answer the telephone and perform many other clerical duties. While their responsibilities are thus briefly outlined, it should be stated that they do everything that anybody else neglects or forgets, and are expected to know all that they are asked by principal, assistant principal, teachers, pupils, and janitors and that they seldom disappoint, meanwhile preserving a calm and cheerful exterior.

It might seem that, under this system, the principal would be entirely free for supervisory work, but this is unfortunately far from true, as all persons of experience realize. The principal is properly held responsible, by his superiors and by the public, for everything that happens at or pertains to his school. Consequently he must keep in touch with each and every one of the above-mentioned agencies. His superiors generally deal with him directly and parents frequently ask to see him personally. He is the GENERAL MANAGER and CHIEF EXECUTIVE. He must furnish the underlying plan and system, and his personality must be felt throughout the school. If mistakes are made, he cannot hide behind committees, faculty council nor student council. He must assume full responsibility. He must be the chief oiler and repairer of the machinery and must know when to discard it and replace it with something better.

PRINCIPAL W. C. REAVIS, UNIVERSITY HIGH SCHOOL OF THE UNIVERSITY OF CHICAGO, discussed Mr. Miller's paper.

DISCUSSION

PRINCIPAL W. C. REAVIS, UNIVERSITY HIGH SCHOOL, UNIVERSITY OF CHICAGO

A careful study of Mr. Miller's outline on "Team Work in the Management of a Large High School" should convince any one that the real reason for the sharing of administrative responsibility is that the job cannot be done effectively in any other way. Such reasons as the conservation of the principal's time, the development of teachers and pupils through participation, and the fostering of a democratic spirit are the results of team work in administration, rather than reasons.

To have effective team work, strong leadership and good-fellowship are necessary. This means that the principal of the high school

should be a real leader. If so, he will experience no difficulty in building an efficient teamwork organization in his school. This implies the development of two types of co-operation: (1) military, (2) voluntary.

The military type of co-operation requires that each member of the team shall consider himself a perfect part of a perfect machine, with a definite locus, a certain work, and the obligation to respond to the will of the leader.

For efficiency in the accomplishment of immediate results the military type of co-operation is eminently satisfactory. Its success has been demonstrated in industry and business as well as in war. When applied to the administration of a school system it produces results just as satisfactory, providing the leader is able to see and appreciate the fact that in dealing with human beings, immediate results must sometimes be waived when their realization would interfere with the attainment of ultimate ends.

The other conception of co-operation is that found in voluntary organizations, in which individuals associate as equals and in a democratic way. There is no question of inferior and superior rank. Loyalty to leader is supplanted by loyalty to the institution or the ideals it represents. The individual member of the group has a voice in the determination of policies. There is freedom of discussion and willingness to give and take, and action is voluntary, not determined by authority.

In the administration of the school both the military and voluntary types of co-operation are essential. The school is training children to fit into the industrial world which is organized largely along the line of military co-operation, and the social and political world in which the citizen's usefulness is determined principally by his voluntary co-operation. The school must teach the individual how to work with others as well as how to lead others to work with him. It must teach that liberty without responsibility is license and that no one is free to go his own way without regard for the things in which a good citizen is expected to participate.

If a school is expected to do these things for a pupil, its administrative machinery must be geared for the accomplishment of such tasks. This would require that the teaching staff possess the ability to develop both kinds of co-operation just discussed. The principal of the school should fully realize and appreciate that results from the pupils rest in the hands of his faculty and that unless his teachers

are trained in both types of co-operation through proper participation in the administration of the school, the training of the pupils is likely to be skewed in accordance with the administrative practices that prevail in his school.

Mr. Miller's second major point, the means used to distribute team responsibilities, might be discussed from the point of view of the principles involved in making team organization effective.

(1) In order to secure an efficient team, a common knowledge of policies, plans, and methods is necessary. The operation of this principle requires the constant interchange of knowledge and experience between the different members of the staff. No fact having a real bearing upon work is too trivial to be communicated, nor is any person so competent that he cannot learn from another person who has new experience or knowledge not already in his possession. The knowledge of the school head should permeate throughout the school system and should govern in so far as possible the activities of the teachers; the actual conditions faced by every teacher should be known by the principal and should determine in part the teacher's contribution to the control of the school in its general features as well as in its details. The quality of this common institutional mind, if this ideal common body of knowledge may be looked upon as constituting it, is obtained largely in the degree to which cooperation is developed.

(2) A spirit of loyalty and team pride should be developed. This principle makes possible the development of high standards of workmanship and a strong esprit de corps.

(3) Tasks should be assigned to the members of the team on the basis of capacity to perform certain parts of the common task. Not only should each be assigned to the work he is best fitted to do, but his capacity should be developed in the best way to do the task in hand. He should also see his own work in relation to the work of the whole school. The plans for his welfare should include the future as well as the present. He should be satisfied that his life is developing satisfactorily and in the right direction. This principle requires on the part of the school head a study of the needs of the individual teacher and an earnest effort to promote his individual and professional welfare.

(4) For the guidance of the leader in sensing the dividing line between work which he should perform and work in which the members of the team should participate, the following principle is sug-

gested: ONLY THAT WORK SHOULD BE DELEGATED WHICH CAN BE DONE TO GOOD ADVANTAGE BY THE STAFF, AND WHICH, IF PERFORMED BY THE EXECUTIVE HEAD, WOULD BE DONE AT THE EXPENSE OF SOMETHING MORE IMPORTANT. The adoption of this principle by the head of the high school would enable him to deputize the members of his staff for administrative work which they are capable of performing well, and as a result free himself for work which should be done by the school head only.

From the standpoint of the science of efficiency, it can be seen that team organization has potential possibilities for improving the managerial work of the high school. Team organization does not mean letting others do the work. It implies rational co-ordination and wholehearted co-operation, and the school that is properly organized along these lines should greatly add to its administrative efficiency.

SECOND SESSION

The second session was called to order on Tuesday, February 28, in the Ball Room of Hotel La Salle at 2:01 P. M. The Vice-President of the Association, Wm. A. Wetzel, Principal of the Trenton High School, Trenton, New Jersey, presided. Professor H. L. Miller of University High School, University of Wisconsin, spoke without notes on *Directing Study for Creative Thinking*.

DIRECTING STUDY FOR CREATIVE THINKING

H. L. MILLER

PROFESSOR OF EDUCATION, PRINCIPAL WISCONSIN HIGH SCHOOL,
UNIVERSITY OF WISCONSIN

1. *The Situation.* The lesson-hearing school, a survival of the fourteenth century *quadrivium* method of education, is still the typical school in our democracy. Teachers all over America still hear the lessons "said." The *regurgitation* of daily lessons goes on unabated. Boys and girls are thought to be sick and in need of perpetual rest-cures in the form of daily consumption of dabs of information under a regimental uniformity which emphasizes the militaristic theory of life. The corporate spirit is sacrificed to regimentation. The class group, instead of the individual pupil, is treated as the educative unit.