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**APRIL, 1930**

**BULLETIN**  
**OF THE**  
**Department of Elementary**  
**School Principals**

**THE NINTH YEARBOOK**  
**The Principal**  
**and Administration**

**Good Administration**  
**Precedes**  
**Good Supervision**

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**BULLETIN**  
of the

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Executive and Editorial Offices, 1201 Sixteenth Street Northwest, Washington, D. C.

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**P**RICIPALS generally have shown a professional activity not witnessed in any other period of educational history, and American elementary school principals have formed a strong, compact organization for research in their own problems which has accomplished one of the most significant educational transformations of the decade.—William John Cooper, Commissioner of Education, addressing a general session of the Department of Superintendence, Atlantic City, February, 1930.

**T**HE CONTRIBUTION which the Department of Elementary School Principals is making to American Education, through meetings, research, and publications is most invaluable. Every superintendent of the country should encourage his principals to avail themselves of the benefits of this department.—Frank Cody, Superintendent, Detroit, Michigan.

## PREFACE

**A**T THE CLEVELAND meeting of the Department in February, 1929, the Editorial Committee was appointed to take over the increasing demands of yearbook editing. Up to this time several individuals had given much unselfish service in the work. The first yearbook in 1922 was edited by Worth McClure; the second by John L. Bracken; and the third, fourth, fifth, sixth, and eighth yearbooks by Arthur S. Gist. The seventh volume was a report of the Committee on Standards and Training under the chairmanship of William T. Longshore. To these pioneers belongs much of the credit for "breaking the trail" which the Editorial Committee has followed.

The 1930 yearbook of the Department emphasizes the place of good administration in a progressive school. In 1931 the yearbook will be given entirely to supervision. By this order of topics the Committee affirms the principle: that good administration precedes good supervision.

Several innovations in the Committee's procedure should be called to the attention of the Department:

(1) A questionnaire will be found on page 135 of this volume. Readers are asked to use this blank in sending the Editorial Committee suggestions for our yearbooks.

(2) A preliminary résumé or summary chapter has been included to give the reader a general view of the yearbook as a whole.

(3) Immediately following the résumé are several chapters which emphasize the philosophical aspects of school administration. These contributions suggest some of the larger aims of the principalship.

(4) An index has been included so as to make the contents of the chapters more readily available to the busy administrator.

The Editorial Committee wishes to thank the many principals and other school workers who offered manuscripts for publication. In a few instances such contributions could not be included because they were not adaptable to the theme of the yearbook. Everywhere the Committee has met with friendly responses and concrete offers of assistance. Much of the credit for this volume belongs to many persons who were not actually members of the Editorial Committee.

The Committee appreciates particularly the work of the Headquarters Staff of the National Education Association at Washington, D. C. Mr. S. D. Shankland has made the necessary business arrangements for furthering the Committee's work. The Division of

Publications, through Lyle W. Ashby, has handled the details of printing. Much of the planning, organization, and preparation of chapter contents has been executed by the Research Division under the direction of Frank W. Hubbard, Assistant Director of Research.

#### THE EDITORIAL COMMITTEE

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## THIS IS YOUR YEARBOOK

The Ninth Yearbook has been planned to meet the needs and interests of the members of the Department of Elementary School Principals. How has it done so? Your criticisms, suggestions, or praise will be helpful to the Editorial Committee. Just tear out this page along the perforation and mail to the Editorial Committee, Department of Elementary School Principals, 1201 Sixteenth St. N. W., Washington, D. C.

Good points of yearbook: .....

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Weak points.....

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Constructive suggestions.....

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## THE FUTURE CHALLENGES US

THE DAY of the new principalship is at hand. The radical changes in elementary education are demanding a new type of leadership. Fundamental changes in school organization and purposes have ushered in a rapidly changing order. Where do the elementary school principals stand? What immediate problems require solution? How can we meet the new problems which so insistently demand our attention?

First we can take a firm stand on the personal and professional qualifications of those entering our ranks. The day is past when "just anyone" makes a good elementary school principal. Elementary schools are no longer the simple institutions they once were. In several states there are organized movements to set up laws and rules for principals' credentials. Do such forward steps enlist the interest and profit by the experience of those who are now principals?

A second problem is to arouse and keep active the present great body of principals. Even now supervision is being offered to us as a fitting token of our strategic position. Will we ignore the challenge thus offered? Are we too busy with routine matters to give instruction its just due? It is true that we must have balance on this point. It won't do to neglect highly important administrative procedures, as pointed out in this present yearbook. Nor will mere enthusiasm prove a substitute for genuine supervisory skill. Does not this problem emphasize the importance of continuous self-improvement in service?

Third we must take steps to see that the principalship is placed upon a sound economic basis. The May, 1929, *Research Bulletin* of the National Education Association showed a median salary of \$3443 in cities of 100,000 population. Let us remember that 50 percent of the principals in these large cities are *below* that figure. Is this a professional wage for skilled supervisors?

Ours is not merely a problem of gross salaries, nor is it restricted to urban areas alone. How can we reduce unnecessary transfer of skilled principals to higher salaried positions? How can we make rural positions attractive to those with skill and professional training? How can we increase the public's appreciation of the superintendency so that this position will provide the principalship with able leadership?

The above paragraphs merely touch upon the problems confronting us as principals. There are still other challenges in such fields as curriculum construction, teacher personnel, textbook improve-

ment, libraries, and school organization. Who now can interpret any of these problems adequately when measured in terms of our ultimate aim—child growth?

Our great hope lies in improving the technics and broadening the vision of each principal. Here is where our local, state and national associations offer inmeasurable hope. There are 40,000 of us or more. One in eight of that number is a member of the national department. How long must the few carry the organized work of the many? Surely we are ready to enlist the united efforts of *all* elementary school principals in meeting the challenges of the next decade.

Education moves forward. Those of us who insist that principals assume their rightful leadership may answer the standpatter with the words of Charles Beard, "It might be better to be wrecked on an express train bound to a destination than to moulder in a freight car side-tracked in a well-fenced lumber yard."

HERBERT C. HANSEN

*President, Department of Elementary  
School Principals*

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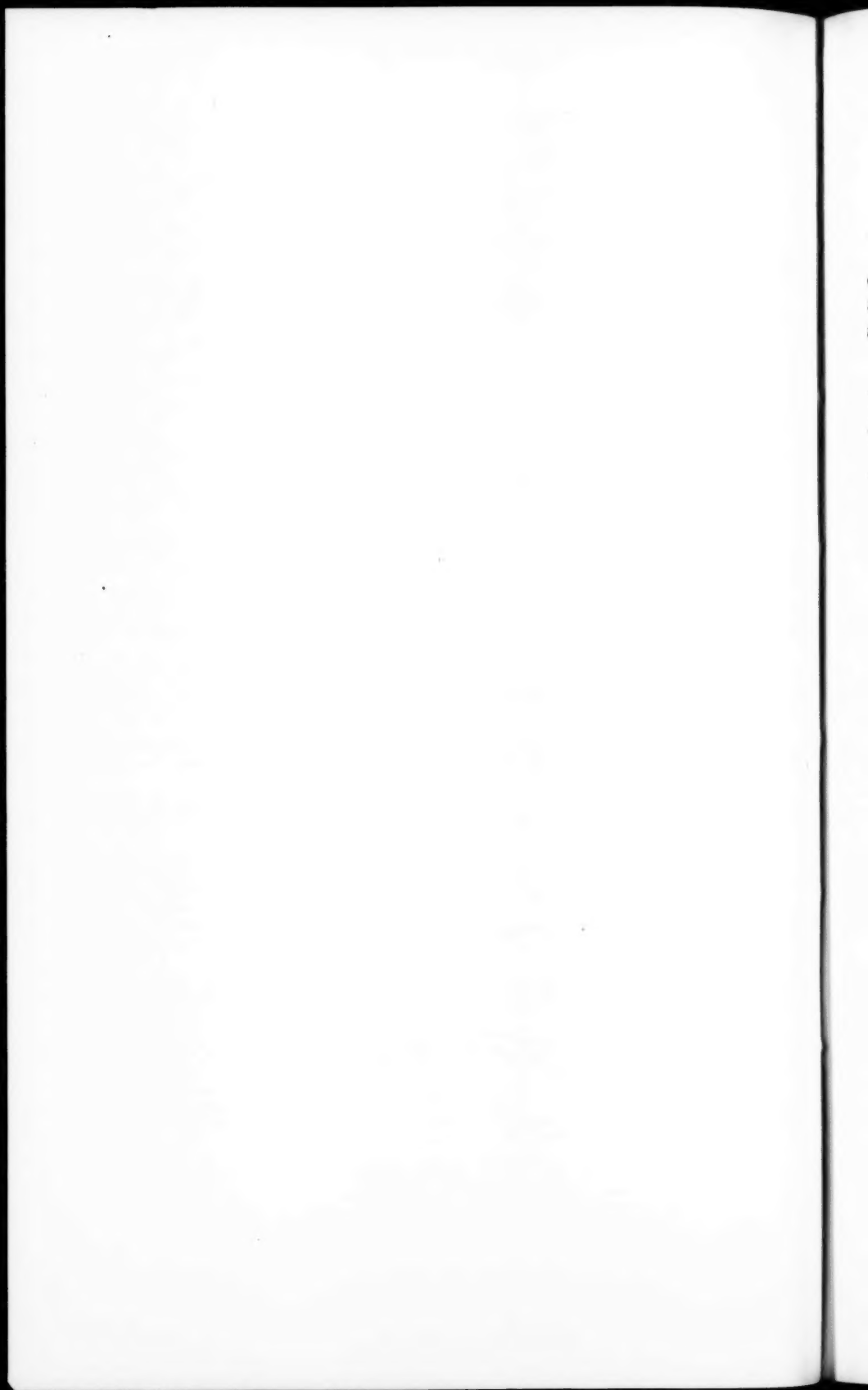
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## RÉSUMÉ<sup>1</sup>

*The purpose of this résumé is to give the reader a brief survey of the treasures to be found upon subsequent pages. He who fails to go beyond these preliminary paragraphs will deprive himself of the details of sane theory and effective practice.*

Good administration precedes good supervision. This guiding principle of the Editorial Committee appears again throughout the yearbook. By placing administration first the Committee is merely recognizing the precedence of common practice and is not raising the question of relative values. Certainly, the first obligation of the principal is to organize and to manage his school as effectively as possible. Upon the solid foundation of practical administration the complex superstructure of supervision is reared.

One of the obvious conclusions brought out by this yearbook is *that the same school activity may be administered successfully in a number of different ways*. Does this imply confused muddling? Not at all. The most effective devices for School A are not necessarily the "best" for School B. What seems to be "best" today may not be desirable practice tomorrow. Hence, the uniqueness of each school forces the principal to be forever critical of his own practices and of the suggestions of others. It is this questioning attitude which the reader should bring to all subsequent pages.

*Foresight in administration*<sup>2</sup>—Dr. Judd has undoubtedly centered attention upon the crux of effective administration when he discusses the need of foresight. The principal who "thinks through" his problems does not have to face the dilemma of unexpected demands. He has anticipated such emergencies.

The practice of foresight has implications far beyond administrative phases of the principal's work. The individual who anticipates problems is no longer the slave of petty whim and routine. Each duty has a time and a place in accordance with its relative value. Through foresight the principal is able to allot to administration, supervision, research, and community relationships their due share of his energy.

<sup>1</sup>The résumé has been prepared by the Research Division of the National Education Association and the Editorial Committee of the Department of Elementary School Principals. Readers are requested not to form judgments on any individual contribution without referring to the full text. Page numbers of the complete article can be easily found by looking for the author's name in the index at the back of the yearbook.

<sup>2</sup>See Chapter I.

*The school reflects the principal's philosophy*<sup>1</sup>—Mrs. Susan M. Dorsey, formerly superintendent in Los Angeles, summons principals to a philosophy of human helpfulness. She regrets that some principals overlook their chances to raise the whole level of life within the school's community.

The movement to enrich life demands leadership. Through teachers, pupils, curriculum, extra-curriculum activities, and the community itself, the principal's constructive efforts may exert widespread influence. Is it enough to administer an efficient school? Or, is it obligatory upon the principal to make his school a forceful and an aggressive factor in human progress? Mrs. Dorsey offers practical procedures as well as challenging theories.

*Importance of a good philosophy of education*<sup>2</sup>—Hamilton emphasizes the need for principals to have a sound philosophy of education. Many of the emphases in school administration will take their cue from what the principal considers to be educationally important. The ability to discriminate between administrative values requires each principal to measure his practices in terms of his philosophies of education and life.

*The principal's time budget*<sup>3</sup>—The recent emphasis on supervision and certain major administrative duties has put new stress on the principal's working day. Some principals feel that matters are approaching an *impasse*, for their duties are already heavy for one individual. What can be done to meet the situation?

Abbott starts the consideration of the principal's work habits with a clever description of Mr. N. A. Rutt of Typicality, U. S. A. How many of us have not been in Principal Rutt's condition, where the gales of petty duties have swept us from our feet? Abbott does not stop with witticisms. He analyzes carefully the value of the daily schedule, cites examples of good time allotments, and then shows how the schedule actually operates. Abbott is not satisfied with daily schedules for principals, but insists on the value of weekly, monthly, and yearly plans. Does this proposal illustrate the "foresight" discussed by Dr. Judd in Chapter I?

Bennett proposes in his article that the principal set up a daily time schedule, supplemented by a number of record forms. The various printed and mimeographed cards tend to reduce routine duties to a minimum. With the time thus obtained the principal carries for-

<sup>1</sup>See Chapter II.

<sup>2</sup>See Chapter III.

<sup>3</sup>See Chapter IV.

ward a flexible daily schedule which he often must have "the courage to disregard."

Flowers calls upon principals to examine their working habits. Are you delegating routine work to others? Do you plan your time? Do you insist that others give fair consideration to your daily plan? Are your office hours known to school patrons? Have you reduced routine directions to typed or mimeographed form?

*The administrative assistants*<sup>1</sup>—The fifth chapter is concerned primarily with the administrative assistants and the vice-principals of the school. However, in any closely knit organization the functioning of clerks, nurses, vice-principals, and principal are so closely allied that this and subsequent chapters tend to overlap. What rôles do the administrative assistants play?

Taylor starts by pointing out that the number and types of the principal's assistants depend much upon the school's program. A traditional school in an ordinary American community makes certain demands. A large platoon school in a foreign district is a far more complex situation. Taylor's school community requires an office staff consisting of a visiting teacher, a psychologist, a primary supervisor, a vice-principal, and several clerks. Bringing this group into unity of action requires (1) an analysis of functions, (2) an agreement upon responsibilities, and (3) frequent "cabinet" meetings for the maintenance of efficient coordination.

Katz advocates the policy of magnifying the vice-principalship. Why have skilled and trained assistants if the principal merely assigns them clerical tasks? The principal is wise when he trains his assistants to assume supervisory leadership. Katz insists that the delegation of responsibility carries with it the giving of authority. Hence, while retaining the ultimate responsibility for instruction the principal is careful to work *through* and not *around* his administrative assistants.

Hendricks discusses the relationship between superintendent, principals, and visiting teachers in a small school system. His "visiting teacher" is really the teaching supervisor found in large school systems. It is interesting to compare the lists of duties in a small system with those found in cities or in professional textbooks. Is much of our present educational theory based upon urban rather than rural practices?

*The school clerk*<sup>2</sup>—Probably one of the most practical problems facing superintendents and principals is that of school clerks. That

<sup>1</sup>See Chapter V.

<sup>2</sup>See Chapter VI.

the problem is not a simple one may be indicated by such questions as these: Should clerical help be supplied to teachers as well as to principals? Do principals know how to use clerical help efficiently? What training should clerks have? Is school enrolment the best basis for assigning clerks to schools?

Donner describes a plan for making the office and the clerical staff most efficient. He suggests, first, that the office arrangement and the equipment be adapted to the school program. His second step is the analysis and coordination of the functions of the office personnel. Without these basic administrative procedures the principal cannot free himself for supervision.

McClure's article presents the situation somewhat from the viewpoint of the superintendent's office. In Seattle, the central office has not only provided the clerks, but it has sponsored a study of the clerk's duties and has used these data in advising principals. McClure's article is convincing evidence that the problem before superintendents is not, "Shall principals have clerks?" but, "How can the central office help principals to use clerks effectively?"

Duffy is anxious to magnify the school clerkship until it becomes a secretaryship. By obtaining persons of ability, paying adequate salaries, and delegating significant duties, he hopes to provide principals with intelligent help.

Coffey describes a teacher-secretary arrangement which comes close to meeting Duffy's criteria. Many readers will see in the teacher-secretary the same elements as found in the "assistant to the principal" plan. Coffey's time schedule and description of duties should be helpful in school systems where teachers are assigned to office work.

Kehoe sets forth the advantages of a handbook of clerical duties. He writes from the experiences of a group of New York principals who have prepared such a booklet. The New York handbook contains samples of record forms, instructions for making reports, and sources of information. How many principals have felt the need of such a handbook in training a new employee, or during the absence of the regular clerk?

*School organization procedures*<sup>1</sup>—Professional literature is full of the derelicts and wreckage of school organization schemes. This chapter makes no attempt to exhaust the field of even present, much less abandoned, practices. But here are found some stimulating articles on how the school or its classes may be organized so as to reach the individual pupil.

<sup>1</sup>See Chapter VII.

Dr. Courtis leads off the chapter with a thoughtful article on individualization. Will individualization as an *evolutionary tendency* remain even after individualization as a *panacea* has waned? Is individualization merely an administrative movement, or does it reach over into the curriculum, teaching methods, and educational philosophy? What does each principal know about individualization? What can the principal do about it?

Colburn reviews the complications facing the principal who organizes classes for bright and slow children. Are tests reliable devices in segregating children? Can "just anyone" be trusted with the examination and placement of pupils? Colburn emphasizes the importance of adapting teaching, curriculum content, and school equipment to the different classes.

Addicott describes an interesting experiment with a class of bright pupils. He tells how the class program was given over to information mastery, special activities, creative work, appreciation, and testing. It is safe to predict that Addicott's lead will be followed by many principals.

Shedd is principal of a regular school in which orthopedic classes have been organized. This arrangement brings the physically defective child in wholesome contacts with his more fortunate fellows. The splendid humanitarian philosophy behind the movement for special orthopedic classes is worthy of widespread emulation.

Matthews discusses the need for various types of special classes, including orthopedic, sight-saving, open-air, ungraded, and coaching. She presents evidence on how principals use and evaluate such special work in meeting the needs of individual pupils.

Cornish and Stark have collaborated in describing the work of an opportunity class. These writers show objective evidence of the value of coaching and studying the maladjusted pupil.

Bowen and Latshaw have jointly discussed a plan of ability grouping. They point out some of the common mistakes of inexperienced administrators in using tests, and emphasize basic principles to be followed in correct practice.

Ritow's article offers much practical advice to the principal who plans to departmentalize his school. Principals of platoon and departmentalized schools usually testify that program making is one of their most difficult problems. Ritow leads the reader step by step through his experiences in several Chicago schools.

Duvall suggests a combination of the platoon and non-platoon schemes of organization. Is it advisable to throw primary children into the specialized platoon plan? Can the primary grades be given

activities characteristic of the platoon movement without the dangers of too much specialization?

*School management problems*<sup>1</sup>—The direction and guidance of the organized school raise many problems of management. How much responsibility can teachers and pupils share with the principal in running the school? What part should the janitor take in school control? Should teachers be assigned to yard duty? How can pupil control be used in the cafeteria?

Adams describes a school in which self-direction is stressed. Pupils, teachers, janitors, patrons, and principal have their own responsibilities—and apparently the desire to carry their share of the load. Surely there is a splendid school spirit and abundant opportunities for growth in a school under such democratic control.

Enfield turns his attention to specific devices in maintaining intercommunication within the building. How many principals have thought about the teaching time wasted by circulating notices during school hours? Enfield suggests the teachers' committees as a means for circulating non-emergency information. He is convinced on the basis of experience that many directions to teachers could be reduced to simple form in a teacher's handbook.

Stanton made a study in Seattle of the extent to which principals shared school management with teachers and pupils. His data suggest such questions as these: Is it necessary for teachers to patrol the halls? Can pupils control their own activities on the playground? Does the principal have to run the lost and found department? Should the assignment of routine duties to pupils provide for child growth?

Kretsinger analyzes the problem of yard duty for teachers. He describes various types of pupil and teacher control of playground activities. Many principals will agree that the play period offers teachers an opportunity to become better acquainted with children. How can playground assignment be freed from its "police duty" implications?

Briscoe gives careful consideration to the management of food, equipment, service, and funds of the school cafeteria. The school cafeteria is more than an administrative problem, for it bears closely on health instruction. The standard menus and checklist of cleanliness as used in the Oakland school system will be appreciated by many principals.

Jacobs discusses the control of the cafeteria as an opportunity for teaching and practising good pupil behavior. He tells of various

<sup>1</sup>See Chapter VIII.

devices which tend to make the lunch period a pleasant part of the school day.

Vincent points out the possibility of improving learning conditions by stimulating attendance. He suggests not only "drive" procedures, but a careful study and elimination of specific handicaps to good attendance.

Rich describes the simple scheme used in Detroit for accounting for the funds in each elementary school. How many principals safeguard themselves against criticisms by proper financial records? Few schools can overlook suggestions on school accounting.

Harriss introduces us to the possibility of radio in education. She is not interested in the radio as an extra-curriculum activity, but as a vital influence upon all instruction.

*Health and safety education*<sup>1</sup>—Problems in health and safety have come forward in recent years to positions of serious importance. Medical research has shown that minor illnesses can be prevented with reasonable attention to sleep, diet, and cleanliness. The thousands of deaths and injuries due to traffic conditions have brought increased emphasis on safety work.

Wilkinson believes in improving the learning opportunities of children by eliminating unnecessary absences. She describes how a school may take an aggressive attack in the matter of health without usurping parental rights. This difference between paternalism and intelligent help in health work is a distinction well worth making.

Jacobs reports the details of a thorough-going health program. Much attention was given to enlisting pupils and parents in clean-up campaigns, physical examinations, and similar preventive measures. While many phases of the health program had a "drive" aspect, Jacobs was foresighted enough to provide for correlations of activities and permanent interests.

Fleming questions the 10 percent standard as the best criterion for locating the physically deficient child. He believes that it is more important to locate children who do not show healthy growth over a period of months. The practices and records suggested undoubtedly accomplish the health objectives of the school without unnecessarily antagonizing parents and without subjecting the school to the charge of superficiality.

Graham's article deserves careful study and use by principals. He presents in careful form the methods for changing safety work from a subjective to an objective basis. Do not such facts as the following bear directly on the safety program? (1) Certain schools have higher

<sup>1</sup> See Chapter IX.

accident rates than others; (2) 60 percent of the total number of accidents occur when children are violating safety rules; and (3) 96 percent of traffic accidents *cannot* be appreciably minimized by safety patrols, police, or mechanical devices, but must depend on educating the individual child.

Condon presents an outline of a safety education program. She lists the objectives to be sought; the means for enlisting pupils, teachers and public; and a bibliography in safety work. This article is an excellent illustration of the administrative foresight suggested by Dr. Judd in Chapter I.

Woods summarizes some of the main problems and guiding principles in connection with fire drills. Obviously, the fire drill is an opportunity for teachers and pupils to apply the teachings of safety education.

Buckalew has made a survey of fire drill practices in 51 cities and drawn from these data certain basic practices. He indicates how the fire drill may be linked with fire prevention instruction. In this way the drill becomes a form of instruction which should exert a significant community influence. The general adoption of Buckalew's suggestions would be further evidence of the alertness of elementary school principals.

*Pupil personnel practices*<sup>1</sup>—One of the significant movements of the past 20 years has been the study of the individual pupil. Such research has led to the special classes, modified curriculums, and other adaptations described elsewhere in the yearbook. In this chapter the emphasis is placed chiefly upon the devices and technics used in discovering the differences between children.

Riggs describes the principal as the leader in pupil personnel work. He suggests record forms, but places most emphasis on the personal interview between principal and child. Many principals will agree with Riggs on the importance of the principal's personality in the school.

Patton tells of a survey of retardation in several Boston schools. He followed up the general study by case studies and adjustment of the retarded pupils. From this experience he advocates the careful examination of all pupils.

Remick believes that general school morale depends much upon the attitude of individual pupils. Therefore, helping the individual to happiness and proper educational adjustment is a promising approach for the principal. She describes the functioning of the progressive school and cites illustrative case studies.

<sup>1</sup> See Chapter X.

Knox challenges principals to attack the problem of juvenile delinquency. She believes one approach to the problem is the visiting teacher who works under the principal's immediate direction. How many "problem" cases require only that an adult sympathize with the child's viewpoint?

Brennan points out the importance of cooperation in meeting pupil adjustment problems. While the principal usually initiates the case study, he can benefit by the help of teachers, parents, psychologists, clinics, and physicians.

Masters cites evidence of the value of a pupil guidance program in the elementary school. The pupils of his upper grades are rated by their teachers. With these data the guidance teacher interviews every child, giving help with the elementary school adjustment as well as preparing for entrance into the high school.

Wrightstone suggests that much record keeping has tended to dismember the child into educational, physical, and emotional units. He believes that both administration and supervision can be improved by the use of cumulative record cards.

*Building school morale*<sup>1</sup>—During the World War we heard much of civilian and army morale as essential factors in united group action. The same principles apply in the management of the elementary school. Without hearty pupil and teacher support the principal's program has little chance of success. How can the principal influence the spirit of the pupils and the teachers?

Cox reviews the factors and methods in building school morale among children. He believes that many children require the influence of a "moral sanitarium" separate from regular schools. But whether such segregation takes place or not, the regular school needs to utilize the psychiatrist and other scientific means much more than it is now doing.

Curtiss brings home in vivid fashion the importance of adjusting school management to the local problems. His school in a negro community presents an amazing array of complex social problems. While adhering to many of the modern tendencies toward pupil freedom, Curtiss realizes that theory cannot always receive immediate and full application. This discriminating sense between theory and practice is indispensable in successful administration.

Henderson describes a plan whereby pupils may earn points by serving others. At the end of the year proper recognition is given to those pupils who have high records. Fortunately, Henderson is alert to the disadvantages as well as the advantages of his plan.

<sup>1</sup> See Chapter XI.

Perkins shows a keen sense of boy psychology in handling the Knot Hole Gang. Here the destructive gang tendencies are sublimated into more constructive activities. How wise is the principal who fights the school gang?

Kirk's school government plan illustrates the suggestion made earlier that the pupils should participate in school control. Kirk is not interested in present problems only. He believes that pupil government helps children to practise the art of living with others.

Foulks summarizes the influence of various types of pupil participation in administration. He believes that the pupil government scheme offers many opportunities for developing self-control in a social situation.

Paris shifts our interest from the pupil phase of school morale to that of the teacher. Why emphasize pupil freedom and continue to bind the teacher? Paris indicates a way in which teacher committees can share with the principal the problems of school management.

Jones illustrates in her article how the principal's friendliness can be helpful to the faculty. She suggests that the teachers be called upon for advice and criticism in developing the school's program.

Hammond describes an administrative rating scale which she believes improves teacher morale. The rating scale is specific in its items, the purpose of the rating, and the rating scores are fully explained to each teacher. The justice and the frankness of the whole procedure tend to encourage positive faculty attitudes.

*Extra-curriculum activities*<sup>1</sup>—In most modern schools there are few extra-curriculum activities as such. We use the term now merely to distinguish certain less formal activities from the more academic work of the classroom. Although these new activities have been generally accepted as worthwhile, every principal must face such problems as the following: (1) How can the special activities be integrated with the academic program? (2) What types of extra-curriculum projects can our school undertake? (3) Who should select the particular activities? (4) What part should each teacher take in the special activity program?

After discussing the principles of administration underlying an extra-curriculum program, Burger makes certain applications to the Boy Scout movement. He shows how Scouting develops the leadership so essential to pupil participation in building management. A strong Scout troop can do much to relieve the principal from routine duties.

<sup>1</sup> See Chapter XII.

Herron describes the bands and orchestras which can be developed in an elementary school. In the program outlined in this article, who can say where the regular class work leaves off and the "extra" activities begin? Herron gives many practical and specific suggestions.

Brooks states that clubs in the elementary school are helping to break down undesirable formality. He describes how teachers became interested, the activities sponsored, and the possibilities for future growth of the club work in his school.

Norris considers the pupil clubs as means of enriching the curriculum without adding more subjects. Each pupil is given the opportunity to select his own club and to develop his own activities with the minimum of teacher control.

Michael describes in detail the organization and management of an elementary school newspaper. He shows that the work has at least four values: (1) training pupils in management, (2) giving pupils practice in writing, (3) the dissemination of useful information within the school, and (4) the enlistment of community interest in the school's activities.

Lowman discusses the school newspaper in terms of its influence upon English. How much more exciting it is to write for the school paper than it is to write an *ordinary* theme!

Graves reviews the various types and purposes of school assemblies. It is obvious that the assembly becomes the focusing point for both regular and extra-curriculum activities. Once again it may be asked: In a well managed school how can one clearly distinguish between the regular and special parts of the educational program?

*The school library and museum*<sup>1</sup>—The school library idea is gaining more followers each year. No longer are we satisfied with merely teaching the child *what* he should know. The *why* and *how* of studying are given so much more emphasis than formerly. The library offers the school many opportunities to care for the inter- and intra-curriculum activities.

Madison describes a plan whereby the principal becomes a leader in the library work of his school. She believes that "getting the right book to the right child at the right time" requires immediate and intimate direction in each school unit. The evidence cited indicates that the plan fits in smoothly with the principal's administrative duties.

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<sup>1</sup> See Chapter XIII.

Lovis believes that a school librarian should be a teacher with special library training. She summarizes some of the current plans and programs of library training. How can principals select librarians who will develop the "magical" and not the museum-like qualities of the library?

King discusses the furniture and equipment of the school library. His suggestions are concrete and specific in every detail. Principals who are starting libraries will be particularly interested in King's advice.

Merriam presents objective evidence of the trend in school systems from limited textbook toward broad library experiences. This movement means the enrichment of the curriculum in accordance with present progressive practices.

Daugherty describes the functioning of the school museum in connection with science instruction. Exhibits arouse interests which carry over not only in the first-hand study of nature, but also in the vicarious experiences of library reading.

*The principal's community contacts*<sup>1</sup>—In Chapter II Mrs. Dorsey says that the community is entitled to more than the educational crumbs which incidentally are brought home by the children. This statement raises many problems: To what extent should the principal "adjust" his school to the community? How can the principal find out what the community needs or ought to have? How can the school's work be brought before the patrons?

Thomas suggests that the principal must study his community. If education is training *in* life, then no school can afford to be ignorant of the elements *of* life. Thomas suggests the community contacts which are reasonable to expect of every principal.

Taylor discusses constructive relationships between parents and school, with particular emphasis upon the parent-teacher association. He cites examples of cooperation which have benefited both school and home. When a parent-teacher association is not a constructive influence Taylor believes that the principal has been indifferent to his chances for leadership.

Chase describes in detail a study made of the movie and literature interests of children. On the basis of these data she was able to give much valuable advice to the parent-teacher association.

Nye shows how the parent-teacher association and the school can work together in the interests of children. Obviously, such constructive relationships depend much upon the leadership qualities of the principal.

<sup>1</sup> See Chapter XIV.

Webbing presents a description of efforts to adjust the schools and communities in Hawaii. Cooperating authors have helped Webbing to report Hawaiian practices along such lines as the parent-teacher association, school adjustment, nutritional work, dental hygiene, and the curriculum. This remarkable program will suggest to all principals many valuable practices.

Bennett shows the importance of school publicity. Her program is concerned not only with advertising the school to the public, but in giving children practice in preparing publicity materials.

Gragg briefly reviews various types of school publicity. He believes that putting school news before the community is a duty of teachers and pupils as well as of the principal.

Brady describes the publicity mediums utilized in his community. Among the means discussed are: the daily newspaper, the parent's night at school, the report card, exhibits, entertainments, educational publications, and Saturday afternoon interviews between teachers and parents.

*Conclusion*—The reader, who has patiently read the above résumé, will be aware of the contribution this yearbook makes to the literature on the principalship. The practical and specific characteristics of subsequent chapters are obvious. Yet the Editorial Committee does not present this volume for uncritical acceptance. It is strongly urged that none of the practices contained herein be put into immediate use without careful consideration of such questions as these: What are the assumptions upon which this procedure is based? What objective evidence does the writer present? Does the suggested activity agree with progressive educational theory? How would the proposed procedure fit in with the administrative policies of my school system? Are the teachers and the pupils of my school prepared to take this step? What influence will the procedure have upon the community? Are the suggested activities constructive influences upon children?