



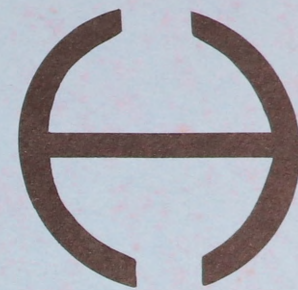
PAST



PRESENT



FUTURE



# *A Pursuit of Quality*

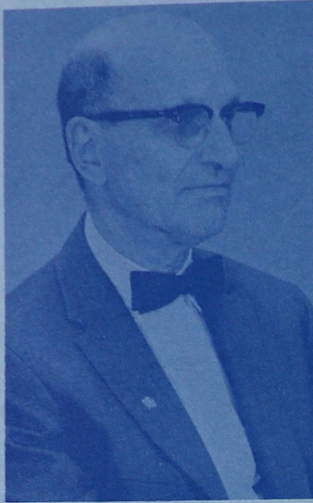
REPORT

of

*The Hastings County  
Board of Education*

1969-1970





L. A. KELLS, B.A., B.Paed.  
An educator in Hastings County  
for 41 years

The retirement of Mr. Kells as of August 31, 1970, marked the passing of an era in Belleville education. His was a professional life totally committed to bringing to Belleville children the best of educational opportunity commensurate with the economic facts of life. Thousands of children and hundreds of teachers came to know "L. A." as the embodiment of school policies and progress.

Mr. Kells began teaching in the Rainy River District in 1923 after attending Teacher's College in North Bay. He began his career in Belleville as principal of King George School in 1929. Subsequently he moved ahead to become Inspector and then Superintendent of Elementary Schools. In 1968 he was presented with the MacKenzie-Bowell Award as the pre-eminent educator of our area. Upon the formation of the County Board, he was appointed Superintendent of Administration Services.

In this first printed report to the County, The Hastings County Board of Education and its staff are pleased to pay tribute to an outstanding teacher and administrator, and to wish him well in his retirement years.





JAMES L. F. CLARKE,  
B.Sc., P.Eng.  
Chairman of the Board

## Chairman's Message

An old Chinese proverb states: "Every journey of a 1000 miles starts with a single step".

It is my strong feeling that in the last two years we have made not one, but many steps on our long journey to provide our children with the educational opportunities to which they are entitled. There is no question in my mind either, that one of the reasons we were successful was that the Board stated its purposes clearly and dealt with problems as they arose, both in terms of those purposes and with a degree of honesty, sincerity and openness which was unique. Partly as a result of this, but mainly because of the kind of people who were working with us, many of the problems which hampered other boards were avoided or surmounted. For instance, in other counties: custodial staff went on strike, while we reached an amicable conclusion; teacher negotiations dragged on all year, while we were the first in the province to settle; new building approvals were delayed, while we received immediate ap-

provals; parents were upset by the new programmes, while our Home and School organizations arranged meetings of explanation; boards were attacked furiously by the press, while we received good coverage by the media—and so on.

All that was accomplished was accomplished by all of us together, arguing, debating, discussing and negotiating, but never losing sight of our true purpose—to build a better society and a stronger Canada through our children. Much has been done, much remains to be done, but we have made a beginning.

Finally, may I say how much I have appreciated my fellow Trustees—the many, many meetings would not have been as enjoyable or as productive without their dedication and sincerity.

To them, to our outstanding Director of Education, and to all of you, my thanks for two years that have been exciting, rewarding and fun.

Thank you for letting me work with you.

JAMES L. F. CLARKE





E. G. Runacres, B.A., M.Ed.  
Director of Education

## Director's Message

During the first two years of its operation, the staff of The Hastings County Board of Education has been engaged in an exciting and dynamic educational enterprise. They have united with the trustees to develop an educational system with one important aim in mind—the maximum development of the potential of the individual pupil.

When The Hastings County Board of Education came into existence in January, 1969, it inherited a high standard of education from the fine Boards of Education which existed previously. This inheritance provided a firm base from which the new Board could attempt to consolidate the programmes of the past and proceed to establish effective and efficient programmes for the future.

There can be little doubt that our efforts must be directed to provide equality of educational opportunity throughout the County. At the same time, we must be certain that this educational opportunity is marked by an emphasis on *quality*. This provides the theme for our efforts—"a pursuit of quality".

In this pursuit of quality, we believe that the "quality" will develop through the involvement of all those engaged in the educational enterprise. We encourage principals and staffs of schools to involve the local community, parents, citizens and pupils in planning, implementing and evaluating the educational programme of their schools.

Throughout our County, our teachers are involved in the development of curriculum through Associated School

Group Curriculum Committees and through the County Curriculum Committee system. Parents, pupils and others are co-operating as part of Advisory Committees distributed throughout the County. These important grass roots operations will ensure that the system will continue to evolve in a sensible and orderly manner.

One of the major roles of the Board of Education has been to create a climate which is conducive to orderly and progressive growth to meet the needs of local school communities. The Board has great faith in people and has been willing to provide a high degree of autonomy to principals and their staffs to determine the direction and processes of learning. The Board has worked diligently to provide them with freedom on the one hand and support, through finances and personnel, on the other hand.

Our greatest source of pride and satisfaction in Hastings County is the established quality of the academic staff of our schools. Their high quality and level of experience is matched by their desire to be involved in the important decision-making processes of our educational system. An active Professional Development programme, coupled with the careful development of resource personnel to support the teaching staffs in the schools, helps to ensure that the educational needs of our children will be served to an even better degree in the future.

A stimulating climate, a superb staff, maximum involvement and an efficient operation lead me to believe that we will be successful in meeting our obligations to the pupils in our charge.

Personally, I am proud to serve an enlightened Board of Education, a quality staff, and above all the many fine young people of this County.



# Directions in the Pursuit of Quality

As we endeavour to improve the quality of our educational system, we are aware that it will be accomplished in a manner, and at a pace, which matches our financial capacity. Administrative and other costs in Hastings have been much lower than the average across the province.



In 1970 comparative costs per pupil were:

<i>Hastings County</i>	<i>Provincial Guideline</i>
Elementary - \$ 451.	\$ 500.
Secondary - \$ 965.	\$1000.

Any attempt to bring our financial investment in education closer to the provincial base would have resulted in

certain areas of our County receiving an inordinately high tax increase. The maximum provincial grant structure made it impossible to balance the tax levy. Thus, in 1970, tax changes were as follows:

23% of Hastings taxpayers had a decrease in their taxes for education.

57% of Hastings taxpayers had an increase in their taxes for education of less than 1%.

11% of Hastings taxpayers had an increase in their taxes for education of from 2 - 5%.

9% of Hastings taxpayers had an increase in their taxes for education of from 6 - 23%.

At the present time we are unable to meet all the educational needs of our County, but we are attempting to maximize each dollar that is spent. Therefore, the Board has spent considerable time and effort establishing *priorities* and these have resulted in the following accomplishments:

1. Kindergartens or Beginner Services extended to all parts of the County.
2. A Professional Development Programme for teachers.
3. Curriculum developments in the areas of:
  - Family Life Education
  - Driver Education
  - Outdoor Education
4. Oral French is at least one grade of our elementary schools with qualified teachers and a consolidated curriculum.





5. Special Education Programme extended: e.g.
  - Speech Correction Teachers
  - Psychologists
  - Psychometrists
  - Curriculum Consultants
  - Teachers of Perceptually Handicapped Children.
- Improvement Teachers
6. Consolidated salary and fringe benefit programmes for teachers.
7. Improved staff-pupil ratios.
8. Additional Resource Personnel: e.g.
  - Instructional Media
  - Psychological Services
9. Community Involvement in the Educational Process encouraged and facilitated.
10. Community Use of Schools extended.
11. Consolidation of School Buildings.
12. Elimination of all one-room schools.
13. Transportation Systems reorganized to reduce travel times and conserve expenses, and also to make available special "delayed" buses.
14. Maintenance Programme commenced to update old and obsolete buildings.

Most of the accomplishments listed above will be explained in the reports that follow.



# A Brief Historical Review

Edwin C. Guillet's *IN THE CAUSE OF EDUCATION*, refers to "the grim early days" of education when the focus was upon the "upper classes". Guillet mentions the Education Act of 1840 as courageous and statesmanlike. This act made provision for the election of boards of common school trustees and for free elementary school education.

The foundation of our educational organization and programmes came in the deservedly famous report of Dr. Egerton Ryerson. Although in 1870 Dr. Ryerson could scarcely have foreseen the Ontario of 1960, he did draft a bill "to form any township into one school jurisdiction". He had to settle for school sections because of the practical limitations of the time.

The Ontario Department of Education did not arrive at the conclusions enacted by Bills 44, 120, 166, and 172,



overnight. The approach spread over more than forty years, through union school sections, consolidated schools, township school areas, high school districts, county school areas and boards of education. By 1963, the Minister's committee was able to demonstrate that the entire province, with the exception of remote areas, was organized into, first, high school districts, and, shortly thereafter, in 1964, township school areas. Large segments of these developments incorporated heavily populated municipalities such as Etobicoke, North York and Scarborough. Other significant consolidations had developed in Welland, Grey, Haldimand and Hastings.

On December 8, 1967, an *Intelligencer* headline announced "Robarts Plan Receives Support From Council" (Hastings County); at an earlier date Belleville City Council and the Belleville Public School Board had indicated similar support. These assurances, however, are not to imply that Hastings County municipalities were unanimous on the subject of county school divisions.

Advanced provincial leadership was given in rapid succession by reorganization and integration of administration in the Department of Education, and by formation of the Area (Regional) Offices of Education.

In the 1968 Report of the Minister of Education is presented a survey of the decreasing number of school administration units:

1955	-	4,187	1966	-	1,603
1960	-	3,676	1967	-	1,446
1964	-	3,216	1968	-	1,358
1965	-	1,673			

The 1968-69 reports announce that "The Secondary Schools and Boards of Education Act, amended in Bill 44, now provides for 76 elected boards of education over a continuous and integrated programme of public elementary and secondary education. In Southern Ontario there



are boards for each of the 38 administrative counties, three defined cities and the six municipalities of Metropolitan Toronto". A further defined area was announced for Ottawa, and the remaining 28 divisions were for Northern Ontario.

The separate schools were grouped in 30 combined zones in Southern Ontario and 18 in Northern Ontario, with an additional zone to be established at Ottawa a year later. Remote areas, crown lands, Hydro, etc., in 1969 accounted for a further 68 boards, so that, the total for 1969 was 192.

Boards of Education .....	75
Crown Lands, Hydro, etc. ....	14
Public School Boards (remote) .....	36
RCSS Boards .....	48
Other RCSS Boards (remote) .....	15
Protestant Separate Boards .....	2
High and Collegiate Boards .....	2
<b>Total</b> .....	<b>192</b>

A preparatory instruction of the Minister of Education resulted in the formation of an *Interim School Organization Committee* in each administrative county, upon which each school board existing in 1968 had representation. Serving on the Interim Committee for Hastings County were two trustees elected to The Hastings County Board of Education: Chairman James L. F. Clarke and Trustee Macdonald Smith. The function of the Interim Committee was "to prepare a comprehensive report providing information about the existing school systems to be administered by the new

board". The Minister's instruction suggested that the Committee look to the County Consultative Committee, supervisory officers, teacher groups and existing boards, as well as to the Department of Education for consultation and resource.

A year and a half of sweat should merit review. Noted below are statistics that indicate the amazing extremes in our County.

Population .....	90,000
Area .....	2,500 square miles
Length .....	90 miles
Width .....	32 miles
Largest City .....	33,000
Smallest Village .....	193
Most Populated Township .....	7,290
Least Populated Township .....	201

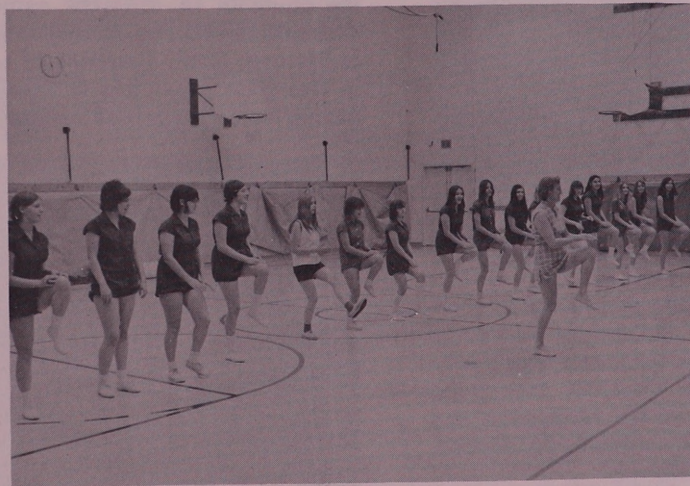
The Hastings County Board of Education has had little opportunity to pause; a large school system, a very extensive area of jurisdiction and complicated procedures have challenged both capacity and imagination. In the process, however, intensive reflection has taken place.

The Board, its administrative officials and its employees early gave searching study to philosophy and direction, much of which has found expression in a comprehensive procedural by-law, and in an effective introduction to Board policy. Meetings, with the exception of a summer recess, are scheduled twice each month, and the procedural by-law agrees that meetings of the Board and of its statutory advisory committees are open to the public.



Several aspects of *Integration* have been accomplished—

- a. *School Board*: Trustees do not question the fact of county integration, programme integration, staff integration.
- b. *Administration*: The Director of Education and his staff are organized to non-segregation and are committed to full integration of business and academic programmes.
- c. *Professional Staff*: In spite of the strictures of the professional organizations, positive movement toward common goals and procedures is evident and the professional groups are seeking common ground.
- d. *Programme*: Several significant curriculum committees, K-13, are working together as resource to employer and employees.



The Board, the Administration and the Staff have met, formally, to explore the significance and interpretation of

the concept *Equality of Opportunity*. The general acceptance points to equal emphasis rather than identical components. Swimming pools, outdoor education opportunities, kindergartens, established optional programmes, for example, are not to be denied some because they are not immediately within reach of all. Where they are available, however, a process of equalization should be initiated as soon as is practical.

The problems related to *Communication*: area, distance, and diversity, are under attack, but are stubbornly resistant to solution in several aspects. Some of the responses have been ineffective or in error in the trial stages, and re-direction has been necessary. Part of the change and evaluation has been related to adaptation of the administrative pattern and organization to meet the specific needs of the County system. Not the least of the difficulties has been the need for a centralized services building.

The Board's attempts to relate to *Neighbouring Counties* has been recent but satisfying. Meetings have been held, through a liaison committee, with most of the counties that abut upon Hastings. An invitation was extended to the Boards of such counties to participate in mutual conversations and first such meetings have been held with the Hastings-Prince Edward County RCSS Board, Prince Edward County Board, Lennox and Addington County Board, Haliburton County Board, and Northumberland and Durham County Board of Education: Other meetings are expected in months to come.

In every instance of these meetings with other boards, some procedures for immediate co-operation have been set in motion, and research and exploration have been planned in many fields of mutual interest.

Great expectations are in the air.

L. A. KELLS



# The Excitement of Learning

The curriculum in today's school reflects an attempt to emphasize understanding, and tends to minimize irrelevant rote learning. True learning, that which promotes behavioral change, can indeed be an exciting experience. Our teaching staff has the responsibility of providing a learning situation based on the student's needs and interests.

## INVOCATIONAL CURRICULUM!

Innovations are introduced only after careful study by teachers, principal, and supervisory staff, and in many cases after visits to other systems where similar practices are being carried out.



Whether the student is in a situation where the instruction follows closely the patterns used successfully for many years, or where the teacher is working in an open area with the assistance of colleagues in adjacent areas, the success of the learning programme, and the excitement and enthusiasm engendered in the student continues to depend, to a great extent, on the skill of the teacher.

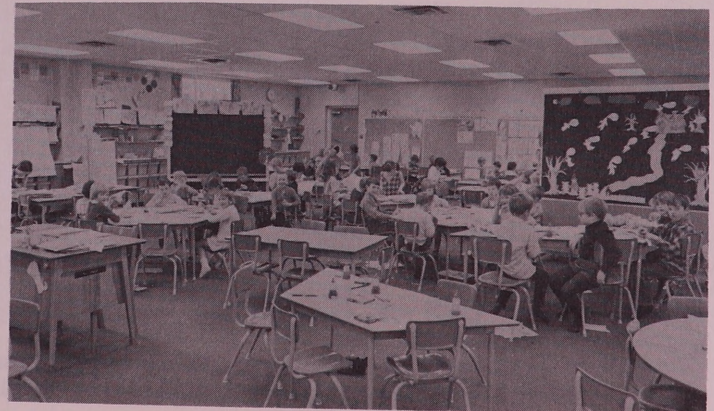
It has been traditional to allow a pupil to progress from grade to grade at the end of a ten month period. In addi-

tion the pupil usually was moved on the basis of his overall work in *all* subject areas. Sometimes he was actually required to repeat a whole year even though he was deficient in only certain areas.

More and more teachers are attempting to have pupils move at their own pace in each subject area. Naturally this requires that a pupil is no longer "graded" but is allowed to progress continuously as he is successful. This concept of continuous progress should provide for increased motivation and should emphasize success rather than failure; all in all a healthy approach.

## NEW PROMOTION PROCEDURES!

In the elementary school more and more attention is being paid to making it possible for a child to proceed at his own rate. This is accomplished in part by regrouping the students in different subjects to keep each one in a situation where he is learning and achieving with others at his own level. Teachers of several classes may co-operate in this effort, and this is usually made easier to achieve by having some degree of openness in the school plan.





In the secondary school the recent move of the Department of Education towards the credit systems of diplomas, and other associated changes, including the offering of a much wider range of options, both in degree of difficulty and in variety of subject matter, has made it possible for a student to obtain a graduation diploma by taking a majority of subjects in fields which interest him. In addition, students will gradually learn to spend more of their time in independent study with the teacher being available for assistance and advice.

One example of innovations in this respect is the introduction of a natural resources laboratory in the Centre Hastings Secondary School which will stress geology, forestry, conservation, and related topics.

The introduction of practices that allow a student to proceed at his own rate and to have a greater freedom in the choice of suitable options and the student-oriented programme in reading, have made learning really exciting for those students who are for the first time being successful in a learning situation.

### COMMUNITY PROGRAMMES!

Some of the excitement of learning is being experienced by people of all ages in some local school communities where a community school programme has been inaugurated, either as experimental adaptation of the Mott Programme, as at Queen Victoria School or as a growing programme, dealing chiefly with students in evening programmes, as at Sir MacKenzie Bowell School. In the summer too, the facilities of some of the schools have been available for recreational activities. During the school term some of the facilities are being used by United Community Services in providing some classes for pre-school children, and also some classes for the mothers of these children.

The Board now has the services of a Co-ordinator of Community School Programmes, made available by the Department of Education on a trial basis through the Youth and Recreation Branch. He will assess the needs in the county and assist in setting up programmes where required.



Over the years the community has played a large part in the development of the schools through Home and School Associations, Service Clubs, and participation in events designed to raise money for specific projects such as the track at Trenton High School. Last year task forces were formed in each area to provide information and feed-back concerning the Board's operation; this year schools and associated school groups will have assistance from committees of interested teachers, students, parents and citizens.

Where the need is demonstrated, the Board operates Evening Classes in academic, business and technical subjects and in cultural and recreational subjects. In providing these classes, the administration is aware of the programmes of Loyalist College, the Y.M.C.A., Recreation Committees and other agencies providing various types of courses and it attempts to avoid duplication while offering as comprehensive a programme as possible.

### DRIVER EDUCATION EXPANDED!

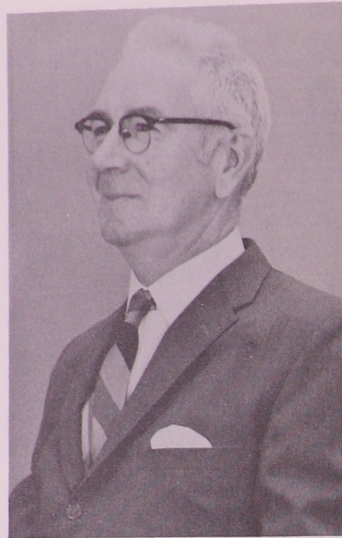
Many of the students have successfully completed courses in Driver Education, either as an extra-curricular activity, or as part of the Occupational Programme. We hope to



TRUSTEES  
THE HASTINGS COUNTY BOARD OF EDUCATION 1969 AND 1970  
Chairman - Mr. J. L. F. Clarke



Mr. Carl D. Brant



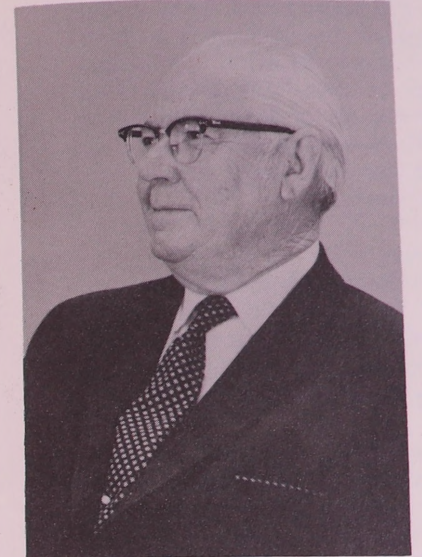
Mr. B. Robertson Collins, B.A.



Mr. Everett Fairman



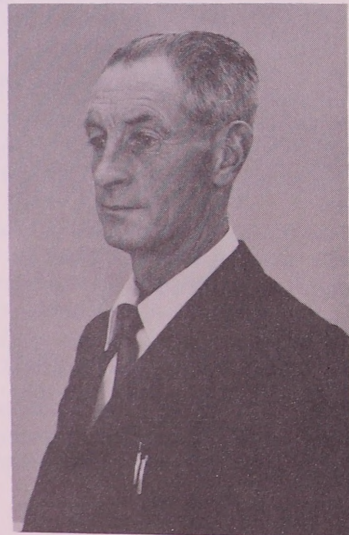
Mr. Paul Fleming, C.A.



Mr. F. John Follis  
Vice-Chairman 1970



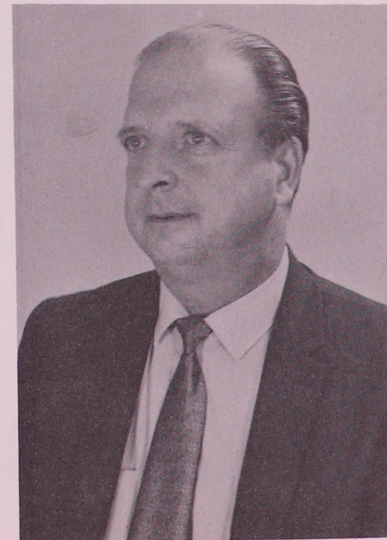
Mr. John O'Flynn Jr., B.A.



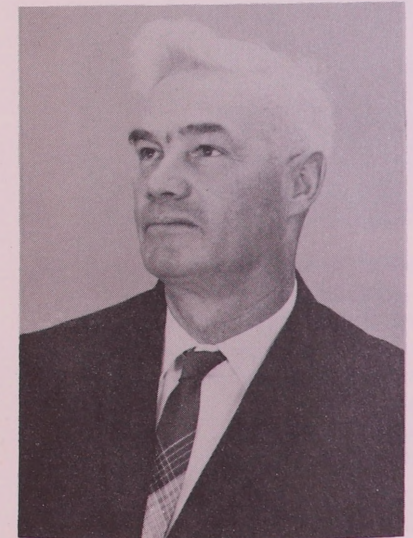
Mr. Emerson Robinson



Mr. C. Raymond Rowe  
Vice-Chairman 1969



Mr. Macdonald Smith



Mr. James Spry



TRUSTEES  
THE HASTINGS COUNTY BOARD OF EDUCATION 1969 AND 1970  
Chairman - Mr. J. L. F. Clarke



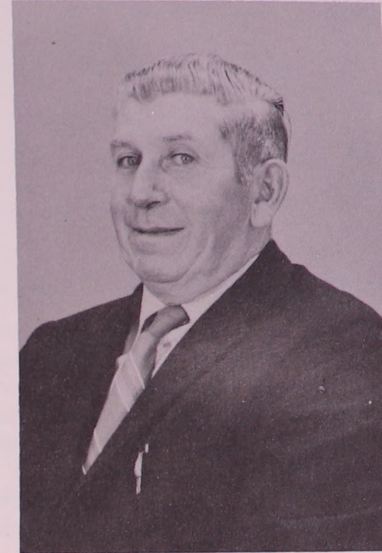
Mr. Paul Fleming, C.A.



Mr. F. John Follis  
Vice-Chairman 1970



Mrs. Miriam Graham, B.A.



Mr. Laurason Gunning



Mrs. Jean Hutchison, B.A., S.R.N.



Mr. Macdonald Smith



Mr. James Spry



Mr. Milford J. Waller,  
B.A.Sc., P.Eng.



Mr. Ralph Weaver



Mr. Donald Williams





expand the students' programme with the help of driving school instructors, some of whom are now employed by the Board. Part of this expansion will involve providing in-car instruction in some of the smaller communities. One of the tasks of the Hastings County Board of Education was to offer equal opportunity for beginners in our system. This area, by necessity, had to be handled in three different ways, namely, half-day kindergarten, alternate whole-day kindergarten and the three-entry system.

### KINDERGARTENS THROUGHOUT THE COUNTY!

Because of the distances involved, North Hastings operated alternate full-day kindergartens for those pupils living outside the villages of Bancroft and Maynooth.

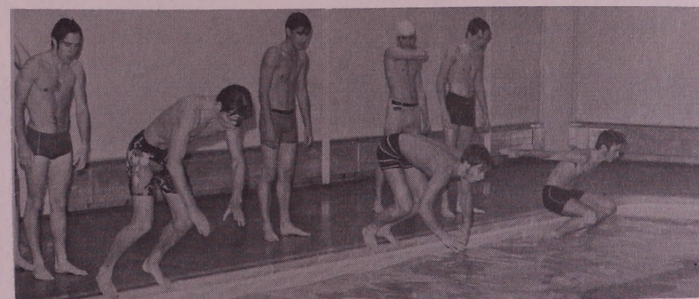
Centre Hastings maintained its three-entry programme which had been incorporated before the County Board was formed. In brief, this system calls for those children who have reached the age of five years by December 31st to enroll in September of that year; children reaching the age of five on or before the end of March, enter school in January; and those pupils who reached five years of age by the end of June, begin their school career after Easter. This programme has proven to be satisfactory in that it provides a logical multi-catering opportunity for pupils at an age where they are capable of staying for a full-day programme. The southern part of the County offered the half-day programme to all pupils who were five years of age on or before December 31, 1969. Kindergarten pupils were accommodated for the school year 1969-70 in the

schools of Trenton, Belleville, Frankford and Batawa. This intake taxed all kindergartens to the limit and involved long bus rides with a few problems to be solved. In September, 1970, approximately 90% of these kindergarten children were housed within the schools of their home area. During the school year 1969-70 beginner services have been made available to some four hundred young pupils who had previously not had this opportunity.

### INTEGRATION!

It is refreshing to observe the growth towards integration between Elementary and Secondary Schools. Department heads and teachers of both panels are meeting to discuss common problems in education. The formation of Associated School Groups greatly facilitates this type of integration.

In striving to bring about continuous progress, administrators and principals realize the need for teachers to get together at conferences, work shops and other in-service functions in order that they may gain a fresh approach to the problem. At the present time, Departmental officials



are suggesting the "theme approach" to teaching as a sound method to achieve continuous progress.

Workshops are being planned for the fall term of 1970 in order to bring together teachers of different panels so that a common philosophy can be applied to all levels of learning.

D. C. STIRLING,  
Superintendent of Education.



# Resources

On the first day of January 1969 when some 23,000 students attending the public schools in Hastings County were brought together under the administration of a single Board it was an exciting, challenging, historic occasion. The primary purpose in creating larger units of administration—Equality of Educational Opportunity—had been sounded loud and clear throughout approximately 2,200 square miles that make up this beautiful County

A quick survey of the educational resources immediately available within the county to do the job that was required revealed all too clearly that the Board was faced with a most formidable task.

## RESOURCES AVAILABLE IN HASTINGS ON JANUARY 1, 1969

### 1. Enrolment, Staff and Schools

	Number of Schools	Number of Pupils	Number of Teachers	Number of Para- Professionals
Elementary	63	14,943	536	0
Secondary	8	7,816	435	3
Retarded	1	33	4	1
Totals	72	22,792	975	4

### 2. Support Services as of January 1, 1969

With the exception of the limited number of supervisory personnel, three Superintendents and five Area Superintendents, resources readily available to assist the teachers were very limited and fragmented in nature.

## STEPS TAKEN BY THE HASTINGS COUNTY BOARD OF EDUCATION TO IMPROVE THE SITUATION

The Board of Education was quick to recognize the impossibility of bringing about "Instant Equality of Educational Opportunity" to all the students of the county. Faced with the gigantic problems of re-organization, integration,

transportation and the creation of a common salary schedule from the thirteen different Public School Boards, High School Board and Board of Education which it inherited, and conscious of the county's limited financial resources, the new Board wisely decided to adopt a long term approach. Hence, basic philosophic principles were first established and then the Board took the important steps required to lay the foundations of an education structure which is characterized by progressive thinking, innovation, a high degree of flexibility and "grass roots" autonomy, and yet retaining that degree of stability and balance so essential to any worthwhile educational system.

Within the short space of a few months the slogan "Hastings Has It", which the Board used on some staff recruitment brochures, seemed to be well justified. For in a very short space of time the Board has provided resources for the teachers of Hastings County which has made Hastings County a place where well qualified and experienced teachers are anxious to serve. In all cases it is recognized that the quality of our educational system will depend upon the quality of teachers who are self-sufficient and highly trained professionals.

## PROFESSIONAL DEVELOPMENT

First in importance was the establishment of a well rounded and forward looking Professional Development Programme designed primarily to provide opportunities for the professional growth of the teachers in the County.

The programme included:

- Board Sponsored Department of Education Courses.
- A Board subsidized summer course programme for teachers.
- A Board induction programme for newly appointed staff members.
- A School Programme which enabled the teachers to involve themselves in visitations to other schools, to at-





tend educational workshops, seminars or local conferences.

- e. A Conference and Convention Programme which provided opportunities for academic staff and trustees to attend National and International Education Conferences and Conventions and thus learn first hand about recent educational developments in all areas of the curriculum from highly equalified professional educators.
- f. A Systems Programme designed to bring teachers, principals and other key leaders together to learn of the latest educational developments.

- g. Associated School Group and County Wide Educational Curriculum committees designed to involve the teaching staff from Kindergarten to Grade XIII in the important role of curriculum development.

## PSYCHOLOGICAL SERVICES

The appointment of a highly qualified and experienced Co-ordinator of Psychological services and the subsequent addition of a Psychometrist and another Psychologist have made available to Hastings teachers and students an invaluable but heretofore non-existent resource within the County.



## INSTRUCTIONAL MEDIA

A most important step was taken when the Board appointed a Co-ordinator of Instructional Media. Already an excellent multi-media centre has been established which services the entire county of Hastings. These services are supplemented by the work of an Electronics Repair Technician and three Education Resource Technicians. This will ensure that our equipment and other media are properly used and maintained.





## OUTDOOR EDUCATION

The Board is fully aware that a child's education goes on in many places other than schools. Hence, the appointment of a Consultant for Outdoor Education was an important step. It is hoped that this individual will not only co-ordinate and assist in the many valuable outdoor projects presently being carried on throughout the County but that he will initiate and plan a comprehensive programme designed to involve every child in the County in some phase of outdoor education.

## ADMINISTRATION

The administration set up by the Board on January 1, 1969, has adopted a team approach. It plays a catalytic



supported role and is designed to service the needs of the teachers in the county. Working with the Director are two Superintendents of Schools, thirteen Consultants (Elementary) and a core of Special Education resource people involved.

## SPECIAL EDUCATION

It is known that there are many pupils who have various kinds of learning disabilities. At the time of amalgamation many children were being provided for in Opportunity Classes in the Elementary schools and in the Occupation Courses in the Secondary schools; this type of special provision has been extended modestly in the elementary schools. There is a need for diagnostic and remedial personnel to support principals and teachers in the solving of individual



difficulties and in the structuring of individual programmes. The Board recognizes the needs and, within the limits of the budget, has engaged two additional Special Education Curriculum Consultants, a full-time teacher of perpetually handicapped children to help diagnose and establish programmes for teachers and additional improvement (remedial) teachers. Speech correction is a necessary programme and a very modest start has been made with one specially trained teacher. One problem faced by the Board is the shortage of qualified and experienced personnel in this field.

The Belleville and District School for Retarded Children, which has been renamed the William R. Kirk School, is now taking care of many more trainable retarded children and is, in fact, at capacity enrolment. New and larger premises are planned for September 1971 and it is hoped to make further provisions in this very special area of education in Centre Hastings in the near future. Surveys are being conducted to establish needs in North Hastings and tentative accommodation plans are being made for implementation as soon as is practicable.

## Business Administration

The Business Administration Department is organized to provide two main types of service:

### FINANCIAL AND OTHER SERVICES

Included are budget, accounting, payroll, purchasing, personnel, and transportation. The biggest task with respect to these functions has been to integrate the many and varied procedures followed in predecessor Boards into a consistent and acceptable pattern.

### PLANT SERVICE

Included are custodial services, maintenance and new construction. The condition of the buildings and grounds in the schools which became a part of the new County organization varied greatly for many reasons, including their age. It will take several million of dollars to update all the existing schools to a desirable level. At the same time, budget restrictions have limited the number of dollars that can be allocated for this purpose, and it has become necessary to programme the improvements over a relatively long period of time. To date, only absolute necessities have received any attention.



# A Financial Commitment

There are three main sources of revenue available to finance the costs of education in Hastings County:

1. Taxation .....	27%
2. Grants .....	66%
3. Miscellaneous, including educating students from other jurisdictions .....	7%
	<hr/> 100%

The 27% represents the direct investment that the citizens of Hastings have committed in themselves to make in education. To the extent of their ability and willingness to increase that investment, a greater return will be earned in our "pursuit of quality".

Elsewhere in this report, it is stated that our historic costs per pupil are less than the amounts in the provincial guidelines. This is commendable; but, diabolically, it has reduced the rate at which the Department of Education is willing to let us grow with its financial support. We must not overlook the fact that the province has already recognized our lower-than-average economic level by providing grants at a higher-than-average rate. In 1970, for example, Grants in Hastings will cover 66% of our costs while the provincial average is 54%.

In spite of that, if the grant dollars do not increase significantly, it may be necessary for the taxpayers of Hastings County to show their interest in quality and equality of education by accepting progress at a rate that will break through the guidelines.

It has been the task of your Board in establishing the budgets for 1969 and 1970 to apply limited resources to

great needs. The ultimate goal is always to serve the child in the classroom. Priorities are established with that goal in mind. But the "ability to pay" is the decisive brake slowing down and sometimes stopping desirable services and programmes.

Some of the items that were removed from the proposed budget for 1970 were:

Teaching Supplies and Equipment .....	\$300,000
Maintenance of Buildings .....	\$200,000
Educational Services Centre .....	\$350,000

It is important to note that approximately 85% of the budget is represented by fixed costs such as salaries and debenture debt; thus, the manoeuvring room is extremely limited.

The complex job of recording, reporting, and controlling the financial transactions of the Board in line with the budget is a tremendous challenge since The Hastings County Board of Education is probably the biggest "business" in the County. It employs more than 1,500 people, operates more than 60 branches (schools) and spends, largely in the County, almost \$18,000,000 in a year.

To account for all of these things and more, is the challenge. Modern methods are a must and in this present day, that involves computers. It is not practical to acquire a computer that will fulfill all the needs. The Board therefore has embarked on a programme that appears to provide the answer. Through an arrangement with a company, expert in data processing, we are hooked up with the largest computer in North America by means of a terminal located in our own premises. We have access to the most powerful data processing hardware—and we pay only for the time we actually use it. Not only will it process all the financial information we need, but it will also provide a great deal of statistical information that is most useful in academic applications.



THE HASTINGS COUNTY BOARD OF EDUCATION  
BUDGET 1970

ESTIMATED EXPENDITURES

	Elementary Total	Secondary Total	Retarded Total	Other Total	Total
Expenditures					
Bus. Administration .....		1,800	360	347,685	349,845
Computer Services .....		32,000		45,849	77,849
Instruction .....	5,228,340	6,254,965	46,781	294,905	11,824,991
Educational Services .....				339,296	339,296
Attendance, Health and Food Services	16,337	44,297			60,634
Plant Operation .....	747,191	726,333	1,390	98,188	1,573,102
Plant Maintenance .....	233,125	248,618	1,186	149,671	632,600
Transportation .....	501,065	424,035	40,000	20,364	985,464
Tuition Fees .....	2,000	150,000	25,000		177,000
Capital Expenditures (Non-Allocable)	96,525	73,050		25,000	194,575
Other Operating Expenditures .....	105,000	122,500			227,500
Debt Charges .....	866,619	537,197			1,403,816
Non Operating Expenditures & Deficit	28,000	30,000			58,000
<b>TOTAL .....</b>	<b>7,824,202</b>	<b>8,644,795</b>	<b>114,717</b>	<b>1,320,958</b>	<b>17,904,672</b>

THE HASTINGS COUNTY BOARD OF EDUCATION  
BUDGET 1970

ESTIMATED REVENUE

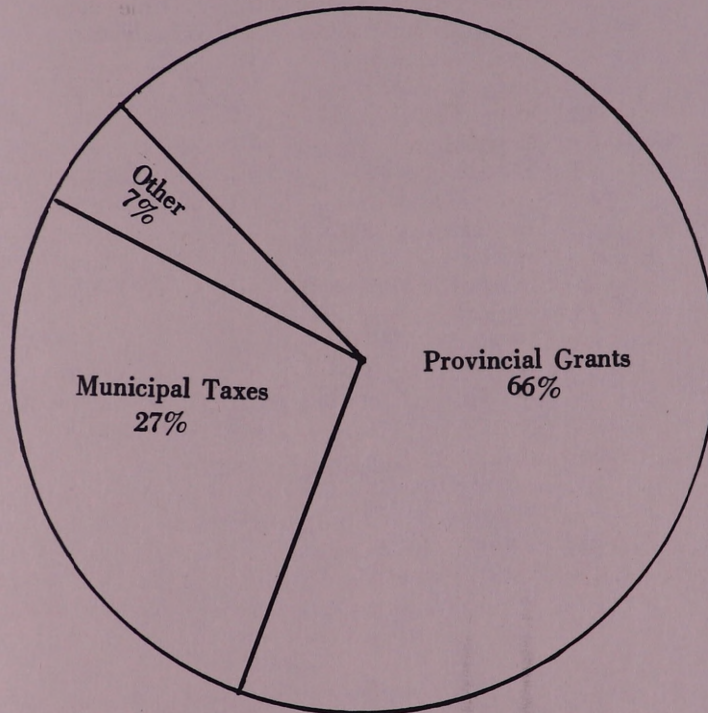
Acct. #	Revenue	Elementary	Secondary	Retarded	Other	Total
01.030	Local Taxation .....	2,444,104	2,355,000			4,799,104
02.140	Other School Boards .....	5,000	400,000			405,000
04.140	Govt. of Ontario .....	5,988,577	6,154,991			12,143,568
06.400	Govt. of Canada .....	35,000	470,000			505,000
07.400	Individuals .....	2,000	15,000			17,000
08.980	Other Sources .....	10,000	25,000			35,000
<b>TOTAL .....</b>		<b>8,484,681</b>	<b>9,419,991</b>			<b>17,904,672</b>



THE HASTINGS COUNTY BOARD OF EDUCATION

**SOURCES OF REVENUE**

BASED ON 1970 BUDGET OF \$17,905,000



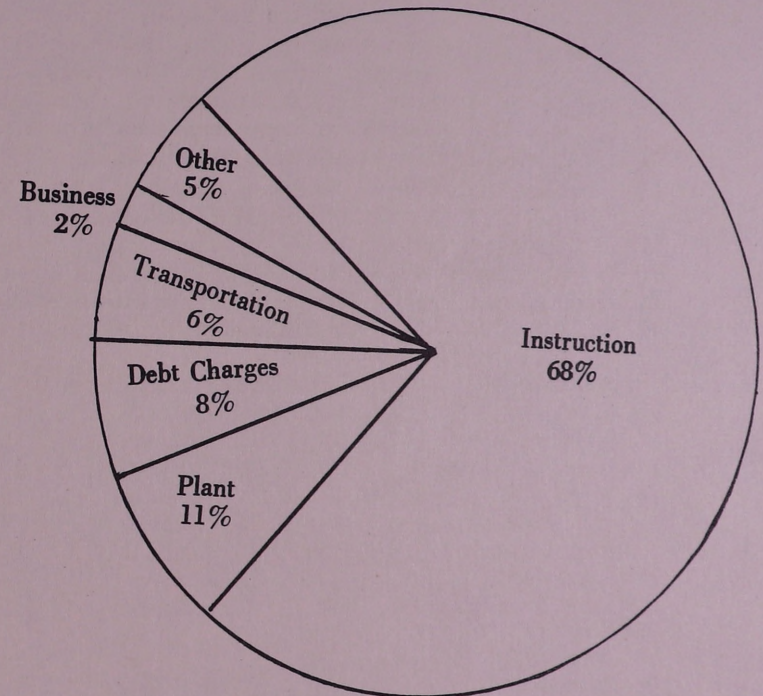
Schedule 6

27 April 1970

THE HASTINGS COUNTY BOARD OF EDUCATION

**DISTRIBUTION OF EXPENDITURE**

BASED ON 1970 BUDGET OF \$17,905,000



Schedule 7

27 April 1970



## ELEMENTARY

<i>Name of School</i>	<i>Principal's Name</i>	<i>No. of Teachers</i>	<i>Enrolment</i>
1. Bancroft	Mr. G. Stevenson	16	399
2. Batawa	Mr. R. K. Denyes	13	309
3. Glen Miller		3	98
4. Bayside	Mr. A. H. Hall	24	624
5. Bayview	Mr. R. D. Morton	8	262
6. Bird's Creek	Mr. D. A. MacLeod	8	212
7. Cannifton-Corbyville	Mr. P. Ainsworth	5	162
8. College St. /T.	Mr. K. M. Hamilton	20	523
9. Deseronto	Mr. R. K. Uens	14	404
10. D. R. Atkins	Mr. G. H. Muir	4	110
11. Dufferin	Mr. T. E. Bedford	11	301
12. Earl Prentice	Mr. K. Gillies	14	335
13. Marmora		9	213
14. Foxboro	Mrs. E. M. Smith	2	98
15. Frankford	Mr. W. G. Donnell	15	392
16. Harmony	Mr. J. E. Emerson	22	630
17. Harry J. Clarke	Mr. M. M. Hackett	28	752
18. Hermon	Mr. W. L. Shouldice	6	174
19. Hillcrest	Mr. D. M. Wishart	9	224
20. King George	Mr. L. McQuaid	18	498
21. L'Amable	Mr. J. G. Farnham	6	202
22. Limerick Central	Mr. A. G. Gough	2	49
23. Coe Hill		4	102
24. Gilmour		3	74
25. Madoc	Mr. J. L. Murphy	23	540
26. Madoc Twp.	Mrs. F. McCoy	10	260
27. Marmora St. Sr. /T	Mr. A. S. Robson	14	366
28. Maynooth	Mr. L. J. Sutherland	10	297
29. North Trenton	Mr. J. Morrow	7	169
30. Park Dale	Mr. B. A. Wright	15	429
31. Paudash	Mr. J. J. Pilgrim	7	224
32. Pointe Anne	Mrs. H. G. Henderson	3	96

<i>Name of School</i>	<i>Principal's Name</i>	<i>No. of Teachers</i>	<i>Enrolment</i>
33. Prince Charles /B	Mr. D. L. Moore	15	387
34. Prince Charles /T	Mr. J. DeLong	15	392
35. Prince of Wales	Mr. W. A. Lot	13	351
36. Queen Alexandra	Mr. K. L. Harnden	19	442
37. Queen Elizabeth /B	Mr. H. R. Frink	11	280
38. Queen Elizabeth /T	Mr. R. E. Poste	13	383
39. Queen Mary	Mr. R. W. Caswell	11	289
40. Queen Victoria	Mr. D. G. Lockyer	15	407
41. S. H. Connor	Mr. W. S. Brown	10	243
42. Tweed-Hungerford Sr.		15	341
43. Actinolite		3	60
44. Sir John A. Macdonald	Mr. C. Rupnow	9	199
45. Avondale		3	82
46. Centenary		3	96
47. Sir Mackenzie Bowell	Mr. E. Palmateer	10	246
48. Sir Winston Churchill	Mr. B. D. Summers	12	311
49. Stirling Sr.	Mr. G. H. Patton	23	488
50. Stirling Jr.		9	261
51. Marsh Hill		3	83
52. Tyendinaga	Mr. R. C. Walmsley	11	352
53. Shannonville		3	77
54. V. P. Carswell	Mr. B. W. Brooks	10	255

## SECONDARY

<i>Name of School</i>	<i>Principal's Name</i>	<i>No. of Teachers</i>	<i>Enrolment</i>
55. Bayside	L. D. Read		
56. B.C.I. & V.S.	W. R. MacKay	54	981
57. Centennial	W. J. Musgrove	82	1462
58. Centre Hastings	C. M. Griffith	68	1201
59. Moira S.S.	E. J. Shipton	62	1097
60. North Hastings H.S.	F. S. Beckley	54	946
61. Quinte	J. S. Hayman	75	1359
62. Trenton	J. C. Garrett	81	1483



# SCHOOL LOCATIONS IN HASTINGS COUNTY

## A FEW STATISTICS

County enrolment - elementary school pupils 15,568  
County enrolment - secondary school pupils 8,529

Total	24,097
Academic staff - elementary schools	642
Academic staff - secondary schools	494
Total (including pro-rated part-time Teachers)	1,136
Clerical staff - elementary schools	43
Clerical staff - secondary schools	42
- administration offices	51
Custodians and Maintenance - elementary and secondary schools	184
Miscellaneous Non-Academic staff	6
Total	326

