years to build up their libraries.

The second part of question fifteen asked whether the teacher was satisfied with her school's recreational

facilities. Twenty-six answered "yes", while thirty-eight answered "no". This apparent dissatisfaction may be accounted for by one or more of the following:

(a) at least two playgrounds in the district were being raised with dirt fill, and were not usable for long periods of time;

(b) some schools have better gymnasium facilities than others;

(c) some schools have a considerable area of asphalt pavement for use during wet periods while others have very little;

(d) the handing out, and replacing of worn out equipment by the person responsible (usually the vice-principal) may be unsatisfactory in a particular school;

(e) the playground may be considered too small for the number of children it must accommodate;

(f) the only permanent recreational facilities on the playground are baseball backstops and the varying amounts of blacktop mentioned above.

The investigator turns now to the most demanding part of a teacher's life - her responsibilities and duties in the classroom. As our society places increasing emphasis on the importance of a good education these responsibilities have never been greater. More and more

children are coming from homes broken by divorce, or separation. In many homes the full-time employment of both parents often results in parents exercising much less control over their children. The impact of television, our society's greater mobility, and new prosperity have all influenced the teacher in her classroom, and added to her duties and responsibilities. Let us look briefly at these duties. According to the Public Schools Act every teacher shall;

"(a) teach diligently and faithfully according to the law,

(b) keep a register and allow the trustees access to it,

(c) furnish information to the Department of Education or Inspector as required,

(d) prepare reports required by department regulations,

(e) notify the Medical Officer of communicable diseases, and where necessary prevent the child from attending school,

(f) distribute text books and assist in their maintenance,

(g) fly or display the flag,

(h) report to the department and inspector on taking charge of or resigning from a school,

(i) comply with the school attendance act, and

(j) take possession of dangerous weapons which children may bring to school."[13]

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[13]Cf. THE PUBLIC SCHOOL ACT, Chapter 175 of The Revised Statute of Manitoba, 1940 with amendments thereto up to and including 1944 (Winnipeg: James L. Cowie, King's Printer for Manitoba, 1944), Part 6, section 198, p.83.

While the above is a list of mandatory duties under the School Act, it is safe to say there are others which though not listed are imperative. The following list will further add to the above duties:

(a) under the direction of the principal, teachers will supervise the playground and school as required,

(b) teachers will be in their respective schools at least ten minutes before opening in the morning and afternoon,

(c) teachers must administer any marking system or other means of evaluating used in their school, and report student progress to parents and principal as directed,

(d) in inclement weather teachers shall see that young pupils are properly clad before leaving the building,

(e) teachers shall conduct prescribed religious and patriotic exercises,

(f) teachers shall attend all meetings called by the principal or supervisor for the purpose of discussing school matters,

(g) teachers shall dismiss all children from their class before leaving each day,

(h) teachers shall provide what classroom organization is required for the efficient running of their classroom (included in this will be a timetable, and

grouping children for reading).

The most far reaching of all these requirements is the first mentioned i.e. to teach diligently and faithfully, for it includes all aspects of the care, discipline and instruction of each child. The writer will not attempt to analyze or discuss these duties and responsibilities in detail. It is sufficient at this time to note that the above lists represent the major duties and responsibilities of East Kildonan teachers.

Before leaving this subject the writer would like to mention that any efficient school will have a staff which concerns itself with such additional responsibilities as the following:

(a) teachers must not leave the classroom except in an emergency,

(b) not waste supplies,

(c) promote good public relations at all times,

(d) not make personal or household phone calls during school hours,

(e) keep classrooms neat and clean,

(f) work together and with consideration for others,

(g) settle minor problems in the classroom and

(h) assume responsibility for the behaviour of any students, and the general cleanliness of the building.

In summarizing this section the attention of the reader is drawn to the seemingly unlimited responsibilities of the classroom teacher. As a result of our changing world and disturbed society it is probable that these responsibilities will increase and become more complex.

The investigator turns now to the problem of classroom discipline. Over the centuries it has been conceded by many authorities to be perhaps the greatest common problem facing all teachers. The schoolmaster of the past has been pictured as one holding the rod of punishment because the young were so antagonistic to learning. It is possible that the greatest change of all in the elementary school over the past century has been in the transformation of the classroom from a grim place of punishment to one where children can enjoy learning.

Questions seventeen and eighteen on the questionnaire were intended to give some insight into the incidence of discipline as a classroom problem and, further, to study its causes. Question eighteen asked "What are the two most difficult problems you face as a classroom teacher?" In answer to this fifteen teachers stated emphatically, "discipline" or some similar remark such as "controlling problem children". The writer will postpone any further discussion of question eighteen for the moment, and turn

to question seventeen which asked "What do you feel causes most of your discipline problems?" The following are but a few of the answers. The reader will note their variety, scope and even similarity.

1. Course is boring for bright children.

2. Children who for various reasons need attention and demand it.

3. Repeaters, who are older.

4. Necessity of spending an overabundance of time with children who are not ready for the grade, thereby neglecting the children who are.

5. If the lesson is not properly prepared the children sense it, and discipline problems arise.

6. Lack of training at home.

7. Emotionally disturbed children.

8. Lack of consistency by teacher.

9. Lack of organization.

10. Paper work that takes up time needed for the pupils.

11. Large classes.

12. Broken homes and parents who do not get along well togather.

13. Teacher being unprepared.

14. When I am tired or overwrought I feel that

this wears off on the class and causes unrest.

15. Lack of full control rather than discipline problems usually follows when the teacher is not fully prepared with her lesson.

16. Lack of enthusiasm on the part of the teacher.

17. When I have not prepared myself properly for the days work.

18. Leniency.

These are only a sample of the answers provided. A closer analysis of all the answers would indicate that the following are the most common causes of discipline problems:

(a) lack of preparation and poor organization on the part of the teacher,

(b) the wide variation in student levels of ability in each heterogeneous class make it a practical impossibility to teach each level effectively in the time allotted,

(c) emotionally disturbed children who demand attention, and at the same time reflect the lack of attention and training they are receiving in their own homes,

(d) overcrowded classrooms, and

(e) shortcomings within the personality of the teacher which causes her to be inconsistent, overly

lenient, or too harsh in handling children.

It is apparent that teachers recognize and assume much of the responsibility for discipline problems. There is no doubt teachers are having to deal with increasing numbers of disturbed children who are the products of broken homes, or of a barren home environment. Teachers are finding however, that these deprived children will respond to one who shows a genuine interest in them. Much thought, self-analysis, and planning are required in the effective control and management of a class.

Before concluding this discussion of discipline some mention should be made of the two types of punishment for offenses. Some considerable time and thought has gone into the preparation of two outlines which were distributed through the office of the Supervisor of Education, Mr. L. W. Wiley. One of these concerns the "Detention of Pupils" while the other deals with "Corporal Punishment". The purpose of the two sheets is to provide guidance and uniformity of approach to the problems related to discipline. Both are areas in which there has been recent and increased public sensitivity. The substance of the former sheet is that there is to be no detention of students during recess, nor are they to be kept after 12:00 p.m. in the morning. When pupils must be detained

for a special reason, it is to be between 4:00 - 4:30 p.m. The substance of the second sheet on corporal punishment is that it is to be used only for extremely serious offenses after all other methods of persuading a child to change his behaviour have been exhausted. Punishment is to be inflicted on the hands only and by the use of a strap only. No teacher or principal is to strike a child with his hand, or something other than a strap held in his hand. Punishment is not to be inflicted in front of a class and a written record of each instance is to be kept on file.

Brief reference is now made to the matter of classroom supervision. In East Kildonan this is a matter which is left almost exclusively to the teacher. Perhaps no single aspect of a teacher's work in the classroom is more important than the amount of organization and supervision which she brings to her class. A well-organized classroom, providing for both group and invididual work, calls for skill and management. Orderly movement in the room, respect for the rights of children who are working at their desks while others are moving around, routines for distributing paper and other materials, for sharpening pencils, for putting away completed work, for entering the classroom, for disposing of outer clothing, all these require organization, and in the handling of these matters a teacher shows her capacity for administrative detail.

The scope and complexity of the problems associated with classroom supervision and organization can be seen in the answers provided in the teacher's questionnaire to question eighteen. It read "What are the two most difficult problems you face as a classroom teacher?" The following are sample replies, with the exception that replies relating to matters of discipline will be omitted, as they have been dealt with earlier in the chapter.

1. The conflict between our promotional and grade system, and teaching according to individual differences.

2. The planning of a well balanced daily programme, allowing for individual differences.

3. Time to work individually with those who will always need a crutch.

4. Finding adequate time for all subjects included in the curriculum.

5. Providing enough enrichment for top students.

6. Lack of time for the preparation of lessons, marking, and extra help to slow learners, and gifted children.

7. Having children follow instructions.

8. Bridging the gap between the written performance of the slow worker and the quick worker, even though both are in the same group.

9. Teaching children to read explicit instructions

and follow them.

10. There is a great deal of clerical work and marking.

The ten quotations speak for themselves. The writer would simply point out that nearly every reply is directly concerned with supervision and organization. As has been previously indicated much of this problem could be simplified by providing more teachable groupings in the form of homogeneous classes.

No discussion of classroom teachers would be complete without some mention of the characteristics of the excellent teacher. Question sixteen on the questionnaire was intended to elicit the thinking of East Kildonan teachers on this matter. The question read "What do you consider are the most important characteristics of a good teacher?" Some suggestions were given, and many more were provided in the replies. Those which received the greatest support are listed below, together with the number of votes each received.

The writer would like to draw attention to three things in regard to these characteristics. First, it is apparent the first three named in the table are considered the most important. It is not too surprising that fifty-six teachers out of seventy felt "love of children" was

the most important. Second it is worth noting that no one considered a high level of intelligence or much knowledge as being a characteristic of the excellent teacher. Third, it would seem significant that no mention was made of experience as being part of an excellent teacher's qualifications. There is a distinct possibility that both too little or too much experience may react unfavourably on pupil achievement.

TABLE VIII

CHARACTERISTICS OF AN EXCELLENT TEACHER AS INDICATED BY QUESTIONNAIRE RESULTS

Love of Children	56
Sense of Humour	41
Perseverance	41
Humility	18
Patience	10
Understanding Children	7
Thoroughness, or Conscientiousness	5
Organization	4
Enthusiasm	2

In addition to the above-mentioned characteristics there are a number of others which are important although they were not mentioned so frequently. They include:

(a) a capacity for, and a willingness to work past 12:00 and 4:00 p.m., (b) the ability to get along with other teachers, students, and the public at large, (c) punctuality in attendance, meeting deadlines, and strict adherence to school routines such as duty schedules, (d) a never-ending desire to improve oneself professionally through self-analysis, study, and the acceptance of advice from superiors, (e) awareness of the need for good public relations at all times, and the knowledge that this end can best be met by sound teaching in the classroom, and (f) loyalty to school and staff, combined with a sincere desire to work towards enhancing the reputation of both.

During the course of this chapter the investigator has tried to give some knowledge of East Kildonan teachers and their work. It would appear that the "average" teacher in the district has Grade XII standing and has taught for thirteen years. The teacher has been placed in charge of a heterogeneous class of approximately thirty students. Four out of five teachers are female. The typical teacher is striving towards better professional status through further academic and professional courses and an extensive programme of in-service training.

CHAPTER VI

ADMINISTRATION

> "Every phase of education has its involvement in administration. Though attempts to define this involvement have had their critics, it is useful to explore the idea. Most scholars of administration would agree that those who work directly with pupils are properly classified as teachers. Administrators on the other hand, are those who enable teachers to perform more effectively in the education of boys and girls. T hey may direct their attention to the purposes of the school, its programme and the adequacy of the staff. Some work directly with teachers; others cannot do so by the very nature of their work."[14]

The above quotation gives the reader a sound definition of administration. While it may seem to separate teaching from administration, this is not actually the case. It does indicate that both teachers and administrators serve in the field of education. It would appear that the administrator serves education through his ability to facilitate or enhance teaching and learning. His effectiveness must be judged in terms of the objectives of education and the extent to which they are being achieved.

Any discussion of school administrators will

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[14] A. W. Reeves, "Trends in Canadian School Administration", in F. Enns, ed., The Canadian Administrator (Edmonton: University of Alberta), Vol. II No. 1, October 1962, p.2.

inevitably focus attention on the principals and supervisors in a given district. Before directly discussing the role of administrators in East Kildonan it seems necessary to give a brief history of the changing role of the principal. The first principal was a head teacher who as a result of ruling with an iron hand frequently installed himself as the "boss". His prime function was the discipline of staff and pupils. The beginning of the administrative function of the principal came with the development of larger schools and the necessity of keeping records. The successful principal was now required to organize the activities of staff and students, as well as being a head clerk or record keeper. It was realized however, that paying a high salary to a principal to perform clerical duties was not sound and as a result clerical help was provided. The principal was thus freed from some of his clerical duties and was able to turn his attention toward the many young inexperienced teachers who were staffing the large new schools. Thus the principal became a supervisor of instruction in his school and this concept has developed rapidly in recent years.

The writer, having given this brief definition and history of administration, will now give the reader some

information concerning the work of the principals and supervisors in East Kildonan. In an attempt to obtain the pertinent information required for this study, each principal was asked to answer a number of questions. Their replies to these questions will form much of the substance of this chapter.

Before dealing with their answers it would seem important to review some details touched on in earlier chapters. Each of the nine elementary schools in the district has a principal, and in six of these schools the principal has no assigned classroom teaching and serves in a full-time supervisory capacity. The principals of these schools are men, and the size of the schools varies from fourteen to nineteen rooms. There are three smaller schools in the district, having six, eight and twelve rooms respectively. The principals of the two smaller schools are women and they have three and four half days, respectively, free from classroom teaching to be used for administrative and supervisory duties. The principal of the twelve-room school is a man who teaches half time. The seven largest schools have vice-principals, six of whom are men. The same seven schools have secretarial help amounting to one day per week for

each school.

The academic background of the principals and their teaching certificates show some variation. The following figures indicate the number of principals holding specific certificates.

TABLE IX

SHOWING THE TYPE OF CERTIFICATE HELD BY EACH PRINCIPAL IN EAST KILDONAN

Type of Certificate	No. of Principals
1st B	2
1st A	4
Collegiate	3

Their academic background is even more varied.

TABLE X

SHOWING ACADEMIC STANDING OF EACH PRINCIPAL IN EAST KILDONAN

Highest Academic Year Completed	No. of Principals
XII	4
2nd Year	1
3rd Year	1
B. A.	1
B. Ed.	2

It is interesting to note that the East Kildonan School Board has pursued a policy of promoting only teachers from within its own staff, for each principal taught in the district prior to receiving a principalship. A second interesting point is that apparently high academic qualifications are not deemed necessary, as only three of the nine principals have one or more university degrees. This represents a sharp contrast with the three adjacent suburban areas of North Kildonan, West Kildonan and Transcona. In the two first mentioned districts there are three and five elementary principals respectively, all of whom have one or more university degrees. In West Kildonan nine of fourteen elementary principals have at least one university degree. It would appear that more emphasis has been placed on experience as a prerequisite to being a successful principal in East Kildonan, since each principal has a minimum of thirteen years experience in this district. The total experience of this group is 248 years in teaching or an average of twenty seven and one-half years for each of the nine elementary principals. Their total years of service as principals is sixty-nine or an average of approximately eight years for each.

In the preceding paragraphs the investigator

has given some information concerning the qualifications and experience of the district's elementary principals. In the following paragraphs the attention will be given to the work being done in the schools by principals. As mentioned previously a number of questions were presented to each principal and their replies will be summarized in the following pages.

Each principal concerned answered in the affirmative to the question: "As a full time supervisory principal do you devote any of your time to classroom teaching?" It would appear that the amount of time spent in this line of endeavour is generally quite small, since most principals indicated that their classroom teaching was quite infrequent and consisted mainly of providing relief for a regular teacher who might be away from her class for a few minutes, or for part of a day for classroom observation of another teacher. Only one principal had made a concerted effort to teach a specific subject over an extended length of time.

In an attempt to obtain some factual information regarding the routine work of the principal, a question was asked in which the subject was required to estimate the percentage of time being spent on six specific areas

of work. The writer wishes to point out that these six are not necessarily the most important, nor do they cover all the duties performed by each school administrator. It should also be kept in mind that a most perplexing problem is posed by asking an administrator to decide when administrative routine leaves off and supervisory duties begin. Similarly some principals will argue with firm conviction that everything they do in a school is intended to improve instruction and consequently further good public relations. The following table summarizes the information given by the several principals.

TABLE XI

AMOUNT OF TIME SPENT BY THE EAST KILDONAN ELEMENTARY PRINCIPALS ON SEVERAL RELATED ACTIVITIES

Type of Activity	Principal's Estimate in Percent							Approx. Average
Administrative routine	50	65	40	60	10	15	10	36
Supervisory duties	20	20	20	4	15	35	80	28
Curriculum building	15	7	2	3	5	10	1	6
Improving public relations	5	2	10	10	5	10	1	6
Direct contact with students	5	5	25	20	60	25	6	21
In-service training	5	1	3	3	5	5	2	3

A cursory glance at the table is sufficient to indicate that there are considerable differences of opinion regarding the activities mentioned above. It would, however, appear three conclusions can be drawn. These are: (1) most principals feel the major portion of their work falls in the two areas of administrative routine, and supervisory duties; (2) curriculum building and in-service training are the least demanding activities; and (3) it is doubtful whether the variations indicated above are as pronounced as these figures might suggest. It is extremely doubtful whether one principal would expend six times the effort on administrative routine as do two others in similar situations.

A question which resulted in considerable similarity of opinion was the following, "Could you estimate how many times a year you visit each teacher in her classroom to observe her teaching?" The replies are quoted verbatim.

1. One hundred times.

2. Varies with the experience and effectiveness of the teacher - from one to ten times.

3. Three or four times.

4. From two to four times.

5. Ten times.

6. Roughly twenty times.

7. Six to ten times.

8. Impossible - I do this in many short visits.

It is probably safe to assume from the replies that there was some doubt as to what length of time constituted the visit referred to in the question. The principal who stated that he made one hundred visits each year probably considered that each occasion he stepped into the classroom for as much as two or three minutes should be counted. On the other hand, the principals who indicated less than ten visits per year believed that an observation period was more than just a casual few minutes in a room. It would thus appear that most principals spend from two to ten observational periods in each teacher's room during each school year.

The next question asked by the investigator was intended to gain some information about special events in the school year. Several of the activities mentioned are often thought of as a means of promoting good public relations, and the writer was interested in trying to ascertain what interest was being shown in respect to getting the public into the schools. A summary of the replies is as follows. In the nine elementary schools there are four Parent Teacher Associations, there are

five schools which have a tea once a year, each school has a "Meet the Teacher" night in the autumn, and eight of the schools duplicate this activity in the winter t erm, usually in conjunction with Education Week. In addition to the above activities, six of the nine schools have a special "Awards Day" for outstanding student achievements. The writer does not believe it is possible to draw any accurate conclusions regarding the state of each school's public relations. One might assume however, since nearly every school invites parents to meet the teacher twice a year that the teaching profession as a whole is going at least halfway in making the public feel welcome in the schools. Whether the fact that only half the schools have Parent Teacher Associations indicates success or failure is not within the writer's ability to decide at this time.

In a preceding chapter, it was shown that the teachers of the district had considerable interest in homogeneous classes. Thus a question was given to the principals in the hope their answers would clarify the situation in respect to this type of class. As previously indicated, only two schools have one or more homogeneous classes. The following replies are quoted verbatim as

they were given in explanation of why each principal did not have this type of class in his school.

1. In a school where there are no special teachers or classes this is difficult to do.

2. Space problem - in some cases only one class in the school.

3. The low group in this class would show little pride in their work. A teacher in a class of slow learners would find little time for individual help. Ten slow learners in a mixed class can be given more attention than any ten in a slow learners class.

4. I believe it is better for all concerned.

5. Lack of encouragement from Supervisor.

The writer will not comment on these replies at this time as homogeneous classes were discussed in a previous chapter. There will be further mention of this aspect of education in the concluding chapter.

Considerable concern for individual differences is apparent in the replies to the question "Do you arrange your heterogeneous classes by random selection or do you place each student with a specific teacher?" Four of eight replies indicated that each student was placed with a specific teacher, while two others indicated that students were placed in classes by random selection.

One reply was particularly interesting for it stated that the children in one school were arranged in classes according to their ages. The one remaining reply stated that neither of the methods mentioned in the question was used, but the principal concerned did not elaborate on the method followed in his school.

In an earlier chapter there was considerable evidence in the replies from teachers to indicate considerable preoccupation with slow learners. This concern on the part of teachers caused the writer to ask principals the following question, "Do you have a continuing Grade I, II and III programme in your school?" The question referred to the type of programme wherein slow learners spend four years covering the work of the first three grades. The writer hoped by asking this question and the one regarding homogeneous classes that some indication of the principals' concern for slow learners and the gifted might be evident. In reply to the question concerning a continuing programme only one school indicated having such a programme. It would thus appear that the principals of the district do not feel the need of such a plan for educating the slow learners. On the other hand it is possible their experience has taught them that moving small groups of children throughout a large system is an administrative problem

wherein the results do not justify the difficulties and effort required in the execution of the plan. Perhaps the opinion expressed by one principal sums up the feelings of the others. He stated that while most teachers believed a continuing programme was educationally sound, nevertheless, as individuals, very few wanted to be involved in a situation in which a small group of continuing students caused what amounted to a double grade load in one class.

A final question pertaining to classroom organization was concerned with Grade I classes. The principals were asked: "Are your Grade I classes organized according to their ages?" Two of nine replies were in the affirmative. Thus it would appear that the principals of the district do not consider this approach to organizing Grade I classes as being particularly desirable.

The next question directed to the principals concerned staff meetings, their regularity, and their numbers. In this area there is some similarity in the answers. The following reply sums up quite adequately the approach followed in most schools: "Staff meetings are held when necessity calls for such." Only two schools indicated regularly prearranged dates for staff meetings, one being the last Friday of each month, and the other being called after the regular monthly meeting of the principals. There

is little variation in the number of meetings being held. Most schools indicated one per month, two if required. Only one school indicated that as many as three or four meetings may be held each month. As to when these meetings are held, each principal who replied indicated that noon meetings during the lunch hour break were the usual practice.

The next two questions were posed for the purpose of having a look at some of the problems and the beliefs of each principal. The first question asked, "What are the two or three most difficult problems you face as a principal?" The following replies are indicative of the scope and variety of these problems, and again are quoted verbatim.

1. Straightening out psychological problems. I enjoy trying.

2. Lack of auditorium space.

3. To try to keep a sensibility of the classroom teachers everyday problems.

4. Trying to remember that time is a factor which oft times can not be rushed.

5. Decisions on pass or fail when marks are on the border line.

6. Keeping good relations among certain types of teachers on a large staff.

7. Dealing with dictatorial teachers who wish to impose their wills on the staff.

8. Inability to deal with situations at the time of happening due to being a classroom teacher seventy percent of the time.

9. To adjust the present programme to pupils of slow learning ability.

10. A more challenging programme to pupils of a bove average ability.

11. Each teacher to be genuinely interested in giving the most of his ability to the education of children.

12. Getting exactly the type of teacher you would like in certain grades.

13. Trying to get the teacher to realize how and why certain things must be done.

14. Finding time to get things done.

15. Supervisor never comes into the school to talk over immediate problems.

16. What to do with the more intellectually gifted children as to how to make the most use of their time.

17. Being unsupported in desire to accelerate the industrious and gifted child.

T he writer believes that all principals have faced

most of the above problems at one time or another. It would be impossible to single out any one reply as being more important than another, since because of their diverse personalities a problem for one principal is not for another. To summarize, it would appear that three general problems are experienced to some degree by all principals. These three problems may be condensed and certainly over-simplified by referring to them as problems concerning (1) teachers (2) students and (3) the programme of studies. Thus it will be noticed that the quotations numbered 3, 6, 7, 11, 12, and 13 apply to the problem concerning teachers. The quotations numbered 1, 5, 9, 10, 16 and 17 apply to the problem concerning students. The quotations numbered 4, 9, 10, 14, 16 and 17 apply to the problem concerning the programme of studies. The reader will note the overlapping, in some instances, and the degree and variation with which these areas represent problems to a specific principal.

The second question which was asked for the purpose of giving a close look at the principals read as follows: "What do you think are the most effective means by which a principal can improve the standard of scholarship and achievement in a school?" The following replies are again

quoted verbatim and give some indication of the variety of thought on this subject.

1. Scholarship means a directed effort - good work habits encouraged.

2. Foster the idea - take the children from where they are; reteach if necessary; review.

3. Insisting upon a high standard in all academic subjects.

4. Setting forth good examples i.e. writing.

5. By showing a personal interest in what each teacher is doing and what is actually done in the classroom.

6. Hard work!

7. Keeping up with current trends and trying to encourage teachers to do the same.

8. Imagination, enthusiasm and ideas are key words in the battle to improve the standard of scholarship and achievement in a school.

9. By regular association with pupils and teachers through casual classroom visits.

10. By his own initiative and enthusiasm.

11. By having less "degree" people and more natural born teachers on the staff.

12. By providing the proper tools to do the work.

13. By having the power to accelerate the gifted.

14. Each teacher to insist on the best work of each pupil.

15. More stress to be placed on "core" subjects rather than on "frill" subjects.

16. By emphasizing the need for higher education in letters sent to the parents of children who obtain low marks.

The reader will note the variety of responses. T here is one comment however, which may well be the most significant and certainly it is the briefest. It would appear that quotation number six contains the way of thinking which is most often considered as the most effective means by which a principal can improve the standard of scholarship and achievement in a school.

Any discussion of the principal would not be complete without some attention to his administrative and supervisory load. The following is a list of duties which are considered to be the responsibility of each principal in East Kildonan. While the list tends to be lengthy it is not exhaustive, nor are its points compiled in order of importance:

to be present in the school between specified hours

to keep certain records and accounts

to receipt for delivered supplies

to check school census

to inventory equipment books and supplies

to report injuries to pupils and employees

to fly the flag

to see that religious and patriotic exercises are conducted according to the law

to conduct fire drills

to manage civil defense procedures

to regulate, permit or refuse entrance to visitors and advertising

to classify pupils

to establish junior safety patrols

to see that adequate pupil testing is conducted in each class

to keep personnel records of pupils

to assign teachers

to conduct teachers meetings

to make duty schedules for teachers

to recommend repairs and alterations to the school

to evaluate teacher efficiency

to supervise instruction

to regulate the activities of teachers and pupils in the school and on the grounds

to handle complaints

to discipline students

to collect money for certain workbooks, the Red Cross, March of Dimes etc.

to establish good public relations with the community

to maintain and promote good relations within the staff

to report pupil progress to parents

It is not the intention of the writer to examine in detail each of the above responsibilities. Two of them have been considered sufficiently important to warrant special forms and instructions from the office of the supervisor. The first of these is the matter of teacher evaluation. Principals generally consider this topic is of extreme importance for two reasons: (1) for the purpose of improving the teaching process and (2) for recommendation for permanent positions and promotions in the district. It is significant to note at this time that the East Kildonan School District has a formal rating sheet which is completed by the principal

for submission to the Supervisor of Education. This form is usually completed during the first and second years of tenure. A copy of the form is included in the appendix for the reader who wishes to examine it. The second duty which requires some extra explanation is the matter of discipline. This matter is constantly under review, for few things reflect the changing attitudes of society as rapidly and as accurately as the kind of discipline which a principal is expected to administer in his school. It is generally conceded that the discipline of a school is closely related to the personality and philosophy of the principal. Disciplinary problems still occupy a large portion of a principal's time and his standards of order are an important part of his administration of the school. His consistency in the matter of rules and punishments helps to set the tone of the school, and offers his teachers the support they must have to maintain control of their classes. In the East Kildonan School District the matter of discipline was considered to be of such importance that two directives were issued from the Supervisor's office after consultation with the principals and the teachers of the district. One directive is concerned with detention

and in effect condones it as a means of punishment only between 4:00 and 4:30 p.m. The second directive is concerned with corporal punishment, and in essence it states that this form of punishment is to be considered as a last resort and is to be used only if all other means have been exhausted. A copy of each directive is included in the appendix for those readers who may wish to examine them further.

In the preceding pages of this chapter the writer has given some knowledge of the principals of the East Kildonan School District and the work they are doing in the schools. In a study of this nature it is not possible to examine extensively all aspects of their work. Such matters as the basis for selecting principals, fund raising in the schools, the custodial staff, home reporting, in-service training, relations with Supervisors and the School B oard are all matters of vital concern to each principal, and there are many more which could have been mentioned in a more exhaustive study.

Closely associated with the principals is yet another group of teachers who must receive some attention in this chapter. This group comprises the vice-principals and one finds that in the elementary schools their duties are not precisely defined. In the East Kildonan School

District it appears that the position is used as a training experience for a teacher who may be promoted later to a principalship. In the district each school of twelve or more rooms has a vice-principal. There are seven such schools and in these there are six men and one woman serving as vice-principals. In every case the vice-principal is a full-time teacher of a Grade VI class. In addition to the regular duties of a classroom teacher he usually has certain extra responsibilities delegated to him by the principal. In general these extra duties are (1) supervision of the junior police patrols (2) supervision of sports activities and the requisition of sports equipment and (3) substitution for the principal in his absence. In addition to these general duties there are a number of others which apply to a specific school. These include (1) attending Parent-Teacher Executive meetings (2) organizing teacher duty-schedules (3) presiding over certain staff meetings and (4) maintaining discipline in a building which is separated from the main school building. In summary, it is apparent that the principals of the district consider that vice-principals who teach full time cannot be expected to take a heavy share of the administrative and supervisory load of the school. The vice-

principal is in practice an assistant to the principal, and can be a valuable liason between staff and principal.

In addition to the principals and vice-principals who work actively in the schools there is another group of administrators who are engaged in similar endeavours. In most urban centres the school boards have delegated their administrative duties to a superintendent and supervisors of specific subjects. In the East Kildonan School District the School Board has appointed Mr. L. W. Wiley as the Supervisor of Education, and as his immediate assistants Miss G. Craig as Reading Supervisor, Miss G. Lowery as Music Supervisor, and Mr. R. LaPage as Physical Education Supervisor. With the exception of Mr. R. LaPage the above Supervisors were appointed to their present positions after teaching in the district. Two held principalships at the time of their appointments, and all have given service to the district as teachers and administrators.

The position of Supervisor of Schools is in some ways unique. As the agent of the board, which is considered as the policy-making body, his function is to put into effect its decisions. If he is to be of value to the system which he serves and which he operates, he must

also be the source of much of the policy which the board makes. Since he is aware of trends in education and since he must plan for the good of the organization, many of the ideas for the operation of the system should emanate from him, and his advice must be respected and followed by the board. In addition he must have the support and respect of the teaching staff, for it is the medium through which he must implement board policy. Thus his role is that of educational leader in his community.

Any discussion of the Supervisor of Education would not be complete without some indication of his duties and responsibilities. The East Kildonan School Board has never defined the position clearly, and in lieu of such definition, the writer asked the Supervisor, Mr. L. W. Wiley to outline briefly his major responsibilities. His list included the following:

1. Selecting and placing of teachers
2. Coordinating in-service training and practice teaching.
3. Establishing school boundaries
4. Coordinating educational research and experimentation
5. Assisting with the preparation of the budget
6. Promoting good public relations
7. Organizing subject outlines from the curriculum

8. Reporting to the School Board

9. Coordinating the programme of studies in cooperation with principals

10. Estimating room requirements each year

11. Providing liason between teaching staff and board.

The term "supervisor" has a double meaning in the East Kildonan School District. In addition to the Supervisor of Schools there are three additional supervisors of specific subjects, i.e. reading, music, and physical education. In this district these supervisors devote themselves very largely to the supervision of the teaching of their respective subject matter, and are often called in by the principals and teachers when help is needed. In an attempt to gain more specific information about their positions the writer asked each supervisor to give a brief outline of the service he rendered to the system. The following list includes those duties and responsibilities which are common to the three supervisors. They are:

1. to advise and help teachers, particularly the inexperienced, those with long years of service, and those coming back to teaching after a lengthy leave of absence

2. to arrange in-service training programmes

3. to prepare lists of textbooks, supplementary readers, guidebooks or lists of materials directly related to their subject field.

4. to organize and outline programmes which coincide with the provincial curriculum.

5. to give advice on matters of school organization and coordination of activities related to their special subjects.

6. to evaluate teachers and to recommend them for permanent appointment and promotion.

In addition to the above common responsibilities there are a number of others worthy of mention insofar as they apply to the work of a specific supervisor. For instance, Miss G. Lowery, the Music Supervisor, contributes many hours of her working time both in and out of regular school hours to such events as the Manitoba Musical Festival, the annual Christmas Carol Programmes held in each school, and the C. B. C. radio programme "Tuneful Tales" in which a choir of selected children from the elementary schools of East Kildonan are the featured attraction. Miss G. Craig, the Reading Supervisor, devotes many hours of her time to such special endeavours as the organization of a reading examination prepared by

the teachers of the district for Grades III, IV, V and VI, and the remedial reading programme which is conducted by two teachers who spend one day a week in each school, helping selected children. The careful screening of the many children who have reading problems is another responsibility of the Reading Supervisor. In the consideration of the duties of the Physical Education Supervisor two matters are particularly worthy of note. The first is an organization called the East Kildonan Elementary Athletic Association which is composed of a male representative from each elementary school, usually the vice-principal. The prime function of this association is to coordinate the physical education programme within the various schools through the establishment of liason between schools. An example of the work being done is the Jam-Pail curling bonspiel held each winter on a district-wide basis. The second point worthy of mention is that in the autumn of 1963 a swimming programme was implemented for the Grade V pupils of several schools in the district. This programme was made possible as a result of the building of a branch of the Y.M.C.A. in East Kildonan.

In conclusion it would appear that as in most systems, practice and precedent rather than regulation or policy have defined the administrative duties of

supervisors. With the growing tendency to place more responsibility on principals and to release them more and more from teaching, the supervisors have been able to spend more of their time helping teachers and less on administration. Since the duties and responsibilities of principals and supervisors are similar, it is to be expected that an overlapping of prerogatives may take place. Speaking as a member of this group, the writer can state that the East Kildonan schools have not encountered much difficulty in this respect. Principals and supervisors generally seem to work together amicably in the performance of their respective duties to the schools.

CHAPTER VII

RECENT TRENDS

> "Trend implies change, change with a reasonably constant direction. Education seems always to be in a state of flux. The reason is a very simple one. Education is but one aspect of the total social structure, and the whole itself is always in motion, and increasingly so. The structure and nature of education change because the milieu in which the schools operate changes."[15]

The writer believes that educationists tend to be conservative. They tend to resist change. It is understandable, therefore why restraints are imposed which assure that there shall be few sudden changes. In addition, education is such an inexact science that the effects of change cannot be predicted with any high degree of reliability. New ground is broken cautiously.

What are the factors which produce or influence trends? The following seem to be the most significant:

1. Changes in educational practice arise largely out of dissatisfaction with the results of existing practices. To illustrate the influence of this factor,

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[15] W. H. Swift, Ph.D., Deputy Minister of Education, Alberta, Trends in Canadian Education 1958 (W. J. Gage Ltd. Toronto), p.22.

the writer draws attention to the chapter on "Classroom Organization" and the results of the replies to the questionnaire regarding homogeneous and heterogeneous groupings in Section B question four. There will be further discussion of this question and of the fact that the answers to it suggest a predictable trend.

2. There is rarely to be found an educational practice, actual or proposed, which does not at one and the same time have something to commend it and something to condemn it. An excellent illustration of this is the unresolved argument as to whether homogeneous groupings are better than heterogeneous groupings. Hence, any decision is either in the nature of a compromise or in a direction which reflects current emphasis, whether pedagogical, political, economic, or emotional.

3. It is public opinion which finally determines what is done in the schools. The schools are the public's schools. The people who operate them are a combination of the elected and the employed servants of the public. Both elected and employed public servants are very conscious of public opinion, the elected ones, perhaps, being more immediately sensitive. In general the public makes its wishes known through a variety of channels. These include

resolutions from organizations, letters to the editor, complaints to the school boards and to the teachers, to name only a few.

Prior to considering the several distinctive trends which are evident in the East Kildonan system, the writer wishes to draw attention to the following broad philosophical and theoretical considerations which apply not only to East Kildonan but to elementary education in general:

1. There is an increased interest in the formal content of education, especially in mathematics and science. The inventions perfected during World War II, the Russian Sputniks, and the United States' Mercury Programme, have combined to provide the impetus for much of this new interest.

2. There is increasing concern for the so-called spiritual values. There has been a gradual awakening to the perils of some scientific inventions, and to the need for control of them.

3. There is increasing concern for the sociological aspects of education as reflected in an increased realization of the interdependence of men and nations.

4. There is considerable concern for educational

problems by laymen. This is probably a direct result of living in a changing, complex society, where more and more education is required to keep pace with the so-called better life.

5. There is increased concern about individual differences. This factor has been discussed previously in this thesis, insofar as it applies to the school situation. In a broader sense, it is significant to note the growing concern in our world for the value and the worth of each human being as an end in himself.

In addition to the above trends there are a number of others which are neither philosophical nor theoretical. For the want of a better term the investigator will refer to them as general trends. They are peculiar to the elementary system in East Kildonan as well as to other systems located in similar urban areas. The following trends seem to be the most significant.

There is a trend towards the lessening of the exercised authority of the central educational body in the province i.e., the Department of Education. There has been a corresponding increase in the degree to which local school authorities exercise independence of action. First, the Department of Education's local representative, the inspector, has not been able to visit every teacher

in the district for several years. This is the result of the increased number of teachers in the district and of the increased number of principals and supervisors provided by the district for the purpose of supervision. Secondly, the Department of Education has given a measure of freedom in certain curriculum matters. The most significant for the elementary school are the subjects of nature study and social studies in which only minimum outlines are provided. As previously indicated, the district of East Kildonan, operating through its teachers, has gone to considerable lengths to provide adequate teaching materials and outlines in these subjects.

Another trend which is directly related to the above is the increased interest and activity in research among the teachers' organizations and the local administrators. Most of this activity however, is of the survey and administrative analysis type and is not pure research. The use of standardized reading examinations represent one example of an analytical approach to the problem of teaching reading effectively in East Kildonan. The previously mentioned nature study and social studies outlines are a further indication of local initiative, and interest in professional matters.

There is a trend towards the improvement of professional qualifications of teachers by more careful selection, by improved training, and by increased retention. As previously mentioned, sixty-three percent of the East Kildonan teachers indicated that they had attended academic courses, while almost eighty percent indicated that they had attended professional courses, both of which are intended to improve their qualifications. As previously indicated, eighty percent of the district's teachers have only the minimum requirements for teaching i.e. Grade XII and one year at Teachers College. There is a trend towards the recognition that today's schools, existing as they do in a complex society, need better educated persons in the classrooms. Expediency, or necessity - depending on one's point of view - has prevented this trend from developing as quickly as might be desired. School populations have increased faster than the supply of competent teachers.

A most interesting trend has been the changing role of the school principal. Until recently it was reasonably correct to say the principal of any Canadian elementary school was a man who had a full-time teaching load, or at best had the limited services of a relief teacher. He rarely visited a classroom, nor did he concern himself to

any significant extent with the teaching done by members of his staff unless their weaknesses resulted in his having to deal too frequently with discipline cases or parental complaints. The teaching effectiveness of the members of his staff was generally considered to be the responsibility of the inspector. Within the past decade or two there has been an almost complete reversal of the principal's role. Today he is expected to be a leader of his staff with an intimate knowledge of, and interest in, his school's instructional programme. This does not mean that he directs the teachers in their work, but that he and they together act as a cooperative group, rather than in comparative isolation within the classrooms. This implies that the principal must visit the classrooms for the purpose of gaining a more intimate knowledge of the work in the classrooms. An indication of the importance of this changing role of the principal can be seen in East Kildonan where six of the nine elementary principals have been relieved completely of the responsibility of classroom teaching and none of the remaining three principals is a full-time teacher.

Closely related to this changing role of the principal is the current concept of leadership. The present trend is

away from the role in which a principal, or supervisor, tells someone under him what he should do, or how he can improve what he is doing. Today the wise supervisor tries to stimulate his fellow teacher to help himself. One must admit, of course, that the time will never come when there is not a useful place for direct advice and instruction, particularly in the case of the new and inexperienced teacher. A supervisor may during a classroom visit detect errors of procedure, of speech, or of classroom routine, which are so obvious they can be pointed to directly with the hope of effecting improvement. Today the supervisor no longer relies entirely on this procedure. Today's concept of the role of the supervisor is based on the principle that the best way to help a teacher is to help him to help himself. It assumes that every teacher wants to be a better teacher and is willing to work towards attaining this end. It recognizes that in the complex business of education there are no master minds who know all the answers. Hence teachers are encouraged to study, to discuss, to share ideas, and to experiment. The natural outgrowth of the trends discussed in the last two paragraphs has been an upsurge of interest in in-service training. As previously mentioned in the chapter on "The Classroom Teacher" there has been some considerable interest in East

Kildonan in several areas of in-service training. It is this same programme which is closely related to the new role of the principal and supervisor as they try to provide leadership and stimulation for their fellow teachers. With their greater flexibility of time and of movement, it is natural that the principal or the supervisor is expected to be the leader who promotes and stimulates educational experimentation among his teachers.

In the preceding pages of this chapter the writer has dealt with a number of trends which generally apply to the East Kildonan district. A local trend, and a more tangible one, has been the change in, and the growth of, the system's physical surroundings. Six of the nine schools in the district have been built within the past decade, while all three of the remaining older schools have had additions or renovations to provide additional classrooms or gymnasium space. Only two of the nine schools do not have a room or space provided for gymnasium, audio-visual education or the teaching of music. In most schools this space is in the form of a double-sized classroom. The general appearance of the schools has changed from that of two-storey brick buildings with basement rooms to the new one-storey buildings with stucco finish. A detailed description of the various schools would not serve a

useful purpose at this time. It should be noted however, that each classroom has approximately 750 square feet of floor space, with moveable individual desks, 128 square feet of blackboard space, 32 square feet of tackboard, plus varying amounts of tackboard strips, cupboards, open shelves, and a student's cloak room or clothes hangers at the back or side of the room, and tiled ceilings and floors. In addition to these features each classroom is tastefully painted, is well heated, is well lighted, and is adequately ventilated. In summation, it should be stated that educationists are rapidly recognizing the beneficial effects of a good physical environment on growing children. For this reason the local schools are well maintained, and, around most schools there are lawns, flower beds and shrubbery to further enhance the appearance of the buildings.

The district of East Kildonan has followed a trend established in some of the larger districts in that a maintenance supervisor has been employed and assigned the responsibility for all building maintenance in the district. Included in his duties is the supervision of the caretakers in the district. A workshop is located in the basement of the school board office and there the painting, carpentering, pipe-fitting, text-book distribution, and sundry other

activities of this department are centred. There is no doubt that this efficiently operated department has contributed much to the local schools in two ways. First, it has removed the burden of school maintenance almost completely from the principal and teaching staff. Secondly, a great variety of articles such as chart racks, display cases, and film strip cupboards are made on formal request from the school concerned. The accessibility of these teaching aids is an important factor in establishing a well equipped classroom, and a good working relationship between teacher and employer.

In addition to the changes in the physical condition and maintenance of the schools, major additions to the equipment have been provided for each school. There has been previous mention of library and physical education facilities. Apart from these, perhaps the most significant advances have occurred in the field of audio-visual aids. Here again, it does not seem feasible to list the equipment found in the district. Only an indication of what is available in all schools will be provided by listing the equipment found in the nineteen room Neil Campbell school. It includes a sixteen mm Bell and Howell sound projector, a television set, a slide projector, a manual Gestetner, a ditto machine, a tape recorder,

a caliphone, a piano, ten radios, two typewriters, three record players, sixty filmstrips, fifteen globes, and two dozen assorted wall maps. The following books are found in the reference library: twenty volumes of the Grolier Books of Knowledge, two sets of the Golden Encyclopedia, the seven volumes of Lands and Peoples, six volumes of the Childs' World, ten volumes of the Book of Popular Science and twenty professional and reference books dealing with specific subjects. In conclusion, it is worth noting that a similar list of materials will be found in each elementary school in East Kildonan.

Before leaving the subject of physical facilities some mention should be made of the recent and anticipated growth in the district's school population. In this respect it appears that the rapid growth of the past fifteen years has recently levelled off. In support of this the writer draws attention to the fact that there were 658 beginners in 1960, 641 beginners in 1961, and 662 beginners in 1962. As always, future growth will depend on a variety of factors, not the least of which is the possible development of new housing in the vacant areas located on the north-east side of the district.

The writer will now turn to the subject of recent

experiments and significant changes in classroom instruction. Attention is drawn once again to the statement that teachers are generally conservative and slow to change. Question five in Section B of the teachers' questionnaire read "Have you carried out any professional experimental work in your classroom during the past three years?" Fourteen teachers indicated that they were teaching arithmetic by the Cuisenaire method; ten teachers indicated that they had some form of homogeneous grouping for classroom instruction; three teachers indicated that they were working with a Conversational French programme; and one teacher indicated that she was carrying on a project for bright children. Certain conclusions can be drawn from the above replies. First the Cuisenaire method which was started in Neil Campbell school three years ago has been introduced into all the Grade I classes in the district during the past year. Secondly, there is some interest in homogeneous grouping, although this interest has been centred in one or two schools in the recent past. Thirdly, Conversational French was introduced at the Grade IV level five years ago and has since become established at the Grades IV, V and VI levels.

After considering the above paragraph, the writer

has come to the conclusion that there is only a minimum of experimental work being carried on in the district. It would appear that the emphasis is on the strengthening of fundamentals and the maintenance of the status quo. It must be stated at this time that there is a definite indication of dissatisfaction with the traditional form of classroom organization, i.e. the heterogeneous class. As indicated in a previous chapter, teachers repeatedly drew attention in the questionnaire to the problem created by the wide spread in ability in such classes and to the impossibility of teaching effectively under such wide variations. Insofar as this problem and its resulting dissatisfaction with existing classroom organization seems prevalent, it would seem probable that a trend toward homogeneous grouping as the determining principle in classroom organization may develop. The writer is inclined to believe that the weight of teacher opinion will ultimately cause a trend towards homogeneous classes.

The Cuisenaire experiment deserves some additional comment. It was introduced three years ago into a Grade I class in Neil Campbell school. This original class, which is now passing into Grade IV, has been followed by one or more classes each year in the same school.

Although this may not be the best method for the teaching of number facts the results have reinforced a common belief that bright children can learn a great deal more than teachers had hitherto thought possible. The implications of this conclusion, as it applies especially to curriculum and classroom organization may be far reaching.

Perhaps a necessary prerequisite for any change is the scientific evaluation of present educational practices. At the present time the district of East Kildonan is working in this area. During the past three years, standardized reading and intelligence tests have been given in the district. While these tests are primarily of the survey type, they are nevertheless aimed at discovering weaknesses, and assessing the standards that prevail in the subject concerned. If properly analyzed, they reveal student weaknesses and strengths and suggest areas of remedial teaching. There is little doubt the district requires more diagnostic testing to assess the suitability of the pupil for an educational programme and to assess the standards of the programme itself.

The curriculum of the elementary school consists of studies and activities engaged in by the children from

Grade I through Grade VI. The subjects of study include the usual three R's, reading writing, and arithmetic, together with social studies, science, English, art, music and the practical arts. The activities include games, calisthenics, and dramatic presentations. In short, the curriculum is an outline of a body of thought and activity intended to develop in children those skills and abilities deemed necessary for growth to youth and adulthood. In Manitoba the Department of Education through its Director of Curricula outlines the programmes of study to be followed. In this regard, the reader's attention is drawn once again to the trend, mentioned early in this chapter, in which the Department of Education seems to be following a new approach on such matters as curriculum. The new approach is similar to that in England, where the local county authorities are given a considerable measure of freedom in determining what will be taught in their local schools. The lack of prescribed texts in social studies and in nature study would seem to be a step towards increased authority at the district level.

Any discussion of curriculum at the elementary level would be incomplete without some mention of the teaching of reading. The method used in East Kildonan

schools and, in fact the one most commonly used in all Canadian elementary schools is a combination of several methods, sometimes called the look-and-say method of sight recognition. It then progresses to a study of phonics and related techniques of word recognition. There is, throughout, a continued emphasis upon meaning, and retention. It is perhaps safe to say that Canadian school systems have always considered phonics to be a necessary part of a good reading background. Educators recognize today that a good reading programme in the elementary school must maintain the right balance between word recognition to develop speed, phonics to develop independence in word attack, and an over-all emphasis upon meaning to add a full understanding to what might otherwise become just verbalization.

Some indication of just how effective the reading programme in East Kildonan has been in recent years may be found in the following table. It contains a summary of the results of the Dominion Reading Tests which have been written in the elementary schools at three grade levels.

TABLE XII

RESULTS OF THE DOMINION A READING TESTS
IN EAST KILDONAN ELEMENTARY SCHOOL

SCHOOL	MAY 1962 GRADE III	MAY 1962 GRADE IV	MAY 1963 GRADE III	MAY 1963 GRADE IV
McLeod	4.6	5.8	5.1	5.5
Sherwood	5.0	5.8	4.9	5.7
Hampstead	4.6	5.3	4.7	5.6
Polson	4.7	5.7	4.8	5.5
Lord Wolseley	5.0	5.7	4.9	5.7
Salisbury	4.9	5.7	4.7	5.6
Angus McKay	5.1	6.1	5.4	6.1
Prince Edward	5.0	5.5	5.1	5.4
Neil Campbell	5.0	5.8	5.0	5.7
AVERAGE	4.8	5.7	4.9	5.6

It is not the writer's intention to discuss in detail the implications of the above table. But there are at least two significant facts to be noted from Table XII. They are (1) in most schools the reading level is above the grade placement by approximately one year and (2) the reading programme must be improving as indicated by the Grade IV scores in 1962 and 1963. One

might conclude that the teaching of reading is being done quite well in East Kildonan's elementary schools.

In concluding this section the writer wishes to draw attention to question six, Section B of the teachers' questionnaire. The question read, "Do you feel the present programme of studies is (a) generally suitable (b) too restrictive (c) too broad and loose?" No definite trend of thinking was established in the replies. Forty-three teachers said the programme was generally suitable; nine teachers said it was too restrictive; and thirteen teachers said it was too broad and loose. Thus, while the majority indicate satisfaction, still one cannot overlook the apparent dissatisfaction of approximately one-third of the teaching body. This group is large enough to indicate definite concern about curriculum.

As previously noted, the classroom teacher has been confronted with many complex social and emotional problems in the classroom. Frequently the solution of these problems requires the services of a psychologist, a psychiatrist or, a trained social worker. This need has given rise to a growth of certain special services intended to assist the teacher in handling the more difficult social and emotional problems of her students. Since most of these children are under-functioning in

their academic work as a result of these problems, it is imperative that solutions be found if they are to attain maximum success in school. In East Kildonan the special services provided outside the classroom have been available through the Child Guidance of Greater Winnipeg. At present, a social worker more commonly known as a visiting teacher, and a psychologist, are employed half-time in the district. The former acts as a liason officer between the home and the school and as a coordinator between the school and the Child Guidance Clinic. In the process of interpreting to teacher and principal the social and emotional needs of a particular child, the visiting teacher becomes an important agent in helping to create a greater awareness on the part of school personnel of the social and emotional needs of all children. The psychologist, in turn, tries to assess the mental ability of a particular child, and he makes recommendations in the light of his assessment. Two other departments of the Child Guidance Clinic are available to a limited extent on request, by the visiting teacher or psychologist. These are the reading and psychiatric departments. These departments will on request give guidance to a limited number of particularly difficult

problems.

The significant trend established by the adoption of these special services is twofold. First, there is a definite trend towards increasing these services and broadening their sphere of interest. It is perhaps safe to say the one ungraded class in the district is a direct result of the testing work of the psychologist. At present, a second class of this nature is planned for the fall opening of school in 1963. Also planned for the same date is the employment on a full-time basis of two remedial reading teachers and a social worker. Secondly, and more important for the purpose of this thesis, is the fact that the growth of these special services indicates the acceptance within this district of the philosophy of education which recognizes the individual difference among children and believes it is the right of every child to have the best possible education according to his needs and ability. While the writer finds some evidence of this trend it seems necessary in view of the findings in the chapter on "Exceptional Children", to state that it is only a beginning trend and that there is much to be done in this field.

There appears to be a trend towards more supervision

in the district. Since this has been implied in several of the preceding trends it will not be discussed now in detail. In passing, however, attention is drawn to the fact that ten years ago the inspector was practically alone in the role of supervisor. Today in East Kildonan he shares this role with six full-time supervisory principals, three part-time supervisory principals, and four supervisors. This increased supervision has resulted in more centralization. This in turn has resulted in a broader programme and higher standards.

The preceding paragraphs have given some indication of a few trends which affect the teacher in the school. What is happening to the teacher in the community outside the classroom? In an attempt to find out how the East Kildonan teachers now regard their position in society, the following question was asked in Section B of the questionnaire. It read, "Do you feel the teacher's position has improved in the past few years?" Forty-seven teachers replied that it had improved, while nine teachers replied it had not. On the affirmative side, the main reason given by twenty-two teachers was the recent increase in salaries. As one teacher remarked, "An item of higher cost receives more respect." The following quotation is typical of those given by nine

other teachers: "The public is regarding teachers with more respect because of higher standards and improved qualifications." Other reasons given for the improved position included better publicity for teaching, more professionalism, and Parent Teacher Associations. The following comments express a negative point of view: "Teachers are constantly under fire from many parents whose children attain poor academic results. Some of them try to impose their ideas of instruction on the teacher." "A teacher's position will improve only when every teacher feels a responsibility for her position, her conduct, and works for improvement not for her own selfish ends but for the good of all." "People in Canada have less regard for someone in charge of education, although the situation is improving since jobs are not as easy to find."

In summary, it would appear that the local teachers generally think that the teacher's position has improved. Most of them point to the salary increases and the slightly improved professional atmosphere as being the most important reasons for this. While the negative answers were fewer, they were neverthless well thought out, and they represent a more cautious and significant approach to the matter.

There are a number of other trends which are more apparent than real. For instance, there is a trend towards lengthier comments on report cards, especially in the primary grades. Also, in East Kildonan there is a trend towards the appointment of young men to vice-principalships in an apparent attempt to prepare them for principalships. There is a growing awareness of the responsibility of teachers and principals for maintaining good public relations. There is a growing volume of paper work for all personnel, and a growing sense of authority centred in principals and supervisors.

In concluding this chapter the writer wishes to draw attention to the fact that there appears to have been a relatively small number of trends which are distinctly peculiar to East Kildonan. It is perhaps not surprising, nor unusual, to note that the majority of trends discussed in this chapter are indicative of the changes in elementary education in the urban centres of Canada.

CHAPTER VIII

CONCLUSION

In the preceding chapters of this investigation the writer has surveyed elementary education in East Kildonan. A number of conclusions have already been stated and a number of recommendations pertaining to these conclusions have been given. At this point the primary question in the writer's mind is not whether the local schools are as good as they have been in the past, but whether they are as good as they have to be for the future. George Bernard Shaw phrased this thought as follows: "We are made wise not by recollections of the past, but by anticipations of the future." The tomorrow we are concerned about is here today in our children; the various tasks which have been imposed upon the public schools by public pressures are of increasing concern. In the guise of education schools must provide for personal hygiene, moral and ethical principles, and other responsibilities which rightfully belong in the home and other community agencies. The future success of the schools will depend on the lessons and conclusions drawn from the past and the present, and the implementation of

those recommendations which the public and the teaching profession believe necessary for the improved education of our children.

Thus in this final chapter there will be some discussion of the conclusions and the recommendations which as a result of this study seem necessary for the improvement of elementary education in East Kildonan. Briefly stated, this discussion will centre around three topics:

1. Does the present organization of classes in this district adequately meet the needs of all children?

2. Are the teachers of the district adequately trained to cope with the challenges of their work?

3. Are the administrators of the district providing adequate leadership?

Since these topics are inter-related it will be difficult to avoid overlapping and much cross reference in the discussion of them. They will be dealt with in the order stated above.

Our democratic society, founded in the past on principles of freedom, justice and equality for all its members, requires that its ends be attained largely through the schools' provision of equal opportunities for all. This concept is often called equalitarianism. On

the surface it seems admirable and appears to be both reasonable and desireable. But ask any teacher if his students are equal in intelligence, physique, economic background and desire - to name only a few of the requisites of learning. Further, does the idea of equal opportunity imply identical opportunity or that everyone should do the same things? Surely it is as undemocratic to force slow pupils to attempt things they cannot do as it is to force bright pupils to endure the boredom of aimless repetition of things they already know. Surely it is undemocratic to deny bright children the opportunity of trying their abilities in fields forever closed to the slower pupils.

It is the writer's contention that Chapter IV on "Exceptional Children" indicated the inadequacy of our present programme as it applies particularly to the gifted children, the most numerous group of all the exceptional children. For this reason and for the other previously mentioned they deserve better educational opportunities than they now have.

> "Society is injudicious in the extreme to neglect those children who possess the potentialities of high quality leadership. It is the part of wisdom to prepare these boys and girls for the important social responsibility which will be theirs. Today

> as perhaps never before we face problems of world magnitude which threaten the existence of society itself. Education is challenged to develop leadership for the tremendous tasks which lie ahead. Under such conditions, special education of the gifted is not only justified but is demanded by the lessons of history."[16]

In Chapter V on "The Classroom Teacher" attention was focused on the recurring classroom problem of the teacher's inability to provide adequately for the wide variations in student ability in her classroom. The problem is real and surely the time has arrived when educators can accept the challenge with all its implications. Two of these implications represent the core of this discussion. The first is this: Are teachers really giving equal opportunities to all? Are they and their employers providing suitable facilities and good instruction for the physically handicapped, the emotionally disturbed and the retarded? The findings and conclusions of Chapter IV indicate that East Kildonan Schools could be doing much more. What is being done for the gifted child? It would appear that these children are too frequently placed at the back of the classroom

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[16]Ruth Strang, "Mental Hygiene of Gifted Children" for the American Association for Gifted Children, in The Gifted Child (Boston D. C. Heath and Co. 1951), p. 261.

where they usually learn their lessons and behave themselves properly. In the meantime their teachers are giving considerable extra attention to the slow learners who are most likely sitting at the front of the room. This attention often takes the form of much individual instruction both in and out of regular school hours. The writer has never heard of special instruction given out of regular school hours for the purpose of challenging and stimulating the bright students. It would seem that teachers have lost sight of the principle of equal opportunity for all, the opportunity to reach the maximum of which each is capable, for certainly this principle is being ignored if the teacher's time is not given equally to all. It is obvious that the principle of equal opportunity is impractical when viewed in the light of individual differences. Its actual practice in the classroom is a myth.

The second implication strikes at the foundation of the elementary school, the grade system. Professor John Higgins of the University of Alberta has stated it clearly;

> "As we move towards the next decade it becomes increasingly apparent that two problems of major importance face the elementary school; the first of these problems comes from a belief that the

> traditional organization of the elementary school is failing to meet the needs of many children because of the rigidity of the grading plan."[17]

The second problem was the nature of elementary subject matter, and this will be mentioned later. Further on in the same article Professor Higgins had this to say:

> "We are becoming aware of problems within the institutional framework of the system whereby we pass children from one grade to another primarily on the basis of age. We are becoming cognizant of the fact that such an inflexible grouping system does not make adequate provision for the widely varying abilities of children at any level. Further, it becomes more apparent that the effectiveness of the teacher as he works with young people is being impaired by rigidities found in the present institutional structure."[18]

Chapters III, V and VII of this study have drawn attention to the rigid grade system wherein all the children in a one-grade classroom are usually presented with the same material at the same time. It should be noted that the material and the method of presentation are usually geared to the average student. The unsatisfactory nature of this approach is inferred in the following quotation which is a scathing indictment of the grade system.

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[17]John M. Higgins, "Can Teacher Time and Talents Be Used More Effectively?" in The Modern Instructor (Regina: School Aids and Text Book Publishing Co. Ltd.) Vol. 31 No. 3, November, 1962, p. 131.

[18]Higgins, op. cit., p. 131.

"1. It leads to the growth of mediocrity and conformity. Dull pupils are pushed upwards and bright pupils are pulled downwards.

2. It reduces standards of education and ethics, for below-average students are forced to memorize uncomprehended facts and examination standards are lowered.

3. The bright students are neglected instead of being challenged. Instead of being given an equal opportunity, they are left to their own devices, while the teacher of necessity spends a disproportionate amount of time with the slow learners.

4. The grade system becomes a series of annual doses of knowledge administered to children who are indiscriminately divided into age groups."[19]

The above quotation and the preceding paragraphs have clearly outlined the problem. It would appear that the schools of East Kildonan are not providing adequately for the education of the exceptional children in the district. In their defense it should be said they are not alone in this shortcoming, and that it is partially caused by extenuating circumstances, such as the pressure of public opinion and a shortage of excellent teachers.

What can be done? The writer believes that the grade system should be abandoned and the programme of

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[19]Edgar D. Gillespie, "Highlights in Educational Thought" in The Modern Instructor (Regina: School Aids and Text Book Publishing Co. Ltd.) Vol. 29 No. 4, December 1960, p. 197.

studies organized into units of work. The most administratively practicable solution to the problem of providing more adequately for the individual differences of students is the implementation of a programme of studies designed to promote the greatest measure of growth in each student. Such a plan would require that the subject content of each grade be organized into units of work which each child would be given and in which each would progress at his or her own rate of learning. A plan such as that proposed for the Province of Saskatchewan or the Hamilton Unit Plan would seem to be most suitable. In these plans the work of a grade is divided into three or four units of work for each skill subject. The child is expected to attain a certain level of achievement before proceeding to the next unit. In such a plan the progress of the bright child is not impeded by the slow child, and he usually masters in two years what was hitherto considered to be the work of three years. By the same token the slow student may take four years or more to master work covered by the average student in three years. The essential feature of such a plan is that all children are being taught the same material, and at a pace consistent with their mental ability. A brief outline of the Saskatchewan Unit

Plan is contained in the appendix.

It is quite probable that in the classroom teaching of such a plan the students would tend to be segregated into ability levels. This segregation or grouping would result from some children moving ahead more rapidly than others. In general there would likely be at least three groups in each classroom corresponding to the bright, the average and the slow learners. As a result of these groups becoming quite definite in each classroom, it is probable that a move towards homogeneous classes could happen in the district. In this regard the writer draws attention to Chapter III and the fact that apparently a majority of the teachers of the district would welcome the introduction of homogeneous classes. It would thus appear that the major obstacle to this lies in the administrative staff of the district. This is the group which must assume the responsibility for providing leadership.

All educators face the challenge of providing better educational services and they must continually explore, assess, and implement changes since what is educationally desirable must be administratively possible. The individualist must be nurtured in this age of conformity. If this is so then a major challenge for the administrators

of the district lies in leading the public to accept such far reaching changes as those proposed.

In addition to classroom reorganization there might well be some changes which affect curriculum. As indicated in a previous chapter the question of curriculum revolves around both the "what" and the "how", both the nature of the material and the method of teaching it. The writer believes the teachers of this district require guidance in how they can make the programme of studies more stimulating and more challenging for bright students and slow-learning students. Any attempt to improve this situation would require some thought being directed towards revision of the curriculum in the light of new knowledge and the successes of new approaches to teaching such as Cuisenaire Arithmetic. During the past few years the elementary teacher has become aware of new developments in international relations, in science and mathematics, and of the introduction of a second language, to name only a few. As these changes are recognized it is certain that new patterns of staff utilization and pupil placement will be required. In this setting the writer recommends that the local school authorities examine the present programme of

studies with a view towards ascertaining what revisions are required. The time was never more opportune, the Minister of Education having recently informed the Manitoba Legislature that revision in the subjects of arithmetic and health are presently being considered. Any suggested revisions should be consistent with the accepted principle of providing maximum opportunity for each individual and for all levels of ability.

The second matter to be discussed in this final chapter concerns the teachers of the district. Are they adequately trained to cope with the challenges of their work? Are there enough specialists such as psychologists and speech and hearing therapists, to provide adequately for the children with special problems? It is apparent that more children are coming to school and more are staying longer. In school many of them reflect the worries and anxieties which frustrate their parents. It becomes increasingly apparent that the school is being asked to do more than teach the "three R's" and, too frequently, teachers are expected to overcome the effects of a maze of home problems which adversely affect the child's ability to learn. Teachers are often expected to diagnose and then offer suitable treatment for the child who comes to the

school marked by the scars of our society. The teachers of this district require assistance in meeting the problems of their students. It is therefore recommended that:

1. the School District of East Kildonan acquire the services of a psychologist, a social worker and a speech therapist, on a full-time basis.

2. if such specialists are not readily available, then the local school authorities should select a member of their present staff and train him on a shared-cost basis for the position.

3. the School District of East Kildonan should endeavour to hire more teachers with better than minimum academic qualifications. Additional incentives could be provided as encouragement to those who are on staff to improve their academic and professional qualifications. The writer does not believe that the East Kildonan School District is any more vulnerable to criticism in this respect than other suburban areas of Metropolitan Winnipeg. The writer does not believe, however, that eighty percent of the district's teachers having only Grade XII standing and one year at a teacher training institution represents an adequately broad liberal education. This alone justifies searching for better teachers.

4. the in-service programme presently in operation must be continued and expanded to include more active participation on the part of teachers and improved leadership from the administrators and teachers who are capable of giving this kind of service.

The third question to be discussed in this chapter is whether the administrators of the district are providing adequate leadership. The direction and leadership given by a principal determines to a considerable extent the success of a school and the specific programmes which may be undertaken in that school. It was not the purpose of this study to evaluate the effectiveness of individual administrators. The fact that only one critical remark was directed by teachers towards principals in their replies to the teachers' questionnaire would seem to indicate that teachers in general are not dissatisfied with their principals. There is no doubt, however, as in any large organization some individuals are giving more adequate leadership than others. There are some indications that the leadership provided by the district's administrators could be improved. The most striking illustration of this statement is the fact that more than half the teachers of the district desire an administrative change in the organization of their classrooms for the purpose of improving instruction.

It would appear that their principals are not aware of this desire. The apparent lack of research and experimentation with new methods in a district of this size would seem further to indicate some inadequacies in regard to a progressive outlook. The apparent inadequacy and indeed almost complete lack of programmes suited to the individual needs of the exceptional children, particularly the gifted, must be the responsibility of school administrators. Whether the outlook and the opinion of East Kildonan School District's administrators are different than those of others in similar positions in Metropolitan Winnipeg is not within the writer's ability to answer at this time. There is one obvious difference which may have some influence on the matter. The fact that a majority of the administrators of this district do not have a university degree and so lack what is generally considered to be a part of a broad liberal education may be significant. Other neighbouring districts apparently think so.

In general, it would appear that the administrators of East Kildonan School District have tended to adopt the role of the cautious observer of educational experiments carried on in other areas. This caution has enabled them to avoid many pitfalls and to concentrate more on maintaining and improving standards in the basic skill subjects.

The writer believes the administrators of the district have become so preoccupied with the desire to bring everyone up to a certain standard that they have lost sight of the fact that the wide variations within their students makes this impossible. Thus the major recommendation for administrators becomes the major recommendation of this study. It is suggested that the administrators of East Kildonan School District accept the challenge and the implications of individual differences in the field of education. The major concern of all schools today is the democratic concept of providing maximum opportunity for every individual in the system. This end cannot be attained in a heterogeneous class where all children are taught the same material at the same time. The writer believes that the Hamilton Unit Plan is the most promising scheme for organizing a school to provide differentiated programmes for different children that has been developed in Canada. Before it could be introduced into East Kildonan, however, a great deal of study by the administrators and the teachers would be necessary. Such an ambitious plan would be doomed to failure without the complete understanding and wholehearted cooperation of the entire teaching staff in the School District.

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APPENDIX A

TEACHERS' QUESTIONNAIRE

SCHOOL.....GRADE.....ENROLMENT.....

MARRIED OR SINGLE.....MALE OR FEMALE.....

SEC. A.

1. Including this year, how many years have you taught in

   (a) East Kildonan _____
   (b) Present School _____

2. What is the total number of years you have taught including this year in

   (a) a rural school _____
   (b) a rural town school _____
   (c) an urban school _____

   Total _____

3. What class of teaching certificate do you hold?
   Conditional Interim Permanent A B Collegiate

4. What is the highest academic year you have completed?

   _____

5. Which grade do you prefer to teach? _____

6. Have you any special training in (a) Music (b) Art
   (c) Physical Education (d) Others
   (Specify).....

7. For your elementary education did you attend
   (a) a rural school (b) a rural town school
   (c) an urban school

8. How many summer schools or winter night school sessions have you attended for

   (a) Academic instruction _____
   (b) Professional instruction _____

9. How many Professional books have you read extensively during the past three years? _____

10. Have you attended any Easter convention during the past three years? _____

11. Have you been responsible during any of the past three years for (a) directing a classroom drama (b) conducting a choir (c) coaching a team _____

12. Have you given demonstration lessons during the past three years (a) at the regular convention (b) for P.T.A. meetings (c) for visiting teachers in your own classroom

13. Have you at any time been a member of the Teacher's Local executive or its committees? _____

14. Which phase of our in-service training do you find most valuable?
(a) Teachers convention (b) Subject outlines prepared by teachers
(c) Meetings of teachers of one grade i.e. Workshop
(d) Classroom visits to other teachers
(e) Staff meetings
(f) Others (Specify).....

15. Are you generally satisfied with
(a) your classroom library _____
(b) your schools recreational facilities _____

16. What do you consider are the most important characteristics of a good teacher? The following are a few suggestions.
Love of children Humility
Sense of humour Being a brilliant student
Perseverance
.....

17. What do you feel causes most of your discipline problems?
.....
.....

18. What are the two most difficult problems you face as a classroom teacher?
.....
.....

SEC. B.

1. Do you feel parents are preparing their children adequately for starting to school? _____

2. Do you have any of the following exceptional children

in your class? (Please indicate for each category)

	Yes or No	How many
Mentally retarded	I.Q. 50-80	_____
Slow learning	I.Q. 80-90	_____
Emotionally disturbed		_____
Gifted	I.Q. 125-Plus	_____

3. Do you provide any special programme, activities or enrichment for the above groups?
Please specify.....
.....
.....

4. Do you feel there is any advantage in teaching either a homogeneous or a heterogeneous class? Please give a reason for your answer.
.....
.....
.....

5. Have you carried out any professional experimental work in your classroom during the past three years? e.g. Cuisenaire Arith., Homogeneous grouping. Please specify.
.....
.....

6. Do you feel the present programme of studies is
(a) generally suitable (b) too restrictive
(c) too broad and loose

7. Do you feel the teachers position in society has improved in the past few years? Yes or No
Give a reason .....
.....

PRINCIPALS' QUESTIONNAIRE

1. How many years have you been a principal in East Kildonan? _____

2. Did you teach in East Kildonan prior to your appointment as a principal? _____

3. As a full time supervisory principal do you devote any of your time to classroom teaching? _____

4. Could you estimate what percentage of your time is spent on the following areas of work;
   (a) Administrative routine i.e. schedules, clerical work, etc. _____
   (b) Supervisory duties i.e. classroom observation _____
   (c) Curriculum building _____
   (d) Improving public relations between home and school _____
   (e) Direct contact with students through student interviews, classroom teaching, disciplinary measures. _____
   (f) In-service training. _____

5. Could you estimate how many times a year you visit each teacher in her classroom to observe her teaching? _____

6. Which of the following are a regular part of your school year?
   Parent Teacher Association_____ School Tea_____
   Meet the teacher Fall term_____ Winter term_____
   Awards day for Outstanding Student Achievements_____

7. Do you have any homogeneous classes in your school?
   Yes No
   If Yes, how many? _____
   If No, why do you not have any homogeneous classes?
   .....
   .....

8. Do you arrange your heterogeneous classes by random selection or do you place each student with a specific teacher? _____

9. Do you have a Continuing Grade I, II and III programme in your school? _____

10. Are your Grade I classes organized according to their ages? _____

11. Do you have regular staff meetings?
If Yes, then (a) when .....
.....
(b) how many.....
.....

12. What are your Vice Principals extra duties outside of his own classroom?
.....
.....
.....
.....
.....

13. What are the two or three most difficult problems you face as a principal?
.....
.....
.....
.....
.....
.....

14. What do you think are the most effective means by which a principal can improve the standard of scholarship and achievement in a school?
.....
.....
.....
.....
.....
.....
.....

APPENDIX B

SCHOOL DISTRICT OF EAST KILDONAN NO. 14.

CORPORAL PUNISHMENT

1. While retaining the right to use corporal punishment, teachers and principals are urged to exhaust every other means of stimulating and persuading boys and girls to do the right, and to put forth effort to improve themselves. Corporal punishment should be reserved for extremely serious offences which continue to recur even after every attempt has been made to improve behaviour.

2. Special care should be taken by teachers not to make any announcement to the class in the nature of a threat or an ultimatun, that if such a thing is done or is not done, corporal punishment will be the penalty. Where warning seems advisable it will be found much more effective if given individually.

3. The wish of a parent expressed in writing or verbally to a teacher, that corporal punishment be not inflicted on a certain child, shall always be respected. For a serious offence in such cases, it may be necessary to refer the matter to the parents or send the child home until the parent can come to the school and have matters satisfactorily adjusted.

4. Corporal punishment when used, shall be inflicted on the hands by means of a strap, care being taken that the strap does not fall on the wrist. No other form of corporal punishment may be used. (See No. 15, page 5)

   If the pupil refuses to take the punishment, he shall be taken to the principal, the difficulty discussed and such action followed as seems advisable.

   Corporal punishment shall not be administered before a class or in the cloakroom during class hours.

5. A written record shall be kept in each school, in a book kept for that purpose, of all instances when corporal punishment is used. This record shall show the date, the name of the child, the offence for which punishment is given, and the number of strokes on each

hand. The record shall be initialled by the person giving the punishment.

Only one strap shall be kept in each school and this by the principal, and teachers requiring the same must make application to the principal.

6. It is intended that teachers and principals should exercise their best judgment in dealing with cases of discipline, and try to make all punishment corrective in its results.

SCHOOL DISTRICT OF EAST KILDONAN NO. 14.

DETENTION OF PUPILS

1. There must be no detention of pupils at recess time, morning, or afternoon.

   Section 376 (1) of the School Act reads as follows:
   "A recess of fifteen minutes both in the forenoon and in the afternoon shall be allowed the children attending school."

2. Pupils should be free to leave school promptly at twelve o'clock when school is dismissed.

3. The expressed wishes of parents, in writing or in person, for the children to be allowed to leave school promptly at four o'clock should be respected. There is usually some satisfactory reason for the request.

4. Pupils must not be allowed to remain in a classroom before or after school except under supervision. The closeness of supervision required will vary with the circumstances and the number of pupils involved.

5. When pupils are detained after four o'clock, it should be for some special reason, such as:

   a. To complete work not satisfactorily done or imperfectly understood during the day.

   b. To make up time lost by undue absence from the room. This should be used only in certain cases to check abuse of privileges ordinarily granted pupils.

   c. To make up time lost by pupils who come late habitually.

6. Pupils must not be detained after 4:30 p.m., unless needed for an investigation and then only when unavoidable.

NOTE:

No. (1) is not to be interpreted as interfering with the privilege as now exercised by principals at their discretion, of allowing a short interval of recreation and freedom from work at recess time on stormy and extremely cold days, without sending pupils out of the building. On such occasions it is understood that classes may be dismissed ten minutes before the regular hour for closing the session.

SCHOOL DISTRICT OF EAST KILDONAN NO. 14.

HOMEWORK

1. No homework shall be given to pupils in Grades I, II and III.

2. Regular class homework assignments should not be given in Grades IV, V, and VI.

3. Note:
   a. It may be advisable at times to ask a Grade IV, V, or VI class to do certain work at home, when the teacher has some special object in view, but this should not be done regularly or regarded as a part of the daily programme.

   b. In certain special cases of pupils in these grades who are behind in some subject or have entered school late in the term, extra help may be necessary. In addition to such help as may be given at the school, the teacher would do well to suggest certain forms of work which might be done at home and request the cooperation of the parents.

   c. Where parents of pupils in G rades IV, V, and VI request that homework exercises be given to their children, these cases must be dealt with at the discretion of the teacher. The practice of giving regular homework assignments should be avoided, but pupils should be encouraged to read and study at home, and types of work suitable for home study and reading should be suggested.

4. Notwithstanding any of the foregoing suggestions, it is not implied that assignment of homework is compulsory on the part of any teacher. The aim of each teacher should be to develop in pupils the power of attacking problems and securing information on their own initiative, and of helping themselves in mastering their studies. Homework should be an aid in this object.

SCHOOL DISTRICT OF EAST KILDONAN NO. 14.

Principal's Report on Teachers

(Teacher) (Grade) (School)

EX. V.G. G. F. P. 19
(General Rating) (Date)

	EX.	V.G.	G.	F.	P.	REMARKS
Personality						
Initiative						
English						
Knowledge of Subjects						
Organization and Preparation						
Presentation						
Teacher-Pupil Relations						
Discipline						
Progress of Pupils						
Co-operation (with staff)						
Co-operation (with Principal)						

Extra-curricular Activities

(Principal)

APPENDIX C

Nurse ☐ V.T. ☐ Sp. & H. ☐ Psych. ☐ Att. ☐ ☐ ☐

rent or Guardian	Occupation Employer	From School

ident	Birth Date	Address	Phone

SCHOOL DISTRICT OF EAST KILDONAN NO. 14

RECORD OF PROMOTION

June 30th	To Grade	Principal's Signature
___	III	
___	IV	
___	V	
___	VI	
___	VII	

Attitude to School _____

Citizenship _____

Full Name _____

School _____

YEAR	GRADE	NAME OF TEACHER
19___		
19___		
19___		
19___		
19___		
19___		

ATTENDANCE RECORD

	S	O	N	D	J	F	M	A	M	J
Days Absent										
Times Late										
Days Absent										
Times Late										
Days Absent										
Times Late										
Days Absent										
Times Late										
Days Absent										
Times Late										
Days Absent										
Times Late										

Legend — Median means mark obtained by student at mid-point in class

Note Below — Pupil's mark in black, Median in red

		Reading		Arithmetic		Spelling	Writing	Lang.	Social Studies	Nature Study	Health	Music	Arts and Crafts	Physical Educat'n
		Silent	Oral	Problems	Calc.									

STUDENT'S REPORT CARD

School District of East Kildonan No. 14

Grade ..... Year .....

		Reading		Arithmetic		Spelling	Writing	English	Social Studies	Nature Study	Health	Music	Arts and Crafts	Physical Educat'n
		Silent	Oral	Problems	Calc.									
BER														
RY														

nt in September, 19..... Grade..... ..... Principal

Legend — Median means mark obtained by student at mid-point in class
Note Above — Pupil's mark in black; Median in red

On basis of 100 marks — 50 marks required for pass

"A"—Excellent "B"—Satisfactory "C"—Fair "D"—Unsatisfactory

TEACHER'S COMMENTS

	3.
	4.

	Sept.	Oct.	Nov.	Dec.	Jan.	Feb.	Mar.	Apr.	May	June	
Absent											
s Late											

175 days attendance is necessary for promotion.

All pupils are required to bring a note from home explaining absence or lateness.

If this report is not satisfactory you are requested to make an appointment with the principal and teacher concerned.

Parent's Signature

1. _____

2. _____

3. _____

APPENDIX D

A SUMMARY OF A PLAN FOR THE REORGANIZATION OF INSTRUCTION IN SASKATCHEWAN SCHOOLS

ORGANIZATION OF CURRICULUM GUIDES

To encourage more attention to individualized learning procedures and more flexible promotion policies it is planned to divide the present twelve-grade school organization into four divisions: Division I (Years 1, 2, and 3); Division II (Years 4, 5, and 6); Division III (Years 7, 8, and 9); and Division IV (Years 10, 11, and 12). The years indicated are for the average student. Some may require four years within a division, a few in Division I and Division II may complete the division program in two years. It is planned to provide separate curriculum guides for each division. For each of Divisions I and II it is planned to have one guide containing outlines for all subjects.

A. Grouping

Grouping is an instructional procedure based on the learning needs of individual pupils. By grouping, teachers can adapt the curriculum to individual needs and provide appropriate means for continuous development. Most classes tend to divide themselves into three groups; those who are unquestionably mature; those who are capable of average progress; and those who develop slowly. Many factors are taken into consideration in grouping children: chronological age, mental age, social adjustment, past achievement, background of experience, and emotional adjustment. The specific needs of the child determine his grouping, hence flexibility in grouping is desirable. All grouping is done in such a way that the pupil is working on his achievement and maturity level.

In such a plan of organization the teacher moves from group to group giving her attention where it is most needed. By careful planning, the teacher provides for sufficient activities for pupils to work at independently, while she is occupied with another group. The pupils in each of the different groups will require different treatment. Fast-learning pupils should be challenged to work

to capacity and should have enriched and extended experience on their social and chronological age levels. What they need most is not more instruction, but inspiration and guidance to extend the use of their abilities to become creative learners. For slow-learners the lesson assignments are simpler and shorter. They require more first-hand experiences, more illustrative material, and more repetition. The average group will make no unusual demands upon the teacher. They, too, should progress as rapidly as possible within the limits of their capabilities.

B. Units of Work

It has been found through experience that a teacher can manage at least three groups in her classroom. Each group moves from unit to unit at a different rate. The advanced group, by completing six units of work each year, could complete the work in the primary division in two years. At four units of work per year, the average group would complete the primary division in three years. It is possible that the least advanced group might only complete three units per year, thus taking four years to complete the program within the division.

UNIT 1 Pre-Reading and Pre-Primer

UNIT 2 Fun with Dick and Jane

UNIT 3 Our New Friends

UNIT 4 Reading for Independence
We Three

UNIT 5 Friends and Neighbors

UNIT 6 Reading for Independence
What Next? (Part I)

UNIT 7 More Friends and Neighbors

UNIT 8 Reading for Independence
What Next? (Part II)

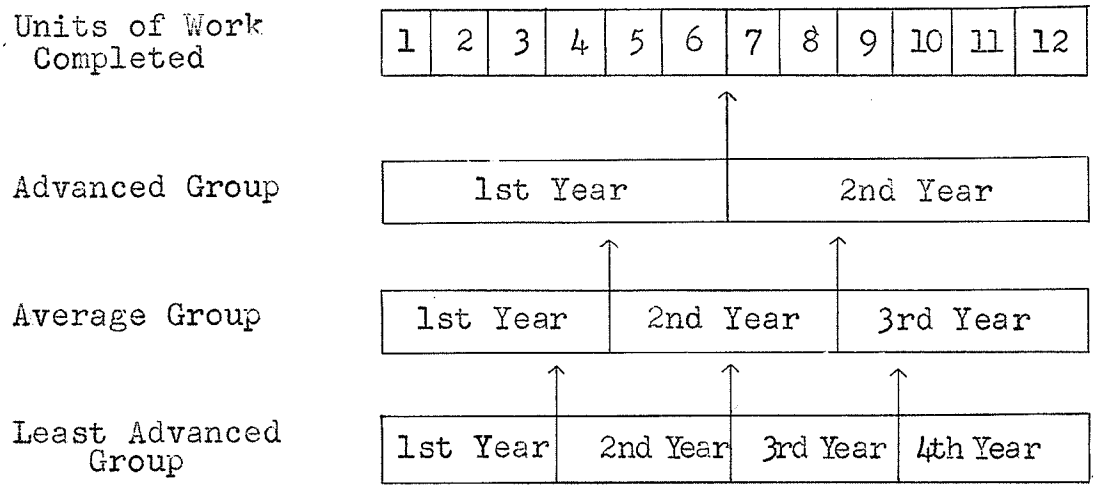
UNIT 9 Streets and Roads

UNIT 10 Reading for Independence
Tall Tales (Part I)

UNIT 11 More Streets and Roads

UNIT 12 Reading for Independence
Tall Tales (Part II)

PRIMARY DIVISION


Units of Work Completed
1
2
3
4
5
6
7
8
9
10
11
12
Advanced Group
1st Year
2nd Year
Average Group
1st Year
2nd Year
3rd Year
Least Advanced Group
1st Year
2nd Year
3rd Year
4th Year