THE FUNCTION OF THE PRINCIPAL OF
THE ELEMENTARY SCHOOL WITH PARTICULAR
REFERENCE TO BRITISH COLUMBIA

by

John Gregory Davy

A Thesis Submitted in Partial Fulfilment
of the Requirements for the Degree of

MASTER OF ARTS

in the Department
of

PHILOSOPHY

THE UNIVERSITY OF BRITISH COLUMBIA
April, 1938.
<table>
<thead>
<tr>
<th>TABLE OF CONTENTS</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>Introduction</td>
<td>vi</td>
</tr>
<tr>
<td>Statement of purpose of thesis.</td>
<td></td>
</tr>
<tr>
<td>Outline of procedure.</td>
<td></td>
</tr>
<tr>
<td>Chapter I</td>
<td></td>
</tr>
<tr>
<td>Evolution of the Principalship in</td>
<td>1</td>
</tr>
<tr>
<td>British Columbia</td>
<td></td>
</tr>
<tr>
<td>Expansion of the educational system of the province.</td>
<td></td>
</tr>
<tr>
<td>The principal as distinct from the head-teacher.</td>
<td></td>
</tr>
<tr>
<td>The principal in relation to superior officers.</td>
<td></td>
</tr>
<tr>
<td>I Superintendent of Education.</td>
<td></td>
</tr>
<tr>
<td>II Provincial and Municipal Inspectors.</td>
<td></td>
</tr>
<tr>
<td>III Boards of School Trustees.</td>
<td></td>
</tr>
<tr>
<td>Principal in relation to staff.</td>
<td></td>
</tr>
<tr>
<td>I Rising standards of qualifications of teachers.</td>
<td></td>
</tr>
<tr>
<td>II Changing function of supervision.</td>
<td></td>
</tr>
<tr>
<td>Chapter II</td>
<td>13</td>
</tr>
<tr>
<td>Trends of Educational Philosophy Evident in the new Programme of Studies</td>
<td></td>
</tr>
<tr>
<td>Integration of studies.</td>
<td></td>
</tr>
<tr>
<td>Social living.</td>
<td></td>
</tr>
<tr>
<td>Individual differences.</td>
<td></td>
</tr>
<tr>
<td>Self-expression.</td>
<td></td>
</tr>
<tr>
<td>Health education.</td>
<td></td>
</tr>
</tbody>
</table>

ii
<table>
<thead>
<tr>
<th>Chapter III</th>
<th>Organization of the School</th>
<th>22</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>One teacher per class.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Departmentalization.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Platooning.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Cooperative grouping.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Time-tables.</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Chapter IV</th>
<th>The Library</th>
<th>36</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Physical equipment.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Articulation with school programme.</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Chapter V</th>
<th>Visual and Radio Aids</th>
<th>42</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Types of equipment.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Use of each type.</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Chapter VI</th>
<th>Co-curricular Activities</th>
<th>47</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Pupil participation in school government.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Class excursions.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Clubs.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>School paper.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Concerts, demonstrations, and displays.</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Chapter VII</th>
<th>Records and Reports</th>
<th>55</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Purpose and organization of records.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Purpose of pupil reports.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Report forms.</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Chapter VIII</th>
<th>Promotion Policy</th>
<th>65</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Promotion in relation to educational theory.</td>
<td></td>
</tr>
</tbody>
</table>
Grading.
Pupil failure.
Pupil acceleration.
Annual and semi-annual plans.

Chapter IX General Philosophy of Supervision . . . . 72
Modern conception of supervision.
The technique of supervision.
Principal as leader.
Relation to special supervisors.

Chapter X The Principal in Relation to Testing . . 80
Purpose of tests.
Types of tests.
Guidance of teachers.

Chapter XI The Principal in Relation to Discipline... 85
Changed conception of discipline.
Effect of personality of principal.
Guidance of teachers.
Guidance of pupils.
Case study.

Chapter XII Summary . . . . . . . . . . . . . . . . . . 93
Use of the time of the Principal
Necessity for continued growth on part of the principal.
TABLES AND PLATES

<table>
<thead>
<tr>
<th>Table</th>
<th>Description</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>I</td>
<td>Growth in Pupil Populations and Number of teachers employed in schools of British Columbia</td>
<td>2</td>
</tr>
<tr>
<td>II</td>
<td>Certification of Teachers of British Columbia, from 1926-1936</td>
<td>9</td>
</tr>
<tr>
<td>III</td>
<td>Percentage of Certification of Teachers in British Columbia, from 1926-1936</td>
<td>9</td>
</tr>
<tr>
<td>IV</td>
<td>Number of Elementary Schools in British Columbia having six or more Divisions</td>
<td>29</td>
</tr>
<tr>
<td>V</td>
<td>Number of Elementary Schools in British Columbia as would appear if Grades Seven and Eight were removed</td>
<td>31</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Plate</th>
<th>Description</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>I</td>
<td>Certification of Teachers in British Columbia</td>
<td>10</td>
</tr>
<tr>
<td>II</td>
<td>Library Reference Slip</td>
<td>40</td>
</tr>
<tr>
<td>III</td>
<td>Progress Record</td>
<td>57</td>
</tr>
<tr>
<td>IV</td>
<td>Evaluation Blank</td>
<td>76</td>
</tr>
<tr>
<td>V</td>
<td>Special Report on Pupils</td>
<td>91</td>
</tr>
</tbody>
</table>
INTRODUCTION

The modern school principal occupies a key position in the educational system, for on his shoulders rests the responsibility for the efficient operation of his school. Although his policies in general must conform with those of his local superintendent and with the Programme of Studies issued by the educational authorities, nevertheless, to his judgment are left the problems of local administrative policy, supervision of the teaching technique of his staff, and the provision of educational leadership not only for his school but for his community as well.

Vital as his function has always been, his position today in British Columbia is of even greater importance than it has ever been before. For many years educational procedure in this province had changed but little. During the last decade, however, rumblings of protest against the rigidity of the system were heard. In 1936, this protest resulted in the drawing up of a revised Programme of Studies presenting a set of aims and objectives, which were more in conformity with modern educational philosophy.

To achieve these new aims requires change in technique of administration and supervision, as well as in teaching itself. This change, from its very nature, must to a large extent be initiated by the principal. An inert or reaction-
ary attitude on his part must inevitably spell disaster to the success of the new scheme. On the other hand, his enthusiastic leadership will do much toward the achievement of its aims. There is no doubt that in his hands rests the responsibility for the success of the new Programme in his own school. To him will be accorded such praise or blame as the results shall warrant.

In an effort to offer some solution for the more urgent of the problems facing the elementary school principal and to outline the most desirable practices of a successful one, this thesis has been written. Only the more immediate and pressing difficulties of organization and supervision have been considered; questions relevant to municipal or financial matters lie outside the scope of this study and have not been included.

Having thus limited the field to be covered, the first task then must be a study of the historical development of the principalship in British Columbia for the purpose of tracing the evolution of the duties and responsibilities of the principal. In addition, the definition of an acceptable educational philosophy in relation to the doctrines advanced by the Programme of Studies must likewise be made. This will entail some study of modern educational thought including such special features as the Activity Movement.

Proceeding from this study it will then be possible to
explain the function of the principal in implementing the new educational doctrines. Dealing first with administration, such matters as the most effective methods of organizing classes, of records and reports, of provision of library facilities and of promotion policies, will all be considered. It will then be within the scope of this work to consider the supervisory functions of the principal. Here a general policy must be suggested, not only for the proper supervision of instruction, but also of such matters as testing and discipline. As a whole educational supervision will be looked upon as educational leadership.

The explanations, offered in this thesis, will be developed on material obtained from four chief sources. The greater part of the solutions suggested will be the result of experiences that were obtained vicariously through wide reading both of books and of current periodicals. Some part of this explanation will be based on the results of a questionnaire which was submitted to the provincial elementary school inspectors, with the purpose of ascertaining the general administrative practices obtaining in their inspectorates. In addition, the considered opinions of a number of forward-looking elementary school principals, who were interviewed, will be taken into consideration in arriving at some suggestion of the most desirable procedures. Finally will be considered certain data compiled as the result of experiments conducted in a local school under normal teaching conditions.
The author is greatly indebted to Mr. C. B. Wood of the Department of Education at the University of British Columbia for his unfailing kindness and helpful criticism in the preparation of this thesis; to Mr. O. J. Thomas, Assistant Superintendent of Schools, Vancouver; and to Mr. C. G. Brown, Municipal Inspector of Burnaby, whose knowledge and experience have been freely placed at his disposal.
Chapter 1

ÉVOLUTION OF THE PRINCIPALSHIP IN BRITISH COLUMBIA

In order to provide a background for the study of the function of the principal in the elementary schools of British Columbia, it is desirable to outline the historical development of this position. This can perhaps be most effectively accomplished by tracing through the changes of his position in relation to his superiors and to his teachers.

In its short history, the educational system of the province has passed through many stages. This fact may, in part at least, be ascribed to its phenomenal growth. In 1872 the total pupil enrollment was 935 with a teaching body of 33.¹ In 1936, the educational system served no fewer than 118,431 pupils in both elementary and secondary schools under the guidance of 4,025 teachers.²

The accompanying table (TABLE 1.) shows the rapidity with which the system has developed, particularly in that period before 1932.

---
¹ Facts and figures upon which this chapter is based have been obtained from the Annual Reports of The Public Schools of the province of British Columbia, 1874 to 1937.
<table>
<thead>
<tr>
<th>School Year</th>
<th>Pupil Population</th>
<th>Teachers Employed</th>
</tr>
</thead>
<tbody>
<tr>
<td>1872-73</td>
<td>985</td>
<td>33</td>
</tr>
<tr>
<td>1877-78</td>
<td>2,198</td>
<td>56</td>
</tr>
<tr>
<td>1882-83</td>
<td>2,693</td>
<td>69</td>
</tr>
<tr>
<td>1887-88</td>
<td>6,372</td>
<td>128</td>
</tr>
<tr>
<td>1892-93</td>
<td>11,496</td>
<td>267</td>
</tr>
<tr>
<td>1897-98</td>
<td>17,648</td>
<td>429</td>
</tr>
<tr>
<td>1902-03</td>
<td>24,499</td>
<td>609</td>
</tr>
<tr>
<td>1907-08</td>
<td>33,314</td>
<td>816</td>
</tr>
<tr>
<td>1912-13</td>
<td>57,608</td>
<td>1,591</td>
</tr>
<tr>
<td>1917-18</td>
<td>67,516</td>
<td>2,246</td>
</tr>
<tr>
<td>1922-23</td>
<td>94,888</td>
<td>3,118</td>
</tr>
<tr>
<td>1927-28</td>
<td>103,179</td>
<td>3,668</td>
</tr>
<tr>
<td>1932-33</td>
<td>116,816</td>
<td>3,912</td>
</tr>
<tr>
<td>1933-34</td>
<td>115,792</td>
<td>3,873</td>
</tr>
<tr>
<td>1934-35</td>
<td>117,233</td>
<td>3,942</td>
</tr>
<tr>
<td>1935-36</td>
<td>116,722</td>
<td>3,956</td>
</tr>
<tr>
<td>1936-37</td>
<td>118,431</td>
<td>4,025</td>
</tr>
</tbody>
</table>

Department of Education,  
Sixty-sixth Annual Reports of Public Schools of British Columbia, 1936-37. p. H 10
In the early years, the whole educational system in British Columbia was sufficiently small for a very high degree of centralization to be possible. Hence the Superintendent of Education could appoint the teachers, supervise their method, authorize payment of their salaries, and discharge those who were unsatisfactory. In 1871, there were only two principals, as only two school in the entire province had more than one class. Both of these principals were directly responsible to the superintendent.

The first step away from this centralized control came later in the same year, however, when a local school board was instituted at Victoria. Other boards were established as quickly as the size of the population warranted. These school boards had charge of the erection, heating, and maintenance of the school buildings out of local taxes. They made payment of the salaries of the teachers out of moneys provided for that purpose by the Department of Education.

In 1876 power was given to these boards to appoint teachers, though funds for the salaries were still provided by the provincial government. In 1891, the City Municipality School Boards of Victoria, Vancouver, New Westminster and Nanaimo were required to refund to the provincial treasury one-third of the cost of the salaries. This proportion was increased to one-half in the following year. Since this arrangement was apparently not satisfactory, these cities
were authorized in 1893 to pay salaries directly from their own funds. Each was then to receive a grant towards such expenditures from the provincial treasury. This arrangement was afterwards extended to other school boards, the grant given being arranged proportionately to the financial needs of the area.

Being now responsible in many administrative matters to a body of trustees who were closely connected with the school and school district, the principal frequently found it expedient to model his policies on lines acceptable to the school board. This board did, however, relieve him of many incidental routine administrative details, affording him greater opportunity to attend to his professional duties.

By 1887, the school population had grown to such an extent that the duties of the Superintendent had become too numerous for efficient administration by one man. Consequently, in that year, the first provincial inspector was appointed and the principal became, in a large measure, responsible to him. This officer now inspected and guided the work of the schools, reporting his findings to the Superintendent and to the school board, and making such recommendations as he deemed necessary.

This relegation of authority was carried a step further in 1902 in Victoria and in 1903 in Vancouver by the appointment of local superintendents of schools, to whom the
principal became very directly responsible. The local superintendent supervised all teachers, recommending to the school board the appointment, promotion, or discharge of any member of the teaching body in his district. As the boards generally adopted his recommendations his position was one of great influence and his philosophy of education in general was carried out by the principals under him.

The municipalities of New Westminster, South Vancouver, Burnaby, North Vancouver and Saanich, at various times followed the lead of these two cities. In these districts, municipal inspectors were appointed who became local superintendents in everything but name.

The emergence of the position of principal as distinguished from that of head-teacher has, except in the case of the city of Vancouver, been very slow. The supervising principal first appeared in the elementary schools of the province in 1921 when the Vancouver school board created that position in two of its largest schools. In 1922, New Westminster and Victoria followed this example as did other school boards in larger centres. An increasing number of principals of the larger schools of Vancouver became entirely free of teaching responsibilities, and in 1930, the policy was extended to include the principals of the smaller schools, who were relieved of half of their teaching burden by assistants appointed especially for that purpose.
In districts other than Vancouver the position of supervising principal as such has disappeared. This was true in Burnaby in 1927, in Victoria in 1931, and in New Westminster in 1933. There is some ground for the belief that it was not financial consideration, alone, which actuated the school boards in this matter. The amount of money saved was very small. Obviously the inadequacy of the professional qualifications of the incumbents was another motivating factor. The demands made upon the time and attention of the principal by his teaching duties had left him little opportunity either for special training or personal study for the principalship. Unfortunately this has had the effect that little provision has been made for such training, and it is not yet available in the province.

Today in British Columbia, every stage of the principalship exists. In small schools the principal remains still the head teacher, carrying out his duties as principal in addition to his task of full time teaching. In larger schools, he can and generally does budget the time of his staff to give him a certain measure of release from full teaching duties. He is enabled to carry out many of his administrative and supervisory duties in the time thus allowed. In the larger centres, particularly in Vancouver, definite provision is made to permit him to carry out his function as principal without the necessity of assuming the responsibility of an individual class.
Such is the position of the principal as it exists today in British Columbia. In the details of management of his school he has a fairly free hand. As yet, however, his educational policy must be largely that of his immediate superior, the local superintendent or the provincial inspector. In the case of a major change in his school system which involves expenditure of money, his efforts must be limited by the financial provisions made by the school board.

The history of relations existing between the principal and his teachers presents a happier development. As qualifications of teachers have improved there has been progressively less need for authoritative direction by the principal. In 1874, there was a great scarcity of adequately trained teachers. In fact for some years the Annual Reports contain comments on this situation. Superintendent Jessop, for example, writes in 1874:

"Among the thirty-six teachers in the employ of the Department during the past year, only eight have undergone regular training. It was fully expected that before this time we would have a sufficient number of trained and qualified teachers to put an end to all temporary arrangements entered into for the purpose of keeping schools in operation. Such, however, has not been the case at the present time, there are more schools under unqualified teachers than at the date of my last report."

In an effort to overcome this unfortunate situation the Department of Education conducted examinations for

---

1 Third Annual Report on the Public Schools of British Columbia, 1874, p. 12.
prospective teachers. A perusal of these show, however, that they tested academic rather than professional knowledge. In spite of the lack of professional training, the position of the principal was improved, as the difficulty of obtaining teachers of adequate scholarship was overcome.

In 1901, a normal school for teachers was established at Vancouver and a similar institution was set up in Victoria in 1915. Finally in 1924 the University of British Columbia instituted its Teacher Training Course.

The principal, now more adequately trained himself, no longer was faced with the necessity of training his teachers in fundamental teaching procedures. His attention could now be turned to directing his teachers in investigations and experiments with a view to bringing about the greater efficiency of his school.

Not only has the professional standing of the teachers of the province risen but also has the academic level as well. As after 1923 the rate of increase in school population diminished, while the number of the teacher graduates rose steadily until a surplus of teachers resulted. It became the practice of many boards to appoint those teachers with highest qualifications, and the belief arose that higher certification increased the opportunity for appointment or advancement. As a result, the percentage of teachers holding first class or academic certificates in the province increased rapidly. Tables II and III indicate this clearly.
### Table II. Certification of Teachers of British Columbia from 1926-1936.

<table>
<thead>
<tr>
<th>Year Academic</th>
<th>First Class</th>
<th>Second Class</th>
<th>Third Class</th>
</tr>
</thead>
<tbody>
<tr>
<td>1926-27</td>
<td>530</td>
<td>994</td>
<td>1610</td>
</tr>
<tr>
<td>1927-28</td>
<td>612</td>
<td>1110</td>
<td>1589</td>
</tr>
<tr>
<td>1928-29</td>
<td>695</td>
<td>1227</td>
<td>1545</td>
</tr>
<tr>
<td>1929-30</td>
<td>730</td>
<td>1244</td>
<td>1534</td>
</tr>
<tr>
<td>1930-31</td>
<td>759</td>
<td>1380</td>
<td>1471</td>
</tr>
<tr>
<td>1931-32</td>
<td>789</td>
<td>1441</td>
<td>1378</td>
</tr>
<tr>
<td>1932-33</td>
<td>835</td>
<td>1449</td>
<td>1309</td>
</tr>
<tr>
<td>1933-34</td>
<td>862</td>
<td>1490</td>
<td>1218</td>
</tr>
<tr>
<td>1934-35</td>
<td>922</td>
<td>1560</td>
<td>1150</td>
</tr>
<tr>
<td>1935-36</td>
<td>955</td>
<td>1607</td>
<td>1082</td>
</tr>
</tbody>
</table>

### Table III. Percentage of Certification of Teachers in British Columbia from 1926-1936.

<table>
<thead>
<tr>
<th>Year Academic</th>
<th>First Class</th>
<th>Second Class</th>
<th>Third Class</th>
</tr>
</thead>
<tbody>
<tr>
<td>1926-27</td>
<td>17.5</td>
<td>29.9</td>
<td>48.6</td>
</tr>
<tr>
<td>1927-28</td>
<td>18.3</td>
<td>33.2</td>
<td>44.8</td>
</tr>
<tr>
<td>1928-29</td>
<td>19.6</td>
<td>34.5</td>
<td>43.4</td>
</tr>
<tr>
<td>1929-30</td>
<td>20.3</td>
<td>34.6</td>
<td>42.7</td>
</tr>
<tr>
<td>1930-31</td>
<td>20.6</td>
<td>37.6</td>
<td>40.0</td>
</tr>
<tr>
<td>1931-32</td>
<td>21.4</td>
<td>39.2</td>
<td>37.2</td>
</tr>
<tr>
<td>1932-33</td>
<td>23.1</td>
<td>39.7</td>
<td>35.6</td>
</tr>
<tr>
<td>1933-34</td>
<td>23.8</td>
<td>41.1</td>
<td>33.3</td>
</tr>
<tr>
<td>1934-35</td>
<td>25.0</td>
<td>42.5</td>
<td>31.1</td>
</tr>
<tr>
<td>1935-36</td>
<td>25.9</td>
<td>43.5</td>
<td>29.3</td>
</tr>
</tbody>
</table>

Figures taken from Annual Reports 1926 to 1936.
PLATE I

CERTIFICATION OF TEACHERS IN BRITISH COLUMBIA
1926 - 1936.
This increased academic and professional standard of teachers has materially affected the principal. No longer can he be regarded as the sole authority on all subjects and on all questions of technique in his school. Instead he becomes the professional leader of his staff and his supervision takes on a broader aspect. His task now is the unification of his school and his supervision consists more of teacher-guidance than teacher-inspection. His position becomes the axis on which the school rotates; he must now realize that the driving power which so long characterized the principalship must be replaced by inspiration and leadership.

This increase in academic ability has directly affected the teaching technique in his school. The text book, which for many years afforded the content and defined the limits of a subject, is no longer so essential. The increased knowledge possessed by the teacher has made possible a broader treatment of the outlined course. The aims and objectives of education have changed; the child, not the subject, has become the centre of school work, and the wise principal has accordingly adjusted his methods of teacher-supervision.

This change has brought in its train a new problem for the principal - that of fitting a teacher, long in service under the old scheme of things and unwilling to change, into the new order. Dismissal of such a teacher is hardly possible, for long and valued service make it unlikely that
any principal will recommend it or that any school board will agree to it. The effort to bring her to accept a philosophy in line with the new Programme of Studies is hardly likely to be very successful but it is one to which the principal must bend his utmost efforts.

For the principal of the elementary school a new era dawns. The adoption of modern philosophy by the education authorities of the province of British Columbia opens the way to new levels of professional endeavour. Teachers, pupils, and parents look to him for leadership. He must not and cannot fail, for on his shoulders is placed very great responsibility for the success of the new Programme of studies.
TRENDS OF MODERN EDUCATIONAL PHILOSOPHY EVIDENT IN THE NEW PROGRAMME OF STUDIES.

A discussion of the function of the principal must include some consideration of the basic theories that underlie the educational system under which he works. This is particularly true in British Columbia today since the philosophy advanced by the new Programme of Studies departs radically from that formerly acceptable in the province.

Progressive teachers for the last two decades have been influenced very greatly by the philosophy of John Dewey. They have accepted his theory that the school must be, to the child, a world in miniature; they have agreed that the child, not the lesson, must be the centre of interest. The schools of British Columbia today are attempting to conform with these ideas. This involves considerable adjustment and the principal is the responsible leader in bringing about this change.

As the child becomes the centre of school work and the lesson accordingly assumes a secondary importance, new aims and objectives must be adopted, not only by the teacher but also by the individual who directs the teachers in any school. Growth of the child becomes all important. Such growth must be not alone in knowledge but in all phases of character - moral, social and physical. As Rugg says, the school must provide the child with "experience - the complete integrated
That same idea is expressed in the Programme of Studies. In the general statement on character education the following appears:

"The ultimate goal of all education is character. Every detail of school life makes a contribution, for good or ill, to the character and personality of each pupil. Since the development of character is an integral part of all education, it should be the first consideration of teachers."  

It is highly improbable that the level of morality and culture in any state can rise higher than the standards set by the educational system. Fortunately the school with its simplified environment affords a splendid community in which the pupil may develop his ideals. The development of habits of honesty, self-reliance, personal integrity, self-control, and of correct attitudes toward our democratic institutions, can undoubtedly be carried out more effectively through the school life of each individual than through any other field of activity.

With the acceptance in the school of the need for developing these habits and ideals, new stresses have become necessary. Factual knowledge, as such, has lost much of its former importance and with the ideal of rounded development


in the mind of the teacher. Studies have become a unified whole. All lessons are built around a core of interest. Integration is thus completely accomplished, subjects in themselves having no value other than contributing to the activity itself.

While this ideal of complete integration of lessons must guide the primary teacher, an uncritical adoption of it by all teachers of the staff might conceivably lead to educational chaos. As the pupil becomes more mature he should be brought to the realization that a mastery of the tool subjects is very necessary to his progress. He must learn to make intellectual decisions and judgments for himself, and gradually come to exercise a great measure of self control. It requires the guidance of the teacher to make certain that the mastery of the subjects is adequate. Her wider experience and greater knowledge enables her to visualize more distant aims than those the pupil sees. Hence she must bring the child to realize that the activity of the moment is valuable in so far as it relates to the wider activities in which he must participate.

If the teacher is to give a real meaning to these objectives in the life of the pupil, she must make as much use as possible of his environment. Thus the work of the school actually becomes life in miniature. School is not

---

something set apart from everyday life but a very real part of living. This principle of the Dewey philosophy is very widely accepted today. Cobb, in commenting on the theory says:

"The school ought not to be an artificial center where there is no communication with life except through books, but it ought to be a small world, real, practical, where the child may find himself."²

Almost identical words are found in the discussion of Social Nature of Education in the Programme. Here is stated that "school should be thought of as a life to be lived, where there is action, co-operation, and opportunity to develop desirable attitudes, habits and ideals."³

Life, in the primary grades particularly, must be closely and vitally connected with the everyday experience of the child. Practically all the knowledge acquired by a pupil previous to his enrollment at school came from his experiences in his home. The teacher, who fails to realize the necessity of utilizing this already acquired knowledge, loses a valuable opportunity of obtaining that co-operation so vital to the relationships existing between teacher and pupil.

To the child in the elementary school, lessons dealing with familiar objects and activities assume a more real character than that of those dealing with unknown things. Well-known articles can be made to present problems which he will feel a great desire to solve for himself. In these

³Programme of Studies, Bulletin 1, p. 9.
circumstances, the mastery of the fundamental skills becomes to him, not an end in itself, but a tool which he must possess in order to deal with his difficulties. The achievement of such mastery then takes on a distinctly purposive aspect.

The efficient principal will, however, always keep in mind the very real limitations to the adoption of this principle. Necessary as it is that the school life be closely linked up with the environment of the people, the work in the classroom cannot be based entirely on this. For the fullest effect, the school must present a generalized pattern of studies. The complete adoption of immediate purposive activity right up through the grades is neither practicable nor highly desirable.

One of the major objectives of the school system is to teach the child the art of living. In the school where the principal and teachers do their utmost to attain the ideals of this particular aim, pupils are given opportunities of co-operating in the affairs of the classroom. They early learn toleration for the efforts of others and, by receiving and giving constructive criticism, develop tact and consideration. Gradually they grow into a consciousness of social privileges and responsibilities.

Reflected in the new Programme is the same philosophy expressed in somewhat similar terms. "The method of social adjustment is by living. There should be a maximum of free and spontaneous group activity, and of opportunity for natural leadership expressing itself in informal as well as organized ways."\(^1\)

The pupil who leaves school without having had some practice in making these social adjustments will find himself most seriously handicapped. Emotional disturbances of a most permanent and serious nature may result. Surely both the pupil and society have a right to expect the school to provide opportunities to the pupils for developing the ability of making such adjustments.

The principle that the school must be a society in miniature with the child the centre of interest by its very nature takes into account the individual differences of the pupils. As the units of activity develop, each child attacks only those phases of work that lie within his powers, though each situation, as it arises, must make a fresh challenge in its more complex nature.\(^2\) To no child must be given a task too difficult for a pupil of his ability, nor too easy for him to gain any benefit from its mastery.

\(^1\)Programme of Studies, Bulletin 1, p. 9.

While due regard must be paid to this development of the individual, the fact must not be overlooked that after all he lives in a social world. Any programme, that allows provision for individual differences to obscure the education for social participation, is likely to produce a one-sided personality.¹

Modern philosophy holds that the development of creativeness (in its widest sense) in children is one of the main goals of education.² Moreover, the purposive activity of the child requires some expression in a concrete or symbolic form. The programme is in accord with this view, for one of the general aims of the school work is to stimulate and develop desirable self-expression.³ Again in social studies one objective is "to permit self-cultivation through self-expression"⁴ and in art is "to encourage creative expression, graphic, or plastic with the children's interests and experiences."⁵

Too narrow and too concrete a view must not be taken of the aim to develop creative ability. For in its full realization, the pupil requires opportunity alike for the

¹Rugg, H., and Schumaker, A., op. cit., p. 44.
⁵Bulletin II p. 8.
physical and emotional aspects of experience. The creation of a poem, a story, or even a paragraph to express his emotion or experience, is of vital importance. Such work lays a foundation for many of his appreciations.

Present day educational philosophy stresses health education.\(^1\) Contending that sitting in enforced stillness and in strained positions is harmful to physical welfare, modern educationists advocate freedom of movement. Physical motion, instead of being frowned upon, is rather encouraged, especially when it is the result of purposive activity.

It is evident that the schools today must assume an increased responsibility for the community health. Such an assumption means a definite programme of health teaching and training with the objective of individual and community welfare. The pupil, who learns that he owes to himself and to society the twin duties of maintaining his own health, and of curbing and preventing diseases in the community, has acquired social attitudes and ideals that fit him better for his place in society.

With these attitudes, the second phase of health teaching develops; the pupil will wish to acquire knowledge of the methods by which the community health is maintained. This knowledge becomes desirable to him and learning it assumes a strongly purposive aspect. To initiate this desire should be

\(^1\) Cobb, S., op. cit., p. 25.
the real aim of any health programme.

The fact is now universally accepted that there exist many differences between individual pupils. The same is true if we consider, not single pupils, but single schools. The school personnel, teachers and pupils, the economic and cultural background, the very atmosphere and temper of the school itself, and its position in the community, - all tend to create situations peculiar to individual schools. Such can readily be conceded.

It follows then that any attempt to mould all schools into a pre-determined form is foredoomed to failure. Even granting that such an attempt might meet with a measure of success, the school will become a stereotyped restricted thing, conforming to many requirements, some of which must inevitably be unsuitable. The logical procedure seems to be to give the principal considerable latitude in interpreting the curriculum prescribed for his school. Provided, always, that the course followed present a continuous pattern of ideas throughout the school life of the pupil and that they develop on lines sufficiently similar to those of other schools in the province to provide for pupil-transfers, this freedom is essential. No other course is feasible if the school is to be a living force.
Chapter III

ORGANIZATION OF THE SCHOOL.

Of all the questions confronting the principal the most pressing is that of what type of class organization will be most effective in his school. The answer to this is of great moment, for upon it will depend to a large measure the success or failure of his school.

Out of the great number of possible organizations, he will probably choose one of four main types. In most of the smaller schools, the organization is the only possible one. Each division in the school has one teacher taking the class, or classes, in all subjects. In larger schools, however, where circumstances permit, the principal may be called upon to make a choice among the departmental, the platoon, and the co-operative group plans. Practically all other organizations are but modifications of these.

Each plan has its points of strength and of weakness, and the principal must weigh the merits and demerits of each in making his choice. Though, in a great degree, the physical characteristics of the school, its size and equipment, influence the decision, the educational philosophy of the principal is perhaps the deciding factor.

The plan under which one teacher is responsible for the entire work of one particular classroom is so familiar as to
make an account of its structure unnecessary. This type has long been popular and even today, those who have accepted in fullest measure the modern philosophy of the Activity Movement, regard it as the ideal arrangement. Certainly many advantages are inherent in this plan. The close association between teacher and pupil make mutual understanding possible. Particularly is this true in the case of the teacher who quickly becomes conversant with the abilities and weaknesses of the individual members of her class, and their various likes and dislikes. Then, too, it is quite an easy matter for her to become familiar with the home environments of her pupils. Obviously, the potentialities for character development and for provision for individual differences are very great.

Interviews with nine principals of city schools revealed the fact that, with one exception, all felt that this type of organization was most suited to the needs of the first two grades. So much of the work is incidental to the central theme of activity that no other arrangement seems to meet the requirements as satisfactorily. This plan also permits the teacher of the first grade to carry on a definite scheme of pupil adjustment, which is so necessary in the first months of the school life of the child.

In the upper grades, however, teacher specialization benefits materially the work of the class. As the one-teacher plan does not lend itself well to this, some other organization must be adopted.
The advantages of teacher specialization are not hard to find. Not only does the teacher benefit from the freedom to teach those subjects particularly suited to her ability and temperament but the pupil also gains from studying under the guidance of a teacher well-versed in her subjects and competent to give the highest quality of instruction.

This specialization is economical of both time and material. The time spent by the teacher in preparation for the daily lesson is greatly reduced and the equipment needed consists in most cases of one set for each subject.

Moreover, that intangible quality called school spirit seems to flourish more vigorously. Whereas the pupil, who remains under the guidance of one teacher the entire day, is inclined to regard himself as a member of his class rather than of the school, his horizon, under the specialization plan, becomes much broader. The life situations consequently resemble more closely the adult world and opportunities are increased for the practice of truly social behavior.

Three outstanding methods of obtaining this specialization are those mentioned above - the departmental, the platoon, and the co-operative group plan.

The first of these three, the departmental scheme, is at the opposite extreme from the plan whereby the one teacher confines herself to one class. In this arrangement, each teacher adopts one section or department as her field of
endeavour and teaches, to the best of her ability, such lessons as fall to her lot.

Two difficulties, however, immediately arise. In the first place, it is difficult to assign subjects to teachers so that no natural subject relationships are violated. Secondly, the danger of disintegration of the studies of the child is very great. His work tends to divide into a number of compartments seemingly unrelated to one another and the succession of teachers disrupts the unity of his daily work. Though possibly his knowledge of subject matter is increased, the other phases of a well-rounded development stand in considerable danger of being neglected.

Though it is obvious that the teacher handles large numbers of pupils daily in this organization, the fact that, except in very large schools, she teaches them over a period of years, increases her knowledge of individual pupils to a degree almost equal to that of the teacher who has charge of only the one class.

It is not the effect on the teacher or on her knowledge of the class that should be the chief concern of the principal. The greatest danger seems to be that there may be a loss of unity in the school life of the pupil. As Wheeler, in discussing this point writes "special skills or special subjects taught out of relation to culture as a whole, do not integrate; there is no transfer .... The departmental plan will
have to be abandoned or radically revamped.\(^1\)

This view is corroborated by the findings of Power, who holds that under the departmental plan, the teacher, too greatly concerned with some one idea of the subject, frequently demands accomplishment above the ability and powers of the child.\(^2\)

The new Programme for the province will evidently not be satisfied by complete departmentalization in the elementary school. The difficulty of developing the social attitudes and of unification of the work of the pupil can be overcome, in part at least, by the co-curricular life of the school. It is evident, however, that if these same attitudes and this unification can be developed within the limits of the teaching day, the principal would be well advised to consider any plan likely to accomplish them.

Some of the weaknesses of the departmental plan have apparently been removed in the platoon system. In this, the teachers are divided into two equal groups, one being designated the home, and the other the specialist section. The function of the home teacher is to teach those subjects commonly called "tool" subjects, while that of the specialist is the teaching of those subjects requiring more specialized knowledge or training. Similarly, the day is divided into

\(^1\) Wheeler, W.H., op.cit. p.759.

two equal sections usually of four periods each, the pupil spending half his time with the home-room teacher and half with the specialist.

The advantages of such a plan are obvious. Handling now only two classes, each for an equal number of periods daily, the home-room teacher gains much of that personal contact so valuable in character development. Relieved of the task of long hours of preparation, she can devote herself to such matters as making provision for individual differences, diagnosing and correcting defects in mechanical mastery, and in close personal study of the pupil himself.

The specialist, meanwhile, has all the advantages of the teacher in the departmental school. In addition, she is able to confer with the home-room teacher on the various characteristics of the pupil and can correlate her special subjects more closely with the home-room studies.

To the pupil this plan brings the unification of his studies so necessary to his balanced growth. In addition, as he is a member of a group which is centred around one room, he develops a social sense quite comparable to that needed in the adult world. The platoon school is a "veritable child's community with all its privileges and freedom, together with the accompanying responsibilities which must be borne by all....Here, through student participation, the making of

---

social adjustments, the purposing, planning, executing, judging, and generalizing which belong to an activity program, the child forms the habit of making adjustments early in life, and developing personality is integrated."¹

In general then this plan appears to answer well to the present day needs. There are, however, one or two unfortunate phases to be considered. It is true that only in a school of considerable size can there be successful operation of the plan. All principals of platoon schools stressed, in interviews, the advisability of working in multiples of four teachers, having at least eight in the platoon plan. Opinion as to the wisdom of including the primary classes varied. Though Case reports that 76.9 per cent of all platooned schools in America include the first and second grades,² the principals interviewed agreed with the view that this is hardly advisable.³

Such being the case many schools in British Columbia are automatically excluded from the adoption of this plan. Figures in Table IV indicate that only one hundred three schools are of eight or more divisions and are large enough for platooning. If, however, the first two grades are not

¹Case, R.D., op. cit., p. 12.
²Ibid. p. 51.
TABLE IV. NUMBER OF ELEMENTARY SCHOOLS IN BRITISH COLUMBIA HAVING SIX OR MORE DIVISIONS.

<table>
<thead>
<tr>
<th>Size of School (in divisions)</th>
<th>Frequency of Schools extending to Grade 8</th>
<th>Frequency of Schools extending to Grade 6 only</th>
<th>Total Frequencies</th>
</tr>
</thead>
<tbody>
<tr>
<td>6</td>
<td>11</td>
<td>2</td>
<td>13</td>
</tr>
<tr>
<td>7</td>
<td>7</td>
<td>3</td>
<td>10</td>
</tr>
<tr>
<td>8</td>
<td>13</td>
<td>5</td>
<td>18</td>
</tr>
<tr>
<td>9</td>
<td>8</td>
<td>3</td>
<td>11</td>
</tr>
<tr>
<td>10</td>
<td>7</td>
<td>2</td>
<td>9</td>
</tr>
<tr>
<td>11</td>
<td>9</td>
<td>4</td>
<td>13</td>
</tr>
<tr>
<td>12</td>
<td>5</td>
<td>2</td>
<td>7</td>
</tr>
<tr>
<td>13</td>
<td>2</td>
<td>3</td>
<td>5</td>
</tr>
<tr>
<td>14</td>
<td>5</td>
<td>2</td>
<td>7</td>
</tr>
<tr>
<td>15</td>
<td>6</td>
<td>1</td>
<td>7</td>
</tr>
<tr>
<td>16</td>
<td>4</td>
<td>3</td>
<td>7</td>
</tr>
<tr>
<td>17</td>
<td>4</td>
<td>3</td>
<td>7</td>
</tr>
<tr>
<td>18</td>
<td>1</td>
<td>1</td>
<td>2</td>
</tr>
<tr>
<td>19</td>
<td>2</td>
<td>1</td>
<td>3</td>
</tr>
<tr>
<td>20</td>
<td></td>
<td>2</td>
<td>2</td>
</tr>
<tr>
<td>21</td>
<td>1</td>
<td></td>
<td>1</td>
</tr>
<tr>
<td>22</td>
<td>1</td>
<td></td>
<td>1</td>
</tr>
<tr>
<td>23</td>
<td>2</td>
<td></td>
<td>2</td>
</tr>
<tr>
<td>36</td>
<td>1</td>
<td></td>
<td>1</td>
</tr>
</tbody>
</table>

Figures compiled from statistics occurring in the Sixty-Sixth Annual Report.
to be included, the number able to use this system becomes even less. In addition, many of these schools extend to the eighth grade and the likelihood of their being reduced to the sixth grade by the introduction of the junior high school must be taken into consideration. If only grades from the third to the sixth are to be used, the number of schools to which platooning would be an advantage can hardly exceed forty in the entire province.¹

To these forty, however, the plan affords great advantages. Under a principal conversant with the ideas and ideals of the platoon plan, the system leaves little to be desired. Its flexibility provides ample opportunity for adapting the school to changes inevitable in any growing institution.² The reduction in the number of the teachers conducting the work of the class almost entirely obviates the difficulty of assigning subjects to teachers without interference with natural alliances.

For the small schools two plans are possible: a modified platoon or the co-operative group plan. Under the modified platoon as suggested by Reavis every member of the staff conducts all the lessons in one classroom in the morning and becomes a subject specialist in the afternoon.³ Obviously

¹See TABLE V.
²Case, R.D., op. cit., p. 63.
TABLE V. NUMBER OF ELEMENTARY SCHOOLS IN BRITISH COLUMBIA AS WOULD APPEAR IF GRADES SEVEN AND EIGHT WERE REMOVED.

<table>
<thead>
<tr>
<th>Size of School (in divisions)</th>
<th>Frequency</th>
</tr>
</thead>
<tbody>
<tr>
<td>6</td>
<td>13</td>
</tr>
<tr>
<td>7</td>
<td>18</td>
</tr>
<tr>
<td>8</td>
<td>14</td>
</tr>
<tr>
<td>9</td>
<td>8</td>
</tr>
<tr>
<td>10</td>
<td>7</td>
</tr>
<tr>
<td>11</td>
<td>7</td>
</tr>
<tr>
<td>12</td>
<td>7</td>
</tr>
<tr>
<td>13</td>
<td>7</td>
</tr>
<tr>
<td>14</td>
<td>5</td>
</tr>
<tr>
<td>15</td>
<td>3</td>
</tr>
<tr>
<td>16</td>
<td>3</td>
</tr>
<tr>
<td>17</td>
<td>2</td>
</tr>
<tr>
<td>18</td>
<td>2</td>
</tr>
<tr>
<td>19</td>
<td></td>
</tr>
<tr>
<td>20</td>
<td></td>
</tr>
<tr>
<td>21</td>
<td>2</td>
</tr>
<tr>
<td>22</td>
<td></td>
</tr>
<tr>
<td>23</td>
<td></td>
</tr>
</tbody>
</table>

These figures were arrived at by counting divisions up to Grade Six only.
many variations of this plan are possible, but in its
essence it remains the same. Naturally the opportunity for
teacher-specialization is diminished but many of the advantages
of platooning, though somewhat modified, can nevertheless be
gained.

Under the second, the co-operative plan, teachers are
joined into groups of three or four, each teacher choosing the
work most agreeable to her and teaching it to all classes of
the group. A unit of activity is developed in conference
and all lessons are arranged to centre on this.

Hosic, who has been largely responsible for the de­
velopment of this plan, names the divisions of one such
unit as the Library, including all phases of English; the
Museum, including science, arithmetic, health, and social
studies; the Arts, where fine and industrial arts as well as
writing are taught; and the Recreation, including music,
dramatics, physical education and playground activities.

Each group of teachers chooses one of its members as
captain. Her duty is to call frequent meetings of the group
to coordinate and articulate all lessons. At these meetings,
the unit of activity for the group is decided on and any
adjustments found necessary in the light of increased know­
ledge of the pupils or changing conditions are made. This

---

1 Hosic, F.J., "The Co-operative Group Plan in the Primary
School," Educational Method, Vol. 10, No. 4, January,
1931, p. 212.
very flexibility guarantees that neither teacher nor pupil is neglected and the danger of formalism is reduced to a minimum by the close co-operation of all teachers.

By comparing notes with one another, the teachers soon grow familiar with the pupils of the unit and as each teacher handles the class for two or more years, those personal contacts, so necessary in character education are easily established.

Furthermore the plan eliminates to a great extent the danger of a pupil becoming too dependent on his teacher and encourages the development of self-reliance and initiative. The previews drawn up by the teachers together assure unification of studies and social consciousness of the pupil is developed by the centring of all the activities of all classes around the larger activity. In a small group such as is formed, the duties and responsibilities of each pupil are readily apparent and under the guidance of his teacher, he must accept his share according to his ability.

This plan has the virtue of being even more flexible than the platoon. If, for example, it is deemed expedient by mutual agreement to depart from the timetable to permit any one phase of the work to be adequately developed, it can be done without upsetting the rest of the school. Thus, it is possible to utilize the best features of any experience.

approach to school work. Hence the group can readily make the most of any available opportunity.

To the principals of most of the schools of British Columbia, this last plan affords a most desirable organization. Its possibilities of close connection with everyday life through its central theme of activity, its opportunities for developing purposive endeavours, of discovering individual differences of the pupils, and its effect in improving social and cultural attitudes, all favor the plan. In addition, from the point of view of the teacher, there are the advantages of subject specialization with close horizontal and vertical integration.

To the principal, perhaps the greatest advantage lies in the supervision provided within the group. The unit captain, in charge of each group, reduces the necessity of close guidance by the principal. He, by contacts and conferences with the captains, can co-ordinate effectively the work of all groups, thus determining, with a minimum of difficulty, the general course to be followed.

His close contact can be made more effective if a systematic record of the co-operative planning and results is kept by each group. The growth in professional spirit will show itself in such a record and a little direction given to the captain will lead to greater achievements.

As in the other plans, one teacher assumes the responsibility for the routine matters of each class. She
attends to the reports, attendance, and such matters, acting as the home-room teacher of the class.

No matter what plan a principal may decide to institute, he must still remain the leader of his teachers. No organization can or will be effective without his guidance and inspiration. If he does not supply this, any plan will tend to become stereotyped, losing in the process that very thing that makes it valuable - the quality of flexibility.

Having determined upon that particular type of class organization best suited to his individual case, the principal must then turn his attention to the construction of a timetable which will enable his school to make the best possible use of the plan to be operated. But whichever type of organization is adopted, adherence to the Programme of Studies implies provision for library, visual education and facilities for co-curricular activities. Except in the case of the library, this does not necessarily entail scheduled periods, but the timetable must be sufficiently flexible to permit its most effective and economical use. In succeeding chapters, the question of this flexibility in its various aspects will be considered.
Chapter IV

THE LIBRARY.

It has been assumed in dealing with the task of the principal in time-table construction that he has provided or is providing proper library facilities in the school. So essential is the school library to the proper application of modern educational philosophy that its presence is presupposed in the programme of studies. Every principal of the elementary schools, big or small, must realize the immediate need of providing the very best library obtainable for his school.

The library today takes its place as one of the most powerful integrating forces of the school. As the collecting depot of all books, of periodicals, and of illustrative materials, it becomes a room in which everyone in the school, teacher and pupil alike, has a common interest. In ideal circumstances, it becomes, not a mere appendix or adjunct of the school, but a vital and integral part of the whole system, a source of new enthusiasms and inspirations.

If the principal is faced with the task of setting up a library where none existed before, he must exercise the

---


greatest of care in choosing a member of his staff to act as librarian. He must likewise choose with equal care the room itself. The library room must be bright and quiet, yet so located that it is easily accessible to everyone in the building. If one such room can be set aside definitely as a library, much is gained by so doing; if it must be used as a classroom as well, the timetable must be adjusted so that studies, such as reading, art appreciation, and music are conducted here. Lessons which require much writing are best carried on in another classroom.

This permits doing away with the formal arrangement of desks, and the introduction of chairs and tables. Such a change is beneficial in many ways. The seating can be altered at will to suit the needs of the class at that particular time; the similarity of arrangement to that of the adult library makes the inculcation of correct library attitudes more effective and the informal arrangement is attractive to the child as a change from the stereotyped classroom.

Open shelves, easily accessible to the pupils, a simple filing system for illustrative materials for the teachers, and a card index system, offer no great difficulty to any principal as they are cheap and easily constructed. As little blackboard space is required, a large part of the

---

wall may be covered with burlap, cork-board, or heavy building paper. This will provide a background for the display of all varieties of illustrative materials, graphs, or school work. Tastefully arranged and relieved by numerous plants, the library takes on a new and decidedly attractive aspect.

The principal, to obtain the fullest possible measure of integration of the library with ordinary school work, must see that there are points of contact between the two. He must arrange a method by which the librarian can study the previews of the rest of the staff in order to give intelligent guidance in reference activities and to participate effectively in correlation projects. He must see that his teachers realize the opportunity provided by the library and, in his supervision, see that they organize their work to take advantage of every facility offered by library and librarian.

Not only must the librarian guide the reading of the pupils in the library but she must conduct definite lessons in library technique - the and use of books, periodicals, and other reference materials. The proper use of indexes and of the catalogue likewise falls into her field. In addition, the etiquette of the library, though incidental, requires

---

1 Standard Library Association, op. cit., p. 11.
2 Case, R.D., op. cit., p. 157
American Library Association, op.cit., p. 23.
constant attention. The opportunities that lie in the way of the librarian for providing for individual differences, and for developing ideals of good citizenship are too great to be overlooked. The principal will find that she can develop readily in the students attitudes of consideration for rights of others, care in the use of common property, and personal responsibility for the library and the school.¹

Much of the routine work of the library can be effectively handled by pupil assistants under the guidance of the librarian herself.² Such work as issuing books to borrowers, returning them to the shelves, sorting pictures and newspaper clippings are done as efficiently and expeditiously by pupils as by the librarian, and in the process these same pupils are getting valuable experience in a real life situation. Relieved of much of the routine, the librarian can turn her attention more closely to those phases of endeavour that require her professional discretion.

To assist the librarian, the principal must develop some form similar to the one on Plate II. The assignments are made in class and the cards are delivered to the librarian sufficiently in advance of the time the information will be desired so that she may be able to prepare her references.³ The time thus saved may be utilized to advantage. After the librarian has finished with the card, it is sent back to the class teacher for her guidance.

¹Case, R.D., op. cit., p. 152.
²Fargo, L.F., op. cit., p. 47
³Case, R.D., op. cit., p.150.
This co-operation cannot be completely effective unless the teacher recognizes the value of the library and is completely in accord with its aims and objectives. The principal must exert every effort to bring about this desirable attitude, for without it much of the value of the library will be lost. Both the librarian and the pupil have a right to expect the complete co-operation of the teachers.

Consulting his teachers regarding the books and periodicals to be provided in the library is often the best way of arousing initial interest. Subject to his approval, of course, very often the choice of the books themselves can be left to the teachers and pupils. The community effort thus resulting

1 Wilson, L.R., op. cit., p. 845.
helps not only the library but the entire school. The lists of books sent in by the teachers must be referred to the librarian for consideration. This avoids duplication and enables the librarian to see that only the most useful books are obtained.

In one corner there should be a section reserved for a professional library for the teachers. Members of the staff who spend time in the library and use its facilities, provide a splendid example which children will not be slow in following.

Books and periodicals for such a professional section may be obtained partly through teacher contributions and partly through general library funds. Save for the purchase of books which are tools for individual members of the staff there seems to be no reason why a small fraction of library funds cannot be devoted to the purchase of professional literature for teachers.¹

No matter what type of library organization is adopted, the principal will find rich reward for his labor,² for the library in the school today has come into its own. Before it is functioning to the limit of its possibilities, many obstacles must be overcome, but they are not insurmountable. By patience, perseverance, and determination, the principal can and must bring it into active and vigorous growth. Few of the tools of his craft have the potentialities of the library. The task is indeed heavy but the rewards are proportionate.

¹ Fargo, L.F., op.cit., p. 223.
Chapter V.

VISUAL AND RADIO AIDS.

In constructing his time table and organizing his classes, the principal will find it necessary to make provision for a phase of educational endeavour which has made remarkable strides in the last decade, the use of visual aids. This may be done either by providing special periods for such activity or more simply by allowing certain periods which may be used for this or some other activity feature.

Teachers for many years have realized the value of illustrative materials and much has been done in their preparation. But the use of projection apparatus has had a tremendous growth, particularly since the introduction of the sixteen millimetre and eight millimetre cameras and projectors. The moderate price of these machines has now placed them within the reach of the school.

The first task of the principal is to survey all types of projection apparatus to ascertain which is the most useful to his school.¹ His choice will be made from a group of such devices as the glass-slide, the film-slide, the motion picture, both sound and silent, and the opaque projector.

For ordinary teaching purposes, two will be found most useful, the film-slide and the opaque projector. The motion

picture machines have great promise but very few films obtainable today can be used effectively in the study of the work prescribed for British Columbia schools.

Of the apparatus available, the film-slide has the advantage that it functions well in a classroom in which the blinds are drawn. Hence it can be used in the ordinary school-room as part of a lesson with very little disturbance. To the principal, that is an important feature.

Moreover, the film-slide camera is inexpensive and economical to operate. Films bearing directly on the study can be quickly and easily made, if not otherwise available.

Just as useful is the opaque projector which throws on the screen any picture the teacher wishes to show. This apparatus, when used on a translucent screen, does not even require that the blinds be drawn. Like the film-slide, it can be operated in the ordinary class-room, but in addition, it will project any picture, graph, or other illustrative material which is at hand.

For the proper use of any such apparatus, the principal must impress on both pupil and teacher that the projector is a tool and not a toy. Visual aids are not labor-saving devices nor are they to be regarded as entertainment. A definite technique of study must be worked out in order that

---

1 Brunstetter, M.R., op.cit., p. 12.
the whole project may assume its correct proportion.

The teacher must be guided in her study of films as a medium of instruction; she must learn the basic principles of visual education; and she must embark on a course of experimenting in devising and testing new methods and application of such teaching.¹

The use of a motion picture projector usually creates more administrative problems than the other forms. The need for a darkened room means that one room must be equipped for this purpose and classes must be organized to use it to the greatest advantage. Then, too, even more pronounced in motion picture work than in still picture study, is the danger of regarding the projection as an entertainment. While pleasure of the pupil is desirable, that is not the chief purpose of the film, and the teaching technique must overcome that attitude.

The function of the principal is both administrative and supervisory. As a supervisor, he should be the educational consultant upon whom the teacher relies for suggestions regarding instructional problems and methods.² As an administrator, he should see that little time is lost in preparing the classroom for projection or in adjusting classes to permit the showing of films.

² ibid., p. 109.
It would be extremely wasteful of both time and material for each school to build up its own library of films as it does books. These films are used only occasionally and, used solely by one school, would spend the greater part of the time in storage.

The principal must cooperate with his fellow principals in his school area to build up a central library of films from which each school can borrow whatever films are needed at the time. Only by some such organization can much needless duplication of films be avoided.

Moreover, if visual aids have not been developed in the district, such a library may be placed under the care of a teacher specially appointed to give direction to the extension and development of visual aid facilities.

Similarly the principal must choose one of his staff to act as visual aid librarian for the school, making that teacher responsible for obtaining and returning all loans from the central library and issuing them to the individual teachers of the staff.

One other field of educational endeavour for which the principal must make provision, is the use of the radio. For some time the National Broadcasting Company and the Columbia Broadcasting System, both of which are in the United States, have been conducting broadcasts for school purposes. Unfortunately, however, many of these programmes do not articulate well with the studies of the pupils of British Columbia
and, as a general rule, those principals who endeavoured to make use of them found them unsatisfactory.

However, a series of programmes has been broadcast by the provincial educational authorities overcoming in a large measure this deficiency, and programmes suited to the needs of the school are now available.

As in the use of visual aids, the principal must see that the teachers develop definite techniques of using this aid, in order that its great educational value may not be obscured by its entertaining aspect.

Two further duties face the principal. First he must organize his classes by a readjustment of the timetables to make the most effective use of these broadcasts, and secondly he must offer to the Provincial Educational Committee on Radio, suggestions and criticisms for the improvement of the broadcasts.

Both visual and auditory aids require the greatest measure of co-operation on the part of all principals and teachers in the province. Both have many possibilities, but in neither case will these possibilities be realized unless everyone concerned does his share in their development.
Chapter VI

CO-CURRICULAR ACTIVITIES.

The attitude of the new Programme of Studies toward that phase of school endeavour commonly known as extra-curricular activities brings to the principal the necessity of realigning his entire school. Influenced by the modern trends in educational thought, as has been indicated elsewhere in this thesis, the makers of the Programme drew these activities into the limits of the curriculum itself. Their status in the school system changed; instead of being extra-curricular, they have now become co-curricular. This term has been introduced by H.J. Otto, and has been adopted in this thesis as it indicates quite clearly the change in status of these activities.

Inevitably such a change has brought new problems to the principal. Many questions, formerly shelved on the assumption that they were mere side issues, now assume increased importance. The organization of clubs, of newspapers, of excursions to inspect industries, and the like, must now be part of the school plan; otherwise the philosophy underlying the Programme cannot be fully realized in practice.

In the first two grades, where only one teacher handles the class, the principal is not often called upon to assist,

1 See chapter 2.
in the management of the activity pursued by the class. But in the rest of the school, particularly where the depart­
mental, platoon, or co-operative group plan is in operation, he must assume a great share of the task of administration of all co-curricular activities.

In the upper grades of the school, many new activities are now desirable. For example, the great stress placed on social responsibility as an aim in teaching\(^1\) brings up the matter of pupil participation in school government. Ideally, this participation develops a strong sense of social responsibility, together with the realization that breaches in behavior are offences against the class instead of being a personal affront to the teacher.\(^2\) Moreover, many of the routine matters of the school, particularly those pertaining to such pupil activities, as sports, auditorium work, general housekeeping of the classroom and school building, are placed almost entirely in the hands of a pupil organization under the guidance of a member of the teaching staff.

But, in the present transitional stage, barring exceptional cases, this complete self-government hardly lies within the powers of the pupils of the elementary school. Nobody of pupils suddenly released from rigid teacher control is able to govern itself without the emergence of many undesirable situations. The readjustments necessary are too

---

\(^1\) Bulletin I, p. 8.

sharp and the difficulties of a sudden change are almost inmost insuperable. Otto, in commenting on this, holds that, "It is likely that the least success with student councils was experienced by the schools which hurried too rapidly into all phases of student participation in school and classroom management."

The principal, then, must plan a series of steps, graduated in the degree of responsibility to be placed upon the pupils, leading from his present organization to one as near to the ideal as his school can achieve. Harris feels, however, that the measure of pupil government in the elementary school is limited by the immaturity of the pupils. With this view, all principals interviewed were in accord, while five of them were convinced that a carefully planned programme was necessary to develop even that degree possible.

Two chief points of attack lie before the principal, the preparation of his teachers and the training of his pupils. The obvious first step is the institution of a definite programme for teacher study. By discussions, reports, and investigations, the teachers can develop a clear conception of the necessity for pupil participation in school government. Success in this campaign can be determined by the degree of enthusiasm for the plan that is evinced by the teachers.

The next step naturally follows. From teacher discussion,

---

3 Ibid., P. 334.
a definite plan of procedure in developing the right attitude in the pupils should be drawn up. When the real significance of the general principles underlying the idea of pupil participation has been realized by the teachers, class captains, to take care of ordinary classroom routine can be selected by the pupils themselves.

Throughout the school, pupils can be assigned certain routine duties for which they accept responsibility. This does not mean the mere execution of these tasks under the watchful eye of the teacher or principal but the assuming by each pupil of his share in the fulfillment of a recognized need arising in a social situation. The training in self-reliance and in the use of discretion, developed under the guidance of the teacher, will stand these pupils in good stead both in and out of school.

The system can gradually be extended to include prefects and later a pupils' council. These prefects are best chosen from the senior classes and the representatives on the pupils' council should probably be from the three upper grades only.

Care must be exercised to keep the real underlying principles ever in the mind of the pupil, for as Roberts says, "A true student government will result only when the pupils have developed, along with their enthusiasm for their privileges, a real sense of the responsibilities they are carrying." 1

Another sphere of activity in the co-curricular life of the school is that of class visits to neighborhood points of interest. Such matters as the time and place of visits, the means of transportation, and the responsibility for mishaps come directly under the jurisdiction of the principal.

Before any such visits are made, a survey of all available places is advisable. This forms a good field of investigating for the teachers as a body and the tabulation of results will enable any teacher to obtain the desired information at any time.

Before any concern is visited its officials should be contacted to enable them to make any necessary preparations and to set up a desirable attitude in them towards the pupils. The principal is the logical one to make these contacts, as his prestige is greater than that of a teacher. In commenting on this, Otto says, "Such co-operative relationship with worthy places of visit usually does not come automatically, but is the result of well-planned efforts on the part of the principal and teachers." 1

One of the great disadvantages of class visits is the difficulty of providing transportation. The principal can, by personal contact and by letter, generally manage to arouse sufficient interest in the class visit among the parents to procure enough cars to meet his needs. If commercial transportation is available, it is perhaps advisable to take

advantage of the legal responsibility of a transportation company.

The question of responsibility for mishaps is always a delicate one. As long as pupils are under the direct care of the teacher of the school, the responsibility rests on the principal. If, however, he provides each pupil with a mimeographed form stating the time, place, and purpose of the visit, with the statement that while every possible precaution will be taken to assure the safety of the pupil, no additional responsibility can be assumed by the school, the parent will know what the trip implies. By securing the signature of the parent and his agreement to the conditions the principal can make his position much more unassailable.

In a school with any form of teacher specialization, the principal must arrange for co-operative action on the part of the teachers affected by the visit. The timetable must be adjusted so that no undue disruption of the programme is created by the absence of the class.

In the co-curricular life of the school, school clubs form a great field of purposive endeavour. The possibility of making adequate provision for individual differences, for developing self-reliance and leadership, which is inherent in this work, is too great for the principal to ignore. Some system of clubs is essential to his school.

One principal reported a very successful plan. One period a week, the last of the day, was set aside for club work. Clubs were made available to all pupils from the third grade
on. Each pupil was expected to join one club irrespective of his age to co-operate whole-heartedly with his fellow members.

A successful club programme assists in developing desirable school spirit and certainly in reducing the occurrence of breaches of discipline.

Almost as valuable as the club in this respect is the school newspaper. As an integrating factor in uniting the clubs in a common school activity, it has no superior. Moreover, it would be hard to find a better means of making announcements, and reports of all kinds and of bringing to the attention of the school items of special interest.

Here again ample opportunity for developing character in the pupils can be found. That alone is sufficient reason for having a school paper. The problem of administration for the principal is comparatively simple as such an activity usually falls under the sponsorship of a teacher of English, as a branch of her work. Of course, this is not always the case, for occasionally it is advisable to select another member of the staff. The success of a school publication is "perhaps dependent on factors within the control of the school such as; a far-sighted constructive policy on the part of the administration; the selection of a sponsor willing to work with the youngsters; and an intelligent interest on the part of the pupils." Only in over-

seeing the financial matters does the principal need to take an active part. His supervision in this regard is necessary as the school must assume responsibility for all such liabilities and for other financial arrangements.

The approach to such co-curricular activities as demonstrations and concerts has changed in so far as these are now regarded more in the nature of culminating points for a school activity than something apart from ordinary school work. Far from being conducted entirely out of school hours, they form a centre around which the lessons of the class rotate. From an administrative point of view, the division of the work among the teachers can be decided on when drawing up the co-operative previews for the activity which leads to the final presentation.

Safety Patrols, corps of Junior Forest Wardens, and similar organizations affect the administration of the school but little as they are sponsored and largely directed by organizations outside the school itself. Such movements are only real extra-curricular activities that are left in the school; the rest are now part and parcel of the regular school work.
Chapter VII

RECORDS AND REPORTS.

No longer is it possible for a principal to conduct the affairs of the school without an adequate system of records of pupils. Without them sufficient provision cannot be made for individual differences through charting a course of pupil guidance, or providing suitable adjustments in the teaching process. It is true that in a small school the principal knows each of the pupils personally and is able to use this knowledge to great advantage. But the fact must not be overlooked that memory is uncertain and that greater reliance can be placed on a written record. Moreover, if for any reason the principal and pupil are separated, a written record can carry all available information into any new relationships that may develop.

This fact has long been recognized by the Department of Education, which issues an official progress card, used by all schools in the province. In form, however, little change has been made for the past fifteen years with the inevitable consequence that it does not meet the requirements of modern educational philosophy. The chief purpose served by the present system is to record the academic standing of the pupil at the end of the term, together with the results of standardized intelligence and achievement tests.

The principal, today, requires more than that. Some
record of the work habits of the pupil of the degree of responsibility he has achieved of his weaknesses or deficiencies of his social habits and of his special interests is necessary. Those factors that go to make up his individuality and that will affect his moral and social growth are as important in the record of any pupil as the statement of his scholastic standing.2

Such information, however, if maintained with too great a degree of detail soon makes the record so complicated that confusion rather than understanding results. What is required is a clear, concise, easily-read, and easily-tabulated form which is simple to understand.

Attached to the official progress card (Plate III) there is a supplementary form. This form has been developed in a local school and remedies in part at least the more apparent deficiencies of the original. For convenience of recording the same letter grade rating as used in the other sections is adopted.

Such records must be systematically compiled.3 Otherwise the real development of the pupil is obscured. Furthermore, the principal must ever bear in mind that if the records are to be of value they must constantly be used to guide the teacher. Records compiled at the end of the term and placed

2Reavis, W.C., Perce, P.R., and Stullkin, E.H., op. cit., p. 143.
<table>
<thead>
<tr>
<th>SUBJECTS</th>
<th>Date</th>
<th>Grade</th>
<th>Score</th>
<th>Norm. Q.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reading — Oral</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Reading — Silent</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Spelling</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Languages &amp; Lit.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Grammar</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Composition</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Writing</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Mathematics</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Geography</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>History</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Nature</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Music</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Hygiene</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Drawing</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Rank in Grade</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>No. Pupils in Grade</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Times Late</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Days Absent</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Teacher's Initials</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>INTELLIGENCE TESTS</th>
<th>Name of Test</th>
<th>Date</th>
<th>Score</th>
<th>M.A.</th>
<th>I.Q.</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>ACHIEVEMENT TESTS</th>
<th>Name of Test</th>
<th>Date</th>
<th>Score</th>
<th>Norm. Q.</th>
</tr>
</thead>
</table>

Date
Grade
WORK HABITS
Industry
Preparation
Effort to improve
Co-operation with teacher
Self-reliance

RESPONSIBILITY
Lives up to agreements
Accepts extra responsibility
Regularity of attendance

SOCIAL RELATIONSHIPS
Courtesy
Sportsmanship
Desirable influence on others
Ability to lead

SPECIAL WEAKNESS or DEFICIENCY

SPECIAL INTEREST OR HOBBY
### PROGRESS RECORD – Junior and Senior High Schools

#### Grades 7, 8, 9 Above

#### Grades 10, 11, 12 Below

<table>
<thead>
<tr>
<th>SUBJECTS</th>
<th>GRADE VII. 19</th>
<th>GRADE….. 19</th>
<th>GRADE….. 19</th>
<th>GRADE….. 19</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>1st TERM</td>
<td>2nd TERM</td>
<td>1st TERM</td>
<td>2nd TERM</td>
</tr>
<tr>
<td>English</td>
<td>T.Cr.</td>
<td>C. P. G. Cr.</td>
<td>C. P. G. Cr.</td>
<td>C. P. G. Cr.</td>
</tr>
<tr>
<td>Soc. Studies</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Health &amp; Ph. Ed.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Mathematics</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Latin</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>French</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Gen. Science</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Chemistry</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Physics</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Geography</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Home Econ.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Woodwork</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Metalwork</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Draughting</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Electricity</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Typing</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Shorthand</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Jun. Business</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Book-Keeping</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Art</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Music</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>SUBJECTS</th>
<th>GRADE X. 19</th>
<th>GRADE….. 19</th>
<th>GRADE….. 19</th>
<th>GRADE….. 19</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>1st TERM</td>
<td>2nd TERM</td>
<td>1st TERM</td>
<td>2nd TERM</td>
</tr>
<tr>
<td>English</td>
<td>T.Cr.</td>
<td>C. P. G. Cr.</td>
<td>C. P. G. Cr.</td>
<td>C. P. G. Cr.</td>
</tr>
<tr>
<td>Soc. Studies</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Health &amp; Ph. Ed.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Mathematics</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Latin</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>French</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Gen. Science</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Chemistry</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Physics</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Geography</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Home Econ.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Woodwork</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Metalwork</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Draughting</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Electricity</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Typing</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Shorthand</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Jun. Business</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Book-Keeping</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Art</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Music</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
in the office of the principal until the end of next term without being consulted, perform but a very small part of the work for which they are intended.

The collection of marks for such records is a problem that the principal must consider if any degree of teacher specialization is used. Castle offers a suggestion of how this may be conveniently carried out. On a mimeograph stencil the necessary columns for the subject ratings are cut. On the left side a strip, about two inches wide is cut away. When this is placed upon the printing machine, a strip, containing the names of the members of the class and slightly wider than the one removed is placed over the space. The correction fluid is used to glue the two together, and the stencil is run off. For the next class only the strip containing the names of the pupils is removed and a new one is appended.

These mimeographed sheets are sent by the home-room teacher to each of the specialist teachers of the class. Each teacher fills in her particular column and detaches all columns to the right of her record. The narrowed forms are returned to the home-room teacher who staples them all together to form a little booklet\(^1\) in which the record of the achievement of the class is immediately available. Such a booklet, built up every time reports are issued, can easily be filed in the office of the principal, where it is

---

readily accessible in case of need.

The tests that form the basis for these records should be given at a time least likely to disrupt the school programme. They should be administered at the conclusion of the unit of activity, and the record of attainment of the pupils in each unit should be recorded and summarized. The marks are then available for recording at the desired time.

At least once each term, a similar sheet is sent to each teacher to collect the ratings for the supplementary record. These, however, are built up at a special meeting of teachers for that purpose. Here it is that the platoon and co-operative group plans show their superiority. Such meetings can be called very readily by either the home-room teacher or the captain of the co-operative group.

These special meetings are not to be confined to this one function. Similar meetings must be held just before the reports to the parents are sent out, to make as reliable as possible the information sent to the parent.

Possibly even more important than the records, which are kept at the school, are these reports to the parent. It is obvious that the co-operation of the parent with the school is an invaluable aid to the teaching process and just as obvious that the most effective method of obtaining this co-operation is through the report which is sent to the parent of the pupil.\footnote{Hill, G.E., "The Report Card in Present Practice", Educational Method, Vol. 15, No. 3, December, 1935, p. 116.}
Such reports then must portray clearly to the parent the strengths and weaknesses of the pupil both as an individual and as a member of society. Possibly even more important is the need for some suggestion in the report as to how the pupil may improve and how the parent may help to facilitate this improvement.¹

Unfortunately, today, the official report form in use in British Columbia has none of these features. Based primarily on the limited conception of marks as a spur to greater effort on the part of the pupil, these reports consist of letter ratings in the various subjects which are essentially competitive together with a statement of the rank of the pupil in relation to the rest of the class. This ranking is the chief centre of interest for most parents and the report is frequently gauged on that item alone.

Such reports today fail to meet the requirements of the Programme of Studies. The principal must modify them in some manner to bring them more into harmony with progressive ideas of education.

The rapid rise in the level of professional qualifications of the teachers of this province in recent years indicates that the majority of the teaching staff are mentally alert. In such circumstances there appears no real reason why a stereotyped report form is any more necessary today than the old technique of studying from a single text-book. A letter

to the parent, giving an informal report based on the results of teacher conferences, can explain many of those things that go to make up the school life of a pupil in a manner far superior to that of a form which has been filled in.

Three factors make the introduction of such a report a problem to the principal, the educational authorities, the attitude of the teachers of his staff, and the reaction of the parents to any change from the established order of things.

Provided always that he is working through his immediate superior, the inspector or local superintendent, it is hardly likely that the principal will meet with opposition from the authorities at Victoria. Quite possibly, such a letter could be sent as a supplement to the present form.

The teachers and parents, however, present a more difficult task. The close contact existing between the principal and his teachers makes the staff the logical starting point. By group discussion, by experimenting, with more desirable methods and by bringing to the attention of the staff the prime purpose of reports, the principal should be able to convince the teachers of the need for reform. Then and only then a start be made in writing a letter report.¹

This type of report has for the principal one advantage over and above its flexibility. That is the careful consid-

eration that must be given to each pupil before the report is written. The teacher conferences will soon indicate that only in a small percentage of the class, the very bright and the very dull, is there much known. The majority of the class will be in that group about whose characteristics little exact knowledge is available. As a result, a more intensive study of all pupils will be found necessary, a study of value to teacher and pupil alike.

The parents present a different problem. So long has the report been a tabulation of marks that it has come to be regarded as almost a divine measuring stick, and one not to be meddled with by the blundering experimenters.\(^1\) This view the principal must set about to change, for, unless he succeeds, his adoption of a new procedure in reporting will be neither successful nor popular.\(^2\)

To create a different outlook on the part of the parents, the principal must conduct a definite campaign. Every possible means must be utilized; every available contact between parent and school must be made. The circulation of mimeographed pamphlets developing the fundamental philosophy underlying reports, the formation of discussion groups of parents and teachers to consider the relative merits of each type, the use of the school and local papers, and of such organizations as the Parent-Teachers' Association, all these are possible features of a campaign which must be inaugurated.

\(^1\)Mills, J.S., op. cit., p. 109.
\(^2\)Harris, P.E., op. cit., p. 343.
to bring the necessity of a change in reports firmly before the parents.

For some time, the old report form will of necessity be retained but as the parents realize exactly what the letter report is intended for, the need for the report blank will gradually disappear.

The use of the letter reports does not mean that all letter-gradings such as suggested in the discussion of records must be discontinued. These are and will continue to be essential to the teacher, but they will be seen only by those who understand their uses and their limitations.

A copy of all letters sent to the parents must also be retained by the school. Carbon copies are easily made and constitute a permanent record of the reports sent to each parent.

These letters will enhance the value of visits of parents to the school. Such visits must continue if the close co-operation so necessary to both pupil and teacher is to continue. Letter reports, far from reducing the number of such visits to the school, will by their personal nature, tend to increase them. The parent, in reply to the letter, will be more likely to consult with the teacher, coming to her in an effort to determine just what is his share in promoting that which both desire - the welfare and happiness of the pupil.

This discussion of records and reports brings up the question of stenographic assistance for the principal. It is
generally conceded that it is poor economy to compel the principal to spend time doing routine office work which could be done just as efficiently by a stenographer. In some school systems several schools in the district share the services of such an employee with consequent saving of the time and energy of the principals concerned. If the stenographer employed has also had training as a teacher her services are doubly valuable.
Chapter VIII

PROMOTION POLICY.

Just as the philosophy advanced by the new Programme of Studies is forcing the principal to revise his records and reports, so it has brought to his attention the need for reconsidering his promotion policy. Now his policy must emphasize growth of the individual, not only academically but socially and spiritually as well.\(^1\)

For the greatest growth, the pupil must have an environment in which he can establish wholesome social relationships. This environment is most likely to be found among fellow pupils who are his physical and social peers.\(^2\) He must, therefore, remain with the same group if at all possible. This entails, generally, his steady advance through the school.

The acceptance of such a principle must seriously influence the promotion policy of the principal. He must throw overboard the outmoded notion of an effective promotion policy being based on an inflexible passing standard of scholastic work. Instead he must endeavour to keep the pupil with his peers by avoiding either unnecessary failure or excessive acceleration.

---

1. Programme of Studies, Bulletin 1, p. 7.

Otto suggests that this involves the abolition of the term, "school grade", and the discard of the principles of acceleration and retardation. Research has adequately demonstrated that growth of children is continuous and cannot be fitted into periodic, discontinuous, and sharply defined calendar intervals. Only a very small percentage can be ready for promotion to the next grade at the exact end of the school term. The bright are ready some time before, while the dull are still not yet prepared for the work of the next term.

The suggested abolition of definite and predetermined grading requirements seems to be the only adequate solution of the problem. At the present time, however, this abolition of grades hardly seems possible in British Columbia. The attitude of the educational authorities, as well as that of the great majority of the teachers of his staff, is not at present favorable toward such a policy. For the time being, some other solution must be found. In the meantime, the principal can only endeavour to bring his promotion policy for the school as close to the ideal as possible. This requires that he consider the individual and his growth, not only in knowledge but also in every other respect.

In this connection his first great question is that of pupil failure. This is a problem which must be attacked at once. Since to discourage the pupil or to use failure as a form

---

of retribution is no longer pedagogically acceptable, the principal must be careful to avoid any such practice.\(^1\) There is practically no literature on the value of pupil-retardation in education, yet failure continues to color the outlook of many principals who seem to regard it as a necessary evil.\(^2\)

If adequate provision has been made for individual differences, it is difficult to see how one can justify failure, which is based primarily on neglect to take care of these variations in pupils. If differences existing among pupils are recognized and adequately provided for, failure becomes unnecessary. It is therefore undoubtedly the duty of the principal to train his teachers in the use of diagnostic tests and in the application of remedial procedures. If weaknesses are discovered, co-operative corrective work on the parts of teacher, pupil and parent will tend to eliminate them. If such work is properly handled, there will be comparatively few who will not achieve the best of their ability.\(^3\) The pupil will then be developing, "to as high a degree as possible, skill in the fundamental processes in all school subjects."\(^4\) In theory at least, failure becomes unknown in the school.

Nor can trial promotions be justified any more readily. Seldom is a pupil who is promoted on trial demoted at the end

\(^1\) Marshall, H.C., "Trial Promotion - An administrative Device for the Improvement of Learning", Educational Administration and Supervision, Vol. 20, p. 373.
\(^3\) ibid, p. 143.
of the trial period. All but one of the principals interviewed admitted this, and Otto reports that 70 per cent of the teachers in his study affirmed that pupils promoted on trial were never sent back. These promoted pupils, moreover, are not placed at a disadvantage as a consequence of being advanced, for experiments show that their growth in general achievement is greater than that of those who are retarded. This was in spite of the increased difficulty of the new work. Since the maximum educational development of the pupil is the aim of the school, there is then little justification for forcing him to repeat the work of the previous term.

The other side of promotion, that of acceleration, was until recently very favorably regarded as a means of making provision for the bright pupil. Of late, however, there is a growing opinion among educational workers that little is gained by hurrying children through school. Educators are not opposed to acceleration of superior pupils provided that those children are carefully studied on every side of their personality. Much care, however, is needed, for it is doubtful if 10 per cent would profit by acceleration.

Though the accelerated child has the mental ability to do the work in the next grade, it usually is advisable to refrain

1Otto, H.J., op. cit., p. 104
from accelerating his progress, as he, in all probability, lacks the social and physical maturity so necessary to enable him to get all he should from his school experiences.¹

The principal also faces the necessity of deciding how frequently his promotions are to be made. Of course, the ideal time for the promotion of a pupil would be when he is ready for it. That policy cannot, however, be instituted at present, and the principal finds his choice limited largely to annual or semi-annual promotions.

From the present day outlook on education, the advantages of annual promotions outweigh those of the semi-annual. For the administrator "whole year" classes are easier to organize, for the teacher, provision for individual differences can more easily be made. Though the half year classes were introduced originally to make this provision, in actual practice the increase in the number of classes has defeated the end for which they were intended. Moreover, the work can be organized into larger units than is possible under semi-annual promotion conditions as the mid-year upset is eliminated.² Again a greater degree of homogeneity can be achieved by the division of the class into two or more groups according to the aptitudes and abilities of the pupils for the individual subjects, rather than by the accident of promotions. It is true that acceleration becomes more difficult but the point has already

been made that this is seldom desirable.

To keep the growth of the pupil as continuous as possible the principal must set up a system, preferably of written reports, whereby the next teacher can get from the former teacher as complete information as possible regarding the points of strength and weakness of each pupil. Similarly, when the pupil graduates to high school, this information should accompany him. For the pupil the advantages of this procedure are so great and so apparent as to need no defence.

For the successful operation of his promotion policy, the principal must have the sympathetic co-operation of his staff. The fact that so many teachers recognize the seriousness of the problem, and have made some effort to enrich or modify their class materials, indicates that the time has come for the organization of study groups to consider ways and means of making provision both for the superior and for the slow pupils. Seldom will be principal find such an opportunity for carrying on an activity among the teachers that is so purpositive.

In this study, the details of a clear-cut policy of promotion should be developed. A thorough canvass of the possibilities of diagnostic and remedial work and corresponding instructional adjustment should be made. Experiments conducted by the teachers should form the basis of the discussion. Only by the sympathetic and wholehearted cooperation

---

1 Otto, H.J., op. cit., p. 116
2 Ibid., p. 138.
of the entire staff can any promotion policy be realized in its entirety.

The test of the success of the organization drawn by the principal will be the degree in which it provides for the educational growth of the pupils, and makes it possible for the largest number to be emotionally and socially well-adjusted.¹ Above all, the principal must see that nothing in his administration or supervision of the school creates obstacles to the growth and development of the children under his care.

CHAPTER IX

GENERAL PHILOSOPHY OF SUPERVISION.

In the preceding chapters an attempt has been made to outline some of the problems which confront the principal in his task of organizing and administering his school. In all purely administrative matters the paramount authority of the principal must be recognized, for only thus can the organization and order of the school be effectively achieved. In those matters which are supervisory, this authoritarian attitude on the part of the principal is not desirable. Teacher-domination by the principal in his supervision can no longer be accepted.\(^1\)

Supervision today must take on a much broader aspect. While the duties of inspection of teachers, examination of previews, testing to evaluate statistically the standing of the classes still fall to his lot, they no longer take the great part of the time available for supervision. His real function is to promote the professional growth of his teachers and to encourage in them the ability of self-criticism and the attitude of self-reliance. In brief, "supervision is the improvement of teacher guidance through furthering the continuous growing of the teacher."\(^2\)

---

\(^1\) Reavis, W.C., Pierce, P.R., and Stullken, E.H., The Elementary School, University of Chicago Press, 1931, p. 277.

This growth depends largely on the inspiration and guidance of the principal. "He must organize his school as a training institution for the professional development of the members of his staff." ¹

Logically the teacher has every right to expect the principal to accept the same educational philosophy in his relations to her as he does to his pupils, that all learning should be purposive. Approached from this angle, her work no longer calls for unquestioned obedience to orders, but for co-operative effort in which both teacher and principal must play their parts.²

In these circumstances the teacher welcomes and asks for assistance from the principal, expecting to acquire both better technique and a clearer conception of the value of the work done.³ There is no truer criterion of the leadership of the principal than the extent of his positive influence on the professional growth of his teachers.⁴ To provide such influence he must exert his utmost efforts.

Two fields of endeavour lie before him, dealing with the teacher as an individual and treating the teaching staff as a unit.

The growth of the individual teacher is most easily

¹Reavis, W.G., Pierce, P.R., and Stullken, E.H. op. cit., p. 36.
³ibid. p. 59.
The growth of the individual teacher is most easily gauged by the actual teaching done in the classroom. Here the principal must give every possible assistance to the teacher, in their joint task of improving both the organization of the lesson and the technique of teaching procedure. New treatments of topics may be suggested, special reading may be assigned. New methods and materials are best, however, introduced by gradual stages, and unless the teacher understands the basic principles underlying them, harm rather than benefit may result.\footnote{Reavis, W.G., Pierce, P.R., and Stullken, E.H., op. cit., p. 166.}

Experiments in the classroom and research in all kinds of school activities provide valuable aids in awakening the teacher, though these must be under the direct guidance of the principal. Growth of the teacher is desirable but certainly not at the expense of the pupil.\footnote{ibid, p. 339.}

It must ever be borne in mind that the principal must act as the chief correlating and integrating agency of his school.\footnote{Stone, C.R., op. cit., p. 2.} As the common factor in the work of every child and of every teacher, he must be the tie that binds the entire school work into a well-balanced unity. There is no adequate substitute for the principal in this capacity.

A further requirement that the new Programme of Studies has brought into clearer focus is the necessity of establish-
ing some procedure whereby the principal can supervise the work of the teachers who have become subject specialists. For these he must adopt a scheme of co-operation in planning work, in establishing the most desirable teaching technique, in evaluating results, and in diagnosing weaknesses. Such a procedure will result in a great increase in understanding between principal and teacher.

The principal, necessarily, must evaluate periodically the worth of each member of his staff. Such an evaluation is preferably a secret one as teacher growth might be retarded if the existence of an unfavorable report were known.

In addition, an evaluation blank, such as is shown on Plate IV, affords at least a point of departure in considering the work of a teacher. This need not be a secret record but is rather a means whereby a teacher can obtain some idea of her strengths and weaknesses.¹

This blank may be filled out by the principal with or without the assistance of the teacher. The various points should be considered co-operatively by the principal and the teacher in an effort to solve the teaching problems. The form, if kept at all, should be left with the teacher as a source of suggestions for improvement in technique. No effort should be made by the principal to use it to rate the teacher.

PLATE IV.

Teacher ____________________________

Lesson ____________________________ Date ____________

(a) Selection of items of study.

(b) Preparation of materials of lesson.

(c) Evidences of integration.

(d) Opportunities for pupil initiative.

(e) Relation of study to environment.

(f) Provision for individual differences.

(g) Subject or skill mastery of teacher.

Course of action decided upon.
The other line of supervision, as suggested above, is through the staff as a whole. Where the staff has long been accustomed to passive acceptance of instructions from their principal, a new task confronts him in substituting a scheme of motivated and purposive activity. As the self-reliance of his teachers increases, the principal can drop more and more into the background, leaving much of the leading to members of the staff, and being content to guide discussion into channels most likely to be of greatest benefit to all. The discussion and critical evaluation of current literature, reports by individual teachers of personal experiments, addresses by recognized educational authorities, all tend to arouse the interest and to develop the scientific attitude that every principal desires to promote in his staff.

Carefully planned demonstration lessons by regular teachers under natural conditions and illustrating definite points of technique can be of great value in deepening and broadening the insight of the teachers of the teaching process. Particularly is this true if such demonstrations are later discussed and evaluated.

Just as careful consideration must be given to individual differences of pupils, so provision for these same variations must be made in dealing with the teachers.\(^1\) Any effort to mould all teachers into a preconceived pattern is doomed.

to failure, for its seeming success will defeat the ends for which it is intended - successful teaching. The principal must diagnose the strength and weakness, the likes and dislikes, of his teachers even more carefully than he does those of his pupils, in order that he may organize his school into a most harmonious and effective working unit.

Both the platoon and the co-operative group plans lend themselves readily to such provision as the strengths of each teacher can be capitalized without great difficulty. Each teacher is then able to work in that sphere of activity most suited to her temperament.

In British Columbia today, as indicated in Chapter II great interest is shown by the teaching body in professional advancement. Two of the principals interviewed felt that too much is being done on this line by many teachers. Many teachers are so busy with extra studies that they seem to have little time for quiet reflection on their work. Under the platoon and cooperative group plans, however, the teacher finds her need for a great variety of courses gone. She specializes in a few main studies and the undesirable overcrowding of her time is largely eliminated.

The growth of larger centres has brought into being the need for special supervisors, particularly in those fields where the principal can hardly be expected to possess expert knowledge. Such a supervisor, in addition to directing the general approach and technique of the individual teacher,
also sets limits and aims for that subject. Obviously his instructions and suggestions must occasionally conflict with those given by the principal, with the result that the teacher finds herself in an untenable position, and at a loss in determining what policy to pursue.

It is however, quite obvious that the principal is more likely to have a better perspective of the entire work of the pupils than the special supervisor. Moreover, on the shoulders of the principal rests the responsibility for the entire school life and the unity of the whole course of studies. It is then quite logical to expect that his views should have precedence of those of the special supervisor.

The function of a supervisor is to act as an expert advisor and assistant to the principal in developing and carrying out his policies. Working cooperatively, these two formulate the plans for the subject. In all probability the principal, recognizing the special qualifications of the supervisor, will be guided by his suggestions. In the event of any conflict of ideas, however, the wishes of the principal as the one responsible for the entire work of the school, must be paramount.

2 Douglas, H.R., and Boardman, C.W., op. cit., p. 53
3 Pierce, P.R., The Origin and Development of the Public School Principalship, p. 120.
The right method of supervision will build up a spirit of co-operation between teacher and principal; the wrong method may produce a negative attitude on the part of the teacher. Consequently the highest degree of professional spirit is required by the principal. If he is too domineering co-operation will be impossible; if he is wanting in force and teacher initiative is lacking, his school will drift. If he interferes too much, friction will develop; if he never interferes, criticism by his teachers, generally unspoken but nonetheless present, will reduce his possibilities of leadership. ¹

There exists no set formula to solve the supervisory problems of the principal. Yet sound solutions are vital, for upon them depends the value of the teachers to their principal, the principal to his school, and the school to its community.

CHAPTER X

THE PRINCIPAL IN RELATION TO TESTING.

Possibly no phase of the work of the principal calls for as great a degree of professional wisdom on his part as the guidance of his teachers on a testing programme.

As can be readily seen, much of his work in developing a modern philosophy of education in his school can be undone by a faulty system of examinations. In a great measure, the educational objectives of a school are determined by the system of examining which obtains in that school. Education will be a perverted science if passing tests is allowed to become the main end either of study or of teaching.¹

The responsibility for supplying test materials to teachers, both of standardized and informal types, and for directing and training teachers in their use, rests with the principal.² His function in regard to the administration of standardized tests is seldom very burdensome, since instructions governing such tests are generally very specific. But the interpretation of results is an altogether different matter. Here he must exert his utmost influence, for tests are useless, or worse than useless, unless scores are

Dickson, V.E., Mental Tests and the Classroom Teacher, World Book, New York, 1923, p. 218.
properly interpreted.¹

Shortly after the entrance of a pupil into the school a standardized mental test should be administered.² This in the elementary school is preferably individually administered by a teacher especially qualified to do so, though a group test will indicate the general level of the intelligence of the child. Too literal an interpretation must, of course, be scrupulously avoided and the probability of error must ever be kept in mind.³

Similarly, though group intelligence tests have their weaknesses, they serve to give the teacher some indication of the intelligence level and mental age of the pupil.⁴ In this as well as in all other tests of a similar nature, both the principal and the teacher should have a record of the results for their guidance in considering individual pupils.

In addition, the standardized achievement test serves very well in giving a picture of the level of the class in relation to norm. This is stimulating to the principal and teacher alike. Moreover, individual results, considered in the light of the intelligence level of the pupil, can serve as an indication of the degree to which the pupil is reaching the limits of his ability.⁵ Here frequently is found one of

¹Reavis, W.C., Pierce, P.R., and Stullken, E.H., op.cit., p. 168.
²Dickson, V.E., op. cit., p. 88.
⁵Dickson, V.E., op. cit., p. 197.
the first indications of pupil maladjustment and of need for remedial action.

The most successful handling and interpretation of standardized tests of both kinds is undoubtedly achieved by a teacher who is specially trained in such work. Naturally then, the principal should select, as a testing specialist for the school, a member of his staff, who is alert, sympathetic, and intelligent, and who has taken or will take special training in the field. Such a teacher, properly trained, would reduce to a minimum the danger of improper use or interpretation of these tests. At the same time, he would provide for the staff expert leadership in the work of measurement.

One important use to which standardized tests of both types can be put is that of testing a pupil newly transferred from another school. Such testing enables the principal to rate him properly and at the same time gives some indication of his possibilities.

The results of such tests also assist in obtaining a considerable degree of homogeneity of groupings. Reclassification of pupils in groups where the achievement level is fairly uniform produces a learning situation in which provision for individual differences can most easily be made.

1Douglas, H.R., and Boardman, C.W., op. cit., p. 380
2ibid, p. 379.
3ibid, p. 379.
It is in the field of informal tests that the principal must exert his greatest influence. These are used extensively by all teachers throughout the year and the principal must guide them to make certain that all tests are based on sound principles. For example, to be sure his staff understands the essential difference between achievement and diagnostic tests, he must embark on a campaign to encourage them to study the principles of setting, marking, and evaluation of examinations. Nor must he allow testing to be regarded as something quite apart from the teaching activities of his teachers. To be most effective, testing must be accepted as an important phase of the teaching cycle.

This implies, obviously, a clear understanding by the teacher that testing, as such, must not assume too great an importance. Instead, it is to be considered as an aid to the teaching process itself.

Of the principals interviewed, all favored the use of standardized intelligence and achievement tests, but four were strongly opposed to informal tests which were set or administered by any agency outside the school itself. Tests of this nature were considered by these four to be an inadequate means of evaluating the achievements of the elementary school pupil. All principals, moreover, agreed that

3 ibid, p. 492.
diagnostic tests are of greater value to the actual teaching process than the achievement tests.

To the principal, the test is of great value as a means of evaluating the work of the pupil but the view that he can rate the work of his teachers on the results of any tests is no longer tenable. As Wilson says, "administration tests as such should be discontinued". 1

1 Wilson, G.M., op. cit., p. 490.
Chapter XI

THE PRINCIPAL IN RELATION TO DISCIPLINE.

The old conception that discipline is something necessary before learning is possible has given way to the new conception that instruction has so encroached upon control that it is now impossible to separate them.¹ In other words, discipline is but a part of the process of developing a pupil through his activities in the school. Discipline, as such, now moves into the background of school life, with each pupil being expected to act in accord with his social privileges and responsibilities. It follows that the end and aim of school management and control should be to build up in the pupil such an interest in work and good order that discipline, of an external character, will be largely unnecessary.²

In the light of this conception, misdemeanors are to be regarded as symptomatic of maladjustment. The causes of this behavior require careful study and remedial treatment. Normally, order and harmony obtain, not through fear of teacher but through the interest and attention the child has for his work at school, and through his social growth resulting from his school activities.

¹ Harris, P.E., op. cit., p. 328.
This ideal cannot be achieved overnight. If such a theory of discipline has not been accepted by his teachers in the past, the principal must bring them to a realization of its soundness. Moreover, he must be sure that the teachers really believe that growth in self-control comes from practising it in situations where necessity for control is clearly seen. Certainly, the child should never be encouraged to look to his teacher for all decisions as to what constitutes acceptable conduct. The Programme of Studies puts the same idea very concisely in the words, "the total experience of the child should contribute to ideals and standards of conduct that will function throughout life."

For the proper developing of this quality of social self-control, three individuals must co-operate. These are the principal, the teacher, and the pupil.

Perhaps the most influential of the motivating forces is the personality of the principal. The example he sets in courtesy, in co-operation with others, in his personal attitudes, habits, and ideals, often becomes the pattern of the teacher and pupil alike. A principal, who is calmly and consistently impartial in his decisions, develops in his pupils a respect and affection that makes the task of establishing correct social habits one of greatly reduced difficulty.

1 Harris, P.E., op. cit., p. 336.
4 Perry, A.C., op. cit., p. 209.
His work with the teachers lies primarily in training them to organize their work in a manner that removes disciplinary problems from their classes. Those teachers, who utilize the purposive activity of the pupils and make adequate provision for individual differences, can set up in their classes a standard of behavior that the pupil, consciously or unconsciously, accepts as his own.

With regard to the pupil himself, the most important first work of the principal is to create an atmosphere in which the child feels free to assist in drawing up the plans for class work and so is asked to share the responsibility for the welfare and success of the group.¹

To the pupil long accustomed to rigid control, the sudden granting of too great a degree of freedom may lead to social and mental disturbance.

Too sudden a change does not bring in its train entirely satisfactory results.² While gradually reducing the measure of external discipline that is applied, the principal must develop in the pupil those attitudes of social behavior that will result in an increase in the power of self-control.³ Fortunately there are at hand several forces to assist both principal and pupil in this task.

¹United States Bureau of Education, op. cit., p. 175.
²Harris, P.E., op. cit., p. 344.
³ibid., p. 262.
Of these, the most effective is the school tradition, for as Cobb says, "School sanctions are in reality the most powerful regulators of conduct and as effective in the school room as in society." ¹

From its very nature, however, such tradition is slow in developing and equally slow in changing, proceeding as it does from ideals and precedents established earlier. Six of the principals, interviewed on this matter, felt that the example set by the senior students was a very potent factor, and that a wise principal would first concentrate on these. From the example set, the younger members of the school develop their attitudes and habits, and the school tradition develops on lines most conducive to pupil welfare.

This tradition is strengthened by a definite programme of house and interschool sports, of concerts and displays, and of all other varieties of co-curricular work. Drives in the school paper, corresponding to those in the local newspaper, have the effect of bringing forcefully to the attention of the school the need for high standards of citizenship and of good sportsmanship.

No school can be said to have a satisfactory disciplinary policy if discipline, as such, occupies a great deal of the time and energy of the principal or the teacher. If correct attitudes are developed, if adequate provision is

¹Cobb, S., op. cit., p. 68.
made for pupil adjustment, and the work of the school is well organized, seldom will behavior difficulties arise.

But in every school, no matter how carefully the organization is built up to avoid the occurrence, cases of maladjustment inevitably arise. This is not altogether undesirable as such cases serve as openings for developing social ideas.\(^1\) Hirsch believes that they are useful in showing up the unfortunate phases of school life that otherwise might remain hidden.\(^2\)

In a school where adequate provision is made for individual differences so that non-promotion is virtually unknown, a major cause of maladjustment has been avoided.\(^3\) But factors beyond the control of the school itself, physical disabilities, home environment, and social relationships, upset the balance of the pupil and he may become a problem case.

The treatment of any problem cases that arises calls for well-considered action on the part of the principal. Harsh or repressive measures may restore outward order to the classroom, but they certainly do not assist in promoting the greatest possible growth of the child. Here is a case for professional consideration and remedial work.

As soon as a teacher suspects that a pupil is developing

\(^1\)Cubberley, E.P., op. cit., p. 229.
tendencies toward maladjustment, it is her duty to report the case to the principal. On receipt of this information, he must gather all available data on the child, his physical condition, his scholastic history, his home factors, his aspirations and his special abilities.\textsuperscript{1} Reavis emphatically states that this information must be collected in anticipation of future use.\textsuperscript{2} If the record system which has been previously discussed is already in operation, this task is, of course, a comparatively easy one.\textsuperscript{3}

The next step is the sending to all teachers, under whom the pupil in question works, a form similar to the one appearing on Plate V. These reports are assembled, together with all the records, and are carefully examined in an effort to ascertain the cause of the maladjustment. Additional light can be thrown on the problem by a consultation between principal and pupil. A kindly and sympathetic attitude on the part of the former will enable him to estimate the temperament and general attitude of the pupil.

Further information can be obtained by a personal interview with the parent. In addition to getting from him much valuable information, the principal must use this opportunity for advising that parent of the situation and for enlisting his co-operation in determining what remedial procedure

\textsuperscript{1}Heck, A.O., Administration of the Pupil Personnel, Ginn, New York, 1929, p. 226.
\textsuperscript{2}Reavis, W.G., Pupil Adjustment in Junior and Senior High Schools, Heath, Boston, 1926, p. 66.
\textsuperscript{3}See Chapter VII.
PLATE V.

SPECIAL REPORT ON PUPILS

NAME ___________________________ DIVISION ___________

Will teacher kindly report on the pupil named above, on points indicated, and return this form to the office today.

1. Deportment

2. Application to work.

3. Neatness and cleanliness
   (a) in work
   (b) in personal appearance.

4. Special weakness.

5. Special interests.

6. Do you consider this pupil a problem child? (Yes or No)

7. General remarks.

Teacher ________________

Date ________________  Subject ________________
is to be applied. Only by the close co-operation of parent, child, teacher, and principal, can a satisfactory cure be effected and the task of securing this co-operation is not the least of the functions of the principal in all case study work.

Every case of this type must be regarded as unique in itself. The very nature of the work forces the principal to deal with each one on its particular merits. Only thus can the problem be solved and the work of the school be placed on a systematic basis.¹

The adoption of a new attitude towards school discipline may, of course, result in a school organization which is far less orderly, far less inhibited than formerly. The test of a school today, however, is not the degree of quietness and orderliness in the building itself, but rather in the ideals of behavior and social attitudes of the pupils both in school and out. More than ever the graduates of any school have become the most effective means of gauging the success of the disciplinary policy of that school.

¹Reavis, W.C., op. cit., p. 38.
CHAPTER XII

SUMMARY.

Before the principal is his problem, the task of adapting his school to get the greatest possible growth, physically, morally, mentally and socially, for the pupils of his school. He is faced by many difficulties, some important and some trifling, and on him rests the responsibility for finding a successful solution to each of them.

The proportion of time he devotes to his various tasks will depend, in a great measure, on the immediate needs of his school. For the principal who spends most of his time in actual teaching, the division will, of course, be different from that of the principal who assumes no teaching responsibilities. In both cases, however, supervision must receive more attention than administration, for it is as a supervisor that the greatest use of his special qualifications is gained.¹

To allow himself time for supervision, the principal must free himself as much as possible from routine tasks. Two means of accomplishing this lie before him. The first is to eliminate those useless tasks that have accumulated from year to year, and the second is to organize his teachers and pupils in such a manner that they assume the responsibility for many purely routine tasks and leave him free for

more important ones requiring his professional attention.¹

The form of his school organization should be one for which he has enthusiasm. His choice of the type of class-organization, of reports or of co-curricular work, for example, must be made because of his personal conviction that each is the best possible for his scheme.

He must not, however, permit himself to become so partial to any of his choices that he imposes his will upon his teachers regardless of their opinions. Before any new procedure is instituted the principal must persuade them to give his idea a fair trial and to render an unbiased judgment of its success. Definite opposition on the part of the teachers will result in a lack of wholehearted cooperation, which would seriously interfere with the success of the plan.

In every problem confronting the principal, the effectiveness of the solution lies in his hands. He must be the vitalizing factor in providing new and improved methods² and the educational growth of his teachers depends largely on the inspiration and guidance given by him.³

Moreover, the rapidly rising professional level of the teachers of British Columbia makes it imperative for the principal to keep well abreast of the times. Unless he provides the educational leadership of his school, one of

²Reavis, W.C., Pierce, P.R., and Stullken, E.H., op. cit., p. 167.
two things is likely to occur; either some teacher on the staff will provide that leadership, or, the staff will drift without any real aim or purpose. The principal who desires to exercise professional leadership among his teachers must base that right on sound professional thinking.¹

From the very nature of his problems, no solution arrived at will ever be completely satisfactory. Because the school is a living and dynamic organization, the changes that occur will unquestionably make reconsideration constantly necessary. The principal must be ever working on his problems and the multitudinous details of organization and administration which need constant attention.

His degree of professional alertness must be at all times commensurate with the importance of his position in the school. That importance he will perhaps never realize unless he bears in mind, at all times, the vital part which his school is playing in the development of his community.

BIBLIOGRAPHY.

Bennett, H.E., School Efficiency, Ginn, New York, 1917.


Brumstetter, M.R., How to Use the Educational Sound Film, University of Chicago, Chicago, 1937.


Dickson, V.E., Mental Tests and the Classroom Teacher, World Book, New York, 1923.


Hadow, H., (Chairman), The Primary School, H.M.Stationery Office, 1931.

<table>
<thead>
<tr>
<th>Author(s)</th>
<th>Title</th>
<th>Publisher</th>
<th>Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>Heck, A. C.</td>
<td>Administration of Pupil Personnel</td>
<td>Ginn, New York</td>
<td>1929</td>
</tr>
<tr>
<td>Hillegas, M.B.</td>
<td>Elements of Classroom Supervision</td>
<td>Laidlaw, Chicago</td>
<td>1929</td>
</tr>
<tr>
<td>Melvin, A.G.</td>
<td>The Activity Program</td>
<td>John Day, New York</td>
<td>1936</td>
</tr>
<tr>
<td>Melvin, A.G.</td>
<td>The Technique of Progressive Teaching</td>
<td>John Day, New York</td>
<td>1932</td>
</tr>
<tr>
<td>Monroe, W.S.</td>
<td>An Introduction to the Theory of Educational Measurements</td>
<td>Houghton-Mifflin, Cambridge</td>
<td>1923</td>
</tr>
<tr>
<td>Nutt, H.W.</td>
<td>The Supervision of Instruction</td>
<td>Houghton-Mifflin, Cambridge</td>
<td>1920</td>
</tr>
<tr>
<td>Perry, A.C.</td>
<td>Discipline as a School Problem</td>
<td>Houghton-Mifflin, New York</td>
<td>1915</td>
</tr>
<tr>
<td>Pierce, P.R.</td>
<td>The Origin and Development of the Public School Principalship</td>
<td>University of Chicago</td>
<td>1933</td>
</tr>
<tr>
<td>Reavis, C.R.</td>
<td>Pupil Adjustment in Junior and Senior High Schools</td>
<td>Heath, Boston</td>
<td>1926</td>
</tr>
<tr>
<td>Reavis, W.C.</td>
<td>The Elementary School</td>
<td>University of Chicago Press, Chicago</td>
<td>1931</td>
</tr>
<tr>
<td>Reeder, W.G.</td>
<td>Fundamentals of Public School Administration</td>
<td>MacMillan, New York</td>
<td>1930</td>
</tr>
<tr>
<td>Roberts, A.C., and Draper, E.M.</td>
<td>Extraclass and Intramural Activities in High Schools</td>
<td>Heath, New York</td>
<td>1928</td>
</tr>
</tbody>
</table>


Periodicals

Castle, L.E., "Assembling Marks in a Departmentalized School,


Hurd, A.W., "How May Present Day Education Practice Be Improved, School and Society, Vol. 39, No. 1006, April 7, 1934.


Wilson, L.R., "Increasing the Significance of the School Library", School and Society, Vol. 38, No. 953.

Official Publications.

Department of Education, Annual Reports of the Public Schools of British Columbia, King's Printer, Victoria, for the following years, 1874 to 1937.


Eighth Year Book, The Superintendent Surveys Supervision, 1930.


## ELEMENTARY PRINCIPALS CONSUL TED.

<table>
<thead>
<tr>
<th>Name</th>
<th>School</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mr. G.E. Mc Kee</td>
<td>Principal, Tennyson School, Vancouver</td>
</tr>
<tr>
<td>Mr. J.N. Burnett</td>
<td>&quot; Charles Dickens School, &quot;</td>
</tr>
<tr>
<td>Mr. R.P. Steeves</td>
<td>&quot; General Gordon School, &quot;</td>
</tr>
<tr>
<td>Mr. H.E. Patterson</td>
<td>&quot; Strathcona School, &quot;</td>
</tr>
<tr>
<td>Mr. C.C. Chute</td>
<td>&quot; Hastings School, &quot;</td>
</tr>
<tr>
<td>Mr. T.W. Woodhead</td>
<td>&quot; Model School, &quot;</td>
</tr>
<tr>
<td>Mr. W.T. Fennell</td>
<td>&quot; Edmonds St. School, New Westminster.</td>
</tr>
<tr>
<td>Mr. W. Plaxton</td>
<td>&quot; Richard McBride School, New Westminster.</td>
</tr>
<tr>
<td>Mr. R.W. Ashworth</td>
<td>&quot; Herbert Spencer School, New Westminster.</td>
</tr>
</tbody>
</table>

## INSPECTORS REPLYING TO QUESTIONNAIRE.

<table>
<thead>
<tr>
<th>Inspector</th>
<th>Location</th>
</tr>
</thead>
<tbody>
<tr>
<td>C.G. Brown</td>
<td>Burnaby</td>
</tr>
<tr>
<td>J.G. Brown</td>
<td>Cranbrook</td>
</tr>
<tr>
<td>T.G. Carter</td>
<td>Penticton</td>
</tr>
<tr>
<td>E.G. Daniels</td>
<td>Coquitlam</td>
</tr>
<tr>
<td>G.H. Gower</td>
<td>Courtenay</td>
</tr>
<tr>
<td>W. Gray</td>
<td>North Vancouver</td>
</tr>
<tr>
<td>F.A. Jewett</td>
<td>Nelson</td>
</tr>
<tr>
<td>H. McArthur</td>
<td>Kamloops West</td>
</tr>
<tr>
<td>H.H. McKenzie</td>
<td>Vancouver</td>
</tr>
<tr>
<td>V.Z. Manning</td>
<td>Fraser Valley</td>
</tr>
<tr>
<td>A.F. Matthews</td>
<td>Kamloops</td>
</tr>
<tr>
<td>A.E. Miller</td>
<td>Revelstoke</td>
</tr>
<tr>
<td>H. Morrison</td>
<td>Prince Rupert</td>
</tr>
<tr>
<td>W.A. Pletcherleith</td>
<td>Nanaimo</td>
</tr>
<tr>
<td>O.J. Thomas</td>
<td>Vancouver</td>
</tr>
</tbody>
</table>