

PART ONE
THE PHILOSOPHY IN GOOD
ADMINISTRATION

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INTRODUCTION TO PART ONE

ALL OF US know at least two types of elementary school principals. There are those who manage their schools in an indifferently mechanical manner. Others seem to transmit vitality, economy of effort, and purposeful direction to everything they touch. What is that "something" which distinguishes the master administrator from the routinized robot? Part One attempts to answer this question.—*Editorial Committee.*

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CHAPTER I

GOOD ADMINISTRATION ANTICIPATES EDUCATIONAL PROBLEMS

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I. FORESIGHT—THE ESSENCE OF EFFECTIVE ADMINISTRATION

THE MENTAL EQUIPMENT of a successful school administrator must include as one of its most important elements imagination. In arranging the program for a school a principal must be able to foresee how personal and material factors are likely to react on one another, where incoordinations are likely to arise and how adjustments which often seem very trivial can be made in such a way as to facilitate the proper functioning of the school. A very concrete exhibition of the presence or absence of imagination in a school principal is always seen on the opening day of a school term. The principal who has adequately prepared for this occasion will have the satisfaction of seeing pupils and teachers promptly located and immediately beginning work. There will be no more confusion than there is in any well-ordered social function. On the other hand, the principal who has not taken the precaution to think out in advance the arrangements necessary for an efficient opening of his school will be confused and overwhelmed by difficulties that never should have arisen and will find that other people are equally distraught and unable to do their work properly. The essence of good administration is foresight.

II. THE APPLICATION OF FORESIGHT TO MATERIAL PROBLEMS

The demand for foresight will be readily recognized with respect to buildings and supplies. A school cannot operate at all unless somebody has provided the building and the appropriate equipment within the building. Even here, however, there are many exhibitions of inadequate foresight. A great many schoolrooms are nothing but four walls and a collection of seats. There is a monotonous uniformity in the rooms used for the different grades which makes it perfectly clear that whoever has charge of those rooms has merely followed the practices of the past and has never set his mind to the task of seeing how each room can best be prepared for the particular activities that are there to be undertaken.

Nothing can be more impressively in contrast with the lack of imagination exhibited by many school administrators in regard to classroom equipment than the practice which is fortunately becoming more and more common in the construction and furnishing of new buildings of trying to picture in advance what is needed in classrooms in order to make them comfortable and adequate. Even where an administrator has only very limited financial resources, he and his staff should prepare a list of the maps, pictures, book filing cases, and apparatus which are desirable. What is needed for a second grade is very different from that which is needed by a sixth grade. Preparation of lists of the kind suggested is stimulating to everybody concerned and even if the list goes far beyond the possibilities, the work of the school will be improved by getting the attention of teachers and patrons concentrated on the idea that various kinds of equipment are important helps in classroom work. In most cases the list of desirable articles will lead school officials to take steps toward better equipment and in the long run much of what is asked for will be given. Certainly no equipment appropriate to progressive work will be furnished unless somebody has the imagination to foresee the possibilities of bettering conventional arrangements.

For a long time school officers have thought of seats for pupils as staple articles. These seats have been arranged in straight lines and have been fastened to the floor. It required some mental energy to reconstruct the conventional situation and to see that an entirely different arrangement of seats is often possible and advantageous. The kind of mental energy which was required was that which expends itself in reconstructing familiar images, that is, it consists of what the psychologist calls imagination.

The psychologist draws a distinction between various types of imagination. Sometimes when one lets one's thinking run on without any restraint, one reconstructs but in so doing arrives at a result which is wholly impractical. The psychologist calls this free uncritical imagination "fancy." There is, on the other hand, a controlled, critical kind of imagination of the type exhibited by the engineer who plans a bridge or a tunnel. Such imagination produces something new and something highly useful. Constructive imagination requires more effort than does mere fancy. Indeed, constructive imagination calls for concentration and for knowledge in a high degree. The school administrator has need of constructive imagination.

One of the most common exhibitions of lack of imagination among educational administrators is seen in the inefficient management of supplies. On a number of occasions it has appeared in the course of

school surveys that the storerooms of school buildings are filled with books and materials which are not used. Several school systems have found in recent years that by redistributing supplies that had accumulated in storerooms, they were able to effect very notable economies. The lack of imagination on the part of a school principal who overstocks his supply room or who accumulates materials which he does not use should be emphasized because most people when thinking of poor administration of supplies have in mind failure to get what is thought of as necessary. There is an unpardonable waste resulting from over-equipment which is quite as bad, if not worse, than the maladministration which comes from lack of foresight in securing that which is desirable. School boards are sure to react violently to oversupplies. Not only so, but the administrator who is guilty of overstocking his school is usually also guilty of lack of energy in stimulating teachers and pupils to do more than the mere routine of reciting what is written in textbooks. It requires imagination to keep supplies in circulation and to discover effective ways of routing them. Schools can learn from transportation companies. Some of the best brains in the transportation world are devoted to the task of keeping equipment in circulation and making sure that equipment is located at the point where it can be most effectively used.

III. THE INFLUENCE OF FORESIGHT IN PERSONNEL ADJUSTMENTS

It is not, however, in the handling of material things that the administration has the best opportunity to exhibit constructive imagination. The adjustment of human relations requires a type of sympathetic imagination which is much rarer and much more important than is the type of imagination that erects buildings and places seats in the classroom. Industry has coined a word which expresses the appreciation which employers are coming to have for the sympathetic imagination which solves problems of human placement. Industry speaks with respect of human engineering.

Much of the incoordination between human beings arises from the fact that it is very difficult for one person to put himself in the position of another person, that is, to exercise the imagination necessary to view the circumstances of life from a point of view other than one's own. If this discussion were treating of the teacher's tasks rather than of the tasks of the administrator, it would be possible to cite many simple examples. The teacher often fails to understand a pupil's difficulties because the teacher takes a mature view of the world and one totally different from that of the pupils. Reference to simple types of incoordination between the thinking of teachers

and pupils opens the way for a consideration of the more complicated task of the administrator. He usually has to deal in the cases which are referred to him, not with one other mind, but with two or sometimes several minds other than his own.

There was once a school principal who found at the close of the school year that he had in his school of 1300 pupils, about 200 problem cases. He decided that it would be a good investment of a part of his summer vacation to do something by way of reclaiming some of these cases. He addressed notes to the parents of all the pupils who were not getting on well and suggested to each parent that he would be glad to have a conference about his child's difficulties.

It may be remarked that the example here used is not an example merely of imagination; it illustrates also the characteristic of industry. Some may even go so far as to point out that the administrator's contract does not call for such a sacrifice of free vacation time. The activity of this particular principal in the case cited was indeed more than is called for in ordinary routine, but the effectiveness of his plan in preparing for the work of the following year is the main point that is here emphasized. Industry and time were expended under the guidance of wise foresight.

The plan of holding conferences was effective. The principal found out in the deliberate conferences of the summer a great deal that it would have been much more difficult to find out in the less leisurely conferences which are held when school is in session. What is far more important, the summer conferences were not embarrassed by the necessity of dealing with acute crises. The problem cases could be discussed in all their aspects without at the moment the necessity of treating them as disciplinary cases. The principal found that he could make many readjustments which during the following year relieved the school of an appreciable burden of incoordination. He persuaded a number of parents to make physical adjustments under the advice of physicians. He put some children in advanced grades on trial and secured a type of cooperation from the parents which he had never had before. He persuaded parents in some cases to be satisfied with a slower rate of progress for their children. He found out in some cases about home conditions which he could not remedy but which he and the teachers could take into account in dealing with the children from these homes. All told, the investment of time in the summer conferences resulted in a great economy of the principal's time throughout the following year; and what is quite as important, the efficiency of the school was greatly improved.

The question will perhaps be raised at this point whether it is the principal's duty to deal with problem cases. Is it not a part of the classroom teacher's duty to find out about home conditions and to secure the cooperation of parents? The answer to the question which has been raised will depend in part on considerations of expediency and in part on one's definition of administration. It is certainly desirable to relieve the teacher so far as possible from distractions. The teacher has a number of pupils to deal with and must concentrate attention on certain subjectmatters which must be carefully organized for presentation to the whole group. A single unadjusted pupil can absorb so much of a teacher's energy that the class will suffer. If the school can provide proper administrative agencies for the removal of the distractions, the teacher's work will be much more efficient. Furthermore, if the teacher is supported by administrative agencies which help in making proper adjustments with homes and with pupils, it is much more probable that the teacher will be encouraged to give attention to outside conditions as well as to the regular classroom routine. It is not suggested in what has been said in preceding paragraphs that the principal assume responsibility for the adjustments of all of a pupil's relations to his work. It is merely stated that the principal be active in removing incoordinations of a personal type quite as energetically as in correcting deficiencies of material equipment.

IV. THE IMPORTANCE OF AUTHORITY IN FURTHERING THE PRINCIPAL'S PLANS

Questions of the type referred to in the last paragraph cannot be disposed of fully until some satisfactory principle of division of labor is arrived at so that teachers and administrative officers will go about their several tasks without feeling that there is duplication of effort or conflict of authority.

Evidently responsibility and authority must go hand in hand. An example will make clear what is meant by this statement. There are school systems in which teachers are held unduly responsible for the results of their work. If a test in arithmetic is administered to the teacher's pupils and a low score results, the teacher is rated in keeping with the low score. Very often teachers object to the judgments passed on them on the basis of tests because they say that the machinery of administration has supplied them with ill-graded pupils or with impossible textbooks or with a crowded program which makes it impossible to give the time that they think should be given to a particular subject. When one considers how limited the authority of

the classroom teacher is in determining the factors which contribute to high and low scores in an arithmetic test, one can hardly escape the conclusion that teachers are right in their contention that they should be relieved of responsibilities which they cannot discharge because of their limited authority.

Administrative authorities who are responsible for promotion must be prepared to make adjustments when it appears that the promotion of a particular pupil is a cause of incoordination. Administrative authorities must be prepared to accept responsibility for the prescribed curriculum. Administrative authorities must be prepared to deal with the problems of time distribution within the instructional program.

Much of the restlessness of the members of the teaching profession about their relations to administrative officers can be traced to a lack of clear allotment of responsibilities. Teachers are a part of a system and the system is the immediate and controlling cause of much which happens in every classroom. The teacher will attribute failures to the system whenever failures appear, and the system cannot answer the charge of the teacher in any arbitrary fashion. Responsibility and authority must be recognized as coextensive.

The principal is the representative in a school of what was called in the foregoing paragraph the "system." Whatever the system does to the pupil is a part of the principal's responsibility. To be sure, the principal is controlled in a measure by superior administrative authorities such as the school superintendent, the board of education, and the state department of education. In an important sense, however, the principal is not so much the servant of these superior administrative authorities as their representative. So far as a particular school building is concerned, the principal is the representative of the adopted curriculum, of the grading system, of the building program, and of the time program.

It is perhaps superfluous to mention explicitly the reservations with which the definition of the principal's duties and responsibilities must be qualified. As American schools are now organized, a great many principals are nothing more than head teachers. In some school systems the superintendent assumes the role of general principal of all the schools and thus limits the scope of activity of the building principals. Not infrequently supervisors of special subjects exercise the authority which was ascribed in the last paragraph to the principal. In short, there is quite as much confusion in the distribution of administrative functions in school systems as there is in the delimitation of administrative and teaching functions.

The fundamental reason for the existing situation is that there has been, until recently, no effort to arrive at a clear understanding of what belongs to administration as contrasted with that which belongs to classroom management and classroom teaching. The original school was a place where the teacher was instructor and administrator. The "system" of education was derived from tradition or from some remote source such as the makers of textbooks. The whole process of conducting school was an undifferentiated routine.

So long as the primitive undifferentiated school was accepted as adequate, there was no special attention to the refinements which the modern school has evolved. The school building was simple and innocent of such equipment as a library or even a playroom. Administration has become a necessity as a result of enlargement of school activities. Administration is the counterpart of complex organization.

No one can fail to recognize the fact that the modern school has outgrown the possibility of control by individual teachers. The grading system which was introduced into the American school by Horace Mann and his contemporaries created the necessity of a coordinating officer. The growth of the curriculum from the early stage, where it included in the elementary grades only the three R's, has inevitably led to the demand for some authority to rule on the many problems of adjustment that arise.

While it is true that confusion exists in the present highly evolved system and while much of this confusion is the result of a slow and incomplete evolution, it will have to be admitted that a part of the present lack of clearness about administrative functions is to be laid at the door of administrative officers. Specifically, the confusion about a principal's duties is in no small measure the fault of the principals themselves. This assertion is not made without full regard for known facts. There is scarcely a survey of schools, which has been reported during the last two decades, in which it has not been necessary to call attention to the fact that many principals are very little qualified for their offices. Too frequently a principal is a superannuated teacher who has come into his present office without any special preparation and without any understanding of his new duties. He does in many cases what any other untrained person is likely to do, namely, retires into inoffensive inactivity and allows accidental forces to guide the institution which he should direct. There will never be any clear definition of the principal's duties until principals become students of their own functions.

The subsequent chapters of the yearbook are conscious efforts to define the duties of the administrative officers of schools by giving

concrete examples of the way in which progressive administrators have solved the problems which they encountered in the conduct of their institutions. The purpose of this preliminary discussion is to arrive at certain broad general conclusions regarding the nature of administrative responsibility.

V. THE FUNCTIONING OF THE PRINCIPAL'S AUTHORITY IN THE SOLUTION OF SCHOOL PROBLEMS

Starting with the general statement which has already been made that administration has to do with the system as a whole, we may try to work out some of the meanings of this statement.

Let us come back to the case which was discussed earlier when it was said that a teacher often objects to being rated on the results of an arithmetic test. What should the principal do in this case? He should make a careful study of the causes of the low score. It may be that the pupils of the class with a low score had a poor teacher the year before and are now exhibiting the results of poor preparation. The principal should recognize it as clearly within his authority to take the class and the present teacher back a full step in the prescribed curriculum and repair the deficiency which was permitted to occur the year before.

Perhaps the principal finds on examination that the textbook being used in the class is not suitable. Here the principal may find himself in serious difficulty with the system which is above him. The textbook may be prescribed by the state or by his board of education. What can he do? There are two steps which he can take and certainly should take. He should make vigorous representations to the officers of the system above him. These superior officers are dependent on him for advice which will guide their action. If the principal fails in his duty to the system through inertia or timidity, the unfortunate situation which has led to failure within his school will continue and he will be responsible. The second step which the principal should take without waiting for the system as a whole to move is to supplement the prescribed textbook with materials which will make instruction more effective. In doing this the principal has a right to expect the cooperation of the classroom teacher, but the principal should understand that he must furnish much of the initiative in the matter because the system was at fault and he is more responsible for the system than is the individual teacher.

Incidentally the principal will find that he can secure the cooperation of his teachers in no way so readily as by frankly assuming the responsibility which belongs to him. If he says to the teacher that

he finds on careful study that the low score in the arithmetic test is traceable to unsatisfactory curriculum conditions, he lifts the blame from the teacher and puts it where it belongs. He brings into his school a feeling on the part of his teaching staff that he respects their rights, and he creates an enthusiasm for objective diagnosis of difficulties which will raise the morale of the whole group. Furthermore, the principal in assuming responsibility for the curriculum puts himself in the right relation to the special supervisors. He can now say to the special supervisors that his diagnosis of the difficulty is thus and so. He can invite further examination of the situation and can ask for advice. The supervisors can thus begin to operate in the school building with the principal instead of over him.

Another possible cause of the low score in the arithmetic test may be that several pupils have been promoted into the class when they were not ready for the work of that grade. Or what is often still worse, it may be that several pupils have been held back in the grade when they should have been promoted. Two adjustments are possible. The unadjusted pupils may be transferred to some other grade or the teacher may be helped in some temporary or permanent readjustment of the class so that pupils are dealt with in subdivisions or even individually. There is no more striking example of the necessity of administrative authority than that which appears when mistakes in grading need to be corrected. The individual teacher has no authority outside of his or her own classroom; the principal has authority to coordinate the various rooms and is therefore in a position to make interclassroom adjustments when they are necessary.

The human engineering which has been discussed up to this point has been thought of as including parents, pupils, and to some extent teachers. There are, of course, other personalities which contribute to the success or unsuccess of the school. Where a school is large, the staff will include not only teachers but clerks and assistant administrators such as assistant principals. There is always a janitor to be reckoned with when the management of a school is under discussion. In adjusting these personalities to one another, the principal must very often exercise authority which no one other than the representative of the school system can assume.

VI. THE IMPORTANCE OF SUBSTITUTING SCIENTIFIC FOR RULE-OF-THUMB PROCEDURES

In exercising authority the principal who has had experience is always at an advantage because in the course of his experience he has had opportunities to experiment in dealing with almost every

possible kind of personality. A principal who has served for a long time in a given district gains a knowledge of the community and of the pupils which is invaluable as a basis for organizing the work of the school.

In recognizing the value of experience, one lays the foundation for a demand that the principal shall go beyond the collection of mere accidental experiences. The step from experience to a scientific study of the problems of administration is logically a very short step. Practically, experience and science are often far apart. The principal who has been successful in dealing with problem cases among his pupils is not unlikely to be satisfied to let matters drift in the belief that he can deal adequately with cases when they arise. An experienced principal will often scoff at the suggestion that he ought to keep elaborate cumulative records of pupils. Why go to the labor and expense involved in keeping such records or studying such records when the typical cases of incoordination are so easy to deal with and are so comparatively few in number?

The answer to all who think of school administration as a kind of benevolent paternalism in which some kindly personality sits in the offices and adjusts matters when accident brings them to his attention, is that administration has as its major obligation an aggressive forehanded prevention of incoordinations rather than a slow patching up of breaches after they have occurred. There are very few incoordinations in schools which do not follow premonitory symptoms which might have been detected and diagnosed long before disaster occurred, if administration had adopted the methods of penetrating examination known in every progressive modern organization. Modern business does not wait for panics to effect retrenchments. Physicians do not wait for epidemics before taking measures to improve public sanitation. Modern navigation provides itself with devices for warning ships of coming storms. The school will never be in step with modern progress until it supplements personal experience with that perfectly legitimate supplement to experience, scientific foresight.

The school administrator is not unlikely to encounter some reluctance on the part of the community to the proper equipment of his office. The fact is that communities have not been accustomed to scientific administration of educational institutions. Too often the public has been led to think of schools as places where personal influence will provide difficult pupils with special privileges. Even in so special a matter as the appointment of teachers, schools have often shut their eyes to records of training. As was indicated earlier, schools originally were staffed entirely by teachers and saw no need of central administrators.

The result of the history recited in the foregoing paragraph is that the public often thinks of a principal as an ornamental social addition of doubtful importance to the community. In order to justify the principal's existence, the public feels that it must find him at all times ready to accommodate the personal convenience of anyone who has a question to ask or a trivial complaint to register. The principal is often thought to be a public servant with nothing to do but attend to citizens.¹

The day will come when the public will learn that a human engineer in charge of a school is a person occupied with investigations that increase the efficiency of schools to such an extent that it is uneconomical for him to be disturbed every few minutes on the telephone or by personal callers. That day will not come, however, so long as principals are willing to be imposed upon and so long as they live from hour to hour with no more insight into the problems of school management than that which is forced upon them by the emergencies of institutional life.

A true representative of the school system in charge of a school will so organize his duties and so organize the records of the school that he can assume direction of all the agencies and material supplies and insure efficiency, not merely correct defects. The statement has been repeatedly made in this paper that good administration depends on imagination or foresight. The discussion has now reached the point where it is evident that imagination and foresight depend on scientifically arranged information quite as much as on mere experience. In order to imagine in a constructive way, the administrator needs to have facts which will carry the weight of a constructive policy.

Let us consider a few examples. The New York State Ventilation Commission has shown by records that the amount of absence due to respiratory illness is less in schoolrooms with natural ventilation than in schoolrooms ventilated by forced ventilation. This finding is confirmed by the United States Public Health Service. The facts with which these two research agencies dealt were accessible to hundreds of school principals. One would think that a comparative study of attendance records would long ago have interested school administrators. When one estimates the amount of money which has been spent on forced ventilation, one sees immediately the lack of systematic, scientific administration of which schools have been guilty.

Every investigation which has been made of the results secured by teaching has shown that there are great individual differences among pupils. The investigators who have accumulated the records showing individual differences disagree as to the extent to which these differ-

ences are traceable to methods of study. No one has such easy access to large bodies of data which would throw light on the problems of individual differences as school principals.

Other problems calling for solution are those of class size, the desirability of various types of home study or occupation outside of school, the effects of extra-curriculum activities, the desirability of library periods, and the effects of various types of school organization such as departmental teaching and platooning.

Doubtless principals confronted with such lists of problems calling for investigation will be disposed to answer, first, that they have no time for research, and second, that it is not the duty of an administrative officer to solve such problems.

The only justification for a paper in this Yearbook written by a representative of the research interests in education is to bring as vividly as possible to the minds of practical administrators the impossibility of solving school problems unless administration becomes a system of scientific insight. The number of persons in this country who are engaged in scientific studies in education is small, and ordinarily research students operate in schools which are very special in their clientele and in their equipment. In the special centers where pioneering in research is done, it is possible to perfect methods of recording facts and of tabulating them in such ways as to make productive comparisons possible. The research centers that have been operating in a pioneer way during the last twenty years can, however, affect practice in school systems at large only when public schools realize clearly that research is a phase of administration.

There ought to be in every school system experimental centers in each of which one problem is attacked at a time by the whole school staff under the guidance and leadership of a competent principal. It may be that the problem will be one of curriculum reconstruction such as the better organization of reading or arithmetic. It may be that the problem will be one of departmental teaching. Not only should there be vigorous experimentation along the chosen line, but there should also be a rigid critical evaluation of the results of the experiment. If such a program is adopted, it will result in a better attitude toward record-making because records will be seen to have a real purpose. The enthusiasm which attaches to the particular problem under investigation will spread to all of the undertakings in the school. Cooperation with other schools will be made possible in a new way because the experimental school will have something to give as well as a desire to receive. Administration will be recognized by the community as productive and worthy of liberal support.

The plea for scientific studies by principals is based, however, not merely on considerations of the advantages which will result. The more fundamental basis for this plea is that administration has very limited scope if it does not so organize the school that administration solves in advance the problems of education. Administration has as its purpose coordination and preparation for economical and efficient action. Administration calls for wise anticipation of needs, material, and personnel. Administration is the organization of the system as a whole so that all the parts of the system shall be recognized and given their respective opportunities to contribute to a long interlocking series of activities.

FOR practices illustrating many of Dr. Judd's points the reader should turn to Chapters IV, V, VI, VII, and VIII. Particular attention is called to Chapter IV dealing with the principal's time budget and work habits. In advocating the doctrine of foresight the principal's first efforts can well begin with his own procedures.—Editorial Committee

CHAPTER II

THE SCHOOL REFLECTS THE PRINCIPAL'S PHILOSOPHY

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I. INTRODUCTION

GOOD ADMINISTRATION in any school, of whatever rank, requires the setting up of a central, controlling aim and the holding to a definite, dominating purpose to attain results through the realization of that aim.

The character of the aim, or the lack of any aim reflects the philosophy of the administering head. Not often enough is the principal's philosophy of the elevated type necessary to achieve good administration. Nor is this a matter for wonder when one stops to consider the varied motives that sometimes influence the aspirants to principalships. Among such motives the following are fairly representative: weariness of the teaching routine, a desire for larger compensation, an ambition to "get on" in the profession, an inclination toward management and possibly some evidence of aptitude for that type of professional activity, a plan to use the position as a stepping stone to some other profession or political job, or an honest desire to be in a position that permits of broader service to children and adults.

Some of the above motives reveal a self-seeking attitude and a materialistic turn of mind on the part of principals. Their philosophy will be one of individualism, a philosophy of the market, and will never result in good administration. Fortunately, not all of those who attain principalships, though actuated by indifferent or unworthy motives, pursue their work on the same low level. To many whose original purpose was not of the best, the responsibility of the task, as it opens up, brings a revelation of the true value of the public school and the real import of this great institution of democracy. Duties assumed in a spirit of indifference or self-seeking are performed in the light of a new vision of a better world. Helping mankind to attain this better world is the business of every principal.

II. THE PRINCIPAL'S PHILOSOPHY IS IDEALISTIC AND HUMANE

The philosophy of good administration in an elementary school is idealistic. The principal believes that there are higher values in life than those which can be mathematically measured. He is, therefore, content to leave to others the pursuit of the shekels, for his search is for ways and means to increase human excellence. His philosophy involves an unwavering faith in the improvability of human nature.

What is more pertinent, he expects to see progress in his own school and community in the direction of finer desires, a deeper and more general appreciation of the nobler arts. He looks for a growth of the spirit of social justice, which will react among other ways in the equalizing of the opportunities of school children, with all the implications of community contributions, financial and of many other types, which an educational program of this character calls for. Unless the principal believes that such progress is possible, that the public school exists to secure these ends, and that it is the business of the administrative officers to so guide its activities that these aims shall be realized, then his philosophy, whatever it may be, is not one that can result in good administration.

However important the acquiring of learning may be, the philosophy back of good administration is never woodenly pedagogical. It looks beyond the imparting of knowledge and the use of methods, and sees that the reason for all study and learning lies in the right use of the knowledge attained, namely, in the relating of it to the business and art of living. Knowledge is power, but power for the betterment of the individual and equally for the upbuilding and enriching of the common life of all.

Such a philosophy sees in the principal's work no perfunctory program or a mere succession of the commonplace routine incidents. It sees the work as a great engineering project, the constant problem of which is to build into the life of the community those ideas and ideals, those attitudes and purposes, that will make continuously for the improvement of the social outlook and conditions and the upbuilding of all other worthy institutions, as well as the school.

This philosophy concerns itself with worthy home membership for the home's sake, as well as for the indirect good to the school; it is interested to conserve the public health for the sake of the many, as well as for the school child; it sneers at no form of genuine religious expression and does not belittle the contributions to society made by religious institutions—the church and kindred organizations.

The philosophy of the elementary principal that results in good administration is that of human helpfulness. The schools are the one universal means to which the state and society must look to secure that continuous improvement in human attitudes and behavior which will enable successive generations to maintain civilization at the level it has reached and advance it to yet other and higher levels.

III. HOW THE PRINCIPAL'S PHILOSOPHY INFLUENCES PRACTICAL LIFE

(a) *Through the teachers*—The philosophy of good administration calls for the creating of a spirit in the instructing personnel which will be understanding and in accord with the great social purpose of human improvement as the ultimate aim of public education, and will desire to contribute to its realization. To secure this spirit and cooperative effort is often most difficult even when the principal is fully conscious of the comprehensive function of the schools and of his own responsibility. One must face the constant pressure of many requirements of superior officers, some absurdly trifling, the interruptions and distractions in every working day, the baffling annoyances from unsympathetic and ill-tempered parents and other citizens, the sheer physical weariness and exhaustion from daily buffetings, the hunger for time in which to live just a bit and realize one's own ambitions and personality. Such demands and hindrances at times dull the keenness of perception of what the real aims and accomplishments of the public school should be.

The principal is, therefore, not to be too severely censured if he sometimes grows disheartened and falters in his attempts to secure in his staff a more liberal understanding of the benefits which the school should render to society and a commensurate response in endeavor. The teachers themselves sometimes present the most formidable obstacle to the right spirit in this great undertaking of public education. The inertia of some is most disturbing; one wonders why they chose this noble profession to pursue it so lethargically. The positive unwillingness of others to interpret their calling in terms of social service prevents the spirit of noble adventure necessary to make the school function consciously as an institution for human betterment and not simply as a place for formal lessons and drills, the place of the daily job. Some teachers—happily not many—are chary of their hours and measure their tasks in terms of day-labor service—so many hours for so much pay. One such person in a school constitutes an unbearable burden and makes it difficult for the principal, especially if the teacher has a contentious spirit, to carry his faculty with him in any enterprise that evolves extra hours and effort.

Admitting that with some teachers an understanding spirit is difficult to attain and that good administration is for that reason frequently hampered, it still remains that in some way the principal must secure not only a spirit, but also a procedure, among both teachers and children that will realize the ultimate aims of human improvement through all the instruction and activities of the school. He may never stop short with a perfunctory imparting of knowledge and rest easy with the formal discipline of an autocrat, for knowledge and formal discipline may, or may not, improve humankind. Teachers do their best work when knowledge is interpreted and discipline is rationalized.

(b) *Through the pupils*—Unquestionably, wherever the philosophy of good administration may finally lead, the first obligation is to the child and to the child's present needs. Those needs may be variously interpreted, and herein lies the crux of the whole matter. Do his needs require that only the tools of learning shall be taught, with a maximum of repetitive drill to insure mastery? Even in this day the principal meets those who object to taxation for what they term unnecessary accomplishments involving unwarranted costs. The tools of learning at least must be mastered, but they may be taught in so human and social a way that the very process remains as a part of that learned. The child may even become eager for their mastery by being helped to understand how they came to be, what a rich heritage they are for him, how much of human effort has gone into their perfecting, and that their mastery is essential to all future learning. Children, as well as adults, appreciate having a difficult requirement rationalized.

The present needs of the child do not stop short with the fundamentals. Here is where the philosophy of the utmost of helpfulness will begin to do its perfect work, so that all human excellence may increase. The elementary principal (perhaps at the price of his own leisure, ease, and profit) will crave and, if possible, secure for his charge every advantage of instruction and environment that will bring added understanding and appreciation of the amenities of life, of arts, of literature, of crafts; an understanding, also, of those matters that bring a strengthening of health and the enjoyments of play. More than that, his view of what the schools are set to do will impel him to see that obstructions of poverty, hunger, and lack of clothing, adverse home or other social conditions, are removed, so that every child may enter into his rightful heritage of the abundant life. Inelastic courses of study must yield to the needs of the child. The other institutions of society—the church, the home, the courts, the community

chest—will be impressed, if necessary, to clear the way for the child. Archaic notions and methods of school discipline will yield to a new and better way, the humanizing, social way, in which the child is made conscious of immediate participation in the great project of helpful living and of his privilege and obligation to assume at once that measure of responsibility for the common good for which he is already fitted.

The child's fair share of betterment is not limited to instruction in the tools of learning, in the care of the body, and in the arts of living and of life. His needs make it desirable that he have, also, attractive and wholesome surroundings. So long as the wealth of the nation increases faster proportionately than the costs of education, the public should not grudge or withhold attractive and wholesome surroundings for its children. The people will not practice an unwise economy if they fully understand the noble aim of public education. That the rich must pay more taxes than the poor to secure these good things for all the children is the simple and inevitable working out of that great democratic principle of equal opportunity for all, on which our nation rests. No apology is due any man for the use of a fair portion of his wealth for the schools, and happily in most cases none is desired, since this philosophy, that public education must be directed to secure all human betterment, is gaining ground even with the heaviest taxpayers.

(c) *Through the course of study*—In working out his philosophy of human betterment, the administrator is obliged to make provision in his school curriculum for the future. Only in this way will his pupils be able to enter progressively into the fuller, more complex adult life of the community and the world, and especially to understand that constant learning will be necessary if they are to keep abreast of changing conditions. Many educators have in recent years become hesitant about regarding the school as a place of preparation for life. Yet, that function is exactly what the school is for. This is true, not in the sense that the present life and needs of the child for activities appropriate to his complete living now are to be disregarded, but in the large and real sense that preliminary learning and training are necessary for any calling, and surely for none more than for the great project of living the community life happily, helpfully, and successfully.

While the higher schools must undertake the more advanced learning that should fit youth for the responsibility of leadership and for making the contributions of the expert, it must not be overlooked that many young people, unfortunately the larger number, leave

school at the end of the elementary or junior high school years. For this reason it becomes urgent that even the elementary principal introduce into his course of study some subjectmatter and many activities¹ that serve as preparatory disciplines for sharing as adults in the community life. Such experiences as these involve an understanding of the very same principles of conduct as those practised by adults in the operations of the larger community life. Good elementary administration will take cognizance of this similarity and utilize every opportunity that permits children to take part in the management of school affairs as a first step in preparation for progressive participation in the more extended community life.

The acquiring of knowledge, however, must not be minimized in the philosophy which regards public education as an unending program for increasing human excellence. The imparting of much and varied knowledge to children is essential. Equally important is it that they be introduced to those procedures which are necessary to the acquiring of more complete and additional knowledge as needs require, so that the young may become increasingly understanding and helpful members of society. Never has knowledge been so much needed for the successful life; never has so much knowledge been needed. The knowledge-imparting function of the public schools should therefore magnify its own importance by definite effort to insure the carrying over into adult life of the habit and practice of learning. The minds of the young should be cleared of any thought that study, learning, and reflection are to cease as a conscious process with departure from school.

From all these considerations it becomes evident that the course of study and its skillful use by principals and teachers are matters of first importance in elementary administration, so that knowledge shall be gained not for its own sake alone, but for that greater, nobler aim, the use to be made of it in the improving of individual and community life. There are difficulties here, for the making of the course of study is in danger of being so overweighted with cumbrous machinery as to become an object in itself. In these times it even happens that the extended studies, so necessary to the writing of even a meager course, are not completed in the term of one administrator. The unfinished work is passed over to a successor and becomes an incomplete, posthumous publication, sometimes with the point of it all missing.

¹ Such as participation in the actual management of the school, group responsibility for the appearance in certain particulars of the buildings and grounds, the carrying out in part of safety measures and of thrift activities, and the incidental programs of special days and events.

More expedition, more dependence on the findings of experience and on actual first-hand knowledge of needs, a minimum of questionnaires and collations with other tedious details and occasional unreliable findings, a definite purpose set forth at the outset toward which subjectmatter, instructional procedures, and supplementary activities converge, might produce courses of study more appropriate to the needs and ultimate purposes of public education and surely more vital and energizing than some compiled (I use the word advisedly) in recent years.

But the elementary principal urges that the course of study is prepared by his superiors, the superintendent or the state department of education, and that as a rule inexorable requirements of adoption and use are imposed on schools. This is unfortunately true in too many instances, but generally the elementary principal is given a large place in the preparation of the instructional program for the school. Here is his opportunity to influence the character of the course and impregnate the whole with that philosophy of human helpfulness which will make good administration possible. If in the last event he must use an inept instructional program, still even the worst course of study, when administered by an alert, farseeing principal and by teachers of vision and zeal for human betterment, can be made an effective instrument for the teaching and training of children for the finer life.

It is not the province of this chapter to discuss methods of administering the course of study. Perhaps, however, the writer may be permitted to say in passing that to secure the utmost of profit from any course through instructional procedures, the principal must himself, in a spirit of helpfulness, see that teachers understand the socially educative purpose and possibilities of the curriculum content and supplementary activities. Teachers must be aroused to the new place of knowledge and its vast importance in a world in which the very substance of earth is pronounced other than it seems and the heavens are almost yielding up the secret of infinity. Teachers need to magnify their own profession, and principals must not shirk their responsibility of weeding out the sluggish minds and self-seeking personalities from among the instructors, for the time has come when these must give way to the ones who see clearly that the mass of men, the beloved of the public school, must have knowledge and understanding or become subject to those who know and to the experts.

(d) *Through the extra-curriculum activities*—The elementary principal has the rarest of chances to demonstrate the educative sufficiency of his course of study for the improvement of behavior and

the cultivation of good citizenship through contacts and conferences with the children. Such contacting of child life comes in the semi-curriculum activities which mean so much or so little in the school, according to the spirit and understanding with which they are prosecuted. No matter what the responsibility intrusted to children in the interests of the school group, the principal should never fail to hold preliminary conferences with his committees, anticipatory of the duties to be assigned. On these occasions suggestions may be made as to plans and procedures and, above all, a clear setting forth of the *reasons* for all things.

Education so often fails just at this point. It holds aloof from rationalizing its proceedings. It still depends too much on the fiat; a deplorable mistake, especially for the young, who respond with an amazing comprehension and eagerness to the thing that is made reasonable. For instance, the child quickly understands, because it is reasonable, that his own conduct must be an example of orderliness if he may hope to induce similar behavior in the group. He is keenly sensitive himself to the subtle meanness of partiality and responds at once to the suggestion that in a system of student control those in charge must show no favors to friends and inflict no unfair penalties on those not well liked. Many a principal who has the intelligent vision to take the trouble to hold frequent conferences with children over the problems that arise in their individual efforts at self-control when engaged in activities for the group, as well as over the more general problems that concern the group, will be rewarded by learning later on, that in the estimate of the child grown to adulthood, those experiences were the ones most truly educative and valuable for all life.

(e) *Through the community*—Let us pass now to another phase of the principal's activities, namely, his efforts to achieve good administration through the release of public education to do a larger work beyond the limits of the school grounds. The community of the district is entitled to more than the educational crumbs that fall into the homes through contacts with school children. The elementary principal needs to have a definite policy of helpfulness in community endeavors, a purpose and determination to raise the standards of aspiration, and should help in releasing the latent power that can and will bring about communal improvement.

Schools are inclined to lag behind their possibilities of leadership in this general work of human advancement, which means that principals and other administrative officers are inept in imparting to the teaching personnel a full comprehension of what public education is

really set to do and inducing among teachers a spirit of daring and enterprise adequate to the undertaking. Even the training schools fall quite short here—and this is said in no spirit of unfriendly criticism. Much time must be given to the study of the theory, to the practice of teaching and to the technic of measuring results. All of this is necessary, but equally important—in fact, fundamentally important—is it that teachers while in training acquire an understanding of that larger service which educators must render through helpful contacts of various sorts with the community outside the schools. The community is still entitled to be the recipient of educational ministrations. That larger group has a right to look to the schools for a wider distribution of knowledge than that confined to the limits of the school site. Who, if not the educators, are under obligations to see that the vast stores of new knowledge that increase daily with amazing volume are not hoarded by the few, but passed out to the many and made of use through adequate interpretation?

It is granted that this phase of educational work lies more especially in the fields of the high schools and colleges, but the elementary principal, too, cannot afford to be indifferent to the needs of the adult community for ever increasing knowledge. If he inspires the forming of one class of adults to study one phase of one subject, especially if that subject be related to their own problems, he has made a worthwhile contribution toward the distribution of knowledge. Knowledge, like goods, to be of any value, must be distributed to those who need and can use it. It should not be overlooked that such efforts produce also a valuable byproduct, since the enlargement of the principal's own personality can be insured in no better way than through his efforts and experience in community education.

To support sympathetically and to participate, when possible, in betterment projects initiated by the community itself, such as clean-up days, tree-planting and patriotic days, pageants with local historical settings, extends the service of the schools in a most convincing way and produces a sentiment of solidarity in the prosecution of the great enterprise of enriching the common life.

The less facile the community in bringing about its own educational advancement, the more need for help from the school. Often the plaint comes, and sometimes with good reason, that requests for such help are too frequent and the numerous interruptions to regular school work intolerable, because the required subjectmatter of the year cannot be covered. The principal must, of course, protect the formal education of the children against interference that is destructive of serious and sustained effort and mastery of necessary tasks. Still it

is a striking evidence of good administration, when a principal on appropriate occasions can secure cheerful cooperation of children, and especially of teachers, in community projects.

From timidity and self-distrust, from outright fear of expressing themselves in the presence of prominent citizens, well-intentioned principals sometimes fail to give their full measure of service. Perhaps the principal needs only to remind himself that he knows more about his own profession than even the prominent citizen. Perhaps he needs to learn more, in which case there is cause for self-distrust. Perhaps he only needs to discipline himself sternly in the organizing of projects and the forms and language of public address. All this improves his own personality and should be cheerfully undertaken in an effort to further the great project of improving the community life. Meanwhile a few discouraging experiences are not wholly bad. The criticisms of the captious need not be taken too seriously, but the support of those in sympathy with striving always for the finer issues of life should be cherished as priceless.

An urge to principals to keep the education of their adult clientele constantly in mind, is the almost universal acceptance of the tradition that formal education and active study of subject matter properly cease with graduation. The unfortunate sequence of this false notion is that parents often lag behind their children, and in despair of "keeping up with the times," content themselves with futility. A condition that makes the continuance of formal education into maturity a matter of first importance is the striking paucity of information that existed in the schools of twenty years ago in a form available to be given out, as compared with its rapid increase and vast accumulation during these same years. The mass of mature men and women today are confused and almost hopeless in their efforts to understand. They need encouragement to attempt educational projects and direction to insure a profitable issue.

Why recent years have been prolific of knowledge is not difficult to understand, for both war and science have been at work. Wars confer one benefit—of doubtful value, in view of their murderous cost—their pressure calls for the exercise of all the wit of the race, consequently in their wake there always remains a large modicum of new knowledge, especially in the fields of medicine, applied mechanics, and the organization of human endeavors and activities. Added to these advances growing out of the travail of human intelligence during the World War, science and also philosophy and psychology have been making contributions of amazing proportions in these same years. The mass of adults have a right to a share in these new riches.

The principal is not expected to have mastered, or attempted to master, a large part of all this new knowledge. He is expected to be entirely conscious of its existence, to be an appreciative student himself of some phase of learning, and, being an educator, in a pivotal position, he is expected to be active in efforts to secure a wider distribution of knowledge. There are always those in every community who enjoy telling what they know if another provides the audience and provokes an interest and enthusiasm to know. The principal's opportunity for community service comes in arousing interest and securing of audiences.

When one seriously thinks of the futile employment and even sheer waste of the leisure hours of the many, of their sodden attitude toward the cultural and spiritual life, of their blank unknowingness of what is going on in the world, of the narrow, warped, and stupid interpretation of events of mighty significance, of the avid consumption of organized propaganda, one becomes almost breathless in his eagerness to help the many to see and enter into their rightful heritage of knowledge and enlightenment. Surely so long as there are numbers of the crookedminded and the illiterate in every community, so long as there are those who take a promoting interest in such events as pie-eating and melon-eating contests, and endurance feats in dancing, rocking, and flagpole sitting, there is no question that public education has still a great work to do through its enlightening, humanizing, and refining ministrations.

These paragraphs are not intended to lay another heavy burden on a group already beset with responsibilities of vast importance and endless detail. They are only meant to suggest the way to a larger opportunity in educational service, a way by which the good administrator may see the fruition of his philosophy.

As hinted above, the alert elementary principal will find citizens in his district willing to sponsor and promote an adult class if its improving possibilities are made clear; in any case, it seldom happens that there are not some intelligent women with a fair degree of leisure who can be induced to help in educational projects of this type. The particular subjects studied will, of course, depend on many considerations, such as the intelligent and intellectual homogeneity of the group, their particular occupations and interests or current events commanding general attention, urgent community problems or some cultural phase of literature, music, art, or handiwork. The matter of great importance is to push adults out once more into the great stream of intellectual and spiritual effort and progress.

IV. THE ELEMENTARY PRINCIPALSHIP: A CHALLENGE AND AN OPPORTUNITY TO SERVE MANKIND

The elementary principal holds the most important place in the whole line of educators because he receives and trains the recruits. Upon him rests the great responsibility of educating the children in the use of the tools of all learning. The importance of his task cannot be overestimated, nor can it be lightly regarded, neglected, or done in half-hearted, slovenly fashion. The very practice necessary in learning to use these tools confirms the young life in habits of carefulness, accuracy, facility, and satisfaction in good workmanship, or dooms it to be content with mediocre achievement. Upon the elementary principal rests another great responsibility. He must see to it that the ideals of our civilization are transmitted to the young so as to win reasonable respect for, and acceptance of, that which the experience of the race has found to be good.

The elementary principal has also this advantage, that he usually works in a district small enough to permit of frequent contacts in ways that may be made of educational value, with very many of the adults, particularly with the parents and guardians of the children, and with that most helpful group, the parent-teacher association. These contacts, through personal interviews, through visiting days and public school events, permit of constant interpretation of school activities. The visiting day may be made invaluable as an occasion not for showing off, but for showing *why*—why certain subjects are taught rather than others and why taught through one process rather than another. An opportunity to explain the perplexities of public schools that must accept all children, good or bad, intelligent and unintelligent, those well envired and those from tawdry, impoverished, and vicious homes, the difficulties in the way of securing attendance and improvement where poverty and poorly-adjusted homes prevent. Visiting days also furnish an opportunity to secure help for children in need, so that the noble project of universal education may not falter. These contacts frequently reveal understanding and helpful spirits whose assistance in extending the service of the school will aid the principal greatly in realizing his philosophy of human enrichment.

This is the day of the educator, for "not by might nor by power" will salvation come to the world, but only by the subtle, pervasive influence of humanizing thought. The agency for setting this influence in motion is public education. The elementary school has the greatest opportunity and responsibility of all, that of reproducing in the young and perpetuating the good of the past and of creating ideals that shall make possible a new, greater, and more universal

good in the future. If educators shirk this responsibility or dally in performance, democracy will fail and the many who know not will pass under the control of those who know. On the other hand, "a little more light for the common man this year, next year, a hundred years from now, and the battle for humanity, for democracy, and for brotherhood is won."

THE vision discussed by Mrs. Dorsey is exemplified particularly in Chapters IX, X, XI, and XIV. In these chapters one may see that many schools are exerting a buoyant influence upon their respective communities. Principals are seldom satisfied with the "educational crumbs" which fall accidentally to the school's patrons. In many places, home-school cooperation is a vital force for good.—Editorial Committee

CHAPTER III

PHILOSOPHY IS THE WORKING BASIS OF ADMINISTRATION

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IN THE OPINION of the writer there is no such thing as a philosophy of administration. Administration seeks to provide an environment in which pupils under the wise guidance of teachers can attain the objectives embodied in a philosophy of education. All administrators, therefore, have, or should have, a philosophy of education. This philosophy is built out of the experiences of the administrator. How fundamental it is depends, of course, upon the nature and extent of his experiences, and his ability to interpret life through them. Experiences and ability to interpret them are personal and, therefore, differ widely as individuals. It must follow then that there are a great many philosophies of education. Moreover being influenced by experiences they are never static. They are as changeable as time. This accounts in part, if not entirely, for the ever changing conceptions of education.

The inadequacy of language and the inexhaustible number of philosophies make a recounting of them an impossible task. The justification for a brief article on the subject, however, happily does not depend upon such a recounting but rather in the belief that there are sufficient common elements in our varied conceptions to enable us to think together, and to provide us with an opportunity for emphasizing the need of an educational philosophy before we can intelligently administer.

Two sketchy and fragmentary points of view regarding the meaning of education are hereafter set down with purposely an emphasis on one that indicates the camp to which the writer is attached. While brief they are sufficiently divergent to eliminate the possibility of mistaking one for the other. An effort to state in such a way as to carry over a philosophy of education so that it could serve as a working basis for a school, would of course require much more space than is here allotted. And an attempt at validation would amount almost to rationalization. Establishing the validity of one's philosophy involves more than a statement, more than administration, more than supervision; it involves all these plus the time element.

It is a matter of education. It is one phase of training in service and is the paramount duty of an administrator.

The traditional educational philosophy influences administration one way—One philosophy emphasizes subjectmatter in compartments hermetically sealed. Many schools are still, and will continue to be, organized and administered on this subject-centered basis. A knowledge of subjectmatter logically arranged and properly filed in neat mental pigeon-holes for future use is thought to be the all important thing. When this is one's philosophy of education the school will be so administered. The curriculums will be traditional subject curriculums. The program will be set off in 30 or 40 minute periods. The bell will ring and the teacher will "switch off" the children's geographical interest and turn on the historical. Iron desks will be nailed to the floor in such manner as to make roll call easy. Supplies will consist of pencils, paper, and books. Teaching will be easily standardized, and the outcomes can be readily measured by true-false, completion, or multiple choice tests. There will be order. There must be. The principal will be rated Class A; all teachers who conform will be retained and receive the usual yearly stipend; and all pupils who succeed in curbing their natural enthusiasm will be rewarded by a certified statement that they have been moved upward (?) one notch. This, of course, is a brief and somewhat generalized statement of the case but will be readily recognized as fitting many present day situations, and they are not confined to any particular region.

A freer philosophy makes for informal administration—Education is no longer conceived by some as a body of subjectmatter dictated by adults and set up for children to learn and give back without adequate understanding. It is no longer preparation for life. It is life. Education to be effective must begin with the needs, interests, and experiences of the child on the plane on which he is living. It must grow and keep pace with his mental development, but not so fast that he is unable to feel the need for the wider experiences and activities in which he is required to take part. If we critically examine life on any level we soon discover that it consists of a continual process of solving problems. These problems are varied as life itself. They make up life. Moreover, they are in no way geographically or historically bound around. That is, they are not in any sort of water-tight compartments. The solution of any problem of importance involves some knowledge and understanding of practically all so called subjectmatter. Isolated subjectmatter does not function in one's life. Only such learnings as we use in the integration of our experiences stay with us.

We have not yet in our general educational practice caught up to Dewey's creed published in 1897. At that time he said:

The only true education comes through the stimulation of the child's powers by the demands of the social situations in which he finds himself. . . . Without insight into the psychological structure and activities of the individual, the educative process will, therefore, be haphazard and arbitrary. If it chances to coincide with the child's activity it will get a leverage; if it does not, it will result in friction, or disintegration, or arrest of the child nature.

A school organized and administered by one who holds the above educational philosophy will seek to provide an entirely different environment. Rooms will be larger; fixed desks will give way to work tables; supplies will no longer be confined to pencils, paper, and books; there will be an abundance of these plus all possible media for creative expression. Silence will no longer be golden, unless it be the wise silence of the teacher. Children will have an opportunity to participate in determining the activities. Teachers will be allowed to freely and frankly examine and evaluate all administrative requirements. These evaluations will be heard and they will influence the conclusions of the administrator. Individual and group activities will be in order. There will be drill but only when drill is needed to fix what the child understands and feels to be valuable to his needs. In general the school as well as each group will be a cooperative undertaking appreciated by all personalities involved in its activities.

A philosophy of education is essential—Whether you agree with the writer's philosophy or with the one previously stated is unimportant. Many who read will agree fully, and many will not; some will sit in both camps. We always have with us those who find satisfaction in a cautious attitude. One fact, however, continually impresses itself upon us as we get older, and that is, that those individuals who make an impression on educational practice are never luke-warm. They know what they stand for and will defend it. It appears to the writer, therefore, that an important factor in all administration is that the administrator have a philosophy, and have it so clearly in his mind with all that it involves in the way of objectives that he can wholeheartedly sell it to his teachers and patrons. This does not mean that a sound fundamental philosophy is not necessary, but it does mean that a false one clearly stated and unquestionably understood by teachers and patrons is better than none.

It would make for progress in every community if the administrator of the school were required to present to his teachers in written form every year a statement of his educational philosophy and permit it to be evaluated in the light of whether or not it was the guid-

ing principle of his administration. If this were followed there might be some enlightening comments.

The statement of a philosophy of education is as necessary for the central administrative office as it is for the principal. No school system can make progress when led or driven by an administrator with a foggy notion of where he is going or what it's all about.

THE Editorial Committee calls your attention to the questionnaire printed on page 135. The blank on that page offers you an opportunity to improve the Department's year-books

