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Research Bulletin

OF THE

National Education Association

The Principal Studies His Job

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FOREWORD

Originally, the elementary school principalship combined the responsibilities of the classroom teacher with a few clerical duties. During the years the position has developed important supervisory and administrative functions with a corresponding reduction of the teaching duties. One step in this evolution has been the teaching principalship. Another step has been the principalship giving full attention to routine administration and with few or no teaching responsibilities. Both of these types exist today.

In many communities the teaching and the routine administrative principalships have proven inadequate to meet the needs of a dynamic society. The discovery of new teaching technics, the developments in elementary school organization, the improved preparation of classroom teachers and the greater demands upon the public school call for the highest type of leadership in the principalship.

Many principals have responded to this summons to a higher level of service. Professional study both in and out of school time is coming to be an accepted part of every principal's program. Summer school, extension, correspondence and regular classes are in general demand. Schools of today require a leadership not based upon authority but vitalized by professional study and research.

A basic assumption of this bulletin is that professional skill and knowledge are essential for a high type of service. Principals have given this service in the past and the present because of practical experience and professional study. Principals of the future will perform an even higher level of work because of the skill gained from a study of their problems.

This Research Bulletin contains pertinent suggestions for the principal who would make a careful analysis of his job. Practical procedures have been given to assist in the solution of everyday problems. The many citations to professional articles indicate almost unlimited opportunities for further study.

Let principals everywhere enjoy the thrill of working upon their problems!

J. W. CRABTREE, *Secretary,*
National Education Association.

Introduction

CHANGING CONCEPTION of the elementary school principalship.—The elementary school principalship has developed from meager beginnings. In the early history of the American public school the duties of the office were performed incidentally by one of the regular classroom teachers. Sometimes this person was known as the *head* or *principal* teacher. The administrative demands upon the principal teacher were of a relatively low order. Statistical reports were prepared, refractory pupils disciplined and instructional supplies doled out. On this level of development the duties of the principal were largely confined to petty clerical activities incidentally performed by a person whose main energy and thought was devoted to the instruction of a class. This primitive stage in the development of the elementary school principalship may still be found in many communities.¹

In other communities forces have been at work in developing a far different conception of the elementary school principalship. One of these forces has been the wide-spread realization of the importance of the school in an enlightened democracy. Parents are no longer satisfied with a school where the children are "minded" for a few hours while they study reading, writing and arithmetic. In addition to the work of developing these fundamental skills the school has been given the more difficult task of developing ideals, attitudes and ways of acting in children so that each individual may achieve personal and social success. We are coming to a clear realization of the truth of John Dewey's statement that:

By law and punishment, by social agitation and discussion, society can regulate and form itself in a more or less haphazard or chance way. But through education society can formulate its own purposes, can organize its own means and resources, and thus shape itself with definiteness and economy in the direction in which it wishes to move.

Concurrent with the development of a new conception as to the importance of education in the life of the nation has come a radical rearrangement of our theories and practices of educating. Education has made a definite advance toward becoming more scientific. Although unscientific procedures still exist in many quarters, enough progress has been made in replacing guesswork with exact knowledge that the elementary school principal has a large body of scientific facts and technics at his disposal. His activities in guiding the educational development of children can be based upon reliable knowledge.

The use of exact knowledge.—What are the scientific tools available to elementary school principals? How may these tools be used effectively in his work? What are some of the facts which are making education a more exact procedure? Only a few examples can be given.

Let us suppose that a child comes to an elementary school from a distant community without written records of any kind. The old procedure was to assume that a child from another community was less adequately prepared than the children of the local community. On this assumption a child who presented himself for one grade of work was often placed in the next lower grade.

Today, the progressive principal is relying less and less upon guesswork procedures. He knows from standard tests the intelligence and achievement levels of the various grades of his school. Employing similar tests he can quickly ascertain the tentative grade placement of the new pupil. Through further tests, observation and classroom work the child's tentative classification is checked and necessary adjustments made. Such a procedure is far more reliable than an assumption based upon an inflated school pride. It is fairer to the child for it places him in the group where scientific procedures indicate that he is most likely to achieve success.

¹ For a more complete account of the early development of the principalship consult the *Seventh Yearbook of the Department of Elementary School Principals*, National Education Association, page 160 and following.

The problem of character education provides another illustration of the possibilities of scientific information. Character development has been generally considered to be the ultimate end of all education. Yet, in spite of the importance of this objective it has been submerged in a fog of guesswork, conjectures and platitudes. Until recently no one could say what the outcomes of certain teaching procedures would be. No one could make suggestions based upon exact knowledge as to curriculum content, teaching technics or the means of evaluating character instruction.

The recent research of Mark May and Hugh Hartshorne indicate that even the difficult problems of character education yield to scientific procedures.¹ The studies of these men suggest that it is possible to measure quantitatively the good and bad effects on character development of various environments. It appears that certain activities frequently used to develop good character may have the opposite effect. There is reason to believe that we can measure the influence of different classrooms in building sound character. It should be possible to identify teachers who achieve outstanding success in this regard and to study intensively the procedures they use. Modern school principals are constantly alert to apply information of this type in developing character education curriculums, in guiding classroom activities and in the handling of problem cases. Future procedures in all phases of character education will be vastly improved as they are based upon more exact knowledge.

A third illustration is a recent research of Thorndike comparing the learning capacity of children and adults.² Thorndike shows the relative ability to learn at the different ages to be as follows on a scale of 100:

- 59 for age 14 to 16 years
- 85 for age 17 to 19 years
- 100 for age 20 to 24 years
- 89 for age 25 to 29 years
- 87 for age 30 years or over

Research of this type is basic to the principal who is taking an active part in a curricu-

lum revision program. When the amount of knowledge in the world is so enormous, should we attempt to teach large quantities of facts to elementary school children when their "learning ability" is not at its highest point? Would it not be better to devote the young child's energy to (1) the acquisition of a relatively few basic facts, (2) the development of technics of study, (3) the increase of contacts with sources of knowledge, and (4) the arousing of a desire to secure more knowledge? These questions illustrate the bearing of the products of research on the objectives of the elementary school. These same data are subject to further interpretation and application by an alert principal to problems of discipline and guidance.

The influence of progressive movements in education.—The preceding paragraphs have suggested that elementary education has been influenced by (1) the growing demands placed upon the school by parents, and (2) the application of scientific information to school procedures.

What do these changes mean to elementary school principals? Are they going to fail to respond to the growing demands made upon their office and allow the principalship to occupy a subordinate administrative position? Or, will they equip themselves to meet these greater demands and firmly establish their office as the *key* position in the instruction of elementary school children?

These questions are already being answered by many principals who are improving themselves through the continuous study of their jobs. Hundreds of principals are raising the standard of their professional preparation through home study, summer school work, evening classes, and correspondence courses. Research projects of great practical value are being conducted by individuals and groups of principals. Many principals are keeping abreast of the advances in elementary education.

Those who have caught the vision of the professionalized principalship soon enjoy the confidence both of their colleagues and their communities. They usually possess these traits:

¹ Wiggam, Albert E., "Science Measures Morals," *World's Work*, Vol. LVI, No. 1, May, 1928, pp. 86-94. Also see: *Studies in Deceit*, Hugh Hartshorne and M. A. May, Macmillan, 1928, 720 p.

² See "The Teachable Age" in the *Survey Graphic*, April, 1928, pp. 35-37.

1. A profound belief in the importance of the elementary school principalship and the social contribution of the elementary school.

2. A habit of study through which deficiencies of preparation are eliminated and contact maintained with current, progressive developments in education.

3. A plan of research whereby new technics may be tried out, experiments conducted and reports prepared for publication.

The three characteristics given above may be acquired to some degree by all principals. Through the widespread development of these traits the elementary school principalship is securing the recognition which the position

merits. It remains for elementary school principals everywhere to make their individual and group contributions to this forward movement.

The purpose of this bulletin.—This bulletin attempts to make available to principals the information which will assist them in taking part in the forward movement. It suggests the types of activities being carried on by elementary school principals who have entered upon the thrilling experience of studying their problems. It offers ready reference to selected materials of value to those who would study and improve their work.

THE MOVEMENT which seeks to bring the supervising principal state into full development is basically professional. Most of the previous stages in the evolution of the principalship were forced by the growth in numbers of children in school. These numbers required larger schools and more complicated school organization for their instruction.

The freeing of the principal from teaching duties was a forward step in the solution of the problems of school organization and administration. The next problem was the improvement of instruction, involving the training of teachers in service, and the improvement of instructional materials. Many superintendents have sought to handle the improvement of instruction through special supervisors and assistants working from the central office. An organization of this type tends to make these officials the key professional workers of the system and places the principals in the rôle of semi-technical workers. Other superintendents conceive of each school as a unit under a trained supervising principal, furnished with professional assistance from supervisors and non-technical help from clerks and others. The two plans mean two different outcomes for the position of the elementary school principal. Many principals have sensed the situation and are seeking the training and experience which will place the principalship among the technical and professional experts.

It is the belief of the committee that the "supervising principalship" represents the stage requiring the highest personal qualifications and the most advanced professional training. Every child is entitled to attend a school under the most capable leadership that a community can secure. There is a challenge here for parents and school workers. The greatest challenge is to each individual principal to make his contribution to the developing status of the principalship through continuous self-improvement.—*Seventh Yearbook of the Department of Elementary School Principals of the National Education Association*—pages 166-167.

A General Consideration of the Duties of the Elementary School Principalship

AN INVESTIGATION of his own activities is one of the best approaches for the principal who is interested in studying his problems. Through a job analysis one may secure a clearer conception of the multiplicity and interrelation of the specific activities of the principalship. Administration, supervision, and the other important functions of the position assume new significance. In supervision the principal sees many opportunities to make direct contributions to the instruction of children. He places it among the functions to receive major attention. The importance of effective administration as an ally of supervision is better realized. Clerical work is understood as a supplementary function to supervision and administration. The general phases of the principal's work are conceived of not as conflicting demands but as complementary forces to be brought into harmonious relationship with needs of the particular school.

General classification of the principal's duties.—The principal who undertakes an investigation of his duties will find a number of studies of the duties of the principalship. Most of these investigations seek to list the many duties of the principalship and to classify them under general heads. For example, Nutt¹ discussed the duties of the principalship under the three divisions of supervisory, managerial and social. Other writers have found it useful to use seven general classifications, such as supervision, administration, clerical, teaching, community, professional study and miscellaneous.²

An examination of the analyses found in twelve studies shows practically unanimous

agreement upon three general divisions: supervision, administration and clerical duties. The next most generally accepted division is teaching. The next three divisions of general acceptance are community relationships, professional study and miscellaneous duties. Since community and professional study activities may be classified under the general head of miscellaneous, it is satisfactory for practical purposes to classify the principal's activities under the following five heads: Supervision; administration; clerical; teaching; and miscellaneous: community contacts, professional study, etc.³

Listing the duties.—After the principal has the general phases of his work in mind he may proceed to the study of his specific activities under each general phase. This may be done either by (1) listing all of his activities as he recalls them or (2) by keeping a diary for a period of several weeks. Both of these methods have been used in studies of the principal's duties.⁴

If the principal adopts the first procedure, that of listing his activities from memory, he will find it helpful to consult several lists of duties already available.⁵ Three weaknesses in this procedure are, (1) the possibility of forgetting certain duties, (2) the tendency to state functions in vague terms, and (3) the lack of exact data on the time required to perform specific duties.

The second procedure, that of keeping a diary of duties actually performed, has been used with marked success in several studies.⁶ In investigations of this type each principal notes in writing every ten minutes the activity in which he is engaged. After keep-

¹ Nutt, H. W., "The Duties of the Elementary School Principal," *Elementary School Journal*, Vol. 19, November, 1919, pp. 174-197.

² English, Mildred, "A Comparative Study of the Time Distribution of Rural and Urban Principals," *Bulletin of the Department of Elementary School Principals*, National Education Association, Vol. 7, October, 1927, pp. 4-19.

³ See the *Seventh Yearbook of the Department of Elementary School Principals*, National Education Association, 1928, p. 157.

⁴ *Ibid.*, Chapter IV.

⁵ *Ibid.*, Chapters IV, VI, VII and the Appendix.

⁶ See the original studies or the *Seventh Yearbook of the Department of Elementary School Principals*. The studies: Hampton, W. O., *How Public School Principals Use Their Time*—reported by Dr. M. R. Trabue in the *First Yearbook of the National Conference on Educational Method*, 1928, pp. 123-132; Morrison, J. Cayce, "What Elementary School Principals Do—One Day with Fifty-Three Principals," *Bulletin of the Department of Elementary School Principals*, National Education Association, Vol. 6, No. 2, January, 1927, pp. 67-73; and Flowers, Ida V., "The Duties of the Elementary School Principal," *Elementary School Journal*, Vol. 27, No. 6, February, 1927, pp. 414-422.

ing these records for several weeks the diaries are taken apart so that each specific activity can be classified under supervision, administration, and so forth. Care must be taken that the diaries are not seriously influenced by seasonal and emergency duties. This danger may be avoided by studying days distributed through several months of the school year.

The advantages of the diary technic are, (1) it does not depend upon the inaccuracies of memory, (2) the functions listed tend to be specifically stated, and (3) the time devoted to each activity is accurately determined.

Applying the results of a job analysis.—The complete inventory of his obligations, together with a reasonably accurate idea of the time devoted to each, places the principal in a position to study his job from several angles. He may classify the various specific duties under such general heads as supervision and administration. This classification will help him to discover the portion of his time devoted to each. In similar studies he will find a basis for comparing the way he uses his time with that of other elementary school principals.¹ In the course of a self-analysis, questions such as these will arise: What duties discharged by other principals am I failing to perform? Can I justify my divergence from general practice? Am I giving time to activities not considered essential by other principals, and, if so, why? What is the actual time allotted to the main divisions of my work? What can be considered an ideal distribution? Should I follow the advice of experts in giving the largest portion of my time to supervision? Does professional study receive adequate time allotment?

Time allotments according to practice.—A number of studies have been made to answer the questions suggested in the above paragraph. Principals have been asked to estimate the allotment of time to supervision and the various activities. In other investigations the approximate allotment has been secured from summarizing diaries. The

ranges reported in several of these studies² were as follows:

Supervision	15 to 36 percent
Administration	16 to 65 percent
Clerical	6 to 31 percent
Teaching	0 to 52 percent
Miscellaneous	2 to 13 percent

The differences existing between the results of these studies were due in part to these factors: (1) the method of collecting data, i. e. memory list vs. diaries, (2) the inclusion of teaching principals in several studies, and (3) the differences of practice in classifying specific duties under the general headings.

One thing these studies show is that principals vary widely among themselves as to their time allotments. Probably this is a good thing. Certainly if the policy of adapting each school to its own community is sound, the principal will exercise large discretionary power in deciding what his time allotment shall be. On the other hand, general practice is valuable to a principal in indicating how far he deviates from the average. A time allotment based upon several studies and approximately typical of practice is as follows:

Supervision	30
Administration	40
Clerical	15
Teaching	5
Miscellaneous	10
	100

The above allotment is suggestive of practice among supervising principals. It approximately conforms with the average allotments found in some situations. For example, a recent report³ of the Rochester principals showed the city average to be approximately as follows: supervision 37 percent, administration 38 percent, clerical 13 percent, teaching 0, miscellaneous 12 percent. Flowers reported⁴ an average for Baltimore principals as follows: supervision 29.8 percent, administration 41.1 percent, clerical 20.6 per-

¹ See the *Seventh Yearbook*, op. cit., pp. 197-201.

² Ibid., Chapter V.

³ A mimeographed study by the Committee on Budgeting the Principal's Time, Rochester Council of Elementary School Principals, November 28, 1927.

⁴ Flowers, Ida V., "The Duties of the Elementary School Principal," *Elementary School Journal*, Vol. 27, No. 6, February, 1927, pp. 414-422.

cent, teaching 3.3 percent, and miscellaneous 5.2 percent.

These examples indicate that the time allotment given above as representative of general practice is sufficiently accurate for practical comparison. Every principal should ask himself these questions: How do I allot my time? How does it compare with the average of practice? In what respects should I change my allotment in order to increase my efficiency?

The ideal division of the principal's time.—

General practice is not necessarily ideal practice. It frequently cannot be accepted as a safe guide. Practice is tending to increase the time allotted by principals to supervision.¹ Administration and other phases of the principal's work are not considered unimportant, but it is in the field of supervision that the principal has an opportunity to render his greatest professional service. The improvement of the principal's time allotment frequently involves an increase in the time given to supervision.

Increasing the time given to supervision influences the allotments to the other phases of the principal's work. Several studies have endeavored to determine an "ideal" allotment of the principal's time.² Most of these investigations represent a summary of estimates made by college professors or elementary school principals. The ideal allotments of time to various classes of duties, according to five studies, fall within the following ranges:

Supervision	31 to 51 percent
Administration	20 to 33 percent
Clerical	2 to 10 percent
Teaching	0 to 21 percent
Miscellaneous	10 to 30 percent

The range of these estimates represent the different points of view. College professors have emphasized supervision and community activities. Estimates by principals have been modified by demands of the practical situation, the shortage of clerical help and similar difficulties. Recognizing both points of view the following time allotment is suggested as

being both progressive and practical for supervising principals:

Supervision	40 percent
Administration	30 percent
Clerical	10 percent
Teaching	0 percent
Miscellaneous	20 percent
100 percent	

This proposed ideal distribution represents an attainable goal for a majority of supervising elementary school principals. It does not represent an extreme theoretical position, nor does it radically change the actual distribution suggested in previous paragraphs. In a study of Rochester principals,³ at least one third of those reporting equalled or exceeded the proposed allotment to supervision given above. Almost an equal number had reduced administration to thirty percent or less of their total time. In other phases of the principal's work several Rochester principals indicated that they closely approximated the proposed ideal distribution. The proposed time distribution is, therefore, not too idealistic.

On the other hand, the ideal distribution is not suggested as a fixed standard. The factors of clerical help, local policy, school equipment, professional training, school organization and other problems will modify the distribution in local situations. It is not enough for a study of time allotment to stop with the average division as practiced in the local community. Further study by the alert principal will determine an ideal allotment for his particular school. Such an investigation should utilize the data suggested above as a starting point for further research.

Why is not more time given to supervision and the important administrative problems?

Several answers to this question are: (1) the demands of routine duties, (2) the lack of sufficient clerical help, (3) the hesitation on the part of many principals to assume the full responsibilities of their office, and (4) the lack of knowledge on the part of principals as to the specific steps in improving their work. These problems will be discussed briefly at this point although the reader should find ad-

¹ Cubberley, E. P., *The Principal and His School*, Houghton Mifflin, 1923, p. 46.

² See the reports and references in the *Seventh Yearbook* of the Department of Elementary School Principals, National Education Association, Chapter V.

³ See the mimeographed report of the Committee on Budgeting the Principal's Time, Rochester Council of Elementary School Principals, November, 1927.

ditional suggestions throughout the whole bulletin.

(1) The demands of relatively unimportant routine duties is difficult to realize unless one has been a principal. Useless reports are often among the worst of the time-consuming duties. The term "useless" is applied to reports which go into files never to be studied, reviewed or interpreted for the improvement of the school system. The collection of such information takes the time of the principal from the study of problems of instruction. It would be a splendid project for local associations of principals to study the problem and to cooperate with superintendents in reducing useless reports and obligations to a minimum.

(2) The need for clerical help has been shown in several investigations.¹ In an elementary school with 500 pupils there are enough clerical duties to require the services of a part-time clerk and as the school increases in size the need becomes greater. Principals frequently spend large proportions of their time with clerical and minor administration duties.² Much of this work could be carried by a trained office worker of good ability. It is not economical to pay the technically trained principal for specialized skill and then permit him to spend one fifth or more of his time doing routine work.

A study by Connor³ of the influence of clerical help upon the principal's time allotment showed that those with assistants gave the most time to supervision. These results should be suggestive to school authorities who would increase the principal's attention to his more technical duties.

(3) Considering the history of the principalship it is not surprising that certain individuals have been hesitant in accepting the responsibilities which go with the fully developed supervising principalship. A number of the principals, visited during the preparation of the Seventh Yearbook, admitted uncertainty as to their relationship with special supervisors. Some were in doubt as to the delimitation of authority between their office and that of the superintendent. Situations of this type

are to be expected in a rapidly evolving office such as the principalship, which only recently developed important supervisory and administrative functions.

In these same cities, superintendents stated that they were looking for persons with courage and a strong belief in the importance of the principalship. They wanted principals who were anxious and prepared to assume the important duties which go with the office at its best.

In most cities the way is open for principals who will prepare themselves for the full exercise of the functions of their office. There is already a demand for principals who have developed the morale, who possess the training and who are able to render the service which will clearly demonstrate the effectiveness of the school organization where the principal is the responsible head of each school unit.

(4) The lack of knowledge by principals of how to improve their supervision often prevents an increase in the time allotted to this activity. The first step in correcting this difficulty is for the principal to get clearly in mind the meaning of the term supervision. A practical definition is: the procedures used in the improvement of instruction. After one has clearly in mind the types of activities which constitute supervision he should develop wide contacts in securing experience with these activities in practice. From practical contact, observation and careful planning one may develop a series of activities adjustable to the given school situation.

How may I raise the level of my functioning? It is the basic principle of this bulletin that the improvement of the service of principals lies in continuous professional study and research. Skillful functioning as an administrator depends upon knowledge of facts, techniques, methods and devices. The progressive principal attains and maintains his status through continuous contact with current development in ~~elementary~~ education. ~~More~~ specific considerations of these problems will be presented in the following sections.

¹ See the *Seventh Yearbook* of the Department of Elementary School Principals, April, 1928, pp. 206, 211, 216.

² See Morrison, J. Cayce, "The School Principalship in Ohio Cities and Exempted Villages," *Ohio State University Bulletin*, Contribution in Administration No. 2, May, 1927. Also, *Seventh Yearbook* of the Department of Elementary School Principals, pp. 217-223.

³ Connor, Wm. L., "Job Analysis of the Work of an Elementary Principal," *Research Bulletin*, No. 4, August, 1925, Cleveland Public Schools.

The Principal Studies His Supervisory Functions

SUPERVISION OF instruction is generally considered by educational theorists and practical workers to be one of the principal's most important functions. Yet even a casual investigation shows that many principals are not capitalizing the opportunities of this phase of their work.

The professional principal, who is studying his job, will want to give much thought to the technics and effectiveness of his supervisory program. This chapter briefly presents considerations to be kept in mind in studying the principal's supervisory program. In many instances only the minimum of attention has been given to major problems, but the frequent citations to references should make supplementary material readily available.

What is supervision?—Many definitions of supervision tend to prevent a clear understanding of the term. Definitions may include "re-directed teaching," "use of tests," "cooperation of teacher and supervisor" and similar phrases. Phrases of this type describe *means* or ways in which supervision functions and definitions based on such phrases would be limited only by the number of devices. It is better to define supervision in terms of *purpose*, as there is only one purpose, that of improving the teaching of children. A good practical definition of supervision is: *the technic of improving instruction*.

A technic is a skilled way of doing things. It is a procedure involving the use of people and things under the guidance of a trained individual. Technic in supervision implies purposeful, economical, skilled, and worthwhile activities. It goes further to include the manipulation of these activities as they are projected, adjusted or withdrawn according to the demands of the particular situation.

The above statements of the meaning of supervision are essential parts of the general knowledge of the principal. They serve as "pegs" upon which the specific activities of supervision may be hung. A consideration of these activities shows that they must be grouped according to their purposes in the par-

ticular situation. For example: the classification of pupils may be either a supervisory or an administrative activity depending upon its purpose at the particular time. If the essential purpose of the classification is to organize the school, then the activity is primarily administrative. If pupils are classified into homogeneous groups to improve teaching conditions then the activity is primarily supervisory.

In the same way teachers' meetings, individual conferences, bulletins, and classroom visits may be administrative or supervisory depending upon the *purpose* emphasized at the time.

The importance of supervision.—Supervision of public schools in the United States has gone through three stages of development, the rudimentary, the mechanical, and the professional.¹ Each of these stages has paralleled the development of the schools as to complexity of organization and extensiveness of the curriculum. The fact that supervision has developed so closely with the schools themselves is indicative of its importance.

Elementary school principals have a particular interest in supervision as it affects the development of their office. Many city superintendents have found it necessary to employ specialists to assist in improving instruction² because the elementary school principals were not prepared to assume the responsibility. When this is necessary these special supervisors become the key workers in directing instruction and the principal loses his big opportunity for professional service. Sensing this situation alert principals have adopted the slogan "the principal as the skilled supervisor" and are endeavoring through professional study, organization, research, and professional writing to meet this obligation.

The results of supervision.—The best single indication of the value of supervision is found in the evidence of accelerated improvement in children. Pittman's study³ showed that children in supervised rural schools made far greater gains than those in unsupervised schools. Courtis compared unsupervised and

¹ Wilson, Julia S., *History of Supervision*, Master's Thesis, University of California of California, 1925.

² See *Seventh Yearbook, Department of Elementary School Principals*, 1928, p. 166.

³ Pittman, Marvin, *The Value of School Supervision*, Warwick and York, 1921, p. 119.

supervised geography classes¹ and proved that greater gains were made in the supervised classes in terms of standard test results. Other studies have been made wherein the value of supervision has been shown in increased products of teaching.

The principal and other supervisors.—In the supervision of instruction the principal occupies the key position. On one hand are the teachers and the pupils, and on the other the superintendent and certain supervisory officials. The intelligent principal in studying to improve his supervisory functions will be alert to coordinate his activities with these other supervisors.² It is in cooperative supervision that many principals fail to capitalize fully available opportunities.

According to many superintendents³ the principal is considered the responsible head of his school with complete administrative and supervisory authority. Where this system of organization exists the principal and superintendent have a complementary relationship. The superintendent outlines general policies for the principal to execute and administer. In specific activities such as teacher selection, making local school rules, directing the janitor, and selecting instructional supplies, the superintendents are delegating,⁴ increasing responsibility to the principal. It is in these delegated responsibilities that the opportunity exists for principals to demonstrate the professional skill and knowledge which will increase the superintendent's confidence in the principalship.

The principal's relationship with supervisory officers is often chaotic. This chaos is due, (1) to the variety of supervisors, and (2) to uncertainty of the administrative authority exercised by these various officers.

The present tendency is toward two types of supervisors, (1) the general supervisor with administrative authority, and (2) the special supervisor without administrative authority. The general supervisor is usually known as an assistant superintendent and his interest is in the general improvement of the schools

through the principals. The special supervisor is a specialist in penmanship, or music, or art, or special classes, etc., who aims to improve instruction by advising the principal on the supervision of specialized work.⁵

The schools will gain much from a harmonious working out of the relationships of principals and supervisors. Supervisors are usually, or should be, persons skilled in particular phases of instruction. This contribution to the improvement of instruction should be a major one. On the other hand, the administrative supremacy of the principal in his own school should be clearly recognized, if chaos is to be avoided. Many well administered school systems regularly hold joint conferences between principals and supervisors. Ideas are exchanged, misunderstandings cleared up, and authority delimited.⁶ In these conferences the principal comes to realize better the value of the supervisor's expert advice, while the over-zealous supervisor is wisely restrained.

Whatever may be the ideal relationship between principals and supervisors we may be certain that it is the duty of both groups to cooperate in the improvement of the instruction.⁷

Supervisory activities of principals.—The principal who studies his job is constantly comparing his activities with those of other principals. He is particularly keen to familiarize himself with all new technics in supervision—those technics which have as their peculiar purpose the improvement of instruction.

Hampton's study reported the five major supervisory activities of elementary school principals to be: Observation of teaching, giving tests, conferences with teachers, conferences with pupils, and interpreting tests.⁸ The six supervisory activities consuming the largest portion of the principal's time, according to a recent study,⁹ are: Conferences with teachers, classroom visitation, tests and measurements, teachers' meetings, conferences with supervisors, and helping new teachers.

¹ Courtis, S. A., "Measuring the Effects of Supervision," *School and Society*, Vol. 10, July 19, 1919, pp. 61-70.

² See *Seventh Yearbook of the Department of Elementary School Principals*, 1928, p. 237.

³ *Ibid.*, p. 228.

⁴ *Ibid.*, pp. 228-236.

⁵ *Ibid.*, pp. 237-248.

⁶ *Ibid.*, pp. 241-244.

⁷ Spain, C. L., "The Detroit Plan of Supervision," *First Yearbook of the National Conference on Educational Method*, Bureau of Publications, Teachers College, Columbia University, 1928, p. 85.

⁸ Hampton, W. O., "Activities of Public School Principals," *Seventh Yearbook of the Department of Elementary School Principals*, 1928, pp. 183-184.

⁹ See the *Seventh Yearbook of the Department of Elementary School Principals*, 1928, p. 189.

In order of frequency, the supervisory activities¹ most commonly employed by principals are: Talks with individual teachers, classroom observation, classification and adjustment of pupils, teachers' meetings, tests and examinations, demonstration teaching, and coaching pupils.

Valentine² asked teachers to indicate on a check list the most helpful supervisory procedures. The seven procedures so obtained were:

1. Hold office hours for teachers seeking help.
2. Give classroom demonstrations when requested.
3. Hold instructional group meetings with new teachers.
4. Plan with new teachers individually.
5. Advise and assist in collection of collateral materials, visual aids, etc.
6. Help teachers with broad and suggestive recommendations.
7. Hold friendly, personal conferences with teacher following visit.

Kyte³ asked teachers to state the nature of the help they would like to receive from their principals. The most frequently mentioned responses were:

1. More demonstrations of good teaching.
2. Definite policies in routine matters.
3. Definite constructive criticism.
4. More help in improving instruction.
5. More visitation and study of classroom.
6. Testing the work of the pupils.
7. More contact with children's activities.

Dyer submitted a check list of activities⁴ in supervision to principals and college specialists for an estimation of relative importance. The first fourteen functions, according to these groups, fall under five heads: Suggestions of methods to teachers, suggestions on management to teachers, pupil study and adjustment, sending teachers to visit, and improving physical conditions of the school.

The most frequently mentioned activities in all of these studies are:

1. Class visitation and observation.
2. Individual conferences with teachers.

3. Testing and measuring.
4. Demonstration teaching.
5. Pupil study and adjustment.
6. Teachers' meetings.

We may accept these duties as among the most important a principal performs. They are worthy of more detailed consideration.

✓ *Class visitation and observation.*—Class visitation consists of two types (1) the inspectorial and (2) the supervisory. The first type is characterized by the short period of visitation for the purpose of "straightforward inspection untempered by any effort on the part of the inspector to contribute to the situation."⁵ The supervisory visit is primarily for the purpose of improving the instruction and must of necessity be prolonged for careful study of the situation.

Both types of visitation have their place among the technics of the principal. The criticism so sharply directed toward *inspection* is due to its use by some principals to the exclusion of the more important supervisory visitation.

In further discussing supervisory visitation several questions will be raised:

1. Is supervisory visitation necessary?
2. Do teachers want supervisory visits?
3. Should visits be on a schedule or at random periods?
4. How long should a visit be?
5. What should the principal do during the visit?

(1) Supervisory visitation is necessary if the principal is to improve instruction. He must see the school process in all of its phases from the administrative details through the most technical aspects of the learning activities. He must sense the high points of the teacher's efforts and "provide for his own growth through first-hand contacts. Where else than in the classroom can these things be done?"⁶

(2) Teachers want supervisory visits of the right kind, according to the studies of Kyte and Valentine. Leading teachers⁷ recognize the importance of cooperation by teachers and

¹ See the *Seventh Yearbook*, op. cit., p. 194.

² Valentine, P. F. "A Job Analysis of Elementary Supervision." *Journal of Educational Method*, Vol. 5, No. 5, March, 1926, pp. 279-282. See page 195 of the *Seventh Yearbook of the Department of Elementary School Principals*.

³ Kyte, George C. "The Elementary School Principal As a Builder of Teaching Morale." *First Yearbook of the Michigan Department of Elementary School Principals*, 1927, pp. 44-52.

⁴ Dyer, W. P. "Activities of the Elementary School Principal for the Improvement of Instruction." *Contributions to Education No. 274*, Teachers College, Columbia University, 1927. See, also, the *Seventh Yearbook of the Department of Elementary School Principals*, 1928, pp. 196-197, 562-566.

⁵ See the editorial comment, *Elementary School Journal*, Vol. 27, No. 3, November, 1926, pp. 173-174.

⁶ McMurray, Frank M. "Supervision," *Childhood Education*, Vol. 4, No. 7, March, 1928, pp. 313-314.

⁷ Adair, Cornelia S. "Cooperative Supervision," *Proceedings of the National Education Association*, 1927, pp. 442-444.

principals in supervision. But it is only the best type of supervision which is desired. Best because it is adjusted to needs of the individual teacher, because it capitalizes the teacher's talents, because the teacher's personality is respected, and because other common-sense principles are observed. It is the faulty practice of dogmatic direction, rudeness, unreasonable standards, and stifling inhibitions which discourage or antagonize the teacher and too often give supervision unpleasant connotations.

(3) The problem of scheduling visits to the classroom may cause difficulty if not handled tactfully. Briefly there are three types of visits, (a) surprise, (b) schedule, and (c) invitational.

(a) The surprise or unannounced visit has little justification. It assumes that the teacher is the one to be observed during the visit and that unless she is kept in a constant state of anxiety as to the time of the next visit her work will fall below standard. The emphasis in this procedure is negative and puts the teacher on the defensive against supervision. It is a wise supervisor who visits primarily to observe *children* and their learning activities, with the teacher as one of the contributing supplementary factors. Since attention is not focused primarily upon the teacher, she may concern herself with demonstrating the ability and the progress of the children. Supervision thus becomes a cooperative study of teaching technics, rather than a criticism of one individual by another.

(b) The scheduled visit is used by many successful principals. It has the advantage of giving the teacher warning and conveys the idea that the principal does not desire to see her at a disadvantage. Under such an arrangement it is much easier to convince the teacher that the supervisor's main interest is the *learning activities* of the children.

Should scheduled visits be made by grades, by subjects, or according to the strength or

weaknesses of teachers? The relative merits of these various approaches,¹ can not be discussed here. Various plans of scheduling visits have merit and should prove useful to the principal. One situation might require an investigation of reading throughout the whole school, thereby making subject supervision the best form in that particular instance. An adjustment of content between several classes of the same grade level would make grade visitation most effective. The principal should not develop a "pet hobby" or plan of supervision to the exclusion of other types. All procedures should be employed according to the demands of the particular situation.

(c) The invitational visit has the greatest potential possibilities, because the teacher's attitude is best when she has requested the call.² It will not be possible for the principal to place all of his visits on this basis or he will be in danger of "hit-and-miss" visitation, and may fail to help teachers where the need is greatest. Yet a principal should be proud when he can develop the confidence of his teachers to the point where they voluntarily ask for visits. Such voluntary requests indicate more clearly than anything else that the teacher's personality is being respected³ and that supervision has become a constructive and cooperative enterprise.⁴

(4) The length of the supervisory visit should be determined by the specific situation. A group of representative supervising principals⁵ reported visits ranging in length from one minute to over an hour. The median length of visit was 21 minutes. If we are to understand supervision as involving study of classroom situations and requiring careful planning⁶ then it is obvious that visits must be reasonably long. Certainly fair conclusions can not be drawn by merely "dropping in" or by observing for even fifteen minutes in an hour period.

After all, the problem is not one of time so much as it is the adjustment of the period of

¹ See: Cubberley, E. P., "The Principal and His School," pp. 431-458. Rogers, Don C., "Unit Supervision vs. Subject Supervision," *Bulletin of the Department of Elementary School Principals*, National Education Association, Vol. 3, January, 1924, pp. 103-105. Underwood, F. M., "The Elementary School Principal as a Supervisor," *Bulletin of the Department of Elementary School Principals*, National Education Association, Vol. 2, January, 1923, pp. 47-53.

² Barr, A. S., and Burton, W. H., *The Supervision of Instruction*. Appleton, 1926, pp. 144-145.

³ Kilpatrick, W. H., "Democracy in Supervision," *First Yearbook of the National Conference on Educational Method*, Bureau of Publications, Teachers College, Columbia University, 1928, pp. 259-269.

⁴ Gist, Arthur S., *Elementary School Supervision*, Scribners, 1925, pp. 19-20.

⁵ See the *Seventh Yearbook of the Department of Elementary School Principals*, 1928, pp. 192-193.

⁶ Barr, A. S., and Burton, W. H. op. cit., pp. 87-91.

observation to the needs of the particular teacher and group of children. The constant use of the short visit of fifteen minutes or less is likely to subject the principal to the criticism of inspectorial and superficial observation.

(5) The activities of the principal during the supervisory visit should be most thoughtfully prepared with a particular class in mind.¹ Certain supervisory procedures of utmost value with one teacher may arouse the antagonism of another. The supervisor must recognize the individual differences of teachers just as he insists upon a recognition of the individual differences of children.

These practical questions are raised:

(a) How should the principal enter the room and what should be said to the teacher or pupils?

(b) What should be the principal's attitude toward the lesson?

(c) Should the principal take notes during the observation?

(d) Should the principal rate the teacher during the observation?

(a) Space is not available to discuss at length the principal's entrance into the room and his attitude during the observation. Briefly, it may be said that the principal should enter the room quietly, assume a position that will not distract the teacher and class from the problem in hand. Teachers should know the principal's technic well enough to understand when he wishes to have the attention of the class or when he merely wishes to observe. Under most circumstances it is not necessary for the teacher and principal to exchange more than a brief friendly greeting. For more detailed consideration of the routine phases of observation, the reader is referred to the selected references.²

(b) It is entirely possible for a principal to sit through a class recitation and never observe the learning activities. Furthermore, his indifferent manner and look of boredom may

completely destroy the teacher's spontaneity.

It is one thing to say at the end of the period that the lesson was "nice," but it is a more important skill when one can raise intelligent questions. Praise for the teacher and class is important in building up morale, but praise may be given by any unskilled observer. A skilled supervisor should be able to ask questions of the following type: "Why did you help Billy when he was struggling to express himself?" "What are you doing to help the children who count on their fingers?" "Have you ever tried phonograph music during your penmanship period?" There are any number of questions which a supervisor may raise to show his appreciation and interest in the teacher's technic of instruction.³

(c) Supervising principals are about equally divided on the matter of notetaking during recitations. Fifty-eight percent reported that they did not take notes.⁴ Writers on supervision are also divided on the subject.⁵ Notetaking by principals has proven irritating in the past because the class visits have often been superficial and the teachers have not been informed as to the content of the notes. There are indications that where the visits are supervisory in type and the records are exact, written notes have proven of considerable value to both teacher and principal. Recent developments in record forms are discussed in current professional literature.⁶

(d) The rating of teachers is a device commonly associated with supervision. Like many other devices it may be supervisory or merely administrative depending entirely upon its use. In common practice the rating scale is used as an administrative device for giving the superintendent information about the teachers.⁷ The ratings made by principals once a year are seldom shown to teachers, nor are the weaknesses recorded in the report made known to teachers. In terms of the definition of supervision⁸ ratings of this type cannot be consid-

¹ Anderson, C. J., Barr, A. S., and Bush, M. G. *Visiting the Teacher at Work*, Appleton, 1925, pp. 64-77.

² Barr, A. S. and Burton, W. H., op. cit., pp. 149-150.

Cubberley, E. P., *The Principal and His School*, Houghton Mifflin, 1923, pp. 445-446.

Underwood, F. M., "General Principles of Supervision and Teaching," *Public School Messenger*, St. Louis Public Schools, Vol. 24, No. 2, April 15, 1927, pp. 8-9.

³ Hanson, Rowena, "Controlled Observations," *Childhood Education*, Vol. 4, No. 8, April, 1928, pp. 370-371.

⁴ See the *Seventh Yearbook of the Department of Elementary School Principals*, 1928, p. 193.

⁵ Cubberley, E. P., op. cit., pp. 445-449.

Barr, A. S., and Burton, W. H., *The Supervision of Instruction*, Appleton, 1926, pp. 150-158.

⁶ See Anderson, Barr, and Bush, *Visiting the Teacher at Work*, Appleton, 1925, pp. 67-77; Barr and Burton, *The Supervision of Instruction*, Appleton, 1926, pp. 152-153; Cubberley, E. P., *The Principal and His School*, Houghton Mifflin, 1923, p. 448.

⁷ See the *Seventh Yearbook*, op. cit., p. 191.

⁸ See page 92 of this bulletin.

ered supervisory as they have contributed nothing toward improving instruction.

In a previous paragraph the observation report was discussed as a device in supervision. Some of these devices contain rating scales of the teacher as well as points on learning activities. Other reports concentrate attention upon the activities of the pupils. Considering the basic principle of supervision,¹ that the supervisor is primarily concerned with *child growth*, the question is pertinent whether a rating of the teacher during an observation is a distracting procedure. Should not a number of written evaluations of the pupils' activities, be an important basis for estimating the teacher's skill? Could not this composite record be translated into terms of teaching skill for the superintendent? Should not a duplicate of the report to the superintendent be given to the teacher for her guidance?

If the procedure suggested in these paragraphs be followed, the rating of teachers would not be done during the observation visit. If the purpose of class visitation is primarily to observe children, the supervisor should give the major portion of his time to the evaluation of their activities, and the study of their progress. It should be possible then to rate the teacher upon the basis of these primary reports supplemented by certain secondary evaluations of the teacher's technic. This composite score could be most appropriately compiled in the principal's office.

✓ *Individual conferences*—The reports of supervising principals show that the individual conference with teachers is a common device in improving instruction.² In many instances the conference follows after and is based upon a supervisory visit. Every supervisory visit should be followed by a conference with the teacher if only for the purpose of saying, "It was a good lesson."

The time for conferences cannot be stated dogmatically although a large percent of principals hold them immediately after school.³

It is certainly unwise to hold supervisory conferences during class time, at recess periods, and other odd moments when the brevity of the visit is apt to cause misunderstanding.⁴

The attitude of the principal during the conference will largely determine his success in improving the teacher's work. Some principals consider the conference as a time to "put the teacher in her place" or to make her deeply aware of her shortcomings. Such an approach may be justified in exceptional instances. It cannot be justified in most conferences for the purpose of *helping* the teacher to do better work.⁵

It has been suggested that a guiding principle should be, "Discuss the future and not the past. In the light of the past mistakes, but without an analysis or enumeration of them, plan the next periods with the teacher."⁶ The emphasis then is placed upon the plans for improvement and not upon the defects themselves. The principal becomes a friendly adviser anxious to aid in future improvement, rather than a severe critic of the past.⁷

✓ *Demonstration teaching*.—Demonstration teaching is a term applied to lessons performed for the purpose of indicating teaching technics. The demonstration may or may not be actually given by the supervisory officer. The purpose of the procedure may be, to show a model lesson, or to suggest technics in an ordinary lesson.

According to Hampton⁸ the elementary school principal devotes less than one percent of his total time to demonstration teaching. As opposed to this situation the teachers in Valentine's study⁹ indicates demonstration teaching as one of the most helpful supervisory activities. More than 35 percent of the teachers in Kyte's study¹⁰ indicated they wanted more help from principals along the lines of demonstration teaching.

These studies point toward the conclusion that demonstration teaching should be an important supervisory procedure for principals.

¹ See page 92 of this bulletin.

² See the *Seventh Yearbook of the Department of Elementary School Principals*, National Education Association, 1928, pp. 189, 194.

³ *Ibid.*, p. 193.

⁴ Barr, A. S., and Burton, W. H., *The Supervision of Instruction*, Appleton, 1926, pp. 163-164.

⁵ Anderson, C. J., Barr, A. S., and Bush, M. G., *Visiting the Teacher at Work*. Appleton, 1925, pp. 222-259.

⁶ McMurray, Frank, "Supervision," *Childhood Education*, Vol. 4, No. 7, March, 1928, p. 313.

⁷ Anderson, C. J., Barr, A. S., and Bush, M. G., *Visiting the Teacher at Work*. Appleton, 1925, pp. 260-294.

⁸ See the *Seventh Yearbook*, op. cit., p. 183.

⁹ *Ibid.*, p. 195.

¹⁰ Kyte, George C., "The Elementary School Principal as a Builder of Teaching Morale," *First Yearbook of the Department of Elementary School Principals*. Michigan Education Association, 1927, p. 50, Table 3.

Yet principals do not use it very extensively.¹

Probably principals do not use demonstration teaching as a technic of supervision because of two misconceptions:

1. That all demonstration lessons must be models of teaching procedure.

2. That the principal must give the actual demonstration.

All demonstration lessons need not be model lessons nor examples of unusual teaching procedure. In practice the actual demonstration may be somewhat disjointed due to the importance of indicating a particular device. Furthermore, it would be excellent training for teachers to look upon the demonstration lessons as legitimate subjects for criticism. The wise supervisor will ask the teachers for suggestions on how to improve the demonstration lesson. With this critical attitude a teacher is more apt to make improvements in her own teaching. The idea that demonstration lessons are perfect leads to pure imitation. Pittman improved the supervision of rural schools through "suggestive" as contrasted with model lessons.²

It is not necessary that demonstration lessons be given by the principal. The purpose of the demonstration teaching should be to improve instruction. The principal should call upon any qualified and available member of the school system to give the actual demonstration. The persons available for these demonstration lessons include, the superintendent, assistant superintendent, special supervisors, other principals and teachers. Some descriptions of actual demonstrations by these various groups will be given in the next paragraphs.

A superintendent of a city of 70,000 population, was visiting a number of new teachers in a large elementary school. One class was struggling with the legends of early Roman history when the superintendent entered. He saw that the children were having difficulty understanding certain Latin terms and early Roman customs. As he had been a teacher of Latin in high school the superintendent was able to take the class, and through blackboard

devices to clear up most of the difficulty. The informal demonstration lesson indicated to the teacher where he had been poorly prepared and suggested a new approach to the particular lesson.

The assistant superintendents because of wide visitation are often able to put the principal in touch with examples of excellent teaching or even to demonstrate the work of other schools. The principal should feel that his contact with these officials offers an unusual opportunity for much worthwhile assistance.

Many special supervisors or helping teachers spend large portions of their time in giving demonstration lessons. Usually principals are inclined to let these persons give the lessons which their observations indicate to be necessary. A better procedure would be for the principal to request these special supervisors to give the demonstrations requested by the teachers or those which the principal believed to be necessary. Sometimes the school nurses or home teachers are in positions to give assistance. One principal reported he was able to redirect the physical education and hygiene teaching of his special classes through demonstration lessons given by the school nurse.

A principal may assist other principals in demonstration lessons either by lending outstanding teachers or by inviting the teachers of other schools to attend demonstration lessons given in his building. The pooled resources of several schools provides in most instances enough talent for many worthwhile programs. The "after school demonstration course" of the Baltimore schools represents a unique plan of cooperation between principals, supervisors, and teachers.³

Regular teachers for demonstration lessons are too infrequently used by many principals, although every principal knows that most teachers have one subject in which they tend to specialize. One principal capitalized these spontaneous interests by assigning them definite places in his supervisory program.⁴ In consultation with each teacher a subject or grade was chosen for specialization and study.

¹ See the *Seventh Yearbook of the Department of Elementary School Principals*, 1928, p. 194.

² Pittman, M. S., *The Value of School Supervision*. Warwick and York, 1921, pp. 36, 62-119.

³ See the *Baltimore Bulletin of Education*, November, 1926, p. 30 and pp. 36-37.

⁴ See the *Seventh Yearbook* op. cit., p. 340.

The teacher then became the "model teacher of reading for the First Grade" or the "model teacher of arithmetic for the Sixth Grade," or the model teacher of some other subject according to her wishes. As the model teacher, she was expected to keep in touch with recent professional literature in the field, to demonstrate new technics to all teachers of the school, to instruct new teachers in the methods of the particular school, and to provide demonstration lessons upon request for parents, visitors, and others. Under this scheme the principal gave relatively few demonstrations himself, although he draws upon the services of many competent demonstrators and organizes their programs in an effective manner.

The adjustment of pupils.—The proper placement of children and their adjustment from time to time are among the most important supervisory activities of the principal. These activities are usually executed on the basis of information secured in teacher and pupil conferences and from pupil testing.

Kyte's study¹ showed that teachers believe principals to be helpful through "more contact with the children's activities." The knowledge of pupils through a contact with their activities is basic to all pupil adjustment. One principal has described his contacts as follows:

I learn many things about our children on the street when I go to school and when I leave the building, the children who meet me and those who walk away from school with me frequently give keys to their interests and their prejudice.²

Another principal has written as follows:

I sometimes think when the hours are filled to the brim with irritating concerns that keep a principal busy, that it would be pleasant to close the office door and shut out these irritating concerns. But, oh, how much I would have missed. How little of the child life of this big school would I have known, how different would have been my knowledge of the hope and fears and aspirations of the teachers.³

Schools differ widely as to the pupil-principal relationship.⁴ At one extreme is the "big bear" type of principal who arouses fear in the child, thereby securing unsatisfactory answers to questions. Adjustments after this type of pupil conference could hardly be based upon complete data.

At the other extreme the principal talks with pupils so as to secure complete information. These principals respect the child's personality, adjust themselves to immature viewpoint, and are concerned at putting the child at complete ease. Interviews under these conditions frequently provide the principal with information not procurable in any other manner.

The testing movement has provided the principal with a useful tool for studying teaching and children. The tendency toward mass testing has often obscured the value of testing for individual adjustment. Only recently we have come to realize the importance of individual differences in school procedure. In the study of the individual, problems of maladjustment may be solved or adjusted.⁵ It is in this case study method that the principal has the opportunity of applying the more exact measures.⁶ One principal has written of this as follows:

I have this very day evaluated the results of specific reactions of individuals to at least two hundred tests. These specific reactions may be nothing more than marks for individual pupils on spelling tests, or they may be results of objective tests on our courses of study in any subject. The medians of these tests alone mean little. I must weigh and consider the result of each test for each pupil. Much of this can be done hurriedly but some has to be done very carefully. If there is any place whatever for praise or condemnation it must come after reflection, consideration, deliberation, and conference, and then, too, we must not forget that the pupil has a sense of justice. We must remember that face values alone on tests could kill our individual and so we look farther for underlying causes and conditions.⁷

Closely related to the problem of pupil study and adjustment on the basis of standard

¹ See the *First Yearbook of the Department of Elementary School Principals of Michigan*, pp. 50-51.

² See the *Seventh Yearbook*, *op. cit.*, p. 310.

³ *Ibid.*, p. 312.

⁴ A part of the work of the Committee on Standards and Training for the Elementary School Principalship. Reported in the *Seventh Yearbook*, pp. 293-318.

⁵ Reavis, W. C., *Pupil Adjustment in Junior and Senior High Schools*, 1926, p. 82.

⁶ Jacobs, R. C., "An Educational Diagnosis of Fifty Pupils," *Sixth Yearbook of the Department of Elementary School Principals*, 1927, pp. 217-228.

⁷ See the *Seventh Yearbook op. cit.*, p. 311.

tests is the work which may be done with informal tests.¹ Usually these are tests based directly upon the course of study of a particular city. By virtue of this fact they are of immediate and practical use to teachers in determining the effectiveness of the teaching. One principal reported her particular problem for the year as that of developing informal tests based upon the reading course of study. The steps in her procedure were (1) discussing with the teacher the course of study in reading for the particular grade, (2) deciding with the teacher upon the basic content and objectives of the grade, (3) making the test, by the principal, (4) criticism of test by teacher, (5) revising the test in conference between teacher and principal, (6) experimental use of test on a representative group of children, (7) comparison of test with any comparable standardized tests, (8) revision of test in terms of experimentation, (9) extensive use of test, and (10) continuous revision and improvement according to experience.

It is not possible to discuss the matter of pupil adjustment further. There are many excellent treatments of the general phases of pupil adjustment,² as well as the application of standard³ and informal tests⁴ to the problem.

Teachers' meetings.—Teachers' meetings may be classified into two general types, administrative and supervisory. Each of these types may be formal or informal, lecture or participating, and small group or whole faculty.⁵

Teachers' meetings were listed seventeenth as to consumption of time of supervising principals.⁶ They were fourteenth in terms of

total time on Hampton's list of duties.⁷ As a supervisory activity it was fourth among the seven most frequently used by supervising principals.⁸ The teachers reporting desirable supervisory activities to Valentine ranked teachers' meetings of the instructional type well up toward the top of the list.⁹ Teachers' meetings, particularly those of the supervisory type, represent one of the most important duties of principals.

In interviewing a number of principals¹⁰ it was discovered that many teachers' meetings were largely concerned with administrative matters. A number of principals believed that supervisory matters could be handled more effectively through conferences with individual teachers. On the other hand, a number of principals showed much originality in organizing professional meetings. One principal utilized the lunch period for informal discussions of teaching problems.¹¹ Another principal outlined a formal course of instruction consisting of lectures and demonstration lessons.¹² The problem approach, with considerable teacher participation, was described by a third principal.¹³

The relative merit of the various types of meetings can not be stated with finality. All types of meetings may be useful. It is one of the principal's professional accomplishments to adjust his program to the need of his faculty. The type of meeting to be avoided is the one devoted to petty problems of administration. Such meetings include discussions on the ringing of bells, the distribution of supplies, the control of the playground, the use of athletic equipment, and similar routine administrative problems. These are

¹ See such books as Charles Russell's *Classroom Tests*, Ginn, 1926, 346 pp.

² Reavis, W. C., *Pupil Adjustment in Junior and Senior High Schools*, D. C. Heath, 1926, 348 pp.

³ See: Kyte, G. C., "Experimental Programs in the Education of Gifted Children," *Third Yearbook of the Department of Elementary School Principals*, 1924, pp. 395-430.

Burdick, W. H., "The Bright Pupil," *Fourth Yearbook of the Department of Elementary School Principals*, 1925, pp. 262-271.

Hamilton, A. J., "Achievement Testing in the Elementary School," *Second Yearbook of the Department of Elementary School Principals*, 1923, pp. 169-185.

Hirschman, M. L., "How the Teacher's Class Analysis Chart Functions," *Baltimore Bulletin of Education*, March, 1927, pp. 130-135.

⁴ See: Potter, Charles, "The Testing and Correction of Language Errors," *Sixth Yearbook of the Department of Elementary School Principals*, 1927, pp. 200-210.

Cooper, H. P., "Supervisory Projects," *Fifth Yearbook of the Department of Elementary School Principals*, 1926, pp. 421-446.

Gist, Arthur S., *Elementary School Supervision*, Scribners, 1926, pp. 135-149, 166-170.

⁵ See Cubberley, E. P., *The Principal and His School*, Houghton Mifflin, 1923, pp. 514-516.

⁶ See the *Seventh Yearbook of the Department of Elementary School Principals*, National Education Association, 1928, p. 189.

⁷ *Ibid.*, pp. 183-187.

⁸ *Ibid.*, p. 194.

⁹ *Ibid.*, p. 195.

¹⁰ *Ibid.*, pp. 293-309.

¹¹ *Ibid.*, p. 335.

¹² *Ibid.*, p. 336.

¹³ *Ibid.*, pp. 336-338.

problems to be settled early in the school year and modified according to need by executive order of the principal. The teachers should be asked to make suggestions on these matters, but for the principal to hold meetings throughout the year for prolonged wrangling over minor details is to invite a slump in faculty morale.

The frequency and the hour of holding meetings must be settled largely in terms of the particular school. The frequency of meetings would depend upon the program outlined for the year. After planning with the teachers the objectives of the professional meetings, then the number of meetings necessary to accomplish the program may be estimated.¹

The hour of meeting is one that should be settled in cooperation with the teachers. Usually the after school meeting finds everyone tired and not in the mood for professional study. Meetings held before school in the morning have the advantages of brevity and an alert audience. Some principals have found the lunch-hour meeting satisfactory, although if meetings are held rather frequently they may seriously interfere with the midday rest period.

The curriculum.—Another major supervisory activity of the principal has to do with the ~~elementary~~ school curriculum. This was not listed prominently in the studies of supervisory activities probably because it is involved in all of the principal's functions. Observation is primarily concerned with studying the growth of children in response to a given curriculum. Individual conferences with teachers serve as a means of improving the teacher's presentation of the curriculum.

On the other hand, curriculum study is not only basic to the various supervisory procedures, but it offers one of the best ways for the principal to become a master of supervision.² Through curriculum building the principal comes to know, not only the philosophy of the teaching, but the details of content, the methods, and devices of presentation. Thus equipped he need no longer fear to discuss specific items in instruction. He finds

that teachers welcome supervision from a principal who is able to give scientific reasons why things should be done a certain way.

How may I improve my supervision?—Supervision has two general aspects, the qualitative and quantitative. A consideration of quality is primarily a study of the relative merits of specific supervisory procedures. A study of quantity is chiefly concerned with the total amount of time given to supervision.

The improvement of the *quality* of the supervision may be made through the following: (1) comparison with check lists, (2) delegation of duties, (3) avoidance of routine, (4) cooperation with the supervisors, and (5) discovery of faculty problems and needs.

Check lists have not been developed to the point where the principal has a final list against which he may check his own activities. Progress has been made in that direction and the principal should find the available lists³ suggestive of new duties and the relative importance of different activities.

Through the delegation of simple duties the principal is able to devote time to the more technical activities of administration and supervision. The formation of teacher committees⁴ on measurement can relieve the principal of some phases of pupil adjustment. A program committee can provide the demonstration lessons, lectures, and discussions for many of the teachers' meetings. Committees in the various subjects or grade levels can arrange their own group conferences, assemble instructional materials, and issue bulletins on methods and devices.

The avoidance of routine is closely associated with the delegation of duties, although the emphasis in this paragraph is upon professional study and contacts. There exists a danger in supervision of the principal falling into routine procedures. He may observe classes only for ten-minute periods, or take notes which are never shown to the teachers, or give many standard tests without sufficient emphasis upon interpretation, or hold teachers' meetings of the lecture type. The difficulty in many such situations is a lack of knowledge

¹ Cubberley, E. P., *The Principal and His School*, 1923, pp. 519-521.

² Alltucker, Margaret M., "The Principal and the Curriculum," *Bulletin, Department of Elementary School Principals*, National Education Association, July, 1928, pp. 670-673.

³ See the *Seventh Yearbook of the Department of Elementary School Principals*, National Education Association, 1928, pp. 183-187, 194-201, 561-566.

⁴ *Ibid.*, pp. 340-341.

of new procedures. Professional publications offer the principal unlimited possibilities to acquire new knowledge.¹ Professional meetings² have proven useful to many principals.³

Cooperation with supervisors offers the principal an unusual opportunity to improve the quality of his supervision. Usually supervisors have specialized in particular fields and their suggestions on instruction represent expert advice. They can indicate to the principal the exact skills, habits, and attitudes to look for in children. The pooled resources of supervisors and principals offer an opportunity to both groups for professional profit.⁴

One of the best means of improving the principal's supervision lies in a questionnaire survey of the needs of the teachers of the particular school. The needs as revealed by a study of the situation might indicate that pupil adjustment demanded the principal's full supervisory time to the marked reduction of observation. Or, the situation might indicate the need for a balanced program consisting of all kinds of supervisory procedures. Or, the study might reveal the individual differences of teachers and the necessity of a supervisory program adjusted to each class situation.⁵

The improvement of the principal's supervision in a *quantitative* way generally requires an increase of the relative amount of time given to supervision as compared with administration and other duties. The means toward this increase of time are: (1) comparisons with check lists, (2) delegation of responsibility, and (3) adopting a daily schedule of work.

A principal may compare his work with a check list and make an analysis of his specific activities. A study of these activities not only suggests new activities worthy of attendance, but it should indicate to the principal whether he is spending too much time on petty duties.⁶ For example, some principals are held to the petty routine of the office by the telephone calls. It would be better to announce office hours for important calls and during the rest of the time to assign pupils to receive the messages.

Someone has said that one of the best indications of an administrator's executive ability is his skill in getting things done by others. Certainly it is true that many minor clerical and administrative duties can be given over to the clerk, teachers, and pupils without hardship to anyone.⁷ Through the delegation of routine work to others the principal may secure additional time to devote to the more important administrative and supervisory obligations.

The adoption of a daily schedule of work has been recommended as a means of systematizing the principal's work.⁸ In practice it has been used not only to systematize the activities of the principal, but to increase the amount of time given to supervision.⁹ Under this plan the principal allots a given amount of time to administration, supervision, and so forth. By carefully adhering to the program and at intervals increasing the allotment to supervision, the day eventually comes when the increased time becomes a matter of habit.

¹ See the *Seventh Yearbook of the Department of Elementary School Principals*, National Education Association, 1928, pp. 343-346.

² *Ibid.*, p. 347.

³ Birmingham, Alabama, gave elementary school principals a bonus to attend the Department of Superintendence convention in Dallas, February, 1927.

⁴ See the *Seventh Yearbook*, *op. cit.*, pp. 240-243.

⁵ *Ibid.*, p. 313.

⁶ Cubberley, E. P., *The Principal and His School*. Houghton Mifflin, 1923, pp. 188-190.

⁷ *Ibid.*, pp. 184-190.

⁸ *Ibid.*, pp. 188-189.

⁹ Kuehney, M. S., "The Effect of the Use and Distribution of the Elementary School Principal's Time by the Adoption of Daily Schedules or Programs." *Bulletin of the Department of Elementary School Principals*, National Education Association, October, 1925, pp. 42-51.

The Principal Studies His Administrative Duties

SOME ELEMENTARY school principals are mastered by their administrative duties. These persons are slaves to routine—hopelessly lost in a maze of petty, time-consuming responsibilities and functioning on the level of the ordinary, conscientious clerk.

On the other hand is the master of routine—carefully distinguishing between major and minor administrative duties, allotting a due portion of his time to the former; organizing, delegating, and guiding the latter—functioning on the level of an expert technician.

The manner in which an elementary school principal deals with his administrative duties will to a large degree determine his effectiveness in other lines of work. If he allows the administrative aspects of his work to absorb all or nearly all of his time other important phases must necessarily suffer.

Emphasis upon the importance of seeing his administrative activities in a proper relationship to his other duties does not mean that there are no important duties of this class. The work of the principal in organizing and managing a school is of the utmost importance. It calls for technical skill of the highest order. But when administrative activities, whether major or minor, encroach upon a principal's time until supervision is neglected, then the time for stock taking has arrived.

This section of the bulletin aims to assist the principal in defining and evaluating his administrative functions and improving his efficiency in this field of activity.

What is administration?—The administrative work of the principal consists of the non-instructional activities of school organization and management.¹ These activities range from those closely associated with instruction to those of a clerical type. Between these two extremes are the typical administrative duties such as discipline, direction of the janitor, school organization, and supply manage-

ment. In many instances the exact classification of a particular duty depends upon whether its primary purpose is supervisory, administrative or clerical.²

The administrative activities.—In analyses of the principal's duties, the specific administrative activities usually far outnumber those listed under supervision and other phases of the work. A recent study³ of the duties of the principal as defined by the rules of ninety-five cities showed a total of 897 functions. Of this number 554 or approximately 62 percent were classifiable as administration.

Research indicates that certain administrative duties stand out in the minds of principals. These important activities include discipline, school organization, direction of the janitor, and supply control. In the following paragraphs each of these responsibilities will be dealt with.

Discipline.—Principals report discipline as one of the large, time-consuming duties.⁴ Morrison found discipline to be first among the duties of principals in Ohio as to time consumed.⁵ Hampton's study showed that discipline was taking a large share of the principal's administrative time. This bulletin cannot settle the question as to the relative amount of time to be given to discipline. Each principal must examine his own activities in terms of progressive theory and practice before deciding whether the time given to discipline should be reduced.⁶ Certainly, the consensus of expert opinion is that discipline should not be the principal's major administrative duty.

One of the first steps in reducing the number of discipline cases is to reduce the opportunity for misbehavior. Schools with many unnecessary rules and rigid requirements as to lines, use of building and so forth will have many minor infractions due to the multiplicity of the restrictions. Another means of preven-

¹ See the *Seventh Yearbook of the Department of Elementary School Principals*, National Education Association, 1928, p. 157.

² See page 92 of this bulletin.

³ See the *Seventh Yearbook*, op. cit., pp. 215-227.

⁴ Ibid., pp. 185, 188, 189-190.

⁵ Morrison, J. Cayce, "The School Principalship in Ohio Cities and Exempted Villages," *Ohio State University Studies*, Contribution in School Administration, No. 2, May 15, 1926, p. 45.

⁶ See the *Seventh Yearbook*, op. cit., p. 188.

tion is a well organized program of extra-curriculum activities¹ in the nature of school plays,² games, school papers, and pupil governments.³ Through activities of this sort school morale may be developed to a point where disciplinary problems will be greatly reduced.

The time given to discipline may be reduced by securing the full cooperation of the teachers in many problems of school control. This may be done through teacher committees on extra-curriculum activities, playground activities, character development, and school morale.⁴ These committees may assume responsibility for many minor cases of misbehavior and can aid in developing a policy designed to prevent the occurrence of similar difficulties.

School organization.—The organization of the school into a smoothly operating unit is one of the basic and most time-consuming duties imposed upon the principal. Among the many problems in this phase of the work are the form of organization, program making, routine administration, and business organization.

Principals will find considerable literature setting forth the merits of the platoon, the departmental, the companion class, and similar forms of organization.⁵ These articles usually represent the opinion of superintendents, principals, teachers, and pupils as to the advantages of the particular form of school organization. Few convincing studies have been made to show the advantages of any form of organization in terms of child instruction.⁶ There is a danger in articles not substantiated by objective data that advantages may be claimed for a form of organization which are due to other factors. For example, the personal enthusiasm and executive ability of the principal may make a given form of school organization function effectively. When this same scheme is adopted in another school,

where the personal enthusiasm is lacking, it may prove to be a failure. Every principal must learn to recognize the basic and inherent values of experiments in education, so as not to be the victim of fads. Probably no form of school organization will solve all school problems, but one form of organization may be best in terms of the instruction of children, the training of his teachers and other factors of influence in each local situation. The form of school organization is a tool to be used and adapted by the principal in meeting the educational needs of his community.

The complexity of the program making of the school will depend largely upon the form of school organization. In a traditional school the programing of subjects may be left largely to the desires of the individual teacher. In the platoon and departmental organizations the programing of studies requires the cooperation of many teachers with the principal. Many supervising principals leave the program making largely in the hands of the teachers.⁷ This is possible in departmentalized schools through the use of mimeographed instructions, principles of programing, and schedules. Frequently these are worked out by teachers' committees under the direction of the principal and thereby include the experience of those in immediate contact with program difficulties. The minimum to be expected of the principal is that he will check the programs against legal regulations and the basic principles of program construction. The professionally-minded principal will do more than this. He will assist every teacher to develop a program which will enable her to function at the highest level of efficiency.⁸

The routine activities of school administration are among those that become dangerously time consuming. Such matters as the passing of classes, the ringing of bells, the instruction

¹ Tilton, E. B., "The Principal and Extra-Curriculum Activities," *Fourth Yearbook of the Department of Elementary School Principals*, National Education Association, 1925, pp. 401-403.

² See the *Seventh Yearbook*, op. cit., pp. 326-327.

³ Bash, E. H., "Pupil Participation Through Civic Organizations in the Elementary School," *Fifth Yearbook of the Department of Elementary School Principals*, National Education Association, 1926, pp. 368-376.

⁴ See, also, the *Seventh Yearbook*, op. cit., pp. 320-322.

⁵ See, also, the *Seventh Yearbook*, op. cit., pp. 319-341.

⁶ See articles like the following: Spain, C. L., "The Platoon School—Its Advantages," and Wilson, H. B., "The Platoon School—Its Disadvantages," in the *Proceedings of the National Education Association*, 1926, pp. 797-800, 800-809; Rolfe, Stanley H., "A Concept of All-Year Schools," *Bulletin, Department of Elementary School Principals*, National Education Association, July, 1927, pp. 437-438; Patterson, M. J., "The Work-Study-Play Plan," *Bulletin, Department of Elementary School Principals*, National Education Association, April, 1923, pp. 83-87.

⁷ Connor made a paired school comparison in Cleveland, Ohio, between platoon and typical schools. On the basis of rating the teaching in terms of pupil activity the traditional schools showed a slight advantage. The advantage shown for the traditional schools had 33 chances in 100 of being accidental rather than real. See *Bulletin No. 94*, January 8, 1925, Division of Reference and Research, Cleveland Educational Department, W. L. Connor, Director.

⁸ See the *Seventh Yearbook*, op. cit., p. 232.

⁹ Cubberley, E. P., *The Principal and His School*, 1923, p. 163.

of teachers in making reports, the meeting of school visitors, the handling of accidents, the scheduling of the auditorium, and many other activities often absorb most of the principal's time. To handle such demands most efficiently the principal must have clerical assistance, must delegate duties, and must standardize many procedures.

In delegating minor administrative duties the principal may call upon individual teachers,¹ teacher committees,² individual pupils, and pupil groups.³ All of these sources of aid may be recruited, instructed, and inspected in their work so as to relieve the principal for the more complicated activities.

Standardization of procedures has proven of value in many schools. Usually the exact steps in every procedure have been put in mimeographed form and are available for each teacher. An example of these standard directions are the following for playground accidents:

1. If the child is conscious and not seriously injured have him assisted to the nurse's room by two boys, preferably the Boy Scout Accident Patrol.

2. If the accident caused a broken bone or the exact nature of the injury is unknown do not move the child until the nurse or principal has made a diagnosis.

3. In all cases notify the principal or nurse immediately. If these persons cannot be reached notify the teacher on yard duty.

4. If help is not available from the sources named in (3) above, then call the Emergency Hospital, Main 384.

5. After the child has been taken care of send a written memorandum to the principal, giving the child's name, hour of the accident, date, probable nature of the injury, and the names of witnesses.

Standard directions such as the above provide the teachers with a plan of action, safeguard the school against charges of negligence, and make unwise procedures on the part of teachers less likely. Other situations which may be discussed in the school manual are, the attendance of teachers, the attendance of pupils, the yard duty assignment, the use of

the building, the passing of lines, the fire drill, the ordering of supplies, the handling of solicitors, the use of the heating and ventilating system, the promotion of pupils, the marking of pupils' reports, letters to parents, the reports to the superintendent, the procedures in discipline cases, and other problems of a similar nature.

The direction of the janitor.—According to a majority of the reports from approximately six hundred supervising principals the direction of the janitor is a responsibility of the principal.⁴ The principal is most advantageously situated to check the janitor's work and make the best use of his time.

The janitorial organization too often seriously interferes with the administrative efficiency of the principal.⁵ In one school system janitors cannot move furniture as such work must be done by porters. Another city requires the principal to secure the approval of the business manager to move furniture from one room into another. If a door is broken, or a desk put out of order, or some similar repair is necessary in a certain school system, the principal is required to call the central office for special mechanics. Such "red tape" procedures as the above seriously hamper the principal's administrative efficiency and reduce the time allotment to the more technical phases of his work.

The inspection of the janitor's work means a great deal to the comfort and safety of the school. Principals have found it advantageous to rate the janitor's work in terms of the cleanliness and systematic care of the building.⁶ Certainly it is good procedure to have basic requirements as to the frequency of washing blackboards, waxing floors, cleaning chalk troughs, and so on.⁷ In a large New York school a notebook is used to conserve the time given by the principal to building inspection. This notebook lists the fire extinguishers, blackboards, floors, and other equipment of the building, with space for the janitor to enter the data as each item receives attention. At

¹ See the *Seventh Yearbook*, op. cit., p. 340.

² Ibid, pp. 339-341.

³ Ibid, pp. 320-322.

⁴ Ibid., pp. 229-230.

⁵ Part of the work of the Committee on Standards and Training as reported in the *Seventh Yearbook of the Department of Elementary School Principals*, National Education Association, 1928.

⁶ Cubberley, E. P., op. cit., p. 219.

⁷ Ibid., pp. 217-219.

any time the principal can check the condition of his building in regard to the important items of janitorial work.

Supplies—The ordering of supplies, checking the shipment, distributing supplies to the classes and taking inventory are tasks requiring the cooperation of teachers, principal and janitor. When a clerk is provided, it is possible for the principal to turn over much of this work to others, although certain semi-technical skills in ordering supplies and judging their use cannot be so delegated. The clerk should not be given authority to judge whether teachers are using supplies economically. The school clerk's relation to supplies should be that of a bookkeeper. Suspected abuses of supplies should be reported to the principal for judgment.

The ordering of basic supplies may be handled by the school clerk as most schools are limited to the standard equipment furnished to all schools.¹ The checking and inventory of supplies may be done by the clerk and janitor at times when regular duties are not pressing.

Some of the principals visited during the preparation of the *Seventh Yearbook* were giving much time to the distribution of supplies.² Interviews were often interrupted by requests for pencils, paper, etc., which the principal took time to look after personally. This condition existed in schools where clerks were employed and where janitors were in a position to devote some time to the supply room. To reduce this demand on his time one principal hung the supply room key in the office with instructions for the teachers to help themselves. Another principal kept a day-to-day supply in his office so he was able to fill requisitions without moving from his desk.

Such practices make the principal a slave to petty routine. He may conserve his time by reducing the number of requests for supplies by asking the teachers to order for (1) a week at a time, (2) delegating the routine responsibility for ordering, checking, and distributing

the supplies to the clerk, janitor, or one of the teachers.

How may I improve my administration?

The improvement of the administrative phases of the principal's work involves (1) a readjustment of time allotted to this work, and (2) an improvement in the efficiency of handling these activities. In working toward improvement along these lines the principal will find it desirable (1) to make a job analysis of his work, (2) to study the opportunities for delegating minor administrative duties, and (3) to broaden his professional contacts so as to profit from the best practices of other principals.

An analysis of the principal's duties, particularly by the diary method,³ often shows that the principal is giving a relatively high percentage of his time to administration. Further study should indicate whether this emphasis upon one phase of the work is necessary or merely due to poor budgeting of time. If a change in the time allotment seems wise, the existing check lists of duties,⁴ and the budgeting plan⁵ offer effective means of adjustment.

The ability to delegate responsibility to others has been cited as one of the most essential qualities of an efficient school executive. Fortunately, the tendency is growing to provide principals with clerks who may assume minor administrative functions.⁶ Principals who wisely assign responsibilities to clerks are able to give proper attention to the more technical phases of administration and supervision.

Another source of help for the principal is the teachers. Frequently a teacher may be relieved from certain classroom duties to assume certain administrative functions. Teacher committees are a source of potential assistance.⁷ No system of administration is complete which does not enlist the cooperation and active help of the pupils. In innumerable ways they may assume obligations, not only to relieve the principal, but to develop their own executive ability.⁸

Finally, the principal will constantly strive to improve his mastery of the administrative

¹ See the reports of supervising principals in the *Seventh Yearbook*, op. cit., p. 231.

² Work of the Committee on Standard and Training, Department of Elementary School Principals, National Education Association in the *Seventh Yearbook*, April, 1928.

³ See page 89 of this bulletin.

⁴ See the *Seventh Yearbook*, op. cit., pp. 182-209.

⁵ Kuehney, M. S., "The Effect of Daily Schedules or Program," *Bulletin, Department of Elementary School Principals*, National Education Association, Vol. 5, October, 1925, pp. 42-51.

⁶ See the *Seventh Yearbook*, op. cit., pp. 255-266.

⁷ Ibid., pp. 340-341.

⁸ Cubberley, E. P., op. cit., pp. 311-318.

duties which cannot be delegated. This may be done through an analysis of his procedures, wide study and observation. The school manual or handbook may be used to set forth the teacher's place in administration so as to reduce questions, doubts, and duplication of effort. The operation of the school may be improved by ideas taken from the departmentalized, platoon or other plans of organiza-

tion.¹ Ability grouping offers a basis for solving some of the problems of individual instruction.² Many community organizations may be brought into the work of supplying the school with instructional materials.³ Other phases of the principal's administrative activity lend themselves to unique and improved procedures when the principal studies his job.

¹ Roe, Warren A., "The All-year School," *Bulletin, Department of Elementary School Principals*, National Education Association, Vol. 6, October, 1926, pp. 10-22.

² Kepperling, Inez, "XYZ Organization," *Bulletin, Department of Elementary School Principals*, National Education Association, Vol. 7, October, 1927, pp. 42-45.

³ Kirk, Marguerite, "Cooperation of Schools with the Library and Museum of Newark, New Jersey," *Bulletin, Department of Elementary School Principals*, National Education Association, Vol. 6, October, 1926, pp. 32-37.

TWO KINDS of duties whose relation to each other is of the highest significance confront him from the start. On the one hand, he has to look after the condition of the building, the janitor's service, supplies, and fire drills; to consult with parents and children about tardiness, truancy, other misconduct, and health of pupils; and to advise with teachers about these same things, together with the lighting of rooms, adjustment of seats, care of desks, and books. On the other hand, he is responsible for such an organization of the school as will secure a high moral tone, and for such assistance to teachers as will place the instruction on a high plane. In other words, there is a very large class of duties, largely mechanical, that belong to the general manager and business man in distinction from the educator. There is another large class, dealing with instruction and the formation of good habits, that are technical in character, calling for skill as an educator. Not all of the principal's duties fall easily in one or the other of these two groups, but in the main the distinction is valid.

Which of these two shall dominate the other and occupy the greater portion of his time, is one of the first questions to consider in judging the efficiency of a principal. If he is primarily a business manager, he should be judged as such. If he is primarily a professional leader, he should be judged very differently. The purpose of the school leaves no doubt about the proper decision of this question, for it makes the business management of a school only a prerequisite to its other more important work of education. Proper attention to physical conditions, and to numerous other details of general management, secures only the conditions on which effective instruction and government depend; and it is, therefore, merely a means, while the latter are the ends. A principal of the school must be closely identified with instruction; and he must be judged primarily as a leader in that field, i. e., as a supervisor of instruction.—*Frank McMurry, Elementary School Standards—pages 175-176.*

The Principal and His Teaching Responsibilities

IT HAS BEEN stated that the supervisor of instruction can maintain his touch with the child mind only through regular classroom teaching.¹ In recent years the question has been raised whether long classroom experience does not unfit one for service as a principal.² Certainly, the progressive principal, who has teaching responsibilities, will want to determine the time division which will make his functioning most effective. The supervising principal, without regular teaching duties, must seek compensation for the loss of classroom contacts.

Teaching in the development of the principalship—At one time the staff of the typical American school consisted of one teacher. With the growth of school enrolments and size of staff one of the teachers came to be known as the "head" or "principal" teacher. In time the position evolved through the stages of teaching principal, building principal, and supervising principal.³

One of the distinct characteristics of this evolution has been the reduction of the amount of time given to regular teaching duties. The early "principal" teachers were primarily classroom teachers with a few clerical and administrative responsibilities. The teaching principals often had some school time for the noninstructional duties. Many of the building, administrative, and supervising principals were entirely freed from regular classroom responsibilities. At the present time principals do varying amounts of regular teaching. A principal may do regular classroom teaching, or exercise the administrative function of substitute teaching, or conduct demonstration lessons as a part of his supervisory technic. The amount and type of teaching done will depend upon such factors as his skill, the size of his

school,⁴ the plan of school organization and the local school board policy.⁵

The teaching principalship—The elementary school principalship in which a full or part-time load of regular teaching is carried may be found in many places. More than 32 percent of the principals in Crouch's study had regular teaching duties.⁶ In Morrison's study of teaching and supervising principals the average time given to teaching duties was 52 percent of the total.⁷ A recent study of approximately 1200 elementary school principals throughout the United States showed a wide range in the amount of time given to regular teaching duties.⁸

The principal who is required to devote a substantial fraction of his time to regular teaching can never fully discharge the activities expected of the modern supervising principal. Teaching a class of children is a full-time job. The proper exercise of the functions of the supervising principal calls for the full energy of a vigorous, well-trained person. When the same person attempts to exercise both responsibilities, one or both must suffer.

This does not mean that the teaching principal cannot greatly increase the effectiveness of his work by careful and continuous study. He can profit from some of the suggestions of this bulletin relative to the improvement of supervision. Administrative phases of his work may be improved by the elimination of petty activities similar to those which hinder the effectiveness of the supervising principal.

At the same time that the teaching principal works to improve his effectiveness, he should intelligently support any movement in the direction of raising his office to the status of a supervising principal. The history of the principalship shows this evolution to be a nat-

¹ Jones, L. H., "The Province of the Supervisor," *Proceedings of the National Education Association*, 1897, pp. 217-224.

² Judd, Charles H., "The Possibilities of the Principalship," *Bulletin, Department of Elementary School Principals*, National Education Association, April, 1926, pp. 131-137.

³ See the *Seventh Yearbook*, op. cit., pp. 160-167.

⁴ Ibid., p. 205.

⁵ Pollich, R. E., "Superintendents Standards and Policies in the Selection, Appointment, and Promotion of Elementary School Principals," *Elementary School Journal*, Vol. 26, October, 1925, pp. 107-117.

⁶ Crouch, Roy A., "The Status of the Elementary School Principal," *Fifth Yearbook of the Department of Elementary School Principals*, 1926, p. 253.

⁷ Morrison, J. Cayce, "The School Principalship in Ohio Cities and Exempted Villages," *Ohio State University Studies, Contributions to School Administration*, No. 2, May, 1926, pp. 43-44.

⁸ See the *Seventh Yearbook*, op. cit., pp. 158, 204-209 and 285-292.

ural historical development.¹ The cost of placing all principalships on the supervising status is not prohibitive. It has been estimated that the complete change of all elementary school principalships in the United States to the supervisory status would cost approximately \$26,200,000. This sum is 1.6 percent of the current expenditures for public elementary and secondary schools in 1926 in the United States.² A part of this cost would be offset by the resulting larger school unit and its affect in reducing the average cost per pupil.³ Acquaintance with such facts as these are essential for the teaching principal if he is to support intelligently the progressive development of his office.

Teaching and the supervising principalship—In communities where the elementary school principalship has reached full maturity the principal should limit his teaching activities to substitute and demonstration teaching. Freedom from regular classroom teaching is the distinctive characteristic of the supervising principalship. It is in this free time that the opportunity is given to develop the supervisory technics which the progressive conception of the principalship requires.

All do not agree that the supervising principal should have complete freedom from regular teaching. According to a recent study of supervising principals the actual time allotment to regular teaching averaged 4.18 percent of the total day.⁴ This would approximate 25 minutes in an eight hour day. When given an opportunity to state an *ideal* time allotment this same group indicated a slightly higher average. Perhaps these principals would agree with the following statement:

"The principal should teach one or two classes as one of his regular duties. The meeting of class situations daily will keep him in close touch with teaching problems, and will cause him to have a more sympathetic attitude toward the work of his teachers. The daily association with the pupils will enable him to know their interests and problems better than he could possibly know them if he did not teach."⁵

The failure of the supervising principals, in the study mentioned above, to suggest a decrease of the allotment to teaching is due in part to the fact that they were thinking of "ideal" conditions. Under ideal conditions the principal would have clerks and assistant principals to relieve him from petty duties. He would have adequate and modern equipment to facilitate his work. Probably under such conditions he could give five percent of his day to regular teaching without endangering his effectiveness in supervision and administration. Where conditions are not ideal it is doubtful whether the supervising principal should give time to regular teaching.

The quotation given above reflects the belief that contact with the child mind and the problems of teachers can only be maintained through regular teaching duties. This is probably true if the principal is lost in a maze of petty details removed from the instruction of children. In the newer conception of the principalship the importance of regular teaching is minimized. The principal is no longer a clerk and a petty detailist. Nor is he a recluse who emerges from his office sanctum to mumble unintelligible formulas and demand unreasonable conformity to standardized tests.

The professional supervising principal is a trained student of the problems of education. He has had experience enough to realize the relative importance of theory and practice. Through continuous study and research he keeps himself abreast of progressive movements in education. His careful allotment of time gives him opportunities for observation, conferences, teachers' meetings and similar supervisory activities. A fair share of his time is devoted to extra-curriculum activities, pupil conferences, and playground observation. It is by these *legitimate* responsibilities of the supervising principalship that the progressive principal gains the necessary knowledge and sympathetic attitude toward his pupils and teachers. The time formerly given to regular teaching may now be used to develop supervisory activities essential in the improvement of instruction.

¹ See the *Seventh Yearbook*, op. cit., pp. 160-167.

² *Ibid.*, p. 484.

³ Page 87 of *The Relation of the Size of Elementary Schools to Pupil Costs*, by A. R. Curry. An unpublished master's thesis in 1926 at the University of Missouri.

⁴ See the *Seventh Yearbook*, op. cit., p. 205.

⁵ Bolton, Euri B., and Howard, Clara, "Duties of the Elementary School Principal, *Peabody Journal of Education*, November, 1925, p. 144.

The Clerical Functions of the Principalship

THE PURPOSE of this chapter is to present material suggestive to the principal in handling his clerical work. The clerical duties are both insistent and concrete. They cannot be avoided without causing difficulties. As a result, these activities frequently are allowed to claim a far larger share of the principal's time than their importance justifies. Since most of these duties are routine in nature they may be safely delegated to others with less training than the principal. Constant vigilance is necessary if these insistent demands are to be kept in their proper place. In studying his job the principal will wish to ask himself these questions: Am I devoting time to clerical duties which I should delegate? Is the proportion of my time devoted to routine, mechanical duties too large?

What are the clerical duties?—The clerical duties of the principalship are those which can be performed by a competent clerk under the direction of the principal.¹ These functions range from the complicated administrative-clerical work to the simplest office tasks.

According to a recent study² the fifteen duties most frequently delegated to the clerical assistants are as follows:

1. Supplies, books and stockroom.
2. Reports.
3. Telephone.
4. Typing and stenographic work.
5. Records.
6. Attendance.
7. Correspondence.
8. Mimeographing.
9. General office and clerical work.
10. Filing.
11. Banking.
12. Messenger.
13. Enrolment.
14. Milk program.
15. Receive callers and parents.

The above list of duties represents the clerical activities of a typical elementary school. Where clerks are not provided these duties must be performed by the principal with such voluntary help as he may enlist. In schools with clerks the routine aspects of these activities can be delegated, although the principal must always retain an active general insight

and control. Under some circumstances it might be necessary for him actually to take over the routine work until the clerk is fully familiar with school policy. The extent of this delegation of authority to subordinates must be decided in accordance with the clerk's ability and the willingness of the principal to release responsibilities.

Time given to clerical work—Morrison reported in Ohio that the *average time* given to clerical work was 12 percent of the total day.³ A representative group of supervising principals reported 18.94 percent of their time given to clerical work;⁴ teaching principals reported an average of 9.43 percent of the school time.⁵

When asked to state an *ideal time* allotment Morrison's group reduced the average from 12 to 9 percent. The supervising principals suggested an ideal allotment of 6 percent, and the teaching principals 8.07 percent.

Principals will wish to check themselves from time to time to see how their allotment to clerical work compares with practice. Certainly, in view of the greater importance of class observations, and similar problems, the objective should always be to reduce the clerical duties to a minimum.

How may the time allotment to clerical work be reduced?—Two means have been suggested to assist in reducing the principal's clerical activities to a minimum: Elimination of unnecessary duties and delegation of responsibilities to pupils, teachers, and clerks.

The elimination of unnecessary clerical duties is a problem to be worked out by principals in cooperation with the superintendent. There exists in some school systems useless reports which are required of the principal. These reports are useless in the sense that they include data for the superintendent's office which are seldom adequately interpreted for the benefit of the schools. Such reports should be justified or eliminated in order that the time saved may be devoted to more worthwhile activities. A time consuming convenience is the telephone which may ring almost

¹ See the *Seventh Yearbook*, op. cit., p. 157.

² Ibid, p. 260.

³ Morrison, J. Cayce., op. cit., pp. 43-44.

⁴ See the *Seventh Yearbook*, op. cit., p. 205, 207.

⁵ Ibid, p. 290.

constantly with calls from the superintendent's office, business manager, supervisors, parents, and others. A cooperative policy, whereby telephone calls are largely restricted to a particular part of the school day, will do much to improve the situation.

A large reduction in the clerical demands on the principal can be made through the delegation of duties to others. Pupils may be used in the office to answer the telephone, run errands, ring bells, copy letters, distribute supplies and meet visitors. Part of such duties as reports, correspondence, filing, banking, milk program, and meeting parents may be delegated to teachers. These two sources of help are useful, but it must be remembered that both groups are primarily in the school for other purposes and any assistance given by them must follow after the successful execution of their primary work. The most satisfactory helper is the skilled office worker with a basic knowledge of the objectives and methods of the elementary school. Assistance of this sort may have a direct effect in increasing the principal's allotment to the technical phases of administration and supervision.¹

Difficulties encountered in securing adequate clerical help—There are several arguments advanced against providing clerical help to elementary school principals, (1) that the amount of clerical work is not large, (2) that the cost is too great, and (3) that proper use would not be made of the assistance.

The argument that the clerical work of the elementary school is slight is based upon obsolete conditions. The progressive school of today involves an increasing array of cumulative records, tests, reports, and other routine activities. It has been estimated that a school of approximately 600 pupils would require the services of a full-time clerk if the principal is to have the opportunity of functioning on a high level.² Schools of a smaller size should have part-time help for one or more days of the school week.

The cost of providing principals with clerical assistants often prevents the employment of clerks. The average salary paid to school office clerks in the United States approximates \$1350 per year.³ Yet many elementary

school principals at a far greater salary are spending large portions of their time in duties a clerk could perform.⁴ In doing these clerical and petty administrative duties the principal is depriving the teachers of the professional assistance for which he was primarily employed. If the policy of providing clerical help for principals is accompanied by one of consolidating most of the small and ineffective school units, much of the cost of the clerical help will be saved by a reduction in the per pupil costs.⁵

The third difficulty, based upon the assumption that principals would not make proper use of clerical help, is a generalization with much to be said on both sides. There are principals who are poorly equipped to discharge the technical duties of their office. In such a situation, the assignment of a clerk leaves nothing for the principal to do, or at best he merely assumes other petty responsibilities.

Such principals are rarer each year. Larger numbers of principals are ready to demonstrate their ability to function on a high technical level. They can prove their ability to use effectively a proper amount of clerical help.

It is up to all elementary school principals to prove their need for and their ability to profit by clerical assistance. Even when the possibilities of securing help are remote there is no reason for a principal to allow his clerical duties to spoil his effectiveness. Good organization will cut down their claims. Good organization inspires confidence. It is the first step in convincing the superintendent that the principal has the mastery of his job which demands the services of a clerk.

The principal should always be ready to justify the clerical help provided. He should be able to show how the clerk has produced tangible results through the assumption of certain responsibilities. The supervisory and administrative activities of the principal should show marked increase in number and quality. The superintendent should feel the influence of his leadership in his community. When a principal functions on such a level there will be little question of his need of adequate clerical help.

¹ See Connor's study cited on page 91 of this bulletin.

² See the *Seventh Yearbook*, op. cit., p. 261.

³ See the *Seventh Yearbook*, op. cit., p. 483.

⁴ Ibid, pp. 205, 217-223.

⁵ Ibid, pp. 481-484.

The Principal Discovers Other Duties

IN STUDYING his activities the principal will find many duties which cannot be classified readily as administration, supervision, teaching, or clerical work. Most investigators include these under the general term miscellaneous. A grouping of this sort is satisfactory for ordinary research, but it should not be interpreted as indicating functions of little importance. To some persons the miscellaneous group seems to be a Pandora box of petty troubles. Yet when one senses the principal's whole task these responsibilities assume a supplementary and vital place in the whole scheme. In practice one must determine the time allotment and relative merit of the specific activities.

What are the miscellaneous duties?—There is not complete agreement as to what constitutes the miscellaneous activities. This is largely due to the tendency to classify these responsibilities under administration or supervision as they demonstrate their educational value. Hampton used three groups: School time used for private work, professional study, and other miscellaneous.¹ The Committee on Standards and Training listed the following: community relationships, extra-curriculum activities, and professional study.² A more exact delimitation is not necessary in practice as proven technics are of more value than hair-splitting classifications.

The importance of community contacts—The Seventh Yearbook³ shows that attention to community activities is characteristic of the work of outstanding principals. More than 85 percent of the "successful" principals were engaged in community work as compared with 65 percent among unselected principals. The time allotment per week was 2.5 hours and 1.77 hours for the selected and unselected groups respectively. The selected group reported six memberships in social-civic clubs as compared with two for the unselected principals. In the Seventh Yearbook one of the clear differences between the selected and unselected

principals was the time and attention given to community and social-civic activities. This fact calls for careful consideration by principals who are studying their work.

Guides for community contacts—Principals distribute their time over a wide range of social-civic activities. Since the opportunities for such contacts are almost unlimited, each principal will want to select with discrimination places where he can be of greatest service.

The first basic guide in developing community contacts is that the principal's interest should be broad. It is a mistake to give too much time to activities restricted to small fractions of one's constituency. These small groups may be deserving of some time, but not at the sacrifice of the large movements unrestricted by sex, race or creed. Principals accept this guide in practice as shown by the activities reported in the yearbook.⁴

Second, the community contacts should not interfere with the individual's efficiency as a principal. The time allotment to such work should probably not greatly exceed the median of 2.5 hours per week reported by the successful principals. No fixed limits can be set as persons of unusual physical vigor could devote more time without seriously detracting from their daily work. The exact allotment must be determined by each principal in terms of the demands of his particular school situation.

The third guide is that the social-civic contacts should contribute to improvement of the principal and his school. For example, one principal reported his chief community activity as that of chairman of the local child welfare work. From this position of vantage he was able to correlate the welfare and school extension work of his community.⁵ Other school heads have used the Boy Scouts, the Camp Fire Girls, the Junior Red Cross, and similar organizations to supplement the work of their schools.

¹ See the *Seventh Yearbook*, op. cit., p. 187.

² *Ibid.*, p. 157.

³ *Ibid.*, p. 305.

⁴ *Ibid.*, pp. 251-252.

⁵ *Ibid.*, p. 327.

The parent teacher association—One significant movement in the field of child welfare aims to coordinate the educational activities of the home and school. This work is ordinarily organized in the parent teacher association.¹ In this form it offers a community contact of such potential power for good that the principal seldom can afford to be ignorant of its methods and objectives. Nor, once thoroughly informed of its purposes, can he fail actively to cooperate in its efforts to further the welfare of the whole child.

Visits to a number of elementary schools showed that school people were usually aware of the advantages of cooperative action. Several principals have a fixed period at each meeting of the parent teacher association to discuss current educational problems. Probably the best procedure is represented by the principal who attempted definitely to guide the thought of his organization and to give it constructive educational purposes. From a place on the executive committee he arranged a program on home and school problems. During these meetings he took the opportunity to point out the school's viewpoint, the sources of incoordination between home and school, and the useful principles of cooperation for parent teacher groups. The program proves so profitable that an extension of the activities was contemplated for the following year.²

The advantages of the parent teacher association are not confined to the spiritual interest and enthusiasm aroused at meetings. Often these enthusiasms mature into tangible aid to the school's instructional program. The health of pupils is often considered a major school problem, yet its ultimate success depends upon the cooperation with the home.³

One parent teacher association assisted in solving the hot lunch problem.⁴ Other problems in which the association may give material assistance are: Beautifying the playground,⁵ making teachers feel at home,⁶ the leisure time activities of pupils,⁷ juvenile delinquency,⁸ and arousing the interest of fathers in the school.⁹ The evidence is overwhelming that when properly lead the parent teacher association will do much to increase the school's efficiency. The alert principal will assign a high place to the duties connected with the organization in his school. Few agencies offer so excellent an opportunity to exercise wise educational leadership in a community.

Extra-curriculum activities.—There have long existed two educative forces, the formal classroom work and the informal activities of the playground and street.¹⁰ Some educators have attempted to bring the informal activities into closer cooperation with the school and have called them "extra-curriculum" activities. In the elementary school the tendency has been to make the out-of-class activities the motivating devices of the regular class work.

The visits of the field worker¹¹ to a number of elementary schools disclosed that the principal was usually active in stimulating extra-class activities. One principal had developed a system of school government in a school ending with the Fifth Grade.¹² In this plan of government the pupils from the First through the Fifth Grade took an active part in the elections, traffic patrols, garden committees, and health committees.

Another school was actively interested in a school paper under an editorial staff selected by the principal and teachers of the higher grades.¹³ This staff developed to include a business manager and editors of news, sports,

¹ Helpful material concerning the organization and activities of parent teacher associations may be secured by writing to the National Congress of Parents and Teachers, 1201 Sixteenth Street N. W., Washington, D. C.

² See the *Seventh Yearbook*, op. cit., pp. 324-325.

³ Loomis, Alice F., "Pulling Together," *Child Welfare Magazine*, May, 1928, pp. 428-430. Also, Bayly, Ann, "The Parent's Educational Bureau," *Child Welfare Magazine*, September, 1927, pp. 34-36.

⁴ Pray, Mrs. R. M., "How We Grew a Cafeteria," *Child Welfare Magazine*, February, 1927, pp. 278-279.

⁵ Wood, Mabel T., "The Beautified Playground and the P. T. A." *Child Welfare Magazine*, February, 1927, pp. 275-276.

⁶ Mason, Martha S., "Making the Teacher Feel at Home by the All-Year Hostess Plan," *Child Welfare Magazine*, April, 1927, pp. 396-397.

⁷ Mason, Martha S., "The Parent-Teacher Community Theater," *Child Welfare Magazine*, May, 1927, pp. 442-443. Also, Langworthy, Mary L., "The Slow Club," *Child Welfare Magazine*, May, 1927, pp. 416-418.

⁸ Byler, Mrs. J. W., "Work in the Juvenile Court of the District of Columbia," *Child Welfare Magazine*, June, 1927, pp. 495-496.

⁹ White, Mrs. M. W., "Bashful Fathers," *Child Welfare Magazine*, February, 1928, pp. 272-273. Also, "The Round Table," *Child Welfare Magazine*, January, 1928, pp. 231-232.

¹⁰ See the *Sixth Yearbook of the Department of Superintendence*, National Education Association, 1928, pp. 230-242.

¹¹ Part of the work of the Committee on Standards and Training for the Elementary School Principalship.

¹² See the *Seventh Yearbook*, op. cit., pp. 320-322.

¹³ *Ibid.*, pp. 319-320.

music, literature, exchange, art, and personal notes. Any pupil could make contributions to the paper through the classes or informally through the Contributors' Box.

The fife and drum corps has been used in several schools and makes a great appeal to the boys.¹ Usually these corps are composed of boys who have enough interest to provide their own fifes and pay for the necessary instruction. The drums are usually purchased from the general school funds raised by entertainments or popular subscription. Instruction periods are held once a week under the direction of the music teacher, the principal or some outside individual who charged a nominal sum for his services. In schools where corps have been established the principals agree upon their value in building pupil morale. The corps are used in connection with the physical education exercises, school exhibits, civic parades, and school entertainments.

The alert principal will discover value in other activities such as school plays,² health clubs,³ and athletics.⁴ One should not permit the number of activities to become so large as to force the teachers and pupils to do superficial work. In avoiding this difficulty the principal should choose a few activities adaptable to the pupils' interests and the school facilities. Among the clubs⁵ which have been proven useful to schools are the following:

Art	Dramatic	Radio
Athletic	Electrical	Rooters
Basketry	First Aid	Science
Book	Girl Reserves	Shop
Boy Scouts	Girl Scouts	Stamps
Camera	Honor Roll	Thimble
Camp Fire Girls	Nature	Traffic
Cooking	Pioneers (Boys)	Whittlers
Cycling	Press	

Organization of extra-curriculum activities.—Two factors are necessary for the success of the extra-curriculum activities of the elementary school: (1) An active interest on the part of the principal, and (2) a correlation of the extra-activities with the regular school work. In many instances, out-of-class activities become an important and integral part of

the regular class work. The success of most of the activities appeared to be due to the initial start under the principal and his continued interest in the progress of the world.⁶

The correlation of the extra-curriculum activities is sometimes made by organizing the science, health, dramatic, nature or other clubs in conjunction with the classes in the particular subject. In other cases an hour is allotted to club activities during which time the children go to the teacher's room where the club of their choice has been organized. In the case of a few after-school activities, particularly the athletic teams, certain scholastic prerequisites are necessary to membership.

Those who think of the traditional elementary school with its emphasis on the formal R's, will frequently see little value in the extra-curriculum activities. Such activities do exist in some form in every school and exercise either constructive or destructive influences. If an attitude of indifference is maintained by the administrator, then one of the most spontaneous of teaching situations is not utilized. The progressive school principal will want to study the needs of his own school, investigate the accomplishments in other situations and then decide upon the extra-class activities which will most effectively supplement the regular school program.

Professional study—Through continuous study of his job and the whole field of education the principal receives stimulation toward a higher level of functioning. The term professional study includes the formal classes in education and the informal, non-class reading. Frequently the formal class study terminates with the acquisition of an academic degree or the completion of a problem in research. The informal study may be in preparation for a supervisory visit, a program of curriculum revision, a teachers' meeting, a parent teacher meeting, or to meet the many other demands of a progressive school.

Time devoted to professional study—The opportunities for further preparation are so many that the professionally minded adminis-

¹ See the *Seventh Yearbook*, pp. 322-323.

² *Ibid.*, pp. 326-327.

³ *Ibid.*, pp. 334-335.

⁴ *Ibid.*, pp. 311.

⁵ Tilton, Edwin B., "The Principal and Extra-Curriculum Activities," *Fourth Yearbook of the Department of Elementary School Principals*, 1925, pp. 401-403.

⁶ See the *Twenty-fifth Yearbook, Part II*, National Society for the Study of Education, 1926.

trator must carefully plan the most effective use of his time. Many persons find it advantageous to set aside a definite period each day for the reading of current educational periodicals. The taking of regular school time for this study is not recommended as the usual procedure, for it would mean sacrificing the opportunities of direct observation of pupils and teachers. According to six hundred supervising principals the median time given to study or school work outside of school was 7.43 hours per week.¹

Principals who find it difficult voluntarily to set aside study hours will find considerable help from the formal night, extension, and correspondence classes. These are increasing in availability and attractiveness to those with full-time jobs. A recent study of the professional college courses of 1926-1927 showed there were more than two thousand of particular interest to principals.² Many of these were organized into programs for administrators who wished to supplement their early training.³

The importance of professional study—Until recently any teacher might be appointed to the elementary school principalship regardless of professional preparation for the job. This condition has been changed by the rapid development of the position to one requiring special preliminary training and continuous study. The present tendency is for superintendents to require a minimum of the bachelor's degree for candidates.⁴ A majority of the state credentials affecting the elementary school principalship agree upon four years of college as the basic preparation.⁵ According to one study approximately 46 percent of principals have the bachelor's degree or more.⁶ Of the selected group of principals studied in the Seventh Yearbook 85 percent had the bachelor's degree or higher.⁷ The level of training is rising. In a short time the master's degree

will be generally accepted as the standard training.⁸ In keeping up with his progressive fellow workers, the administrator will need the aid of advanced training.

Another stimulus to continuous study is the increased professional training of teachers. The length of the normal school program is being increased in some states to three and four years. Teachers are attending summer schools in greater numbers.⁹ The principal who desires to exercise professional leadership among his teachers must base that right upon sound and progressive professional knowledge.

The demands of many communities are such that the principal must be an educational expert. The policy of making the principal responsible for the educational program of his school community has met with acceptance among superintendents.¹⁰ Parents through their organizations are asking to be informed on the new developments in education.¹¹ In these contacts there exist unlimited opportunities for persons with the training and ability necessary to assume the responsibility.

What should the principal study?—Professional literature has increased to such an extent that the principal should choose wisely the material to receive regular and intensive attention. The professional magazines most frequently read by elementary school principals are the following:¹²

1. Journal of the National Education Association.
2. Elementary School Journal.
3. Journal of Educational Method.
4. Normal Instructor and Primary Plans.
5. Journal of Education.
6. Bulletin, Department of Elementary School Principals.
7. American Educational Digest.
8. Teachers' College Record.
9. Primary Education—Popular Educator.
10. Journal of Educational Research.
11. Childhood Education.
12. Child Welfare.

¹ See the *Seventh Yearbook*, op cit., p. 348.

² Ibid., p. 415.

³ Ibid., pp. 417-442.

⁴ Ibid., pp. 371-372.

⁵ Ibid., p. 401.

⁶ Ibid., p. 179.

⁷ Ibid., p. 299.

⁸ Ibid., p. 153.

⁹ See *Journal of the National Education Association*, November, 1927, p. 257.

¹⁰ See the *Seventh Yearbook*, op. cit., p. 228.

¹¹ Ibid., pp. 249-254, 324-325.

¹² Ibid., p. 343.

The non-professional magazines mentioned by supervising principals totaled 1920 titles.

The ten most frequently mentioned magazines were:¹

1. Literary Digest.
2. National Geographic.
3. American Magazine.
4. Saturday Evening Post.
5. Atlantic Monthly.
6. Harper's.
7. Good Housekeeping.
8. World's Work.
9. Ladies' Home Journal.
10. The Nature Magazine.

In reply to the request for "the most helpful books read during the past year," six hundred supervising principals suggested approximately three hundred titles.² Those most frequently mentioned were:

1. Cubberley, The Principal and His School.
2. Gist, Elementary School Supervision.
3. O'Shea, The Child; His Nature and His Needs.
4. Anderson, Barr, and Bush, Visiting the Teacher at Work.
5. Barr and Burton, Supervision of Instruction.
6. Kilpatrick, Foundations of Method.
7. Burton, Supervision and the Improvement of Teaching.

The above lists of professional literature represent suggestions from practice. Another source of similar information was a group of authorities³ who suggested the books which they believed to be most useful to elementary school principals. These lists will be found in Tables 1, 2 and 3.

¹ See the *Seventh Yearbook*, op. cit., p. 344.

² Ibid., pp. 345-346.

³ Suggestions were received from: John C. Almack, E. J. Ashbaugh, Fred C. Ayer, A. S. Barr, W. J. Cooper, H. L. Donovan, A. S. Gist, W. S. Gray, E. C. Hartwell, Helen Heffernan, James F. Hosc, Fred M. Hunter, W. W. Kemp, George C. Kyte, H. B. King, Robert H. Lane, Worth McClure, J. R. McGaughy, J. Cayce Morrison, Henry C. Peterson, C. M. Reinehl, I Jewell Simpson, Payson Smith, M. R. Trabue, Nathaniel G. West, Roscoe L. West, H. B. Wilson, G. M. Wilson, and G. A. Yoakum.

TABLE I.—BOOKS OF GENERAL USE TO THE PRINCIPAL

Title	Author	Publisher	Year of Publication
The Principal and His School.....	Cubberley, Ellwood P.....	Houghton Mifflin Co.....	1923
The Supervision of Instruction.....	Barr, A. S., and Burton, W. H.	D. Appleton & Company.....	1926
Elementary School Supervision.....	Gist, Arthur S.....	Scribners and Sons.....	1926
Visiting the Teacher at Work.....	Anderson, C. J., Barr, A. S., and Bush, M. G.	D. Appleton & Company.....	1925
The Practice of Teaching in Secondary Schools. Yearbooks.....	Morrison, Henry C.....	University of Chicago Press...	1926
	Department of Elementary School Principals	National Education Association	1922-1928
	Dyer, W. P.....	Bureau of Publications, Teachers College, Columbia University	1927
The Activities of the Elementary School Principal in Improving Instruction, Contribution to Education, No. 274			
Research for Teachers.....	Buckingham, B. R.....	Silver Burdett and Company..	1926
Supervision in Theory and Practice.....	Collings, Ellsworth.....	Crowell.....	1927
The Administration of an Elementary School..	Gist, Arthur S.....	Scribners and Sons.....	In press
Fitting the School to the Child.....	Irwin, Elizabeth A., and Marks, L. A.	The Macmillan Company.....	1924
Education for a Changing Civilization.....	Kilpatrick, William H.....	The Macmillan Company.....	1926
Classroom Organization and Control.....	Sears, Jesse B.....	Houghton Mifflin Co.....	1918
Growth of Teachers in Service.....	Whitney, F. L.....	Century Company.....	1927
Modern Educational Theories.....	Bode, Boyd H.....	The Macmillan Company.....	1927
Supervision and the Improvement of Teaching.	Burton, W. A.....	D. Appleton & Company.....	1922
Experiment with a Project Curriculum.....	Collings, Ellsworth.....	The Macmillan Company.....	1923
The American Elementary School.....	Horn, John L.....	Century Company.....	1923
Foundations of Method.....	Kilpatrick, William H.....	The Macmillan Company.....	1925
The Reorganization and Administration of an Elementary School, Publication in Education, Vol. 2, No. 2	Kyte, George C.....	University of California Press..	1925
The Meaning of a Liberal Education.....	Martin, Everett D.....	W. W. Norton Company.....	1926
Creative Learning and Teaching.....	Miller, Harry C.....	Scribners and Sons.....	1927
Problems in Educational Administration.....	Strayer, G. D., Engelhardt, N. L., and others	Bureau of Publications, Teachers College, Columbia University, New York	1925

TABLE 2.—BOOKS OF SPECIFIC USE TO THE PRINCIPAL

Title	Author	Publisher	Year of Publication
The Improvement of Reading.....	Gates, Arthur I.....	The Macmillan Company.....	1927
The Teaching and Supervision of Reading.....	Gist, A. S., and King, W. H.....	Scribners and Sons.....	1927
Twenty-fourth Yearbook, Part I.....	National Society for the Study of Education.....	Public School Publishing Co.....	1925
Psychology of Elementary Subjects.....	Reed, Homer.....	Ginn and Company.....	1927
The Supervision and Teaching of Reading.....	Harris, Julia, Donovan, H. L., and Alexander, Thomas.....	Johnson Publishing Co.....	1927
Types of Elementary Teaching and Learning.....	Parker, Samuel.....	Ginn and Company.....	1923
Corrective Arithmetic.....	Osburn, Worth J.....	Houghton Mifflin Co.....	1924
Teaching Arithmetic in the Primary Grades, I and II.....	Morton, R. L.....	Silver Burdett and Company.....	1927
Third Yearbook (Elementary Curriculum).....	Department of Superintendence.....	National Education Association.....	1925
The Teaching of Spelling.....	Tidyman, Willard F.....	World Book Company.....	1919
Diagnostic Testing and Remedial Teaching.....	Paulu, E. M.....	D. C. Heath and Company.....	1934
Educational Tests and Measurements.....	Monroe, Walter Scott, DeVoss, Joe, and Kelly, F. J.....	Houghton Mifflin Co.....	1924
How to Teach the Special Subjects.....	Kendall, C. N., and Mirick, G. A.....	Houghton Mifflin Co.....	1918
Curriculum Making in Elementary Schools.....	Lincoln School Staff.....	Ginn and Company.....	1927
The Primary School.....	Moore, Annie E.....	Houghton Mifflin Co.....	1925
Modern Methods and the Elementary School Curriculum.....	Phillips, C. A.....	Century Company.....	1924
Silent and Oral Reading.....	Stone, C. R.....	Houghton Mifflin Co.....	1926
Progressive Methods in Teaching.....	Stormzand, M.....	Houghton Mifflin Co.....	1924
Fourth Yearbook, The Nation at Work on the Curriculum.....	Department of Superintendence.....	National Education Association.....	1926
Course of Study in General Science for the Horace Mann School.....	Craig, G. S.....	Bureau of Publications, Teachers College.....	In press
Teaching in the Intermediate Grades.....	Freeland, George E. Adams, R. M., and Hill, K. H.....	Houghton Mifflin Co.....	1927
Modern Elementary School Practice.....	Freeland, George E.....	The Macmillan Company.....	1926
Twenty-sixth Yearbook, Parts I and II (Curriculum Making).....	National Society for the Study of Education.....	Public School Publishing Co.....	1926
Improvement of the Written Examination.....	Ruch, Giles M.....	Scott-Foresman.....	1925
Some Primary Methods.....	Sloman, Laura.....	The Macmillan Company.....	1927
History of Mathematics, Vol. I and II.....	Smith, P. E.....	Ginn and Company.....	1923
Educational Hygiene.....	Averill Lawrence A.....	Houghton Mifflin Co.....	1926
The Teaching of Ideals.....	Charters, W. W.....	The Macmillan Company.....	1927
Mental Tests, Their History, Principles, and Application.....	Freeman, Frank N.....	Houghton Mifflin Co.....	1926
The Classroom Teacher, Twelve Volumes.....	Hillegass, M. B.....	The Classroom Teacher Inc.....	1927
Children's Interests in Poetry.....	Huber, Miriam B., Bruner, H. B. and Curry, C. M.....	Rand McNally Co.....	1927
The Teaching of History.....	Klapper, Paul.....	D. Appleton & Company.....	1926
Teaching English in the Elementary and Junior High School.....	Klapper, Paul.....	D. Appleton & Company.....	1925
School Activities and Equipment.....	Knox, Rose B.....	Houghton Mifflin Co.....	1927
The Child Mind and the Common Branches.....	La Rue, D. M.....	The Macmillan Company.....	1924
Modern Methods of Teaching Arithmetic.....	Newcomb, Ralph.....	Houghton Mifflin Co.....	1926
Silent Reading.....	O'Brien, J. A.....	The Macmillan Company.....	1921
Measuring Results in Education.....	Trabue, M. R.....	American Book Co.....	1924
Modern Methods in Teaching.....	Wilson, H. B., Kyte, G. C., and Lull, Herbert.....	Silver Burdett and Company.....	1924

THE GROWTH of the scientific movement has produced changes in the schools commensurate with those produced in industry by the invention of the steam engine. Every important educational magazine contains a report or reports of educational research in every issue. Scores of theses based upon educational problems are developed every year. While not all or even most of these will result in profound and extensive modifications of school practice, they are significant as showing the extent of research activity, which in its whole range is producing rapid and far-reaching changes, which every good principal must know about.—*John C. Almack, Bulletin of the Department of Elementary School Principals of the National Education Association, July, 1928—page 665.*

TABLE 3.—MISCELLANEOUS BOOKS OF VALUE TO PRINCIPALS

Title ¹	Author	Publisher	Year of Publication
Administration			
A Manual for School Officers.....	Anderson, W. N.....	Century Company.....	1925
Schoolhouse Planning.....	Cooper, F. I.....	National Education Association	1925
Personnel Problems of the Teaching Staff.....	Lewis, E. E.....	Century Company.....	1925
Constructive School Discipline.....	Smith, W. R.....	American Book Company.....	1924
Educational Administration.....	Strayer, G. D., and Thorndike, E. L.....	The Macmillan Company.....	1922
Standards for Elementary Schools.....	Strayer, G. D., and Engelhardt, N. L.....	Bureau of Publications, Teachers College, Columbia University	1923
Character Education			
A Course of Study in Character Education.....	Gregg, F. M.....	Nebraska State Department of Public Instruction	1927
Studies in Deceit.....	Hartshorne, Hugh, and May, Mark A.....	The Macmillan Company.....	1928
Testing the Knowledge of Right and Wrong.....	Hartshorne, Hugh, and May, Mark A.....	The Religious Education Association	1927
An Experimental Method for the Discovery and Development of Tests of Character, Contribution to Education No. 180	Lentz, T. F.....	Bureau of Publications, Teachers College, Columbia University	1925
Character Education, Bulletin No. 7.....	National Education Association Committee on Character Education	U. S. Bureau of Education.....	1926
A Guide to Literature for Character Training	Starbuck, E. D., and Shuttleworth, Frank K.....	The Macmillan Company.....	1928
Child Psychology			
The Mental Growth of the Pre-School Child.	Gesell, Arnold.....	The Macmillan Company.....	1925
Psychology of the Unadjusted School Child.	Morgan, J. B.....	The Macmillan Company.....	1924
Counseling and Guidance			
The Normal Mind.....	Burnham, W. H.....	D. Appleton & Company.....	1924
Case Studies in Educational and Vocational Guidance	Brewer, J. M. (and others).....	Ginn and Company.....	1926
Vocational and Moral Guidance.....	Davis, J. B.....	Ginn and Company.....	1914
Occupational Information in the Elementary School	McCracken, T. C., and Lamb, H. E.....	Houghton Mifflin Co.....	1923
The Problem of Vocational Guidance.....	Meyers, G. E.....	The Macmillan Company.....	1927
Educational and Vocational Guidance.....	Proctor, W. M.....	Houghton Mifflin Co.....	1925
Pupil Adjustment in Junior and Senior High Schools	Reavis, W. C.....	D. C. Heath & Company.....	1926
The Problem Child in School, Publication No. 4	Sayles, Mary B.....	The Joint Committee on Methods of Preventing Delinquency	1925
Curriculum			
The California Curriculum Study.....	Bagley, W. C., and Kyte, G. C.....	University of California Press..	1926
How to Make a Curriculum.....	Bobbitt, Franklin.....	Houghton Mifflin Co.....	1924
The Elementary School Curriculum.....	Bonsor, F. G.....	The Macmillan Company.....	1922
Summary of Investigations Relating to Arithmetic	Buswell, G. T., and Judd, C. H.....	University of Chicago Press..	1925
Curriculum Construction.....	Charters, W. W.....	The Macmillan Company.....	1924
Second Yearbook, The Elementary Curriculum	Department of Superintendence, National Education Association	Department of Superintendence, National Education Association	1924
Summary of Investigations Relating to Reading	Gray, W. S.....	University of Chicago Press..	1925
The Self-Directed School.....	Miller, H. L., and Hargreaves, R. T.....	Scribners and Sons.....	1925
Educational Statistics			
Educational Statistics.....	Odell, C. W.....	The Macmillan Company.....	1925
Statistical Method in Educational Measurement	Otis, A. S.....	World Book Company.....	1925
Statistical Methods Applied to Education..	Rugg, H. O.....	Houghton Mifflin Co.....	1917
A Primer of Graphics and Statistics.....	Rugg, H. O.....	Houghton Mifflin Co.....	1925
The Fundamentals of Statistics.....	Thurston, L. L.....	The Macmillan Company.....	1925
Educational Tests and Measurements			
Why Children Succeed.....	Courtis, S. A.....	Courtis Standard Tests.....	1925
Mental Tests and the Classroom Teacher.....	Dickson, V. E.....	World Book Company.....	1923
Fundamentals of Educational Measurement.	Gregory, C. A.....	D. Appleton & Co.....	1922
A Guide to Educational Measurements.....	Hines, Harlan C.....	Houghton Mifflin Co.....	1923
How to Measure in Education.....	McCall, W. A.....	The Macmillan Company.....	1922
How to Experiment in Education.....	McCall, W. A.....	The Macmillan Company.....	1923
Introduction to the Use of Standard Tests..	Pressey, S. L., and L. C.....	World Book Co.....	1922
How to Measure.....	Wilson, G. M., and Hoke, Kremer J.....	The Macmillan Company.....	1928
Examinations			
Preparation and Use of New Type Examinations	Patterson, D. G.....	World Book Co.....	1925
Classroom Tests.....	Russell, Charles.....	Ginn and Company.....	1926

MISCELLANEOUS BOOKS—(Continued)

Title ¹	Author	Publisher	Year of Publication
Health Education			
A Handbook of Stunts.....	Rodgers, Martin.....	The Macmillan Company.....	1928
Our Health Habits.....	Whitcomb, C. T., and Beveridge, John H.....	Rand McNally & Co.....	1926
The New Physical Education.....	Wood, T. D., and Cassidy, R. F.....	The Macmillan Company.....	1927
Health Through Prevention and Control of Disease.....	Wood, T. D., and Rowell, H. G.....	World Book Company.....	1925
Supervision			
The Organization of Supervision.....	Ayer, F. C., and Barr, A. S.....	D. Appleton & Company.....	In Press
The Observation of Teaching.....	Maxwell, C. R.....	Houghton Mifflin Co.....	1917
Elementary School Standards.....	McMurry, Frank M.....	World Book Company.....	1925
Teaching Methods			
Industrial Arts in Elementary Schools.....	Bonser, F. G., and Mossman, L. C.....	The Macmillan Company.....	1923
Unit Studies in Geography.....	Clarke, R. B.....	World Book Company.....	1924
How to Teach Handwriting.....	Freeman, F. N., and Dougherty, M. L.....	Houghton Mifflin Co.....	1923
Teaching Children to Read.....	Klapper, Paul.....	D. Appleton & Co.....	1926
Problems in the Teaching of Arithmetic.....	Knight, F. B. (and others).....	Iowa Supply Co.....	1924
Curriculum Problems in Teaching Mathematics.....	National Council of Teachers of Mathematics.....	Bureau of Publication, Teachers College, Columbia University.....	1927
Unified Kindergarten and First Grade Teaching.....	Parker, S. C., and Temple, A.....	Ginn and Company.....	1925
Social Studies Pamphlets.....	Rugg, Harold (and others).....	Lincoln School, Teachers College, Columbia University.....	
Teaching Geography by Problems.....	Smith, Ehrlick.....	Doubleday Page & Co.....	1921
One Hundred Ways of Teaching Silent Reading.....	Smith, N. B.....	World Book Company.....	1925
Teaching Arithmetic.....	Stone, J. C.....	B. H. Sanborn & Co.....	1918
The New Method in Arithmetic.....	Thorndike, E. L.....	Rand McNally.....	1921
Self-Help Methods of Teaching English.....	Wohlfarth, Julian.....	World Book Company.....	1922

¹ Titles arranged alphabetically by authors and subjects. Contributions to this list are from the same authorities as in Tables 1 and 2, the questionnaire replies of elementary school principals and the Library of the National Education Association.

TABLE 4.—ADDRESSES OF PUBLISHERS OF BOOKS LISTED IN TABLES

Publisher	Address	Publisher	Address
American Book Company.....	New York City, N. Y.	W. W. Norton Company.....	New York City, N. Y.
D. Appleton and Company.....	New York City, N. Y.	Public School Publishing Company.....	Bloomington, Ill.
The Century Co.....	New York City, N. Y.	Rand McNally & Company.....	Chicago, Ill.
The Classroom Teacher Inc.....	Chicago, Ill.	Religious Education Association.....	Chicago, Ill.
Committee on Methods of Preventing Delinquency.....	New York City, N. Y.	B. H. Sanborn & Co.....	Boston, Mass.
Courts Standard Tests.....	Detroit, Mich.	Scott, Foresman and Company.....	Chicago, Ill.
T. Y. Crowell Co.....	New York City, N. Y.	Scribner's and Sons.....	New York City, N. Y.
Doubleday, Page and Company.....	Garden City, N. Y.	Silver, Burdett and Company.....	New York City, N. Y.
Ginn and Company.....	Boston, Mass.	Teachers College, Bureau of Publications, Columbia University.....	New York City, N. Y.
D. C. Heath & Co.....	Boston, Mass.	The University of Chicago Press.....	Chicago, Ill.
Houghton Mifflin Company.....	Boston, Mass.	University of California Press.....	Berkeley, Calif.
Iowa Supply Co.....	Iowa City, Ia.	U. S. Bureau of Education, Government Printing Office.....	Washington, D. C.
Johnson Publishing Co.....	Richmond, Va.	World Book Company.....	Yonkers-on-Hudson, N. Y.
The Macmillan Company.....	New York City, N. Y.		
National Educational Association.....	Washington, D. C.		
Nebraska State Department of Education.....	Lincoln, Nebr.		

The Principal At Work in Professional Organizations

The Function of Organizations

The raising of the professional status of the elementary school principalship depends largely upon the professional interest and ability of the individual principal. In previous sections of this bulletin suggestions were made as to how the principal could increase his personal efficiency. Another phase of the forward movement requires the utilization of principals' organizations. In this section of the bulletin suggestions will be given as to how organized principals may work on their problems.

Types of organizations—There exist three types of organizations in which elementary school principals may work with profit: The general teachers' association, the administrators' club, and the group restricted to elementary school principals. The following sections discuss the work of elementary school principals' associations, although much of the material applies equally well to the other organized groups.

The principal may be organized in local, state, and national associations. The Seventh Yearbook¹ shows in 1927-1928 that there were at least 117 local associations and 18 state associations. As contrasted with previous reports this represents a substantial increase. Probably an even more remarkable growth has been that of the Department of Elementary School Principals of the National Education Association from its organization in 1921 to a membership of approximately 4000 in 1928.²

The purposes of organization—The purposes of elementary school principals' organizations as stated in Constitutions may be summarized as follows:

1. To promote the cause of education and to make a contribution thereto.
2. To stimulate professional growth and good fellowship among school people.
3. To provide ample opportunity for discussion and experimentation in educational fields.
4. To multiply the opportunities for service to the profession.
5. To weld all principals into a self-respecting, trained group.³

¹ See the *Seventh Yearbook*, op. cit., pp. 567-575.

² Ibid., pp. 577-625.

³ Ibid., pp. 351, 359 and 363.

⁴ Ibid., pp. 372-390.

⁵ Ibid., pp. 367-372.

The principals' organization offers an opportunity for individual and organized research. Here the principal may compare and discuss the results of his study with his colleagues. In an organized group there are unlimited opportunities to make comparative studies of a type needed for the rapid and most effective solution of practical problems.

It is a safe prediction that principals' clubs of the future will prosper to the extent that they offer an effective means for the comparative study of the problems confronted by their members. Principals' organizations which do not carry a program of solid professional study as one of their major purposes cannot expect to enjoy full support from the principal who is actively endeavoring to improve his work.

Organizations may well be interested in such problems as improving the standards for training and selecting principals, improving salaries, compiling hand books, increasing educational research work and compiling year-books. In the following paragraphs suggestions will be made for group work upon these particular problems.

Improving Professional Requirements

Vague nature of present standards—Principals' organizations should welcome the opportunity of making the qualifications for the principalship comparable with those in medicine, law and other professions. At the present time the requirements of appointees to the principalship are not definite. Some of the larger cities have developed definite systems for the selection of principals but this procedure is not widespread.⁴ In cities where selective systems are not in use the requirements are still vague. A summary of common local requirements⁵ as reported by superintendents is as follows:

1. Type of previous experience—teaching and administrative.
2. Number of years of experience—approximately five years.
3. Sex—either.
4. Amount of training—Bachelor's degree.
5. Miscellaneous—personality, leadership, executive ability, and tact.

State requirements for principals have not been extensively developed.¹ Eleven states have special certificates affecting the preparation of elementary school principals.² A partial summary follows:³

1. Type of previous experience—teaching and administrative.
2. Number of years of experience—approximately three years.
3. Years of training—approximately four years.
4. Number of professional units—from fifteen to thirty units.

One of the most useful means of professionalizing the principalship lies in raising the standard of preparation among members of the group. The approach to this problem must be made by improving those now in service and preventing the entrance into the profession of persons with inadequate training.

The association in action—The local principals' club has an opportunity to cooperate with the superintendent of schools in determining adequate standards for the particular community. The program involves, first, a committee to study the training of the local principals, to investigate the requirements of other cities and to assemble data from other sources. Second, the local organization should administer a program for increasing the professional study and preparation of its members. This plan may include lectures from educational experts, reports of studies by individual principals, committee reports, professional reading circles or enrolment in formal courses in education.

In addition to stimulating local groups to professional study, the state association can exert influence in raising the level of state certification requirements. An instructive example of this has been the work of a committee of the New Jersey Principals Association. This body has gathered data on existing standards to guide it in developing the necessary state legislation.

Improving Salary Schedules

The need for a professional wage—The elementary school principalship must pay a professional wage if persons with first-rate ability and extended technical training are to be secured. A median salary of approximately \$2800 has been reported for supervising principals of the cities of the United States.⁴

A conservative estimate of the range of most professional salaries in the United States is from \$2000 to \$8000 per year.⁵ There are many elementary school principals who do not receive a professional wage.

There are two alternatives in this salary situation. One is to keep the requirements for the principalship low and to pay principals for functioning as clerks and petty administrators. The second alternative is to lift gradually specifications for the principalship to a higher professional level and to provide compensation which must necessarily accompany the increased standards. Wise policy supports the latter alternative.

The committee's work—Usually in a salary investigation the principals' association appoints a committee to gather data and make recommendations. The steps⁶ in the committee's work are as follows:

1. Gathering information:
 - a. The purchasing power of the dollar over a period of years and at the present time.
 - b. The increase in local principal's salaries as compared with wages of other gainfully occupied persons.
 - c. The salaries of principals in comparable American cities.
 - d. The professional and economic status of principals in the local system as determined by preparation, experience, dependents, cost of living, etc.
 - e. The ability of the community to pay as compared with similar communities.
2. Determining the proposed salary schedule:
 - a. Theoretical and practical bases for salary schedules.
 - b. Application of local data of training, dependents, cost of living, etc. on the schedule.
 - c. Decision upon the proposed schedule.

¹ See the *Seventh Yearbook*, op. cit., 391-401.

² *Ibid.*, p. 393.

³ *Ibid.*, pp. 400-401.

⁴ *Ibid.*, pp. 468-472.

⁵ *Ibid.*, pp. 476-477.

⁶ See McGaughy, James R. (Director), *Teachers' Salaries in New York City*, Bureau of Publications, Teachers College, Columbia University, 1927, 256 p.

3. Maintaining support and confidence:
 - a. With the principals.
 1. Progress reports to principals' organization.
 2. Conferences with individual principals.
 - b. With the superintendent and board.
 1. Presentation of plan of study.
 2. Progress reports.
 3. Report on publicity program.
 - c. With the public.
 1. Newspaper write-ups.
 2. Special articles in P. T. A. magazines, etc.
 3. Reports to P. T. A. groups, service clubs, etc.
4. The proposed schedule:
 - a. Form of the report.
 - b. Approval of the principals.
 - c. Presentation to Board of Education and Superintendent.

In carrying out the proposed work, the committee will find suggestions in the *Research Bulletin of the National Education Association*.¹ Another source of data is the *Seventh Yearbook of the Department of Elementary School Principals of the National Education Association*.² Other studies should prove suggestive as to questionnaires, technics of procedure, publicity, proposed schedules and form of presentation.³

The Principals' Handbook

The importance of the handbook—The research and study necessary in developing a principal's manual offers interesting work to local associations. The final product proves of great value in acquainting a new principal with the local system. Older principals may use it as a reference for the more standardized procedures and for the regulations they enforce.

The typical substitute for the principal's handbook is the printed rules of local boards of education. Usually these contain briefly stated local regulations governing the pupils, teachers, principals, and other school employees. In a recent study of ninety-five cities it was shown that there was little inspiration

in these rules for they were largely concerned with administrative and clerical activities of the principalship.⁴ Supervisory functions of the principal were concerned in but ten percent of the prescriptions.

Other difficulties or weaknesses of the ordinary local rule books are: (1) the omission of state laws and regulations, (2) the acceptance of obsolete educational theory and practise, (3) the suggestion of detailed procedures which handicap the principal, and (4) the inclusion of vague statements.

Present day tendencies—Largely because of the weakness of local rule books there is a definite tendency to revise the rules, and to supplement them with bulletins, handbooks, and more detailed statements.⁵

In St. Louis a series of bulletins have been prepared by the supervisory officials on the general and specific technics of supervision. These pamphlets are made up in four parts: (1) general principles of supervision and teaching, (2) specific principles of application in the various subjects and grades, (3) case studies of good teaching in kindergarten and elementary grades, and (4) case studies of good teaching in intermediate and high school grades.⁶

A workbook for principals and supervisors has been prepared in Los Angeles by an assistant superintendent and a group of principals. The six chapters of the manual present data on these questions:

1. What do I know about the principalship?
2. Am I proper material?
3. How shall I get and keep the machinery of my school in good working order?
4. How shall I make my school a community asset?
5. How shall I measure my efficiency as a principal?
6. How shall I improve the learning activities in my school?⁷

Basic principles for local rules—The revision of the local rules requires the observance of certain basic principles:

¹ See the following Research Bulletins: "Salaries in City School Systems," Vol. V, March, 1927, and "The Scheduling of Teachers' Salaries," Vol. V, May, 1927.

² See the *Seventh Yearbook*, op. cit., Chapter XXIV.

³ McGaughy, James R. (Director), *Teachers' Salaries in New York City*, Bureau of Publications, Teachers College, Columbia University, 1927, 256 pp.

⁴ See the *Seventh Yearbook*, op. cit., p. 216.

⁵ Ibid., p. 223.

⁶ St. Louis, "The Supervision of Classroom Instructions," (Underwood, et al.), *Public School Messenger*, April 15, 1927; September 1, 1927; September 2, 1927, St. Louis Public Schools.

⁷ Lane, Robert H., *A Workbook for Principals and Supervisors*, Publication No. 151. 1927, Los Angeles City Schools.

(a) Local rules should be made to supplement and conform to the state laws and rules of state board of education. City rules often contain several state regulations, but omit others which are equally important. It would be an excellent piece of research for local principal associations to summarize state requirements for inclusion in the rulebook or handbook.

(b) Rules should accord with sound educational theory and practise. Statements of many rules do not include the correct administrative relationship which should exist between various school officials. Present day theory places the special supervisor in the capacity of an expert adviser of the elementary school principal, but many rules have not stated this in terms of progressive educational theory and practise.

(c) Rules should not be too detailed. Many items are so specific as to handicap the principal. For example, a statement that "the principal shall hold a teachers' meeting every two weeks" may lead to many useless, routine meetings to the injury of teacher morale. The emphasis should be upon the positive, professional concept of the principalship. Petty details should be omitted from the rules.

(d) Rules should be clear as to meaning. Many of the statements were so vague or brief as to fail in clearly defining a principal's authority. For example, a simple statement that "the janitor must cooperate with the principal in managing the buildings and grounds" does not definitely authorize the principal to direct the janitor's work. Similar rules for other relationships are so vague as to lead the conflict and misunderstanding.¹

Contents of the handbook—The contents of the handbook for principals would depend somewhat upon the local situation. In some cases it might be advisable to combine the rulebook and handbook while in other cases separate editions would be best. A suggested list of contents for these manuals are as follows:

A. Rulebook:

1. Rules of local principals' association.
2. Local board of education rules.
3. Digest of state laws affecting the elementary schools.
4. Digest of state board rules for the elementary schools.

B. Handbook:

1. The principal and business department relationship.
 - a. How to order, check, etc., supplies.
 - b. Standard supply list and basis for requisitions.
 - c. How to secure repairs and alterations.
 - d. Cooperation in directing the janitorial service.

2. The principal and the superintendent.
 - a. How to arrange individual conferences.
 - b. The staff conferences—time, place, and purpose.
 - c. The superintendent's committees.
 - d. Delimitation of the principal's authority.
3. The principal and the supervisors.
 - a. Kinds of supervisors.
 - b. Delimitation of the supervisor's authority.
 - c. Delimitation of the principal's authority.
 - d. Suggested cooperative procedures.
4. The principal and the research division.
 - a. Delimitation of the administrative authority of the research division.
 - b. Work of the division.
 - c. Types of service the principal may expect.
 - d. Suggested cooperative procedures.
5. The principal and the community.
 - a. The opportunities for local school and community cooperation.
 - b. The advantage of a local interest.
 - c. Principles governing the principal's participation in local affairs.
6. The principal and his duties.
 - a. General consideration and time allotment.
 - b. Supervision.
 1. Teachers' meetings.
 2. Class observation.
 3. Pupil adjustment.
 4. Measuring results.
 5. Individual conferences.
 6. Demonstration lessons.
 7. Etc.
 - c. Administration.
 1. School organization.
 2. Programs.
 3. Janitor service.
 4. Classification and grouping.
 5. Visitors.
 6. Etc.
 - d. Teaching (regular).
 1. Should the principal teach?
 2. If so, what should the principal teach?
 3. If so, how long should the principal teach?
 4. Etc.
 - e. Clerical duties.
 1. Supplies and equipment.
 2. Repairs and alterations.
 3. Reports.
 4. Records.
 5. Attendance.
 6. Telephone.
 7. Correspondence.
 8. Etc.
 - f. Miscellaneous.
 1. Extra-curriculum activities.
 2. Community contacts.
 3. Professional study.

¹ See the *Seventh Yearbook*, op. cit., p. 223.

7. The principal and self-improvement.
 - a. Self-rating scales.
 - b. Professional reading.
 1. Books.
 2. Periodicals.
 - c. Professional associations.
 1. Local.
 2. State.
 3. National.
 - d. Professional courses and study.
 - e. Writing of professional articles.

The above list of topics is only suggestive and does not include many important problems which might arise in local conditions. Some of the topics could be developed by the local committee into the form of standard procedures. Others are in such a state of change that it would be better to deal with them in the periodical bulletins and yearbooks of the local association.

Research Activities

The possibilities of research—Scientific investigation offers to local, state, and national organizations an opportunity to assist the individual principal in making contributions to the profession. The many teaching problems of elementary education, the study of the principal's responsibilities, the development of improved supervisory and administrative techniques and other problems offer an unlimited field for investigation.

The Chicago Principal's Association has had several committees on supervision and the curriculum.¹ The Research Committee of the Sioux City Administration Club prepared a study of Americanization in the local schools.² The committee on Administration and Supervision of the Cincinnati Principals' Club prepared a report on the participation of the classroom teacher in administration.³ A committee in Dayton, Ohio, made a study of the distribution of the principal's time.⁴ Several committees of elementary school principals in Oakland, California, prepared a report on the principal's program of administration and supervision.⁵ In New Jersey a committee of the state principals' association made a study of the state certification of elementary school principals.

The Committee on Standards and Training of the Department of Elementary School Principals of the National Education Association reported in the Seventh Yearbook upon many phases of the elementary school principalship.⁶ Another active committee has been that on Educational Progress of the Department of Elementary School Principals of the National Education Association. This committee recently compiled data on the summer activities in self-improvement of the members of the Department.⁷

Problems for research—There are many problems which offer the principals' association attractive opportunities for research. Even some of the most thoroughly investigated problems need to be reviewed and applications made in terms of local situations. Chief among these problems are:

1. The duties of the principalship.
 - a. What studies have been made of the principals' duties?
 - b. What is supervision?
 - c. What is administration?
 - d. What are the clerical duties?
 - e. What are the miscellaneous duties?
 - f. What are the most important duties?
 - g. Which duties may be delegated to others?
 - h. What are the most helpful supervisory techniques?
 - i. How can one determine the most worthwhile duties for his school?
 - j. How can a principal improve the quality of his functioning?
2. Division of the principals' time.
 - a. What other investigations have been made of the principals' time division?
 - b. What are the main divisions into which one may divide the principals' duties?
 - c. What are the time divisions of our local principals as determined by estimates?
 - d. What are the time divisions of our local principals as determined by diaries?
 - e. What differences should there be in the time allotments of teaching and supervising principals?
 - f. What differences should there be in the time allotment of principals of typical platoon and departmentalized schools?
 - g. What local factors exist which would change the time allotment from that reported in representative studies?
 - h. What should the local time division be?

¹ See the *Seventh Yearbook*, op. cit., p. 225.

² Sioux City—*Yearbook*, 1924-1925, Sioux City Administration Club.

³ See the *Bulletin of the Department of Elementary School Principals*, Ohio State Teachers Association, Dec., 1927, pp. 8-11.

⁴ *Ibid.*, pp. 13-17.

⁵ See the *Superintendent's Bulletin*, June, 1927, Oakland Public Schools, Oakland, California.

⁶ See the *Seventh Yearbook*, op. cit.

⁷ To be reported at Minneapolis, Summer 1928.

- i. How may the principal improve his time allotment?
3. Relationship with supervisors.
 - a. What are the types of supervisors?
 - b. What are the duties of the various kinds of supervisors?
 - c. What is the administrative authority of principals?
 - d. How can supervisors function most effectively in the school system?
 - e. How may principals cooperate with the supervisors?
 - f. What are the possibilities of a discussion group for principals and supervisors?
4. Evaluating the principal's work.
 - a. What scales are now in use for the rating of principals?
 - b. What are the advantages and weaknesses of existing scales?
 - c. On what bases should the principal be rated?
 1. Personal and social traits?
 2. Supervisory skill?
 3. Administrative skill?
 4. Community relationships?
 5. Progress of pupils as determined by standard tests?
 6. High attendance of pupils?
 7. High promotion and low failure rates?
 8. Improvement among teachers as determined by credits in professional courses?
 9. Economical administration of supplies, equipment, etc?
 10. Extensive nature of pupil contacts?
 11. Success of his pupils in the junior high schools?
 12. Teacher turn-over?
 - d. Setting up a rating scale for the local school system.
5. The principal and extra-curriculum activities.
 - a. What are the value of extra-curriculum activities?
 - b. What activities exist in our local school system?
 - c. What activities are used in other school systems?
 - d. Are these activities worked into the regular school program?
 - e. How are they administered in elementary schools?
 - f. Should credit be given for these activities?
6. The principal and athletics.
 - a. What athletics exist in our local schools?
 - b. What contests take place between schools?
 - c. How are the local contests administered?
 - d. What are the advantages and disadvantages of school competition?
 - e. What athletic programs exist in other school systems? Advantages?
 - f. What contests should be provided for in the local school system?
 - g. What rules should govern inter-school contests?
7. The principal and the parent-teacher association.
 - a. How many parent-teacher associations exist in our local school system?
 - b. What are the activities of these local associations?
 - c. What praise and criticism are directed toward the local associations?
 - d. How do the principals and teachers cooperate?
 - e. What is the best way for the principal to cooperate with his own associations?
 - f. In what way can the association supplement the regular school work?
8. The principal and reports to parents.
 - a. What are the purposes of reports to parents?
 - b. What reports are sent to parents in our local school system?
 - c. What are the advantages and disadvantages of our local reports?
 - d. What supplementary reports are used by our teachers and principals?
 - e. What items should a report contain?
 - f. Can standard tests be reported to parents?
 - g. What types of reports are used in other school systems?
 - h. What revision should be made in our local reports?
 - i. What rules should be adopted to insure uniform practice with certain basic reports?
9. The principal and the playgrounds.
 - a. What organization is necessary to effectively control the playground?
 - b. How well are the regular playgrounds meeting the spare-time demands of pupils?
 - c. How could the school playgrounds be used to supplement the regular playground?
 - d. What practices are in use in other cities as to the use of school playgrounds?
 - e. What should our local community do in the matter of using the school playgrounds?
10. The principal and the lunchroom problem.
 - a. What percent of our children must bring lunches to school?
 - b. What provisions are made for warm lunches in our schools?
 - c. What is the attitude of parents toward the problem of school lunches?
 - d. What provisions are made in other cities?
 - e. What support would the local board of education give to the school lunchroom?
 - f. What support could be secured from the school parent-teacher association?
 - g. How could the local school lunchroom be started? Financed? Administered?
 - h. How can the lunchroom be managed and controlled?
11. The principal and the school library.
 - a. How many school libraries exist in our system?
 - b. Which is best: a central library or classroom libraries or a combination of both?

- c. What are the experiences and practices of other school systems with elementary school libraries?
 - d. What books should be placed in the library?
 - e. How to start a library?
 - f. How to administer the library?
 - g. How can the library function in classroom activities?
12. The principal and character training.
- a. What is the present status of the character training movement? Bibliography?
 - b. How do the local elementary schools contribute to character training?
 - c. What character training programs exist in other school systems?
 - d. What factors peculiar to the local community must be recognized in the training program?
 - e. What does research indicate to be the relative merits of mottoes, stories, community service projects, plays, posters, memory verses, etc., in developing character?
 - f. What should our local elementary school program include?
 - g. How can the extra-curriculum activities be correlated with the character training program?
 - h. How may the community supplement the school's character training program?
 - i. What tests and checks may be devised to measure the success of our local program?

Publications of the Organization

Types of publications—The publications issued by organizations of elementary school principals usually take the form of a bulletin or yearbook. Usually the bulletin is a small pamphlet of current material issued several times during the school year. The yearbooks contain current material, committee reports, and a general summary of the year's activities. The contents of the yearbook tend to group around several large topics, while the bulletins contain miscellaneous articles of current interest.

Two of the early publications of the Chicago Principals' Club were the reports on supervision¹ issued in 1923 and 1924. These reports on supervision included a local policy for supervision, general conferences, group conferences, personal conferences, committee work, classroom visitation, the interpretation of standardized tests, use of the bulletin board, professional reading, organizing the administration, subject and unit supervision, demo-

cratic supervision, illustrations of supervision and a bibliography.

The Chicago Principals' Club published its first yearbook in June, 1926. It presented a study of school failures in Chicago and elsewhere. The second yearbook in June, 1927, presented data on fourth grade reading, radio in the school curriculum, effective use of visual material, pupil and subject failures, and studies in supervision. One particularly valuable part of the second yearbook was the list of books and articles published by Chicago Principals during the year 1926-1927.

The state association of elementary school principals of New Jersey issued its first bulletin in May, 1926. It contained professional articles on the principal's relationship with the special supervisor, the work of the principal, and a list of members.

The Department of Elementary School Principals of the Ohio State Teachers' Association publishes a bulletin twice each year. The first bulletin² in December, 1927, contained articles on teacher participation in administration, the principal and the parent-teacher association, the distribution of the principal's time, democratic supervision and other similar material. The second issue, in March, 1928, contained material on the principal and supervision, the problems of the principalship, standards for the principalship and other articles of professional interest to principals.

The first yearbook³ of the Department of Elementary School Principals of the Michigan Teachers' Association was published in December, 1927. It was a pamphlet of ninety-six pages containing articles on the rating of the principal, the principalship as an administrative problem, the principal as a builder of teacher morale, the needs of the small school for a clerk, the principal as a community leader, the principal and the new education bill, a bibliography, and other similar material.

Value of publications—The yearbooks of principals' associations offer to individuals and groups opportunities to make a contribution to the literature of elementary education. Every year excellent committee reports and individual studies are compiled, discussed and

¹ Report of the Education Committee, *Supervision*, Bulletin, No. 2, 1924. Chicago Principals' Club.

² Published by Secretary F. H. Duffy, Harding Elementary and Junior High School, Steubenville, Ohio.

³ Communicate with the editor, Mrs. Jessie M. Fink, Buchanan School, Grand Rapids, Michigan.

filed without exerting the influence which they deserve. The loss could be prevented by putting the reports into mimeographed or printed form for general distribution. When an association assembles its committee reports and other professional articles into permanent form it contributes to the practical reference material of the elementary school field.¹

Probably the greatest single value of the publications to the individual principal lies in the outlet offered for professional articles. Many elementary school principals are experimenting with techniques of instruction, supervision, and administration, which should be described for the benefit of others. Furthermore, the description of experiments in concise and understandable statements is excellent training and tends to clarify thinking. It is a means of self-improvement which principals should not ignore.²

Organizing for publication—Principals' associations usually adapt their editorial and printing services to conform with local conditions. The secretary of the Ohio State Principals' Association serves as editor of the bulletin. He not only assembles the material to be published, but directs the actual printing in his own school. In the Michigan Princi-

pals' Association the editorial work is in the hands of a committee of ten. The administrative details of the work are executed by the chairman or editor-in-chief. The printing in this case is handled by a regular commercial establishment.

Other committee reports, bulletins and yearbooks have been handled by other forms of directive organizations. It is usually desirable to centralize executive responsibility in one person. This person, as editor, works in conformity with the general policies of the executive committee or of an advisory editorial committee.

The mechanics of publication are important enough to require careful consideration of the editor and his advisory committee. Publications of many different sizes are not convenient or easily filed. At present the tendency is toward bulletins 6 x 9 inches. This size conforms with the standards recommended by the Educational Press Association of America in their Fourth Handbook. Editors of professional publications will find suggestions in this concerning the editorial, advertising, and mechanical phases of their work.³

¹ See the *Bulletin of the Department of Elementary School Principals*, National Education Association, Washington, D. C. Published in October, January, April and July each year.

² The *Seventh Yearbook*, op cit., pp. 349-350.

³ Communicate with Joy E. Morgan, Chairman of the Committee on Standards, Educational Press Association, 1201 Sixteenth St. N. W., Washington, D. C.

THE IMPLICATIONS of autocratic administration applied to supervision account for much if not for nearly all of the bad meaning that has worked its way into this word "supervision" in the minds of teachers. But the trend in school administration is toward the principle of democracy. More and more administrators in all fields are coming to see that an administration which is proceeding upon the principle of autocracy is only damming back forces which will ultimately blow it up. Democracy is the only solid basis when the long run is taken into account. Only on this basis is a type of supervision possible which will in time come to be accepted by the teachers in the spirit above discussed.—A. L. Threlkeld, *Bulletn of the Department of Elementary School Principals of the National Education Association*, July, 1928—page 651.

Bibliography on the Principal's Work

This bibliography is based upon the references in the Seventh Yearbook of the Department of Elementary School Principals of the National Education Association. Additions were made from lists furnished by Dr. George C. Kyte, University of Michigan, and by the United States Bureau of Education. An effort has been made to include only recent and pertinent articles appearing in current educational periodicals.

The classifications used in this list are tentative. Many articles will be found to deal with several related topics, but are classified under one major heading.

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Report of the Committee on Uniform Records and Reports of the Department of Superintendence, National Education Association. Suggests procedures and forms illustrative of better practice with a view to promoting uniformity and comparability in the recording and reporting of school information.

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