

AN EVALUATION OF THE TRAINING AND PREPARATION OF
ELEMENTARY-SCHOOL PRINCIPALS IN THE LIGHT
OF CERTAIN DUTIES THEY PERFORM

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CHAPTER I

INTRODUCTION

"As is the principal, so is the school,"¹ is a much quoted and more than less true statement made by Cubberley. Since two-thirds of all persons enrolled in the public schools of the United States attend the elementary schools, it follows that elementary-school principals hold key positions in the great work of educating all the children of all the people. An examination of more than thirty of the most important references in the field of the elementary-school principalship, including books, yearbooks, and periodicals, revealed the fact that among the fifteen topics discussed, including duties, assistance, qualifications, tenure, experience, age, sex, and the like, training and preparation were significantly in the lead. Thus the preparation and training of the elementary-school principal is a current and vital problem in education.²

According to McGaughy³ the elementary-school principal is quite often a woman who has been an elementary teacher and who has taught long and well in the community. The board of education chooses to reward her for her services, both financially and in social prestige, by promoting her to the principalship. In this case too frequently she has not had recent training and often no specific professional preparation for either the administration or supervision of the elementary

¹E. P. Cubberley, The Principal and His School, p. 22.

²Marion E. Macdonald, The Significance of Various Kinds of Preparation for the City Elementary-School Principalship in Pennsylvania, p. 1.

³James Ralph McGaughy, Evaluation of the Elementary School, p. 73.

school. She has been chiefly concerned with her classroom duties, and has had very little or no administrative responsibility.

The case of the men principals is similar. Too often they have been teaching in the high school or some other phase of educational work, and are not prepared either through training or experience for leadership in the elementary school.

According to Stullken⁴ in seventeen per cent of the cities that he surveyed the elementary-school principal was merely a promoted teacher with a long term of experience.

The modern trend of state and local requirements pertaining to the elementary-school principalship has brought about the demand for special training for those who intend to become principals and further training for the principals now in service.

The student of education considering a career in the elementary-school principalship should carefully evaluate the preparation and training which will be required. Incidental types of training will not suffice as in a former day when any normal school or college graduate could qualify as an educational administrator. Educational work has become specialized and the training demanded of the principal, while including that required for classroom teaching, goes far beyond it. Boards of education and superintendents of schools who select principals frequently demand specific training.⁵

With the foregoing statements by authorities in the field

⁴E. H. Stullken, "The School Principal As Revealed By School Surveys," Unpublished Master's thesis, Department of Education of Chicago, 1928, p. 35.

⁵William C. Reavis, Paul R. Pierce, and Edward H. Stullken, The Elementary School, Its Organization and Administration, p. 472.

of elementary education, it is noted that the training and preparation of the elementary-school principal is a major factor in education today. With these thoughts in mind the writer hopes to evaluate some of the training and preparations made, and being made, by the principals in the field of elementary administration.

Purpose of the Study

It is the purpose of this study to determine the value of the academic preparation and the in-service experience of the elementary-school principals as it pertains to three phases of the principals' duties--organization and administration, supervision, and community relationships. Some of the questions upon which this study hopes to throw some light are:

1. How have the elementary-school principals been prepared in training and in experience?
2. Are the elementary-school principals fulfilling the duties of their position?
3. Do the elementary-school principals fully understand the broad field of duties that their profession includes?

A further attempt will be made to make recommendations for the improvement of the principals' training and preparation that are needed as found by comparison with the standards set out by eminent authorities. The principals will be discussed as to their educational preparation, certification, experience, tenure, memberships in social organizations, and the participation in community enterprise.

No attempt was made to evaluate the training and preparation in terms of all the many specific duties but only the chief ones falling under the topics of administration, supervision, and community relations most frequently mentioned by surveys that have been made concerning all the duties of the elementary-school principals.

The Source of the Data

The data used in this study were secured from two sources: (1) professional books and magazines as written by eminent authorities in the field of elementary education; and (2) questionnaires to the elementary-school principals.

Fifty-four principals were contacted. One hundred per cent of the questionnaires were returned, but three of them were not properly filled and were not used in the study. This left a total of fifty-one, or ninety-four and four tenths per cent of the questionnaires used.

How the Data Were Treated

The data were organized and studied on the bases of the individual furnishing them. The findings from the questionnaires were grouped into three main divisions, namely, (1) educational preparation and certification; (2) experience and tenure; and (3) community relations. The information from the questionnaires was tabulated and evaluated under each of the above topics.

The criteria were established for evaluating the training

and preparation of the elementary-school principals on two bases, namely, (1) the relationship of their training and preparation and their chief administrative, supervisory, and community relationship duties as set out by recognized authorities; and (2) the recommendations made by these authorities as to what the training and preparation should be to fulfill those duties.

There have been a number of studies of the duties and functions of the elementary-school principals. None of these studies have completely covered the field. It will probably never be possible to assemble an ideal list of functions of the principals applicable to all situations. The problems vary in different schools because of the superintendent, training of the principals, and other factors. In the exact classification of principals' duties many difficulties are encountered, because these duties change classifications in particular situations. A supervisory function may become administrative simply by a change of emphasis in its execution.⁶

Since the authorities in the field of elementary education seem to be confused as to just what the chief duties of the elementary-school principals should be, this study will use the administrative and supervisory duties set out by the Committee on Standards and Training for the Elementary-School Principalship.⁷

Supervisory. --(1) conferences with teachers; (2) classroom visitation for supervision; (3) tests and measurements; (4) conduct teachers' meetings; (5) conferences with supervisors;

⁶The Elementary-School Principalship, Seventh Yearbook of the Department of Elementary-School Principals, p. 182.

⁷Ibid., p. 189.

(6) helping new and weak teachers; (7) classifying pupils or pupil adjustment.

Administrative.--(1) discipline; (2) building maintenance; (3) control of corridors and playgrounds; (4) supervision and cooperation with the janitors; (5) program making; (6) registration; (7) cooperation with the health personnel; (8) conferences with pupils and parents.

The duties of the elementary-school principals in their relations to community participation will be based upon six duties as set out by findings in the Eleventh Yearbook⁸ of the Department of Elementary-School Principals.

Community Relations.--(1) surveys of the community; (2) home contacts; (3) school publicity; (4) service clubs; (5) excursions and exhibits; (6) the Parent Teacher Movement.

The Scope

This study includes the principals attending the school during the summer of 1941 at North Texas State Teachers College, Denton, Texas.

⁸The Principal and His Community, Eleventh Yearbook of the Department of Elementary-School Principals, p. 1ff.

CHAPTER II

EDUCATIONAL PREPARATION AND CERTIFICATION OF THE ELEMENTARY-SCHOOL PRINCIPALS

Educational Preparation

Present educational literature indicates that more and more elementary schools are requiring efficient and constructive leadership. Such leadership can be secured only through efficient and thorough training and experience for the specific job.

It is evident that the future progress of our nation's schools depends in large measure upon the extent to which the idea of a principal as a professional leader and skilled executive gains recognition in actual practice. The best schools are apt to be those with a principal who has thorough training, rich experience, and a clear vision of the possibilities of public education. The position requires personal qualifications, professional preparation, continuous self-improvement, and an opportunity to work that will be commensurate with its heavy duties and responsibilities. Every child is entitled to attend a school under the most capable leadership that a community can secure.¹

One other quotation that gives further evidence that the training and preparation of the elementary-school principals are essential to meet the requirements of the job is as follows:

The personnel which can rise to the occasion and meet the professional demands of the modern elementary-school principalship must build the foundation for the

¹Frank Pierrepoint Graves, The Administration of American Education, p. 340.

administration on professional education as well as on experience. The persons who do not make specific preparation for the work of the principalship will sooner or later find themselves eliminated by inability to meet the growing professional duties of the position. The principalship is a rapidly developing position, and as such offers a challenge to the personnel which now occupy it and to those who would seek admission to meet the professional demands which the position imposes. The question of greatest importance to the personnel of principalship at the present stage of its development is whether or not and how well the personnel are prepared to perform the professional duties of the position.²

To what extent were elementary-school principals as well prepared when they entered the principalship as they are now? A number of differences between pre-principalship and in-principalship preparation is evident.

College training.--The data in Table 1 reveal some information of interest relative to the elementary-school principals.

It will be noted that twenty-seven, or fifty-two and nine tenths per cent, of the principals held no degree; twenty-four, or forty-seven and one tenth per cent, held the bachelor's degree; and none of the principals held the master's degree when entering the principalship. Of the twenty-seven who held no degree when starting as principal, seventeen, or thirty-three and three tenths per cent, have not earned any degree since becoming a principal. Ten, or nineteen and six tenths per cent, have earned the bachelor's degree since becoming a principal. Two, or three and nine tenths per cent, of the

²William C. Reavis, Paul R. Pierce, and Edward H. Stullken, The Elementary School, Its Organization and Administration, p. 434.

original number of principals have earned the master's degree since becoming a principal. The twenty-four, or forty-seven per cent, of the principals who held the bachelor's degree when starting their work as principal is a rather high percentage when compared with other studies that have been made.

TABLE 1

THE DISTRIBUTION OF FIFTY-ONE PRINCIPALS ON THE BASIS OF THE DEGREE HELD AND THE DEGREE EARNED SINCE BECOMING AN ELEMENTARY PRINCIPAL

Degree	Number of Principals With Each Status			
	When Elected to a Principalship		Since Election to a Principalship	
	Number	Per Cent	Number	Per Cent
None	27	52.9	17	33.3
Bachelor's	24	47.1	10	19.6
Master's			2	3.9

How do the principals used in this study compare with the principals used in other studies as regards to their preparation for the elementary-school principalship?

Macdonald³ found that thirty-nine per cent of the elementary-school principals in Pennsylvania cities held a college degree.

Dyer⁴ reported that fifty-two and three tenths per cent

³Marion E. Macdonald, The Significance of Various Kinds of Preparation for the City Elementary-School Principalship in Pennsylvania, p. 10.

⁴William Penn Dyer, Activities of the Elementary-School Principal for the Improvement of Instruction, p. 86.

of the elementary-school principals throughout the United States held a college degree.

Martin⁵ reported that only eighteen per cent of the elementary-school principals in New England held a college degree.

The twenty-four, or forty-seven and one tenth per cent, of the principals who held a college degree when entering the principalship, and the ten, or nineteen and six tenths per cent, who have earned a degree since becoming a principal makes a total of thirty-four, or sixty-six and seven tenths per cent, of the total number of principals that now hold a college degree.

These facts justify the conclusion that the elementary-school principals in this study are better prepared than the elementary-school principals found in other studies in so far as college degrees spell desirable preparation for the principalship.

Based on the findings in Table 1, the elementary-school has a sixty-six and seven tenths per cent chance of having as its principal a person who holds a college degree. The recommendation for a degree given by recognized authorities as to the college preparation for an elementary-school principal has already been met by sixty-six and seven tenths per cent of the principals contacted in this study. This fact reflects a rather

⁵W. H. Martin, "The Status of the Elementary-School Principal in New England," an unpublished report to the National Education Association, Department of Superintendence, (1923), p. 7.

commendable desire on the part of these principals to improve their qualifications. It is probably true that each year a larger percentage of elementary-school principals hold degrees.

Semester-hours of credit earned since becoming a principal.--

Advanced collegiate training is tangible proof of interest and of potential ability. The value of advanced training for elementary-school principals has not been statistically measured, but every day observations prove that wise training may improve the functioning of an educational worker.⁶

Table 2 shows the amount of academic training the principals have received by the number of semester-hours of credit they have earned since becoming a principal. It reveals that three, or five and nine tenths per cent, have earned no credits; one, or one and nine tenths per cent, has earned three credits; seven, or thirteen and seven tenths per cent, have earned six credits; four, or seven and eight tenths per cent, have earned nine credits; six, or eleven and seven tenths per cent, have earned twelve credits; five, or nine and eight tenths per cent, have earned eighteen credits; one, or one and nine tenths per cent, has earned nineteen credits; two, or three and nine tenths per cent, have earned twenty-one credits; one, or one and nine tenths per cent, has earned twenty-three credits; four, or seven and eight tenths per cent, have earned twenty-four credits; one, or one and nine tenths per cent, has earned twenty-seven credits; one, or one and nine tenths per cent, has earned twenty-nine

⁶The Elementary-School Principalship, Seventh Yearbook of the Department of Elementary-School Principals, p. 308.

credits; six, or eleven and seven tenths per cent, have earned between thirty and forty credits; two, or three and nine tenths per cent, have earned between forty and fifty credits; three, or five and nine tenths per cent, have earned between fifty-one and sixty credits; two, or three and nine tenths per cent, have

TABLE 2

THE DISTRIBUTION OF FIFTY-ONE PRINCIPALS ON THE BASIS OF THE NUMBER OF SEMESTER-HOURS OF CREDIT EARNED SINCE BECOMING AN ELEMENTARY PRINCIPAL

Number of Semester-Hours of Credit	Principals	
	Number	Per Cent
0	3	5.9
3	1	1.9
6	7	13.7
9	4	7.8
12	6	11.7
18	5	9.8
19	1	1.9
21	2	3.9
23	1	1.9
24	4	7.8
27	1	1.9
29	1	1.9
30-40	6	11.7
41-50	2	3.9
51-60	3	5.9
61-70	2	3.9
90-120	2	3.9
Median	18	

earned between sixty-one and seventy credits; two, or three and nine tenths per cent, have earned between ninety and one hundred and twenty credits. The median number of credits earned was eighteen. The range was from none to one hundred and twenty.

With the median number of semester-hours of credit earned being eighteen and the median number of summer school attendance in the past five years being three, as shown in Table 3, the indications are still toward academic improvement on the part of the elementary-school principals. Macdonald⁷ found the median number of semester-hours of credit earned by the principals of Pennsylvania to be sixteen. The difference in the median number of semester-hours of credit earned by the principals of Pennsylvania and the principals used in this study is two, which is very close and still indicates that the principals of this study are continuing their academic preparation as much as, if not more than, principals elsewhere.

It was shown from the data gathered that the persons having earned the most credits were the ones that have had the longest term of teaching experience.

Summer school attendance.--One of the chief ways by which a person in the teaching profession gains further academic preparation is by attending summer schools.

Table 3 gives the number of summers the principals have attended school during the past five years. The 1941 summer attendance was counted in this number. It was found that one, or one and nine tenths per cent, has attended school one summer; twelve, or twenty-three and five tenths per cent, have attended school two summers; twenty-one, or forty-one and one

⁷Macdonald, op. cit., p. 31.

tenth per cent, have attended school three summers; two, or three and nine tenths per cent, have attended school three and one half summers; eleven, or twenty-one and five tenths per cent, have attended school four summers; four, or seven and eight tenths per cent, have attended school five summers. The

TABLE 3

THE DISTRIBUTION OF FIFTY-ONE PRINCIPALS ON THE BASIS OF THE NUMBER OF SUMMERS THEY HAVE ATTENDED SCHOOL DURING THE PAST FIVE YEARS

Number of Summers Attended	Principals	
	Number	Per Cent
1	1	1.9
2	12	23.5
3	21	41.1
3½	2	3.9
4	11	21.5
5	4	7.8
Median	3	

median number of summer school attendance was three. Thirty eight, or seventy-four and three tenths per cent, of the principals have attended summer school within the past three summers.

This percentage seems to be above the average, but it is probably due to the fact that the academic requirements for the principalship have been raised during recent years, and too, the fact that the principals contacted were in school at the time which would account for a higher median of years of attendance.

The relative high median for summer school attendance no doubt accounts for the rather high median for semester-hours of credit earned, and the high percentage of degrees held by the elementary-school principals used in this study.

College courses completed.--Table 4 shows the number and per cent of the elementary-school principals having completed the following professional courses either before or after becoming a principal. It also shows the rank order of courses taken by the largest number of principals.

. . . The principal will not be required to be a specialist, except in so far as the methodology of certain subjects of instruction is concerned. He should have preparation in those general requirements demanded for all teaching positions in the elementary school, general methods of teaching, and general educational theory and practice within specific reference to the problems of the elementary-school principalship. . . . Finally the individual seeking the career must make specific preparation by taking courses designed specifically for meeting the problems of the elementary-school principalship.⁸

Table 4 indicates that forty-three, or eighty-four and three tenths per cent, of the principals have had a course in the technique of teaching which ranked first; thirty-nine, or seventy-six and four tenths per cent, have had a course in administration which ranked second; thirty-eight, or seventy-four and five tenths per cent, have had courses in the elementary-school curriculum and educational psychology which had a tie ranking of third place each; thirty-five, or sixty-eight and six tenths per cent, have had a course in the supervision of instruction which ranked fourth; thirty-four, or sixty-six

⁸Reavis, Pierce, and Stullken, op. cit., pp. 472-73.

TABLE 4

THE DISTRIBUTION OF FIFTY-ONE PRINCIPALS ON THE BASIS
OF THE PROFESSIONAL COURSES THEY HAVE TAKEN AND
THE RANK ORDER OF THE COURSES TAKEN BY
THE LARGEST NUMBER OF PRINCIPALS

Courses Taken*	Principals		Rank Order of Courses
	Number	Per Cent	
Technique of teaching	43	84.3	1
Administration	39	76.4	2
Elementary School curriculum	38	74.5	3
Educational psychology	38	74.5	3
Supervision of instruction	35	68.6	4
Principles of education	34	66.6	5
Child or adolescent psychology	30	58.8	6
History of education	28	54.9	7
Philosophy of education	24	47.1	8
Tests and measurements	23	45.1	9
Psychology of elementary school subjects	18	35.3	10
The principal	15	29.4	11
Class management	13	25.5	12
Abnormal psychology	12	23.5	13
Extra class activities	11	21.5	14
Educational sociology	6	11.7	15
Educational statistics	6	11.7	15
Vocational and educational guidance	5	9.8	16
Comparative education	2	3.9	17
Methods in teaching special subjects as:			
Reading	21	41.1	1
Natural sciences	19	37.2	2
Arithmetic	18	35.3	3
Social sciences	17	33.2	4
Physical education	15	29.4	5
Music	14	27.4	6
English	13	25.5	7
Art	9	17.6	8
Health or hygiene	9	17.6	8
Spelling	3	5.9	9
Penmanship	3	5.9	9

*The first nineteen courses in this list were taken from the study made by Macdonald, p. 13.

and six tenths per cent, have had a course in the principals of education which ranked fifth; thirty, or fifty-eight and eight tenths per cent, have had a course in child or adolescent psychology which ranked sixth; twenty-eight, or fifty-four and nine tenths per cent, have had a course in the history of education which ranked seventh; twenty-four, or forty-seven and one tenth per cent, have had a course in the philosophy of education which ranked eighth; twenty-three, or forty-five and one tenth per cent, have had a course in tests and measurements which ranked ninth; eighteen, or thirty-five and three tenths per cent, have had a course in the psychology of elementary-school subjects which ranked tenth; fifteen, or twenty-nine and four tenths per cent, have had a course in the principalship which ranked eleventh; thirteen, or twenty-five and five tenths per cent, have had a course in class management which ranked twelfth; twelve, or twenty-three and five tenths per cent, have had a course in abnormal psychology which ranked thirteenth; eleven, or twenty-one and five tenths per cent, have had a course in extra class activities which ranked fourteenth; six, or eleven and seven tenths per cent, have had courses in educational sociology and educational statistics which had a tie ranking of fifteenth place each; five, or nine and eight tenths per cent, have had a course in vocational and educational guidance which ranked sixteenth; two, or three and nine tenths per cent, have had a course in comparative education which ranked seventeenth. A continuation of Table 4

shows the rank order of the course, and the number and per cent of the principals that have had methods in teaching special subjects. The table shows that twenty-one, or forty-one and one tenth per cent, have had a methods course in reading which ranked first; nineteen, or thirty-seven and two tenths per cent, have had a methods course in the natural sciences which ranked second; eighteen, or thirty-five and three tenths per cent, have had a methods course in arithmetic which ranked third; seventeen, or thirty-three and two tenths per cent, have had a methods course in the social sciences which ranked fourth; fifteen, or twenty-nine and four tenths per cent, have had a methods course in physical education which ranked fifth; fourteen, or twenty-seven and four tenths per cent, have had a methods course in music which ranked sixth; thirteen, or twenty-five and five tenths per cent, have had a methods course in English which ranked seventh; nine, or seventeen and six tenths per cent, have had methods courses in art and health or hygiene which had tie rankings of eighth place each; three, or five and nine tenths per cent, have had methods courses in spelling and penmanship which had tie rankings of ninth place each.

A further examination of Table 4 indicates that seventy per cent of the principals have had courses in the elementary-school curriculum, administration, technique of teaching, and educational psychology. More than sixty per cent of the principals have had courses in the elementary-school curriculum,

supervision of instruction, administration, technique of teaching, principles of education, and educational psychology. More than fifty per cent of the principals have had courses in the elementary-school curriculum, supervision of instruction, administration, technique of teaching, principles of education, history of education, educational psychology, and child or adolescent psychology. Less than fifty per cent of the principals have had courses in the philosophy of education, educational sociology, tests and measurements, vocational and educational guidance, educational statistics, psychology of elementary-school subjects, abnormal psychology, class management, comparative education, the principal, and extra class activities. It is shown that less than fifty per cent of the principals have had less than fifty per cent of the courses recommended. Less than fifty per cent of the principals have not had methods in the teaching of reading, art, spelling, arithmetic, health or hygiene, English, physical education, the social sciences, the natural sciences, music, or penmanship.

Although the principals were not asked to check the courses they thought had been of most value to them, it is interesting to make a comparison with the courses listed by twenty-five per cent of the principals in Macdonald's study that did list the subjects of most value to them.

From among the nineteen courses generally regarded as of value to the elementary-school principals, the following have been selected by twenty-five per cent or more of the principals who have had them as of most value in

the work of the principalship: (1) supervision, (2) administration, (3) tests and measurements, (4) technique of teaching, (5) child or adolescent psychology, (6) educational psychology, (7) the principal, (8) psychology of elementary-school subjects, (9) principles of education, (10) class management.⁹

Twenty-five per cent or more of the principals in this study have had the following courses: (1) elementary-school curriculum, (2) supervision of instruction, (3) administration, (4) technique of teaching, (5) principles of education, (6) philosophy of education, (7) history of education, (8) educational psychology, (9) tests and measurements, (10) psychology of elementary-school subjects, (11) child or adolescent psychology, (12) class management, (13) the principal. It will be noted that twenty-five per cent of the principals in this study have had all the courses listed by Macdonald and three others not listed by him. The three extra ones listed are: (1) elementary school curriculum, (2) philosophy of education, (3) history of education. This comparison indicates that the principals in this study rank very favorable with the city elementary-school principals in Pennsylvania in regards to the subjects taken that are of most value to them.

It is desirable and essential that the principals have the courses listed, but it also seems desirable and essential that the principals have access to other courses and means of preparation. One suggestion is actual supervised practice in the chief duties the principals are to perform. Before a

⁹Macdonald, op., cit., pp. 25-26.

doctor is admitted to his profession he must serve an internship, a lawyer must practice law under the supervision of a member of the bar, then why should not the elementary-school principals, whose chief duty is the improvement of instruction through supervision, be required to have had a course in practice supervision? If the principals are to perform their duties efficiently, they need more actual practice under the leadership of superior administrators and supervisors in the field of the various duties they are to perform. Teachers are encouraged to visit successful teachers at work. Why should principals not be encouraged to visit superior principals at work?

As has already been stated, less than fifty per cent of the principals have not had methods in teaching special subjects. The percentage would doubtless be higher if it were not for the fact that sixteen, or thirty-one and four tenths per cent, of the principals' majors were elementary education which requires several of these courses to be taken. If the principals fulfill the recommendation made by Cubberley,¹⁰ that ". . . The principal ought to be able to take a class from any teacher and teach it well . . ." they will need to have had courses in the methods of teaching various subjects.

If the courses listed in Table 4 are used as a measuring stick of the courses the elementary-school principals should have, the indications are that the principals lack

¹⁰E. F. Cubberley, The Principal and His School, pp. 23-24.

preparation in the basic courses that deal with supervision in particular.

Certification

Certificates now held.--It has been more than less true in the past that any person who could secure a certificate to teach could also serve as an elementary-school principal or administrator. Only until recently has there been any progress toward requiring a special certificate for elementary-school principals. Several states are today offering special certificates, and many of our larger city schools are requiring that the applicants applying or the persons in-service have the special certificate.

Now special certificates are required for the elementary-school principal in approximately one-third of the states. The certificates vary in the nature of their requirements, although the purpose is the same, namely, an official guaranty that the holder possesses certain requisite qualities considered necessary for the successful leadership of a public elementary-school.¹¹

George M. Crutsinger¹² suggests that all certificates obtained by examination be discontinued and that the certificate be based upon college training. The certificate should represent completion of specific training and not be blanket licenses to serve the public schools in just any capacity.

Table 5 shows the various types of certificates that the elementary-school principals now hold. It is of interest to

¹¹Reavis, Pierce, and Stullken, op. cit., p. 430.

¹²George M. Crutsinger, Survey Study of Teacher Training in Texas, and a Suggested Program, p. 205.

note the number that have some type of certificate that is in effect for only a number of years and the number that are permanent in different fields.

TABLE 5

THE DISTRIBUTION OF FIFTY-ONE PRINCIPALS ON THE BASIS OF THE TYPES OF CERTIFICATES THEY NOW HOLD

Certificate	Principals	
	Number	Per Cent
Permanent	4	7.8
Permanent high school	17	33.3
Permanent elementary	8	15.7
Four year high school	12	23.5
Six year high school	1	1.9
Six year elementary	5	9.8
Permanent elementary and permanent high school	4	7.8

It is revealed in Table 5 that four, or seven and eight tenths per cent, hold a permanent certificate; seventeen, or thirty-three and three tenths per cent, hold a permanent high school certificate; eight, or fifteen and seven tenths per cent, hold a permanent elementary certificate; twelve, or twenty-three and five tenths per cent, hold a four year high school certificate; one, or one and nine tenths per cent, holds a six year high school certificate; five, or nine and eight tenths per cent, hold a six year elementary certificate; four, or seven and eight tenths per cent, hold a permanent elementary and permanent high school certificate.

It is interesting to note that thirty, or fifty-eight and seven tenths per cent, hold a high school certificate only. There are only thirteen, or twenty-five and five tenths per cent, that hold an elementary certificate only. There are eight, or fifteen and six tenths per cent, that hold certificates that are either high school or elementary. From Table 5 it is shown that the principals holding high school certificates are much in the majority; whereas, those holding an elementary certificate are as much in the minority. It appears that the elementary-school principals have not made special preparations for the principalship in so far as an elementary certificate is concerned.

The fact that the majority of the principals hold high school certificates is no doubt due to the fact that a person holding a high school certificate is permitted to teach or hold an administrative position in either the high school or the elementary-school. Many of those who did their academic preparation with the intentions of being placed in the high school are now holding positions in the elementary-school. The fact remains that too few principals have had enough specific preparations for the position of an elementary school principal.

Superintendents and school boards can demand special certification for elementary-school principals when our State Board of Education makes a special certificate one of the requirements to hold this position. Few of our teacher-training

institutions offer a special certificate for the elementary-school principalship, because it is not a requirement for the position. Several states are requiring a special certificate for the position of elementary-school principalship, and the tendency is toward more and more states making the same requirement.

Until definite requirements are made, our teacher-training institutions offer specific work and training, and the position of the elementary-school principalship is made as attractive economically and professionally as the high school principalship, it is likely that the average elementary-school principal will hold a high school certificate or a general administrator's certificate.

According to Reavis¹³ the present offerings of teacher-training institutions presuming to provide professional training for elementary administrators are conspicuously inadequate. Few of the training programs offered by teacher-training institutions give specific training for the elementary-school principal. Most of them are general in character and aimed to prepare administrative officers only for general administrative work. The elementary-school principalship, to provide a career in administration, requires the setting up of professional courses and certification requirements which will train candidates specifically for elementary-school administration rather than for the secondary-school principalship or the superintendency.

¹³Reavis, Pierce, and Stullken, op. cit., p. 493.

According to the findings in Table 5, fifty-eight and seven tenths per cent of the elementary-school principals have been prepared for work in the high school, because that per cent holds the high school certificate. From the data in the questionnaires, several principals indicated that they held an administrator's certificate. It may be assumed that they were certificates for general administration, because none of them were specified as being an elementary administrator's certificate.

Recommendations for the Educational Preparation and Certification of Elementary-School Principals

The following excerpts show the various standards educators have set up for the elementary-school principals' educational preparation and certification.

Every principal should have had at least four years of work in a standard college or university. Eventually a master's degree may be required.¹⁴

Before undertaking his work a principal should secure considerable specific training in Education, including courses in administration, supervision, curriculum building, tests and measurements, and educational experimentation. Such preparation may be taken in part as an undergraduate, but it should properly extend over a semester or possibly a year of graduate work.¹⁵

The development of special certificates for the principalship would do much to raise the standards. The initiative in requiring certification should be taken by the state, either through legislative enactment or regulation of its board of education.¹⁶

In order to conduct his work easily and effectively, he should be somewhat acquainted with educational history and philosophy, principles of general method, psychology of learning and of childhood and adolescence, modern

¹⁴Graves. op. cit., p. 335.

¹⁵Ibid., p. 336. ¹⁶Ibid., p. 338.

curriculum building, theory and practice of educational measurements, use of scientific methods of investigation, hygiene of childhood and the school, child accounting and improvement of teachers in service, and fundamentals in administration.

He should have had a liberal education leading to the bachelor's degree and preferably had a year of graduate work in professional lines, but the nature and content of the courses taken are far more important than their number or the length of time spent in study.¹⁷

In addition to the right personal qualities, the position of school principal also calls for certain specific qualifications. To be a good principal one must be a good teacher, should know the details of school organization and administration, and should have a reasonably satisfactory philosophy of the educational process which he is to supervise. The principal ought to be able to take a class from any teacher and teach it well, and he ought to know the details of school organization and the reasons for doing things in certain ways better than all except a few of his older and more capable teachers. In educational grasp, as shown by his ability to supervision and to give reasons for doing things, he ought to be distinctively the educational leader of his school.¹⁸

Several types of training will be necessary for the elementary-school principal. A general education to provide a general overview of the major fields of knowledge is fundamental. This general survey is necessary in order that the principal may have a due appreciation for the fields of work to which pupils are introduced in the elementary school. . . . Finally the individual must make specific preparation by taking courses designed specifically for meeting the problems of the elementary-school principal.

The academic and professional training required for the position varies from 2 to 5 years with the largest number of states and city requirements being approximately 4 years. The academic and professional training usually approximates the standard requirements for a bachelor's degree. Some of the larger cities have increased the requirements to the master's degree or equivalent training. Professional courses most frequently mentioned as of value for the elementary-school principal are: (a) general administration; (b) psychology of elementary-school subjects, (c) elementary tests and measurements; (d) general mental tests; (e) educational measurements;

¹⁷Ibid., p. 367. ¹⁸Cubberley, op. cit., pp. 22-23.

(f) elementary-school administration; (g) elementary-school supervision.

The principal will need training along the line of teaching and supervising the special subjects. He cannot delegate responsibility for directing the work in special subjects solely to the special supervisors who came to his school.¹⁹

The minimum academic preparation for a school principal should be graduation from a standard high school, and the bachelor's degree from a standard college.²⁰

George M. Crutsinger gives the following suggested qualifications for securing a first grade elementary-principal's certificate.

A. Graduation from a standard college accredited for the training of teachers. The curricula followed must be those dealing with elementary education, the practices in elementary schools, and supervision.

B. Five years' successful experience as elementary-school principal or teacher.

C. In addition to the above requirements the applicant must have completed one collegiate year of graduate work in a recognized college or university, specializing in the problems of elementary education.

This certificate shall be valid for ten years, and renewable for life, subject to continued practice of the profession, upon presentation of evidence of seven years' successful experience while holding this certificate, and the completion of twelve semester-hours, or the equivalent, of professional training approved by the State Board of Education.²¹

Summary

The outstanding facts considering the principals as a whole are included in the eleven summary statements that follow.

¹⁹Reavis, Pierce, and Stullken, op. cit., pp. 472-73.

²⁰D. L. Lewis, "Administrative and Supervisory Duties of Elementary Principals," American School Board Journal, XLVII (October, 1938), 21-22.

²¹Crutsinger, op. cit., p. 205.

1. Fifty-two and nine tenths per cent of the principals held no degree when entering the principalship.
2. Forty-seven and one tenth per cent held the bachelor's degree when entering the principalship.
3. Nineteen and six tenths per cent have earned the bachelor's degree since becoming a principal.
4. Three and nine tenths per cent have earned the master's degree since becoming a principal.
5. The median number of semester-hours of credit earned by the principals since becoming a principal was eighteen.
6. The median number of summers in which the principals have attended school was three.
7. More than fifty per cent of the principals have had courses in elementary-school curriculum, supervision of instruction, administration, technique of teaching, principles of education, history of education, educational psychology, and child or adolescent psychology.
8. Less than fifty per cent of the principals have had less than fifty per cent of the courses recommended.
9. Fifty-eight and seven tenths per cent of the principals hold a high school certificate only, either a permanent or a four or six year high school certificate.
10. Twenty-five and five tenths per cent of the principals hold an elementary certificate only, either a permanent or a six year elementary certificate.
11. Less than fifty per cent of the principals have not

had methods in teaching any of the following subjects:
reading, art, spelling, arithmetic, health or hygiene, English, physical education, social sciences, natural sciences, music, or penmanship.

CHAPTER III

EXPERIENCE AND TENURE

Experience

Authorities in the field of elementary education agree on the fact that elementary-school principals should have had a wide variety of educational experiences, particularly in the realm of elementary-school activities.

In addition to the most careful professional training, both before and in-service, actual experience is essential for the making of a satisfactory principal. Indeed it is at present perhaps the most potent factor since so few normal schools and teachers colleges are as yet affording special training for the principalship. It is unfortunate that almost one-sixth of those appointed to principalships have obtained no previous experience.¹

Teaching experiences.--Table 6 presents the data concerning the teaching experiences of the principals. This table reveals that twenty-nine, or fifty-six and eight tenths per cent, of the principals have taught in the elementary-school only before becoming a principal. More than one-half of the principals have had no other experience other than as a teacher in the elementary-school. The data gathered from the questionnaires showed that of this twenty-nine, eleven, or thirty-seven and nine tenths per cent, held a degree when starting as a principal; eighteen, or sixty-two and one tenth per cent, held no

¹Frank Pierrepoint Graves, The Administration of American Education, p. 337.

degree when starting as a principal; six, or twenty and seven tenths per cent, have earned a degree since becoming a principal; eleven, or thirty-seven and nine tenths per cent, have not earned a degree since becoming a principal; nine, or thirty-one per cent, hold a permanent high school certificate; nine,

TABLE 6

THE DISTRIBUTION OF FIFTY-ONE PRINCIPALS ON THE BASIS OF THE TYPE OF TEACHING POSITIONS THEY HAVE HELD

Teaching Positions	Principals	
	Number	Per Cent
Elementary-school only	29	56.8
Elementary-school and high school only	7	13.7
Elementary-school and junior high school only	5	9.8
Elementary-school and other positions only	1	1.9
High school and junior high school only	2	3.9
Elementary-school, high school, and other positions only	2	3.9
Elementary-school, high school, junior high school, and other positions	1	1.9
Elementary-school, high school, and junior high school	4	7.8

or thirty-one per cent, hold a four year high school certificate; five, or seventeen and two tenths per cent, hold a permanent elementary certificate; three, or ten and three tenths per cent, hold a six year elementary certificate; three, or ten and three tenths per cent, hold a permanent elementary and high school certificate. A total of eighteen, or sixty-two and one tenth per cent, hold either a permanent or a four year high

school certificate; a total of eight, or twenty-seven and six tenths per cent, hold either a permanent or a six year elementary certificate. The median number of semester-hours of credit earned by the twenty-nine since becoming a principal was eighteen. The median number of years teaching experience of this group was five. The thirty-seven and nine tenths per cent of the above group that did not hold a degree when starting as a principal is about ten per cent lower than for the whole group as shown in Table 1, page 9. The median number of semester-hours of credit earned by the twenty-nine who have been elementary teachers only and the group as a whole was the same, eighteen. In this group of twenty-nine there was a four per cent greater number that held a high school certificate than the group as a whole as shown in Table 5, page 23. These findings indicate that the majority of the principals have been elevated to the principalship from the elementary-school teaching position, and that most of their training has been in preparation for high school work.

A further look at Table 6 shows that seven, or thirteen and seven tenths per cent, have taught in the elementary-school and the high school only; five, or nine and eight tenths per cent, have taught in the elementary-school and junior high school only; one, or one and nine tenths per cent, has taught in the elementary-school and has held other positions only; two, or three and nine tenths per cent, have taught in high school and junior high school only. These two are the ones

that have not been an elementary-school principal as yet, but are to fill that position this coming school year of 1941 and 1942. Two, or three and nine tenths per cent, have taught in the elementary-school, high school, and have held other positions; one, or one and nine tenths per cent, has taught in the elementary-school, high school, junior high school, and has held other positions; four, or seven and eight tenths per cent, have taught in the elementary-school, high school, and junior high school. Next to the elementary teacher's position, the largest per cent of the principals have taught in the high school. If teaching positions and types of certificates can be used as measuring sticks by which to evaluate the training and preparation of the elementary-school principals, it was found that the majority of them were prepared for high school work and have been serving as elementary teachers. The few that have an administrator's certificate have obtained the next best thing possible, but the certificate is general in nature and does not specify any specific preparation on the part of the elementary-school principal. These certificates are merely licenses enabling the holder to be an administrator in high school, junior high school, or the elementary-school.

Total years of experience.--Table 7 gives the total years of teaching experience of the principals. This total includes the years spent as a principal, a teacher in any grade, or any other position held as a supervisor or an administrator. It will be noted that there are only fifty principals listed in

Table 7. The reason is that one principal listed five and one-half years of experience, and was omitted in the count. Further reading of Table 7 shows that twenty, or forty per cent, of the principals have had from one to five (1-5) years of experience; sixteen, or thirty-two per cent, have had from six to ten (6-10) years of experience; eight, or sixteen per cent,

TABLE 7

THE DISTRIBUTION OF FIFTY PRINCIPALS ON THE BASIS
OF TOTAL YEARS OF TEACHING EXPERIENCE

Number of Years	Principals	
	Number	Per Cent
1-5	20	40.0
6-10	16	32.0
11-15	8	16.0
16-20	5	10.0
21-25	1	2.0
Median	6	

have had from eleven to fifteen (11-15) years of experience; five, or ten per cent, have had from sixteen to twenty (16-20) years of experience; one, or two per cent, has had from twenty-one to twenty-five (21-25) years of experience. The number of years in the last one mentioned was twenty-three. The median length of experience was six years. The median length of experience of the principals in this study is rather low when compared with the experience of principals in other

studies. The experience of the principals was found to be twenty-eight years in Pennsylvania,² twenty-six years throughout the country,³ twenty-six years in Ohio,⁴ and twenty years for New England.⁵ The low median for years of experience for this group is due to the fact that the majority of the principals contacted were rather young. One other factor that accounts for the low median is that none of the principals used in this group are employed in larger city systems where the tenure is longer and the positions are filled by elderly people with many more years of experience. The principals used in this study had a median of eight teachers on their staff. This median shows that there were no large school systems represented by the principals. Data from the questionnaires revealed that the principals with the largest number of teachers have had the most years of experience. The fact of the slow turnover in the principalships of the larger school systems accounts for the median years of experience to be

²Marion E. Macdonald, The Significance of Various Kinds of Preparation for the City Elementary-School Principalship in Pennsylvania, p. 50.

³R. A. Crouch, "The Status of the Elementary-School Principal," Studies in the Elementary-School Principalship, Fifth Yearbook of the Department of Elementary-School Principals, p. 246.

⁴J. C. Morrison, The School Principalship in Ohio Cities, Ohio State University Studies, Contribution in School Administration, p. 19, cited by Macdonald, p. 50.

⁵W. H. Martin, "The Status of the Elementary School Principal in New England," An unpublished report to the National Education Association, Department of Superintendence, (1923), p. 18, cited by Macdonald, p. 50.

much longer in those places than in the medium size school. The principals in the larger school systems have already had their promotions, and are more or less permanently located.

Duties to perform.--The principals were asked to check a list of duties that they thought their academic and professional training and preparation enabled them to do efficiently. It is of interest to note that many of the principals feel a need for further preparation and training to perform several of the duties, because so many of them felt that they could not do many of them efficiently.

Table 8 gives the duties and the number and percentage of the principals who feel that their training and preparation have been sufficient to perform these duties efficiently. From Table 8 it is shown that thirty-nine, or seventy-six and four tenths per cent, feel that they can give special help to new teachers; twenty, or thirty-nine and two tenths per cent, feel that they can give special help to weak teachers; thirteen, or twenty-five and five tenths per cent, feel that they can teach demonstration classes for other teachers; twenty-one, or forty-one and two tenths per cent, feel that they can conduct teachers' meetings for supervisory purposes; thirteen, or twenty-five and five tenths per cent, feel that they can prepare supervisory bulletins; twenty-four, or forty-seven and one tenth per cent, feel that they can visit classrooms for supervisory purposes; twenty-nine, or fifty-six and nine tenths per cent, feel that they can administer tests for evaluation

and comparison; forty-two, or eighty-two and three tenths per cent, feel that they can prepare units of work; forty, or seventy-eight and four tenths per cent, feel that they can hold conferences with pupils; thirty-five, or sixty-eight and six tenths per cent, feel that they can hold conferences with

TABLE 8

FIFTY-ONE PRINCIPALS WHO FEEL THEIR TRAINING AND PREPARATION HAVE BEEN SUFFICIENT, DISTRIBUTED ON THE BASIS OF THE DUTIES PERFORMED

Duties to Perform	Principals	
	Number	Per Cent
Give special help to new teachers	39	76.4
Give special help to weak teachers	20	39.2
Teach demonstration classes	13	25.5
Conduct teachers' meetings for supervisory purposes	21	41.2
Prepare supervisory bulletins	13	25.5
Visit classrooms for supervision	24	47.1
Administer tests for evaluation and comparison	29	56.9
Prepare units of work	42	82.3
Hold conferences with pupils	40	78.4
Hold conferences with parents	35	68.6
Address social and educational groups	20	39.2
Classify pupils	24	47.1
Analyze pupil difficulties	18	35.3

parents; twenty, or thirty-nine and two tenths per cent, feel that they can address social and educational groups; twenty-four, or forty-seven and one tenth per cent, feel that they can classify pupils; eighteen, or thirty-five and three tenths per cent, feel that they can analyze pupil difficulties.

More than fifty per cent feel that they can do the following duties efficiently: (1) give special help to new teachers, (2) administer tests for evaluation and comparison, (3) prepare units of work, (4) hold conferences with pupils, (5) hold conferences with parents. Less than fifty per cent feel that they cannot do the following duties efficiently: (1) give special help to weak teachers, (2) teach demonstration classes, (3) conduct teachers' meetings for supervisory purposes, (4) prepare supervisory bulletins, (5) visit classrooms for supervision, (6) address social and educational groups, (7) classify pupils, (8) analyze pupil difficulties.

It seems that most of the eight duties listed above are the most important ones for an elementary-school principal to know in order to direct his school efficiently. Yet, Table 8 shows that less than one-half of the principals feel that their training and preparation have been sufficient for them to do these duties efficiently.

A further examination of Table 8 shows that fifty per cent or more of the principals feel capable of doing efficiently only four of the chief duties as set out in the introduction of Chapter I, page 6. These four duties are: (1) give special help to new teachers; (2) administer tests for evaluation and comparison; (3) hold conferences with pupils; (4) hold conferences with parents.

It is also shown that less than fifty per cent do not feel capable of doing efficiently five of the chief duties

as set out in the introduction of Chapter I, page 6. These five duties are: (1) give special help to weak teachers; (2) conduct teachers' meetings for supervisory purposes; (3) visit classrooms for supervision; (4) classify pupils; (5) analyze pupil difficulties.

When a comparison is made of the professional courses taken by the principals that deal with the duties to be performed, the following is found: fifty-eight and eight tenths per cent of the principals have had a course in child or adolescent psychology, yet only thirty-five and three tenths per cent of the principals feel that they can analyze pupil difficulties. It is true that analyzing pupil difficulties is one of the most difficult duties that the principals have to perform because of their psychological nature, and only about one-third of the principals feel that they can do it efficiently. Forty-five and one tenth per cent of the principals have had a course in tests and measurements, yet fifty-six and nine tenths per cent of the principals feel that they can administer tests for evaluation and comparison. Eighty-four and three tenths per cent have had a course in technique of teaching, and eighty-two and three tenths per cent feel that they can prepare units of work. This comparison shows a close correlation, there being only two tenths per cent difference. Other comparisons could be made between courses taken and their relation to the different duties to be performed, but because it is difficult to tell the exact nature of the

courses, it is difficult to tell exactly just what relations exist between them and the duties to be performed. Table 8 indicates that the principals feel less competent of performing the duties that call for technical training and preparation.

Tenure

Number of years in present position.--The purpose of this section is to give a sketch of the tenure of the elementary-school principals and the relationship between the principals' tenure and their college training. Table 9 shows the extent of college training of the fifty-one principals, as well as the number of years of tenure in their present position. From a study of Table 9, it is found that there are thirty-two who hold the bachelor's degree, two who hold the master's degree, and seventeen who hold no degree or have had less than four years of college work.

A further study of Table 9 shows that there are two who have not had any tenure. These are the same two mentioned previously that have had no experience, but who are to be elementary-school principals for the coming school year of 1941-1942. It will be noted that these two hold a bachelor's degree. There is one principal who has been in his present position only one-half year. It is shown that he holds a bachelor's degree. There is a total of fifteen whose tenure is one year, and seven of this number have had less than four years of college work, seven hold a bachelor's degree, and one

holds a master's degree. One has had a tenure of one and one-half years, and has had less than four years of college work. Eleven have had two years of tenure, and five of this number have had less than four years of college work, and six hold a

TABLE 9
THE DISTRIBUTION OF FIFTY-ONE PRINCIPALS ON THE
BASIS OF COLLEGE TRAINING AND TENURE

Years of Tenure	College Training			Total
	Less Than Four Years	Degree		
		Bachelors	Masters	
0		2		2
$\frac{1}{2}$		1		1
1	7	7	1	15
$1\frac{1}{2}$	1			1
2	5	6		11
3	2	6		8
4	1	4		5
5		1	1	2
6		1		1
7	1	1		2
9		2		2
10		1		1
Total	17	32	2	51
Median	2			

bachelor's degree. Eight have had a tenure of three years, and two of these have had less than four years of college work, and six hold a bachelor's degree. Five have had a tenure of four years, and one of these has had less than four years of college work, and four hold a bachelor's degree. Two have had a tenure

of five years, and one of these holds a bachelor's degree, and one holds a master's degree. One has had a tenure of six years, and he holds a bachelor's degree. Two have had a tenure of seven years, and one of these has had less than four years of college work, and one holds a bachelor's degree. Two have had a tenure of nine years, and both of them hold a bachelor's degree. One has had a tenure of ten years, and he holds a bachelor's degree.

It will be noted that the median number of years of tenure was two. It is interesting to note that as the years of tenure increases the number of principals having less than four years of college work decreases. There is only one principal that has a tenure of more than four years that has less than four years of college work. The largest number that holds a bachelor's degree have a tenure of one, two, and three years respectively. These findings tend to show that as the tenure increases the college training increases also.

It is assumed from the findings in Table 9 that the principals are continuing their college preparation as their tenure increases. The fact that those who do not have a college degree and are in school at the present bears this fact out. It also shows that those that have a bachelor's degree are continuing their college preparation by being in school at the present.

No doubt the fact that principals with college degrees are considerably younger than principals not holding a college

degree accounts in some measure for their short tenure. Also, the comparatively recent tendency on the part of the elementary-school principals to secure degrees is an influencing factor in considering tenure. The tenure of principals holding college degrees is relatively short because they are rapidly securing better positions.

Recommendations for the Educational and Professional
Experience and Tenure for the Elementary-
School Principals

The following excerpts show the various standards educators have set up for the elementary-school principals' experience and tenure.

The prospective principal should have served at least three years as a teacher or minor administrator in the particular type of school he is to manage.⁶

. . . Probably a minimum of five years would be reasonable for teaching experience. There is no justification for limiting supervisorships to teachers who have taught ten or more years, as some schools do. Experience alone will not fit for the supervisory office, and it may even be a handicap if no technical training has been required or if the aspirant does not possess the right personality.⁷

. . . The laws of the states are silent with regards to the purposes of the requirement of experience on the part of the principals. However, the following purposes are generally accepted: (1) Leadership is usually withheld from the novice in any professional field until through apprenticeship tests or other methods of examination, capacity and leadership qualities have been demonstrated. (2) An internship or apprenticeship serves as a weeding-out process. (3) Actual experience in teaching provides an opportunity for the individual who aspires to the principalship to acquire insights into school practices both from the teacher's and the principal's points of view.

⁶Graves, op. cit., p. 337. ⁷Ibid., p. 366.

The triple requirements of personal qualifications, training, and experience should tend to eliminate a large percentage of the inferior and mediocre aspirants for the principalship.⁸

The principal should have had at least seven years of successful teaching experience to make a successful teaching principal, and ten years of successful experience to make a successful supervising principal. Certainly no one should undertake to fill the position of principal without having first served a successful apprenticeship in the field of teaching, with everything that success in this field implies.⁹

It seems fair to insist that a supervisor shall have had as a minimum five years' teaching experience. Less than this amount of experience will hardly give that easy familiarity with classroom procedure which is necessary, nor will it beget confidence on the part of those supervised. On the other hand, merely lengthening the term of experience does not necessarily better either teaching or supervisory ability.

There can be no doubt that long experience, coupled with an alert personality, plus training through the years, would make an ideal combination in the preparation of supervisors.¹⁰

Summary

The outstanding facts concerning the principals' experience and tenure are included in the following statements.

1. Fifty-six and eight tenths per cent of the principals have taught in the elementary school only before becoming an elementary-school principal.

⁸William C. Reavis, Paul R. Pierce, and Edward H. Stullken, The Elementary School, Its Organization and Administration, p. 431.

⁹D. L. Lewis, "Administrative and Supervisory Duties of Elementary Principals," American School Board Journal, XLVII (October, 1938), 21-22.

¹⁰A. S. Barr, and William H. Burton, The Supervision of Instruction, p. 541.

2. Thirty-seven and nine tenths per cent of the principals that have taught only in the elementary-school held no degree when entering the principalship.
3. Sixty-two and one tenth per cent of the group that has taught only in the elementary-school holds either a permanent or a four year high school certificate.
4. Twenty-seven and six tenths per cent of the group that has taught only in the elementary-school holds either a permanent or a six year elementary certificate.
5. The majority of the principals have been elevated to the principalship from the elementary-school teaching position, and most of their training has been in preparation for high school work.
6. The median number of years of teaching experience for the entire group was six.
7. The median number of teachers on the principals' staff was eight.
8. Fifty per cent or more of the principals feel that their training and preparation have been sufficient to enable them to give special help to new teachers, administer tests for evaluation and comparison, and hold conferences with parents and pupils.
9. Less than fifty per cent do not feel capable of giving help to weak teachers, conducting teachers' meetings, visiting for supervision, classifying pupils, or analyzing pupil difficulties.

10. The median number of years of tenure was two.

11. As the number of years of tenure increases, the college preparation increases.

12. The tenure of principals holding college degrees is relatively short because they are rapidly securing better positions.

CHAPTER IV

COMMUNITY RELATIONS

Principals have a duty to perform toward their communities. Community relations is one phase of the elementary-school principalship that has lagged behind other requirements for the position, but the fact that the principals have specific duties to perform toward their communities is now a recognized fact by eminent authorities in the field of elementary education.

It is their duty to belong to various organizations whether social or otherwise in so far as they are worthy organizations, and they can further interpret the school to the community.

The question of the leadership of the elementary-school principal in his school community has been neglected in the professional literature on administration. There are comparatively few discussions of the responsibility of the principal in the school community, due no doubt to the fact that not until recent years has the status of the principal in the school community received professional consideration.¹

An example of the changed conception of the principals' participation in community activities is given in the following quotation.

¹William C. Reavis, Paul R. Pierce, and Edward H. Stullken, The Elementary School, Its Organization and Administration, p. 441.

An argument commonly brought against participation in local business and professional associations is that the principal belongs in his school every minute that it is in session. Luncheon appointments usually mean that the principal misses from a half-hour to an hour of school time. Such an argument was thoroughly sound up to 1860 when most "schoolmasters" had full-time teaching duties. The contention had less basis between 1860 and 1920 when many principals devoted full-time to administrative responsibilities. Today the argument is obsolete. The modern principal is an "educator" in the fullest sense of the work, and no longer merely serves time in a daily routine.²

The remaining part of this chapter will deal with the elementary-school principals' relations to and participations in community activities.

Listed as important among the many duties of an elementary principal is that of making community contacts. The principal is urged to present and interpret the problems and policies of the school to his immediate community so as to bring cooperative effort to the solution of problems and active support to established policies.

In order to carry through a program of this kind, the principal makes as many community contacts as possible, he assists in the organization of community councils, brings the school to the parents in special programs and drives, plays an important part in the parent-teacher association, and guides the work of the child study classes.³

Membership held in social organizations.--Table 10 shows the number and per cent of the principals who hold membership in various organizations and clubs. The table reveals that thirty-eight, or seventy-five and three tenths per cent, belong to the Parent Teacher Association. No other organization has such a large membership. One, or one and nine tenths per cent,

²The Principal and His Community, Eleventh Yearbook of the Department of Elementary School Principals, p. 394.

³J. L. O'Brien, "Principals and Service Clubs," ibid., p. 395.

belongs to the Rotary Club; two, or three and nine tenths per cent, belong to the Lions Club, three, or five and nine tenths per cent, belong to the American Association of University Women; two, or three and nine tenths per cent, belong to the Business

TABLE 10

THE DISTRIBUTION OF FIFTY-ONE PRINCIPALS ON THE BASIS OF MEMBERSHIP HELD IN VARIOUS ORGANIZATIONS AND CLUBS

Organizations and Clubs	Principals	
	Number	Per Cent
Parent Teacher Association	38	75.3
Rotary	1	1.9
Lions	2	3.9
American Association of University Women	3	5.9
Business and Professional Women's Club	2	3.9
Boy Scouts (director)	9	17.6
Girl Scouts (director)	2	3.9
4-H Club (director)	8	15.7
Community Chest	8	15.7
Red Cross	33	64.7
Chamber of Commerce	1	1.9
Luncheon Club	1	1.9
Community Needle Club	1	1.9

and Professional Women's Club; nine, or seventeen and six tenths per cent, belong to the Boy Scouts as directors or sponsors; two, or three and nine tenths per cent, belong to the Girl Scouts as directors or sponsors; eight, or fifteen and seven tenths per cent, belong to the 4-H Club as directors or sponsors; eight, or fifteen and seven tenths per cent, belong to the Community

Chest; thirty-three, or sixty-four and seven tenths per cent, belong to the Red Cross; one, or one and nine tenths per cent, each belongs to the three following: (1) Chamber of Commerce, (2) Luncheon Club, (3) Community Needle Club.

Table 10 shows that as many as fifty per cent or more of the principals belong to only two organizations, namely, the Parent Teacher Association and the Red Cross. These two organizations are closely connected with the school, and their memberships are open to both men and women, whereas in some of the organizations and clubs the membership is restricted to either men or women. This probably accounts for the large percentage of membership in the two above organizations.

Some of the organizations and clubs have certain restrictions and qualifications for their members which also accounts for a small membership in many of them.

The findings in Table 10 reveal that only a very small per cent of the principals have contacts with their communities through membership in various organizations and clubs. Since membership in the Red Cross does not necessarily mean contact with people of the community, only one organization, Parent Teachers Association, which does imply contact and participation in community relations had a membership of one-fifth, or twenty per cent, of the principals. Membership in this one organization seems to be inadequate for the principals to perform the recommended duties to their communities.

School publicity.---Principals should advertise and sell

the school to the community. The selling process should not be in a boastful manner, but should be directed toward selling the community on the policies and functions of the whole school system and in particular the schools the principals are directing.

The principals were asked to check a few of the means used by other outstanding principals in interpreting the school to the community. This list is not nearly complete, but it does take up six of the simple and easy methods and the ones most frequently used by outstanding principals. If the principals can so interpret the policies and aims of the school to the community so that a mutual understanding and close cooperation exists between the schools and the homes, one of their big educational duties has been performed.

Table 11 shows the methods of interpretation used and the number and per cent of the principals who use them. It is revealed that eighteen, or thirty-five and three tenths per cent, of the principals do home visitation; thirteen, or twenty-five and five tenths per cent, publish a newspaper in their school; six, or eleven and eight tenths per cent, speak over the radio pertaining to school affairs; twenty-nine, or fifty-seven per cent, have open-house week for parents to visit the schools; forty-three, or eighty-four and three tenths per cent, plan excursions and exhibits for their schools; seventeen, or thirty-three and four tenths per cent, make surveys of their communities to determine their educational needs. It was found that

one-half or more of the principals were doing only two of the recommended duties. The two were having open-house week for parents to visit the schools and planning excursions and exhibits for their schools. Less than thirty-six per cent of the principals use any of the other methods listed. The figures in Table 11 indicate that a large per cent of the principals

TABLE 11

THE DISTRIBUTION OF FIFTY-ONE PRINCIPALS ON THE BASIS OF VARIOUS METHODS USED IN INTERPRETING THE SCHOOL TO THE COMMUNITY

Methods Used	Principals Performing the Duty	
	Number	Per Cent
Home visitation	18	35.3
Newspaper published in the school	15	25.5
Speaks over the radio	6	11.8
Open-house week for parent visitation	29	57.0
Excursions and exhibits	43	84.3
Community surveys	17	33.4

are not performing their duty of interpreting the school to the community.

Summarizing the findings in Table 10 and Table 11, it appears that a large per cent of the principals are performing a small per cent of the duties toward their communities. It is true that there are other channels through which the principals might work in interpreting the schools and participating

in community activities, but if so few of them use the methods set out in this chapter, it is not likely that a larger per cent would follow any other channel of endeavor.

No doubt but what there are a number of factors that influence the principals' participation in most of these duties or responsibilities, but one of the outstanding factors is the fact that very few institutions for training teachers have any courses that pertain to this phase of a teachers' or an administrators' work and responsibility. It is due largely to this fact that so few principals meet their responsibilities to the community. Because of the lack of training and preparation for this phase of work too many principals or administrators still think their only duty is to the specific administration of their immediate school. Such a low percentage of participation in community affairs reflects unfavorably upon the teacher-training institutions, and upon the ability and initiative of the elementary-school principals. It is interesting to know that a few educational institutions are now offering courses that deal with the duties and responsibilities of the administrators to the community. This is advantageous for those that are still in school and are preparing for the principalship, but for the principals already in service it is of little value unless they continue their training and preparation either by attending summer school, attending night school, taking extension courses, taking a leave-of-absence and attend school, by personal training through reading and studying

professional literature, or by some other means of personal endeavor.

Recommendations for Participating In Community Activities

The following excerpts give the desired recommendations for the community relationships and activities for the elementary-school principals.

The community of the district is entitled to more than the educational crumbs that fall into the homes through contacts with school children. The elementary principal needs to have a definite policy of helpfulness in community endeavors, a purpose and determination to raise the standards of aspiration, and should help in releasing the latent power that can and will bring about communal improvement.

Schools are inclined to lag behind their possibilities of leadership in this general work of human advancement, which means that principals and other administrative officers are inept in imparting to the teaching personnel a full comprehension of what public education is really set out to do and inducing among teachers a spirit of daring and enterprise adequate to the undertaking.⁴

In addition to his duties as organizer and administrator of his school, and as supervisor of the instruction therein, it will be necessary for the elementary-school principal to act as coordinator of his school with the community he serves.

There should be members of a school system in all civic clubs that exist in a city. They will be valuable when budget time comes, valuable in explaining the school report, valuable in handling crippled children, and valuable in the field of vocational guidance.⁵

The responsibility for leadership of the community rests directly upon the elementary-school principal.

⁴Susan M. Dorsey, "The School Reflects the Principal's Philosophy," The Principal and Administration, Ninth Yearbook of the Department of Elementary-School Principals, p. 181.

⁵William John Cooper, "The Principal As A Community Leader," The Principal and His Community, Eleventh Yearbook of the Department of Elementary School Principals, p. 151.

There is no avoiding it. If he or she should avoid it, some active or aggressive person in the neighborhood is likely to assume the leadership and the principal will find himself discounted.⁶

The principal who makes a success of his community relations does three things well: (1) he is alert to secure from the whole community the comments and suggestions which bear upon child welfare, especially where they effect the schools; (2) he interprets the program of his own school and of the entire school system to the people of his community; (3) he shares actively in the varied activities and interests of his community.⁷

The principal is the leader of educational opinion in his school and community, and as such must interest himself in community welfare and progress. He must avoid identifying himself with forces which make for dissension and partnerships, and must be prepared to oppose any groups in the community when protection of the welfare of the school demands it.

The principal must utilize effectively the agencies within the community through which public opinion is developed and through which it is advanced. The local press, local civic organizations, parent teachers associations, school newspapers, and the pupils themselves should be utilized in advancing the welfare of the school community.⁸

The first job of any principal, consciously or unconsciously, is to analyze his community. This statement is true everywhere, for it is a cardinal principle of educational theory that the school should fit the program to the nature and needs of its particular children and community.⁹

It is obvious that participation in service organizations can bring several benefits to the school and to the community: (1) it provides a group of citizens who are eager to eliminate suffering among children, (2) it brings the school in contact with groups where a positive program

⁶Ibid., p. 154.

⁷Frank Cody, "The Principal In His Community," ibid., p. 155.

⁸Reavis, Pierce, and Stullken, op. cit., p. 459.

⁹Douglas B. Miller, "Community Analysis and Organization," The Principal and His Community, Eleventh Yearbook of the Department of Elementary-School Principals, p. 212.

of child development exists, (3) it fosters a general interest in children and education, (4) it provides the principal with an organized outlet for a program of school interpretation, (5) it brings the principal in contact with the viewpoint and needs of the community, (6) it helps the principal to broaden his social, economic, and educational philosophy.¹⁰

Today the principal is more than an administrator. He is the social engineer of his district. He must be able to discover the forces for good or evil which influence the educational activities of his school. He must be able to interpret his philosophy of education, as well as the program of the school, to all citizens. He must utilize the positive non-school forces so that they will help to build an effective learning environment for the children.¹¹

Summary

The outstanding facts concerning the principals and their community relationships are given in the following statements.

1. Fifty per cent or more of the principals hold memberships in only two organizations and clubs, namely, the Parent Teachers Association and the Red Cross.

2. Less than twenty per cent of the principals hold memberships in any of the other organizations and clubs that are listed in Table 10.

3. Fifty per cent or more of the principals use only two methods of interpreting their school to their community.

4. A large per cent of the principals are not performing their duties toward their communities according to recommended standards.

¹⁰The Principal and His Community, Eleventh Yearbook of the Department of Elementary School Principals, p. 394.

¹¹Ibid., p. 133.

5. Less than thirty-six per cent use any of the other methods listed in Table 11.

6. Very few principals have had any training or preparation in performing their duties toward their communities.

CHAPTER V

CONCLUSIONS AND RECOMMENDATIONS

Conclusions

The conclusions drawn from this study are as follows:

The majority of the elementary-school principals have made rather slow progress in their college training and preparation since becoming a principal.

The facts justify the conclusion that the professional courses taken by the elementary-school principals have been inadequate for their training and preparation.

The majority of the elementary-school principals have been serving in a capacity for which they have not been specifically prepared.

The most poorly prepared principals grow least in service.

Teachers do not take professional training with the intention of becoming elementary-school principals.

Principals who hold a college degree have had less educational experience than those who do not hold a college degree.

Elementary-school principals in this study are usually promoted elementary-school teachers.

A large per cent of the elementary-school principals in this study do not participate in community activities. This is probably due in part to the fact that they have had very little training and preparation for this type of work, and

they do not realize that they have specific duties to perform toward their communities.

Principals who have earned a college degree preside over larger school units than those who have not earned a college degree.

Continued professional training and preparation are necessary for continued professional advancement in the field of elementary-school administration.

Principals who have earned a college degree are more mobile than principals who have not earned a college degree.

Recommendations

This study seems to justify the following recommendations:

That, since there is a definite indication that elementary-school principals should possess certain qualifications, the State Board of Education and the State Department of Education set up specific requirements to be met in order for one to qualify for the position of an elementary-school principal, and that a special certificate be issued to those who meet these qualifications.

That no one be eligible to serve as an elementary-school principal who does not hold a special elementary-school administrator's certificate.

That men and women be encouraged early in their careers to look toward the elementary-school principalship as their life work and prepare themselves accordingly.

That teacher-training institutions and other educational institutions offer more specific courses that deal with the administrative, supervisory, and community relations duties and responsibilities of the elementary-school principal.

That practices of appointing to the elementary-school principalship elementary teachers who have taught a long and successful period of time, but without professional and academic training, be abandoned.

That steps be taken to lengthen the tenure of the best prepared elementary-school principals.

APPENDIX

QUESTIONNAIRE

1. Scholastic population of city or village _____.
2. How many years have you been an elementary principal? _____.
3. City in which you teach? _____ County? _____.
4. How many years have you been principal of your present school? _____.
5. Did you teach in the same school before becoming principal? _____. If so how long? _____.
6. How many years have you taught in the elementary school? _____; high school? _____; junior high? _____; other teaching positions? _____. (high school principal, etc.)
7. With yourself included how many are on your teaching staff? _____.
8. Number of years above high school training you have had if less than four years. _____
9. What degree, if any, did you have when you first entered the elementary school principalship? _____.
10. How many semester-hours of credit have you earned since becoming an elementary principal? _____.
11. Name the highest degree you now hold. _____.
12. What certificate do you hold that is now in effect? _____.
13. How many summers have you attended school in the past five years? _____.
14. What is your major? _____ minor? _____.
15. Please circle the number of the following courses that you have had. Count the one or ones you are now taking.
 - a. Elementary school curriculum
 - b. Supervision of instruction
 - c. Administration (including problems of classification, promotion, program making, building administration, budgets, supplies, etc.)
 - d. Technique of teaching

- e. Principles of education
- f. Philosophy of education
- g. History of education
- h. Educational sociology
- i. Educational psychology
- j. Tests and measurements
- k. Vocational and educational guidance
- l. Educational statistics
- m. Psychology of elementary-school subjects
- n. Child or adolescent psychology
- o. Abnormal psychology
- p. Class management
- q. Comparative education
- r. The principal (including such topics as the principal as a professional leader, his relation to the community, to administrative office, to teachers, to pupils, to parents, etc.)
- s. Extra class activities
- t. Methods in teaching special subjects as:
 - (1). Reading
 - (2). Art
 - (3). Spelling
 - (4). Arithmetic
 - (5). Health or hygiene
 - (6). English
 - (7). Physical education
 - (8). Social sciences
 - (9). Natural science
 - (10). Music
 - (11). Any others (please list)

16. Has your training been sufficient to enable you to do the following things effectively? Circle the number of the ones you feel capable of doing.

- a. Give special help to new teachers
- b. Give special help to weak teachers
- c. Teach demonstration classes for other teachers
- d. Conduct teachers meetings for supervisory purpose
- e. Prepare supervisory bulletins
- f. Visit classroom for supervision
- g. Administer tests for evaluation and comparison
- h. Prepare units of work
- i. Hold conferences with pupils
- j. Hold conferences with parents
- k. Address social and educational groups
- l. Classify pupils
- m. Analyze pupil difficulties

17. Do you do home visitation? Yes No

18. Do you publish a newspaper in your school? Yes No

19. Do you speak over the radio pertaining to school affairs?
Yes No
20. Do you have open house week for parents to visit the school? Yes No
21. Please check the following organizations to which you belong:
- a. P. T. A.
 - b. Rotary
 - c. Kiwanis
 - d. Exchange
 - e. Lions
 - f. Knights of the Round Table
 - g. The American Association of University Women
 - h. Business and Professional Woman's Club
 - i. American Business Club
 - j. Boy Scouts
 - k. Girl Scouts or Camp Fire Girls
 - l. 4-H Club
 - m. Community Chest
 - n. Red Cross
 - p. Any others (please list)
22. Do you plan excursions and exhibits for your school? Yes No
23. Do you make any surveys of your community to determine its educational need? Yes No

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