

CRITERIA FOR EVALUATING THE ADMINISTRATION
OF THE ELEMENTARY SCHOOL

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CRITERIA FOR EVALUATING THE ADMINISTRATION
OF THE ELEMENTARY SCHOOL

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CHAPTER I

INTRODUCTION

Problem

The problem of this study is to develop evaluative criteria for measuring the work of the administration of the elementary school.

The study attempts to formulate criteria to evaluate the work of the elementary school principal in city schools, subdividing his duties into five major phases, namely: (1) supervision, (2) administration, (3) organization, (4) clerical, and (5) other duties.

Source of Data

The immensity of the task involved in gaining basic knowledge concerning the duties of an elementary school principal confirms the fact that many years would be required for a person to acquire first hand experiences in all the demands of the principal's position. Therefore, it was felt that the investigations and findings of authorities, the experiences of superintendents, of elementary school principals, and of elementary school teachers, should prove excellent sources for available information about the subject.

The data in this study were secured from two sources: (1) professional books written in the field of elementary

school administration; and (2) checklists sent to superintendents, principals, and teachers in cities with a population of five thousand or above.

In order to formulate the criteria, books¹ written by eminent authors in the field of elementary school administration were examined and studied. A list of one hundred fifty-eight items was selected from these references as duties performed by the elementary school principal. These items were placed under five major headings, namely: (1) supervisory duties, (2) administrative duties, (3) organizational duties, (4) clerical duties, and (5) other duties of the principal. These headings were further subdivided with each item falling under the proper subdivision. Supervisory duties were subdivided into: (a) democratic and cooperative organization, (b) class management, (c) instructional, (d) class visitation, (e) pupil adjustment, (f) stimulation of professional improvement, and (g) curriculum duties. The administrative duties were subdivided into: (a) pupil control and management, and (b) general management duties. Organizational duties were not subdivided. Clerical duties were subdivided into: (a) supplies and repairs, (b) reports, (c) records, and (d) miscellaneous clerical duties. Other duties of the principal were subdivided into: (a) professional, (b) extra-curricular, (c) parents' organizations, and (d) community.

¹See bibliography.

To determine the items to be used and the value of each item as a part of the criteria, the items were sent in the form of a checklist to superintendents, principals, and teachers with the request that they evaluate them as to their importance in the criteria for the evaluation of the administration of the elementary school.

Organization

This study is organized and presented in three chapters.

Chapter I states the problem, explains the source of the data, and gives the organization for presentation.

Chapter II shows how the criteria were substantiated.

Chapter III presents the recommended criteria with explanations as to their use and interpretation.

CHAPTER II

DETERMINING THE CRITERIA FOR EVALUATING THE ADMINISTRATION OF THE ELEMENTARY SCHOOL

The many duties the elementary school principal is expected to perform, in order that the fundamental purposes of elementary education may be realized, vary greatly in their importance in the light of their relation to each other. Jacobson and Reavis say:

The testimony of persons who have held principalships and the other professional literature on the subject reveal a surprising array of demands on the time, energy, and ingenuity of principals in towns and city school systems. The duties that principals are expected to perform vary greatly in importance. Many are little more than clerical tasks, while some may involve momentous consequences both to the school system and to the persons concerned. Since none of the duties of the principal can be neglected, it is apparent that those persons who occupy this position should acquire a comprehensive understanding of the demands that must be met. Mere knowledge is not sufficient to insure successful performance. The relative importance of the duties must be understood.¹

Since the duties performed by elementary school principals do vary greatly in their relation to each other, it will be the purpose of this chapter to determine which duties are important, which are unimportant, and to what degree they vary in importance in light of the evaluative criteria set up to

¹Paul B. Jacobson and William C. Reavis, Duties of School Principals, p. 1.

measure the work of the elementary school principals in city school systems.

In order to find items to compose the criteria the following professional books were carefully examined: The Principal and His School, by Elwood P. Cubberley; Elementary School Organization and Management, by J. H. Dougherty, F. H. German, and C. A. Phillips; Seventh Yearbook of the Department of Elementary-School Principals of the National Education Association; Ninth Yearbook of the Department of Elementary-School Principals of the National Education Association; Evaluative Criteria, a volume published by the Co-operative Study for Secondary Schools; The Administration of an Elementary School, by Arthur S. Gist; Duties of School Principals, by Paul B. Jacobson and William C. Reavis; Systematizing the Work of School Principals, by M. E. Morgan and E. C. Cline; Elementary School Organization and Administration, by Henry J. Otto; The Elementary School, Its Organization and Administration, by W. C. Reavis, Paul R. Pierce, and Edward H. Stullken; and Supervision of the Elementary School, by Clarence R. Stone.

The data for the substantiation of the items to be included in the criteria were secured from two sources: (1) proposed criteria sent to superintendents, principals, and teachers in city school systems; and (2) professional books written in the field of elementary school administration.

The proposed criteria in the form of checklists were presented to three hundred persons for evaluation. Two hundred thirteen of the checklists were returned, but only one hundred seventy-five, or fifty-eight per cent were received in time to be used in the study. The checklists used were returned by twenty-five superintendents, fifty elementary school principals, and one hundred elementary school teachers.

The evaluation of the various items of the checklists was made by the use of a six point rating scale. Below is given the letter of instructions sent to superintendents, principals, and teachers.

Dear Sir:

In connection with graduate study at the North Texas State Teachers College, I am setting up criteria, or measuring sticks, to evaluate the administration of the elementary school. At this time these criteria need to be substantiated, and I am taking the liberty of asking you to assist me.

On the following pages you will find the various items of the criteria. Obviously some of these items are of greater value than others in their relation to the successful administration of the elementary school. It is our purpose to determine the value of each of these items as they apply to the successful administration of the elementary school.

Persons evaluating the various sections and items included in these criteria should continually ask, "Is the section or item of value for the successful administration of the elementary school? If so, of what value?" Evaluations are to be made on the basis of personal opinion and judgment using a six point rating scale as follows:

- (5) - Very superior; the provision is extremely valuable for the successful administration of the elementary school.
- (4) - Superior; The provision is very valuable for the successful administration of the elementary school.
- (3) - Average; the provision is of average value as it applies to the successful administration of the elementary school.

- (2) - Inferior; the provision is of little value as it applies to the successful administration of the elementary school.
- (1) - Very inferior; the provision is of very little value as it applies to the successful administration of the elementary school.
- (0) - Does not apply; the item is of no value as it applies to the successful administration of the elementary school.

Evaluations are to be placed in the blanks by rating each item either 5, 4, 3, 2, 1, or 0 as it may apply to the successful administration of the elementary school. All of the items may be of very superior value or they may all be of no value. The evaluation of each item is left entirely to your judgment.

Your cooperation will be appreciated very much.
Thank you.

Yours truly,²

The data from these checklists were organized and studied on the basis of the persons furnishing them, namely: (1) checklists returned by superintendents; (2) checklists returned by elementary school principals; and (3) checklists returned by elementary school teachers.

Each item of the checklist was then evaluated on the basis of the ratings given by the superintendents, the ratings given by the principals, and the ratings given by the teachers. The average evaluations of the superintendents were determined by finding the sum of the evaluations for each item and dividing by twenty-five.³ This gave the average assigned evaluation for the item by the twenty-five superintendents. This same

²Reproduction of the letter of instructions sent to superintendents, principals, and teachers.

³In the case of the principals the number was divided by fifty and in the case of the teachers it was divided by one hundred.

procedure was followed for determining the evaluations for the principals and the teachers.

In interpreting the rating scale it was possible for an item to receive an average evaluation from zero to five, but in determining the rank after the scores had been tabulated and averaged it was found that no item could have a rank of very superior as was set up in the letter sent out. Therefore, it was necessary, for the purpose of interpretation, to define exactly what the various ranks of the rating scale represented. This was accomplished by dividing this rating scale of zero to five into six equal parts. The results are shown in Table 1.

TABLE 1
INTERPRETATION OF RATING SCALE

Rating Scale	Average Evaluative Score	Interpretation
(5)	4.17-5.00	Very superior
(4)	3.34-4.16	Superior
(3)	2.51-3.33	Average
(2)	1.68-2.50	Inferior
(1) . . . . .	.84-1.67	Very inferior
(0) . . . . .	.00- .83	Does not apply

In a further attempt to substantiate the criteria the number of pages devoted to each item by the ten references, previously mentioned, was determined.

At this point it became necessary to evaluate pages in terms of the six point rating scale used by the superintendents, principals, and teachers. To do this a frequency table was formed with the number of pages as the score and the number of items as the frequency. In this frequency table the following percentiles were determined: sixteen and two-thirds, thirty-three and one-third, fifty, sixty-six and two-thirds, and eighty-three and one-third. By doing this the frequency table was divided into six equal parts. It was found that the lower sixteen and two-thirds per cent fell in a class interval from zero to twelve pages; the second group, or sixteen and two-thirds per cent, fell in a class interval from thirteen to seventeen pages; the third group fell in a class interval from eighteen to twenty-five pages; the fourth group, from twenty-six to thirty-eight pages; the fifth group, from thirty-nine to sixty-one pages; and the sixth group fell in a class interval with sixty-two or more pages. Table 2 shows how these pages were assigned to each rating.

TABLE 2

NUMBER OF PAGES ASSIGNED TO THE RATING SCALE

Ratings	Number of Pages Assigned
0	0 through 12
1	13 through 17
2	18 through 25
3	26 through 38
4	39 through 61
5	62 and above

At this point it was necessary to make interpolations within each group of sixteen and two-thirds per cent so an item, for example, that had five pages would not have the same rating as an item with ten pages. By dividing the six point rating scale into six equal parts it was found that each rating should contain eighty-three hundredths points. Table 3 shows the number of points assigned each rating in the rating scale. The

TABLE 3

NUMBER OF POINTS ASSIGNED TO RATING SCALE

Ratings	Number of Points Assigned
0 . . . . .	.00 to .83
1 . . . . .	.84 to 1.67
2	1.68 to 2.50
3	2.51 to 3.33
4	3.34 to 4.17
5	4.18 to 5.00

number of points to be added for each page within each rating was then determined by dividing eighty-three hundredths points by the number of pages found in each rating. The data in Table 4 reveal the number of points to be assigned for each page within each rating.

TABLE 4

POINTS ASSIGNED PER PAGE WITHIN EACH RATING

Ratings	Number of Points
0 . . . . .	.06
1 . . . . .	.17
2 . . . . .	.10
3 . . . . .	.06
4 . . . . .	.04
5 . . . . .	.01

In order to determine the rating for the number of pages devoted to an item of the criteria it was necessary to find the rating within which the number of pages fell, as shown in Table 2. The next step was to find how many more pages the item had than the lowest number of pages given in this rating. The difference between the two was multiplied by the number of points assigned for each page within this rating, as given in Table 4. This product was then added to the lowest point assigned that rating, given in Table 3. This sum was the rating assigned the item.

For example: the total number of pages devoted to an item was forty-nine. Table 2 reveals that this item would fall between thirty-nine and sixty-one pages, which would assign it a rating of four. The lowest number of pages in this item was thirty-nine. Subtract thirty-nine from forty-nine, and the remainder is ten pages. Multiply ten by the number of points to be added for each page for this rating, as shown in Table 4. In this case the number of points to be added for each page within this rating is four hundredths. Ten times four hundredths gives a product of four tenths. Add four tenths to the lowest number of points assigned the rating in Table 3. In this case the lowest number of points assigned rating four is three and thirty-four hundredths. Three and thirty-four hundredths plus four tenths gives the sum of three and seventy-four hundredths, which is the rating assigned this item.

Supervisory Duties

The supervisory duties of the elementary school principal are difficult to distinguish from the administrative duties performed by him, if the definition is accepted that supervisory duties include only those duties that lead to the improvement of instruction. According to this definition, all duties performed by the principal, in a sense, would directly or indirectly be supervisory duties. For the purpose of this study supervisory duties will be defined as the duties that have to do directly with the improvement of teaching.⁴

Supervision is the most important phase of the work of the elementary school principal. Cubberley says:

The supervision of instruction, that the education of children may proceed under better conditions and be more effective in results, is the prime purpose of freeing the principal from teaching and is the end and goal toward which the organization and administration of the school tend. All other work in a sense is preliminary to this larger function.⁵

Since supervision has such an important place in the work of the principal, it is necessary that he become more efficient in the handling of the many other duties that he is expected to perform in order that he may find time for helping the teacher.

Democratic and cooperative organization of the supervisory program.--One of the important problems before the principal is establishing and instituting a democratic and cooperative

⁴Jacobson and Reavis, op. cit., p. 508.

⁵Elwood P. Cubberley, The Principal and His School, p. 43.

organization of supervision wherein all members concerned play a definite part in planning and executing the program.

The principal who carries on supervisory activities is presumed to be an educational leader. . . . His supervisory activities should be democratic in that he seeks the cooperative effort of his staff in planning learning experiences for children and in carrying them out so that they are maximally successful. His supervision will be creative if it provides an opportunity for each teacher and pupil to grow through the exercise of his talents and abilities under expert professional encouragement and guidance. Such supervision encourages initiative, originality, self-reliance, and self-expression. It stresses strength rather than weakness.⁶

Concerning the democratic management of the elementary school, Gist says:

One of the most important problems before the principal is that of establishing and maintaining a democratic regime at all times. The day of the autocrat in school administration is fast passing if not gone entirely. Democracy in the management of industrial and social institutions is common outside of the field of education and must be in vogue in the schools. . . .

The teacher must participate in all administrative problems, not only in the execution of the plans but in their formation. Such participation, if properly directed and inspired by a competent leader, will result in a unity of purposes, an alertness of all, the development of initiative, and in the accumulation of valuable ideas and suggestions from the entire group. These contributions are most valuable in any group.⁷

In reference to cooperative supervision, Stone says:

Supervision by the principal should be upon a cooperative basis. There will be many occasions when he will need to say to the teacher, or to a group of teachers, "I do not know what is the best solution of this problem.

⁶Jacobson and Reavis, op. cit., pp.506-507.

⁷Arthur S. Gist, The Administration of an Elementary School, pp. 3-4.

Let us study it together and work out a satisfactory solution on a cooperative basis, each contributing what he can. . . .⁸

Below is given the checklist for democratic and cooperative organization of the supervisory program as it appeared in the proposed criteria.

Organization of the supervisory program is characterized by the following principles:

Checklist

() 1. Principal and teachers understand their mutual relationships and responsibilities; sympathetic understanding and good will characterize their relation.

() 2. Principal and teachers have arrived cooperatively at an understanding of the educational philosophy of the school, of its purposes and objectives, and of a philosophy of supervision.

() 3. Principal and teachers together formulate definite objectives for given time periods or undertakings and well organized plans of activities for attaining these objectives.

() 4. The teachers understand clearly to whom they are responsible for their various duties and are not victims of conflicting claims of authority among superiors.

The data in Table 5 show the average of the ratings given to each of the above items by twenty-five superintendents, fifty elementary school principals, and one hundred elementary school teachers, in city school systems. It also shows how each item

⁸Clarence R. Stone, Supervision of the Elementary School, p. 59.

was rated on the basis of the number of pages devoted to the item in ten professional books written in the field of elementary school administration.

TABLE 5

MEAN RATINGS GIVEN EACH ITEM FOR DEMOCRATIC AND COOPERATIVE ORGANIZATION OF THE SUPERVISORY PROGRAM

Item	Supt.	Prin.	Teachers	References	Average
1	4.9	4.8	4.7	3.7	4.5
2	4.2	4.9	4.5	4.1	4.4
3	3.9	4.3	4.2	3.5	4.0
4	4.6	4.4	4.6	3.7	4.3

The data show that items one, two, and four have been given a mean rating that ranks them very superior. Item three has a mean rating that ranks it superior. Since all items were ranked high, it would seem to be imperative that they all be included in the criteria for the evaluation of the administration of the elementary school.

Class management duties.--The principal and teachers should plan many features concerning the routine management of the classroom cooperatively. Each teacher should be allowed considerable initiative in planning her own work and the type of management for her own classroom to the extent that she fit her plans in well with those adopted by the whole school.

The principal should make a cross-section study of the manner in which each teacher plans and administers her classroom in order that he may be in a position to help the teacher with tactful discussions and suggestions as to the better methods of classroom management. Efficient routine management of the classroom is a contributing element to the successful teaching and suitable training of the pupils.⁹

Below is given the checklist for classroom management.

Classroom management procedures include such activities as the following:

Checklist

- () 1. The principal suggests how to improve discipline.
- () 2. He assists teachers with their daily program.
- () 3. He suggests how to organize routine work.
- () 4. He inspects and recommends changes in the physical equipment of the room.

The data in Table 6 reveal that item one has a mean rating of three and seven tenths that ranks it superior, while items two, three, and four were given mean ratings that ranked them average. Item one was given a rating that ranked it average by the superintendents, principals, teachers and references. Since all items of this part of the criteria ranked average or above, it seems that they should be included in the criteria for the evaluation of the administration of the elementary school.

⁹Gist, op. cit., pp. 262-264.

TABLE 6
MEAN RATINGS GIVEN EACH ITEM FOR CLASSROOM MANAGEMENT

Item	Supt.	Prin.	Teachers	Refer- ences	Average
1	3.6	3.7	3.7	3.8	3.7
2	3.2	3.4	2.3	1.8	2.7
3	3.1	3.2	2.5	2.0	2.7
4	3.0	3.1	3.1	2.1	2.8

Instructional duties.--The improvement of instruction is one of the most important phases of the work performed by the elementary school principal. Cubberley says:

The prime test of the competency of an elementary school principal is his ability to improve the instruction in his school by helpful and constructive service to his teachers in their work of instructing children. . . .¹⁰

All teachers need supervisory assistance in attaining their highest level of professional development. The kind of assistance given the superior teacher will probably differ greatly from that given the new teacher or the teacher who has failed to develop professionally.¹¹

To be of the greatest assistance in improving the quality of instruction the principal will need to have a well planned approach, a broad knowledge of the instructional program as a

¹⁰Cubberley, op. cit., p. 432.

¹¹Jacobson and Reavis, op. cit., pp. 505-506.

whole, and a thorough understanding of the techniques of supervision.

Below is the checklist for instructional duties as it appeared in the proposed criteria.

Instructional procedures include such activities as the following:

Checklist

- () 1. The principal counsels and aids teachers in making work more efficient and pleasant.
- () 2. He gives special attention to the proper induction of new teachers into the school and community.
- () 3. He discusses general and special methods of teaching.
- () 4. He suggests how to conduct various types of lessons.
- () 5. He suggests how to adapt methods to individual differences.
- () 6. He recommends methods to improve study habits.
- () 7. He suggests how to improve lesson plans.
- () 8. He recommends the proper remedial work for weak students.
- () 9. He advises how to improve pupil attitude.
- () 10. He trains and directs teachers in the use of the course of study.
- () 11. He provides for demonstration teaching--by teacher or supervisor--for individuals or groups.

()12. He discusses the teacher's annual rating with her.

()13. He studies and tries to improve equipment and supplies used in instruction.

()14. He uses standard tests freely and properly--their limitations being recognized.

()15. He provides for well planned experimentation and careful testing and evaluation of the outcomes.

The data in Table 7 reveal that of the fifteen items rated one received a mean rating that ranked it very superior, seven received ratings that ranked them superior, and seven received ratings that ranked them average. Item one was given the highest rank, while item twelve was given the lowest rank. Since all

TABLE 7

MEAN RATINGS GIVEN EACH ITEM FOR INSTRUCTIONAL DUTIES

Item	Supt.	Prin.	Teachers	Refer- ences	Average
1	4.8	4.5	4.3	3.8	4.3
2	4.8	3.8	4.4	2.3	3.8
3	3.5	3.6	3.4	2.8	3.3
4	3.0	3.2	2.6	2.2	2.7
5	3.8	4.4	3.6	4.4	4.0
6	3.6	3.9	3.8	2.2	3.3
7	4.0	3.8	2.7	2.5	3.2
8	3.5	3.8	3.3	2.2	3.2
9	3.8	4.0	3.8	4.1	3.9
10	3.4	3.6	3.1	3.7	3.4
11	3.6	3.6	2.9	1.8	3.0
12	3.0	2.8	3.3	1.2	2.6
13	4.0	4.3	4.4	2.5	3.8
14	3.7	4.3	3.6	4.8	4.1
15	4.0	4.0	3.9	1.9	3.4

items were given a rank of average or above, it may be concluded that they all should be used in the criteria for evaluating the administration of the elementary school.

Class visitation.--The purpose of the principal in visiting the classroom should be to determine the supervisory needs of the teacher and how he can be of service in improving her work along a particular line. Concerning the purpose of class visitation, Cubberley says:

The principal's prime purpose in visitation is not to discover for himself or anyone else if he has weak teachers; in all probability he has, and it is one of his important functions to try to improve them. His purpose is rather to find where and how he can be of service.¹²

In a similar statement, Stone says:

The principal's purposes in observing the classroom activities should be to determine the strong points that he may encourage the teacher through definite truthful commendations, and to locate the problems, difficulties, failures, and lacks in order to be able to give definite help where help is needed.¹³

Below is given the checklist for class visitation as it was presented to the persons evaluating the proposed items for the criteria.

Checklist

- () 1. Needed amount of time is spent in supervision.
- () 2. The principal encourages teachers to invite visitation.

¹²Cubberley, op. cit., p. 444.

¹³Stone, op. cit., p. 66.

() 3. He regularly observes and criticizes teaching in a constructive manner.

() 4. He makes studies and holds conferences with teachers on observations.

() 5. He keeps records of class inspection and conferences.

The data in Table 8 reveal that items one, three, and four have mean scores that rank them superior. Items two and five have mean scores of three and two and nine tenths that rank them average. Item one was given a rating by the superintendents and principals that ranked it very superior. The teachers and references gave this item a rating that ranked it superior. Item five was given a rating by the superintendents, principals and teachers that ranked it average, while the references gave the item a rating that ranked it inferior. Since all of the items were given ratings that ranked

TABLE 8

MEAN RATINGS GIVEN EACH ITEM FOR CLASSROOM VISITATION

Item	Supt.	Prin.	Teachers	Refer- ences	Average
1	4.4	4.3	3.8	3.6	4.0
2	3.7	4.0	3.2	1.0	3.0
3	4.0	4.1	3.8	2.6	3.6
4	4.0	4.1	3.6	2.6	3.6
5	3.3	3.6	3.1	1.4	2.9

them average or better, it seems that they should be included in the criteria.

Pupil adjustment.--The problem of placing the child in the most favorable learning situation so that he may attain his highest mental, physical, and social development is indeed one of the major problems of the principal. A thorough study of the child is necessary to understand his educational needs and to provide for fitting the school to his needs.¹⁴

The principal will need to employ several procedures in order to produce a favorable environment for pupil growth. In the following checklist are several procedures for pupil adjustment as they were presented to superintendents, principals and teachers for evaluation.

Pupil adjustment procedures include such activities as the following:

Checklist

- () 1. The principal confers with pupils regarding their difficulties.
- () 2. He studies home conditions of the pupil.
- () 3. He confers with parents regarding pupil's work.
- () 4. He makes pupil adjustments in a scientific manner.
- () 5. He studies the individual and adjusts the school to his needs.
- () 6. He cooperates in promotions and adjustments with teachers.

¹⁴H. J. Otto, Elementary School Organization and Administration, pp. 156-157.

- () 7. He makes studies of maladjusted pupils.
 () 8. He examines pupils from time to time.
 () 9. He examines teachers' estimates of pupils.
 () 10. He carries on a skillful guidance program.

The data in Table 9 reveal that all of the above items, with the exception of number nine, were given ratings that ranked them superior or above. Item nine was given a rating that ranked it average. Since all of the items ranked average or above, it should be concluded that they should all be used in the criteria.

TABLE 9
 MEAN RATINGS GIVEN EACH ITEM FOR PUPIL ADJUSTMENT

Item	Supt.	Prin.	Teachers	Refer- ences	Average
1	4.0	4.2	4.1	4.2	4.1
2	4.0	4.4	4.1	2.6	3.8
3	4.0	4.3	4.3	2.5	3.6
4	3.9	4.2	4.3	4.2	4.1
5	4.3	4.2	3.7	4.7	4.2
6	4.0	4.5	4.4	2.0	3.7
7	4.3	4.5	4.4	3.1	4.1
8	3.2	3.5	3.0	5.0	3.7
9	3.6	3.9	3.5	1.0	3.0
10	3.9	4.0	4.2	4.5	4.1

Stimulation of professional improvement.—One of the greatest tests of the principal's leadership is the influence he is able to radiate among his teachers for professional growth. Unless he is accepted by his teachers as a professional leader, he cannot regard himself as a successful principal. The

normal growth of a corps of teachers requires skillful guidance and control. With some teachers professional ambition may be developed to the point of personal selfishness, while there may be other teachers whose professional ambition is dormant. It is evident, then, that the principal should consider it a duty of prime importance to inject into his teachers the proper stimulation for the greatest possible professional growth.¹⁵

In the checklist below are a number of procedures for the stimulation of professional improvement as they were presented in the proposed criteria.

Checklist

- () 1. The principal holds teachers' meetings for professional study.
- () 2. He encourages initiative among teachers.
- () 3. He organizes teacher committees for work on school problems.
- () 4. He confers with teachers individually and in groups regarding problems of instruction and pupil guidance.
- () 5. He sends out reading and self-help lists.
- () 6. He provides for demonstration teaching--by teacher or supervisor--for individuals or groups.
- () 7. He arranges for visitation by teachers of other teachers in the system or in other systems.
- () 8. He helps and encourages further professional study and travel for teachers.

¹⁵William C. Reavis, Paul R. Pierce, and Edward H. Stullken, The Elementary School, pp. 350-351.

The data in Table 10 reveal that item four of the check-list was the only item given a rank of very superior. Five items were given ranks of superior and two were given a rank of average. Since all of the items were given ratings that ranked them average or above, it is reasonable to assume that they should all be included in the criteria for evaluating the administration of the elementary school.

TABLE 10

MEAN RATINGS GIVEN EACH ITEM FOR STIMULATION OF
PROFESSIONAL IMPROVEMENT

Item	Supt.	Prin.	Teachers	Refer- ences	Average
1	4.4	4.1	3.2	3.1	3.7
2	4.7	4.6	4.6	2.3	4.0
3	4.0	4.1	3.9	3.4	3.9
4	4.6	4.6	4.2	4.3	4.4
5	3.5	3.8	3.4	3.0	3.4
6	3.1	3.6	3.4	2.3	3.1
7	3.2	3.8	3.7	.7	2.8
8	4.2	4.4	4.2	3.9	4.1

Curriculum duties.--The principal has several important duties in relation to the curriculum. He is usually expected to share in curriculum improvement and revision. It is one of his duties to assist the central office in testing and administering the curriculum after it is formulated. He is

also expected to assume the leadership in interpreting the curriculum to the teachers and community and in adapting the curriculum to the local needs of his school.¹⁶

Below is given the checklist for the curriculum duties of the principal as it appeared in the proposed criteria.

Checklist

() 1. The principal supervises the school's program of development and adaptation of the curriculum and course of study.

() 2. General plans for a program of curriculum development and adaptation are carefully and cooperatively formulated.

The data in Table 11 reveal that each of the items was given a mean rating that ranked it very superior by the superintendents, principals, and teachers. The ratings deter-

TABLE 11
MEAN RATINGS GIVEN EACH ITEM FOR CURRICULOM DUTIES

Item	Supt.	Prin.	Teachers	Refer- ences	Average
1	4.4	4.5	4.2	2.1	3.8
2	4.3	4.2	4.2	4.0	4.2

mined from the references ranked item one as inferior and item two superior. Since both items received mean ratings that

¹⁶Ibid., p. 165.

rank them superior, it would seem imperative that they be included in the criteria.

Administrative Duties

Although the responsibility of the principal for instruction has been strongly emphasized, his responsibility for the administration of the school outside the classroom must not be overlooked. An analysis of the authority conferred upon the principal with respect to the activities outside the classroom reveal a large number of specific duties.¹⁷ Many of these bear such an important relation to the supervisory program that they must be carried on before supervision can take place. Others, of a routine nature, must be carried on simultaneously with the supervisory program or else the program would be of little value. The conclusion is that the administrative duties of the elementary school principal are exceedingly important.

Pupil control and management.--Pupil administration was one of the first responsibilities given the principal.

From the time of the establishment of the principalship in its earliest form the school principal has been expected to assume the responsibility for guidance of pupils. If a pupil became a problem to a teacher in management or control, it was the duty of the principal to give assistance to the teacher in bringing the pupil into line with the purposes of the school; if a pupil encountered difficulties in learning which hindered his progress and baffled his teacher, it was also the duty of the principal to do what he could to resolve the difficulties for both pupil and teacher. Thus, from the inception of the

¹⁷Jacobson and Heavis, op. cit., p. 695.

school principalship, teachers, pupils, and parents have looked to the principal for guidance in solving the problems of management and learning in local schools.¹⁸

Even today the administration of pupil personnel is an important duty of the principal. Reavis, Pierce, and Stullken say:

The administration of the pupils is probably the most important single duty of any principal. No matter how well the principal administers the other duties of his position, if he fails to care properly for pupil personnel, his administration will be considered a failure.¹⁹

Below is given the checklist for pupil control and management as it was presented in the proposed criteria.

Checklist

- () 1. The principal aids teachers in disciplining pupils.
- () 2. He holds conferences on discipline with parents, teachers, and pupils.
- () 3. He uses corporal punishment when all other methods have failed or in special cases.
- () 4. He witnesses corporal punishment.
- () 5. He approves detention periods and other methods of punishment.
- () 6. He is responsible for pupils going to and from school.
- () 7. He admits and properly classifies new students.
- () 8. He excludes from school pupils suspected of illness.

¹⁸Ibid., p. 109.

¹⁹Reavis, Pierce, and Stullken, op. cit., p. 109.

- () 9. He gives first aid when needed.
- () 10. He approves excuses and checks on pupil attendance.
- () 11. He stimulates attendance through special means.
- () 12. He aids and stimulates teachers and pupils in building the proper school spirit.
- () 13. He provides for civic and character training for pupils.
- () 14. He approves children leaving school early.
- () 15. He cooperates in the care of indigent children.

The data in Table 12 reveal that item seven, twelve, and thirteen were given ratings that ranked them very superior by all rating media. Items one, two, eight, and eleven were

TABLE 12
MEAN RATINGS GIVEN EACH ITEM FOR PUPIL CONTROL
AND MANAGEMENT

Item	Supt.	Prin.	Teachers	Refer- ences	Average
1	4.0	4.0	4.1	4.1	4.0
2	4.2	4.1	3.9	2.7	3.7
3	3.2	3.5	3.6	2.5	3.2
4	3.0	3.1	3.3	.8	2.6
5	2.9	3.4	3.2	2.7	3.0
6	3.1	3.2	2.7	.4	2.3
7	4.2	4.5	4.6	4.3	4.4
8	3.6	4.0	4.6	2.2	3.8
9	3.1	3.7	4.0	.7	2.9
10	3.3	3.7	3.5	1.4	3.0
11	3.2	3.6	3.3	4.3	3.6
12	4.6	4.6	4.5	4.5	4.5
13	4.3	4.4	4.4	5.0	4.5
14	4.0	3.5	2.2	1.0	2.7
15	3.6	3.9	4.2	1.5	3.3

given a rank of superior. Item six was given a rating that ranked it inferior. The superintendents, principals, and teachers gave this item a rating that ranked it average, while the rank determined from the references was very inferior. Since the item received a rank of below average, it is likely that the item would be of little value in the criteria and should be excluded. Since all items, with the exception of item six, were given ratings that ranked them average or above, they should be included in the criteria.

General management duties.--The general management of the school plant is an administrative function of the principal.

The responsibility of the principal for instruction has been so strongly emphasized in the professional literature that many persons regard him only as an educational leader and overlook his responsibility for the school plant.²⁰

There are several generally accepted duties that the principal is expected to perform in relation to the general management of the school plant. Some of these are: the supervision and direction of the work of the custodial service; the proper utilization of the school plant; guarding the health and safety of the children; avoiding waste; eliminating inefficiency; and stimulating the proper school spirit for the protection and care of the school plant. These general principles have been well stated in the following excerpt.

²⁰Jacobson and Reavis, op. cit., p. 695.

The principal is responsible for the intelligent use of recognized standards of both quantitative and qualitative character in utilization and administration of his building and ground. . . .

The principal should strive to maintain his building and grounds so that they contribute positively to the health, happiness, and aesthetic and civic development of his school and community. . . .

Protective responsibility must be assumed and faithfully exercised by the principal, not only because the school property is entrusted to his care, but as a means of wholesome civic education of his children. . . .

Through the efficient administration of building and ground the principal can produce a direct effect on pupils and teachers that will result in the improvement of the quality of education being carried on in the school. . . .²¹

Below is given the checklist for general management duties as it was presented in the proposed evaluative criteria.

Checklist

- () 1. The principal carefully and periodically inspects all parts of the school plant and reports needed changes, repairs, or undesirable conditions.
- () 2. He inspects the heating, lighting and ventilation, and suggests desirable changes.
- () 3. He inspects the sanitary conditions of the building and grounds.
- () 4. He is responsible for damage and loss of school property.
- () 5. He inspects the order and neatness of the building and suggests needed changes.
- () 6. He provides a place and supervision for early arrivals.

²¹Reavis, Pierce, and Stullken, op. cit., pp. 403-404.

- () 7. He provides for acceptable lunch service for pupils and teachers.
- () 8. He is responsible for playground supervision.
- () 9. He enforces rules and regulations of the Board of Education.
- () 10. He permits no advertising, vendors, salesmen, or solicitation of funds in the school.
- () 11. He permits only approved lectures, motion pictures, and exhibits in the school.
- () 12. He restricts the use of the telephone.
- () 13. He dismisses school according to schedule except upon special occasions.
- () 14. He enforces rules and regulations of the local and state health department.
- () 15. He carries out state and local regulations as to fire prevention and drill.
- () 16. He holds conferences with patrons and the public.
- () 17. He prevents unnecessary interruption of the school work.
- () 18. He approves school visitors.
- () 19. He administers the assembly and auditorium programs with precision and order.
- () 20. He is actively instrumental in the development and use of a good library.
- () 21. He emphasizes proper care and the efficient use of supplies and all other school property.

()22. He participates in the selection of teachers for his staff.

()23. He provides for an adequate guidance program.

()24. He directs the public relations program of his school.

()25. He checks membership and attendance regularly against the school census records.

Table 13 gives the mean rating given the above checklist.

TABLE 13

MEAN RATINGS GIVEN EACH ITEM FOR GENERAL MANAGEMENT DUTIES

Item	Supt.	Prin.	Teachers	Refer- ences	Average
1	3.5	4.5	4.7	4.2	4.2
2	4.4	4.4	4.5	2.9	4.1
3	4.5	4.5	4.6	2.6	4.1
4	3.5	3.3	3.0	.7	2.6
5	4.1	4.1	4.3	2.7	3.8
6	4.1	4.0	4.2	.3	3.1
7	4.0	4.1	3.8	3.2	3.8
8	4.6	4.6	4.2	3.1	4.1
9	4.6	4.5	4.5	2.5	4.1
10	4.3	4.2	4.4	1.0	3.4
11	4.2	4.4	4.5	.7	3.4
12	3.5	3.2	3.4	.7	2.7
13	4.2	4.1	4.4	2.9	4.4
14	4.0	4.2	4.4	3.6	4.0
15	4.1	4.4	4.5	3.1	4.0
16	4.3	4.1	4.2	2.3	3.7
17	4.6	4.6	4.6	2.6	4.1
18	3.9	3.8	4.0	.7	3.1
19	4.0	3.9	4.3	3.3	3.9
20	3.8	4.4	4.5	4.3	4.2
21	4.2	4.5	4.6	2.5	3.9
22	4.4	4.4	4.0	4.2	4.2
23	4.0	4.1	4.2	4.6	4.2
24	3.9	4.3	3.6	4.4	4.0
25	3.7	4.0	4.1	.7	3.1

The data reveal that items one, thirteen, twenty, and twenty-two were given mean ratings that ranked them superior. Only five items were given ranks below superior. Items four, six, twelve, eighteen, and twenty-five were given ratings that ranked them average. It is interesting to note that items four, six, eleven, twelve, eighteen, and twenty-five were given ratings by the references that ranked them very inferior; whereas the superintendents, principals, and teachers gave these items ratings that ranked them average. It is also interesting to note that the superintendents gave all items a rating that ranked them superior or very superior. Since all items were given ranks of average or above, it is logical that they should be included in the criteria.

Organizational Duties

While the principal as an administrator is held responsible for the performance of the many duties of his position, it should not be implied that he should perform all of these duties personally. Jacobson and Reavis say:

Some principals never differentiate between duties that can be performed by others and those that belong strictly to the school head. As a result these principals try to meet all the demands made upon them. In order to do so they are usually compelled to neglect certain important duties that are not immediate in their demands and can usually be postponed. The urgency of immediate demands is allowed to usurp attention to the exclusion of ultimate school objectives. The principal who yields to this tendency becomes an administrator of emergencies. He seldom leaves his office during the school day because of requests from inside the school which are directed to his

office or outside demands made over the telephone. Everything in the way of demands or requests is encouraged to converge on the principal's office with the result that the principal becomes engrossed in administrative details.²²

Morgan and Cline say:

Some principals hesitate to delegate other than purely classroom duties to the personnel, and some teachers consider a delegation of the extra-class duties an imposition. This is exactly the principals main work, however,--not to do the work of the school, but to see that it is done.²³

It is important that the principal learn to distinguish between those duties which should be performed by himself and those that should be performed by others. Many principals who do not understand the true locus of their responsibility encroach upon the duties that should be performed by the superintendent, assistant superintendent, teachers, custodian, president of the parent-teachers association, and others. As a result many of the principal's most important functions as an administrator are neglected.²⁴

The following are some general principles which the principal should take into consideration in organizing his personnel and school for efficient administration of the educational program:

The principal of the elementary school is the director of a social institution--not a mere structural

²²Jacobson and Reavis, op. cit., p. 30.

²³M. E. Morgan and E. C. Cline, Systematizing the Work of School Principals, p. 10.

²⁴Reavis, Pierce, and Stulken, op. cit., p. 29.

organization--whose special functions are to provide for the many-sided development of its pupils. This means that the form of organization to be developed must be determined in the light of what is best for the children of the community. This form of organization must be studied and constantly checked to see that it harmonizes in purpose with the recognized special functions of the elementary school. . . .

In administrative relations with teachers, pupils, custodians, parents, executive and consulting officers of the school system, and with public officials, the principal should establish principles of control based on reliable information. Personal considerations should be met with the stone wall of clearly stated and resolutely adopted principles as rules of action. If impersonally applied, it is rarely difficult to secure their acceptance, but, when used only for the convenience of the administrative officer, their value and influence are quickly destroyed.

Most persons are willing to recognize a principal as the responsible head of his school, providing that he administers with a policy of reciprocal co-operation rather than autocratic control. . . .

The school cannot be administered successfully by the principal working alone. He must secure the whole-hearted co-operation of teachers, pupils, and parents. This does not mean that the principal must cease to be the responsible head of his school. It means simply that the leader must have willing followers who will accept responsibility for duties within their power to perform.

The principal must have a large perspective of the organization and administration of the school. He must find the true locus of his duties and responsibilities, and function efficiently therein. Certain duties must be delegated to associates, but not promiscuously. Fitness to perform the duty in question without sacrifice of efficiency in the performance of other duties must be the principle of control in the delegation of administrative duties. The assignment of a duty by the principal to an associate should never be made merely to escape performance personally, but because the performance of the duty in question would mean the omission of another duty of greater importance to the school. However, all assignments should be made on the basis of both function and ability. Duties should never be assigned, if the function belongs strictly to the principal; nor should duties be assigned to persons unable to perform them successfully.

If administration in any school is to become scientific, an organization must be perfected that will make possible the systematic collection and use of facts as a basis of policies and procedures.²⁵

In the checklist below are a number of organizational duties as they were presented to superintendents, principals, and teachers for evaluation.

Checklist

() 1. The principal consults with the professional, clerical, and custodial staffs, organizes them, assigns each member responsibility on the basis of fitness, and invests each with commensurate authority.

() 2. He invites all staff members to participate in plans for the improvement of the school program or procedures, especially those phases which concern particular staff members.

() 3. In consultation with his co-workers, he formulates school policies on a long-time basis.

() 4. He equalizes, as far as feasible, both the teaching and non-teaching load assigned teachers and members of other staffs.

() 5. He systematically studies the school plant for greater utilization and more effective use.

() 6. He makes such careful plans that administrative routine procedures, such as checking attendance against school census, scheduling teachers and pupils and scheduling special facilities, are carried out smoothly.

²⁵Ibid., pp. 30-32.

() 7. He formulates a time schedule that reduces routine matters to a minimum and allows maximum time for professional duties.

() 8. He prepares a good schedule of classes and of other school and pupil activities.

() 9. He provides for an adequate safety program--traffic control, fire drills, fire and accident prevention, and instruction in safety measures.

() 10. He directs the proper operation of the pupil activity program and stimulates faculty growth in the ability to sponsor pupil organizations.

() 11. He provides for proper guidance organization.

() 12. He provides for lunchroom supervision and control.

() 13. In cooperation with the teachers he makes necessary rules and regulations for building control.

() 14. He plans or approves and supervises all aspects of the transportation service.

The data in Table 14 reveal that all items, with the exception of item fourteen, were given ratings that ranked them superior or very superior. Item fourteen received a mean rating that ranked it inferior. It should not be included in the criteria for that reason. Since all items, with the exception of item fourteen, were given ranks of superior or very superior, it would seem imperative that they be included in the criteria.

TABLE 14
MEAN RATINGS GIVEN EACH ITEM FOR ORGANIZATIONAL DUTIES

Item	Supt.	Prin.	Teachers	Refer- ences	Average
1	3.6	4.1	4.3	4.4	4.1
2	4.4	4.5	4.4	3.9	4.3
3	4.3	4.1	4.1	4.0	4.1
4	4.3	4.5	4.6	2.6	4.0
5	4.1	4.5	4.7	4.0	4.3
6	4.3	4.3	4.5	4.6	4.4
7	4.3	4.6	4.6	4.2	4.4
8	4.5	4.6	4.2	4.3	4.4
9	4.1	4.5	4.5	4.5	4.4
10	4.0	4.2	4.1	5.0	4.3
11	4.0	4.0	4.2	4.4	4.1
12	4.1	4.1	4.3	3.4	3.7
13	4.1	4.2	4.3	2.4	3.7
14	3.0	3.4	3.6	.2	2.5

Clerical Duties

A certain amount of routine clerical work is necessary in any organization, and the elementary school is no exception. The principal, being the head of the elementary school is directly responsible for seeing that these routine duties are performed, either by himself or through the help of others.

The number of clerical duties he is expected to perform will be greater in some systems than others, depending upon the type of administration in the central office. Concerning the handling of these routine matters, Cubberley says:

Much will depend upon the principal himself, his habits of work, his conception of the position, his ability as an organizer and systematizer, his sense of proportion, his mastery of the details of his work, and his ability to work through others.²⁶

²⁶Cubberley, op. cit., p. 185.

If the principal is provided with clerical assistance, the number of clerical duties performed by him personally will be lessened; yet his responsibility will remain the same. Through careful direction and wise delegation of authority the clerk can assume many of the duties ordinarily performed by the principal. She can handle such routine matters as ordering and distributing supplies, answering inquiries of pupils and parents, expeditiously dismissing callers that the principal should not waste time on, answering the telephone, checking and maintaining the office files, conducting correspondence, making many of the school reports, reminding the principal of various tasks, and doing many other duties that the principal may delegate to her in order that he may have a greater amount of time to give to educational and supervisory work.²⁷

Supplies and Repairs.--The following checklist gives the duties of the principal in connection with supplies and repairs as they were presented in the proposed criteria to superintendents, principals, and teachers for evaluation.

Checklist

- () 1. The principal requisitions, distributes and is responsible for the care of supplies and books.
- () 2. He checks and signs for books and supplies.

²⁷ Ibid., pp. 191-192.

() 3. He files an annual estimate of required supplies and books.

() 4. He files inventories for school property and requisitions needed repairs.

() 5. He is responsible for the keys to the building.

The data in Table 15 reveal that all of the items, with the exception of item five, received ratings that ranked them superior. Item five was given a rating that ranked it average. It is interesting to note that the superintendents, principals, and teachers gave all items of the checklist ratings that ranked them superior or very superior. Item five was given by the references a rating that ranked it inferior. Since all items received composite ratings that ranked them average or

TABLE 15
MEAN RATINGS GIVEN EACH ITEM FOR SUPPLIES
AND REPAIRS

Item	Supt.	Prin.	Teachers	Refer- ences	Average
1	4.2	4.1	4.4	3.8	4.1
2	4.1	3.6	4.2	2.6	3.6
3	4.1	4.0	4.5	2.7	3.8
4	4.1	4.1	4.5	2.9	3.9
5	4.0	3.9	4.1	.3	3.1

above, it is logical that they should all be included in the criteria for evaluating the administration of the elementary school.

Reports.--The checklist below presents a group of duties, in reference to reports to be made by the principal, as they were presented in the proposed criteria.

Checklist

- () 1. The principal receives and checks data of reports.
- () 2. He furnishes all reports requested by the superintendent.
- () 3. He reports frequently to his superiors regarding the status and progress of the school.
- () 4. He reports on fees and school funds.
- () 5. He reports on pupil attendance.
- () 6. He makes payroll reports on teachers.
- () 7. He reports corporal punishment to the superintendent.
- () 8. He reports serious accidents to the superintendent.
- () 9. He reports fire drills to the superintendent.
- () 10. He reports names of non-residents.
- () 11. He notifies parents and superintendent of suspensions.
- () 12. He reports suspected truants to parents and truant officer.
- () 13. He reports pupil transfers and tuition fees.
- () 14. He reports on the work of the teacher.
- () 15. He reports to the superintendent on school funds.

Table 16 gives the mean ratings given the above checklist. The data reveal that item two was the only item to receive a mean rating that ranked it very superior. The superintendents, principals, teachers, and references all gave ratings that ranked it very superior. Items one, three, four, twelve, thirteen, and fourteen were given mean ratings that ranked them superior. Items seven and nine were given mean ratings that ranked them inferior. Since these items ranked below average, they should not be included in the criteria. Since all items, with the exception of items seven and nine, had mean ratings that ranked them average or above, it may be concluded that they should be incorporated in the criteria.

TABLE 16
MEAN RATINGS GIVEN EACH ITEM FOR THE DUTIES IN
REFERENCE TO REPORTS

Item	Supt.	Prin.	Teachers	Refer- ences	Average
1	4.2	4.2	4.3	1.2	3.4
2	4.6	4.7	4.7	4.2	4.5
3	4.3	4.4	4.3	2.2	3.8
4	4.1	3.9	4.3	1.4	3.4
5	4.0	3.9	4.2	1.2	3.3
6	3.5	3.9	3.7	1.4	3.1
7	2.8	3.6	2.4	.3	2.2
8	4.3	3.7	3.7	.3	3.0
9	2.6	2.4	3.0	1.0	2.2
10	3.2	3.9	3.9	.5	2.9
11	4.2	3.9	4.4	.4	3.2
12	4.0	4.2	4.5	2.2	3.7
13	3.5	4.0	4.3	1.7	3.4
14	4.1	4.5	4.3	.7	3.4
15	3.5	3.0	3.9	1.8	3.0

Records.--The checklist below presents a number of duties, in reference to records that should be kept by the principal, as they were presented in the proposed evaluative criteria to twenty-five superintendents, fifty elementary school principals, and one hundred elementary school teachers.

Checklist

- () 1. The principal keeps all records requested by the superintendent.
- () 2. He keeps records of pupil attendance.
- () 3. He records teacher attendance.
- () 4. He carries on a complete pupil accounting practice.
- () 5. He keeps data on fire drills.
- () 6. He keeps a record of petty school funds.
- () 7. He keeps data on class inspection and conferences.
- () 8. He keeps a record of contagion and vaccination.
- () 9. He keeps files on representative pupil's work and examination papers.
- () 10. He requires all records to be kept accurately.

The data in Table 17 reveal that all of the items, with the exception of five, seven, eight, and nine, were given ratings that ranked them superior. Item eight was given the highest rating of any item by the superintendents. It is interesting to note that several of these items were given ratings that ranked them very superior by the superintendents; whereas the ratings determined from the references ranked the items very inferior. Since all of these items have been given a

rank of average or above, it seems logical that they all should be included in the criteria.

TABLE 17

MEAN RATINGS GIVEN EACH ITEM FOR DUTIES IN REFERENCE TO RECORDS

Item	Supt.	Prin.	Teachers	Refer- ences	Average
1	4.7	4.7	4.7	1.5	3.9
2	4.1	4.0	3.8	2.0	3.5
3	4.2	4.3	4.4	.7	3.4
4	4.2	4.3	3.4	4.0	4.0
5	4.0	3.6	3.6	.6	3.0
6	4.1	4.0	4.0	2.3	3.6
7	4.6	4.0	3.5	.6	3.2
8	4.8	4.0	4.0	.5	3.3
9	3.2	3.7	3.2	.4	2.6
10	4.6	4.7	4.4	1.0	3.7

Miscellaneous clerical duties.--The title of this section should not be interpreted in a way that would detract from the importance of the items in the checklist below. These items compose a group of duties that could not well be classified under any of the above headings of clerical duties, yet they could by no means be omitted. The items in the checklist below were presented to twenty-five superintendents, fifty

elementary school principals, and one hundred elementary school teachers for evaluation in the light of the formation of an evaluative criteria to measure the work of the elementary school principal.

Checklist

() 1. The principal uses such time saving devices as the telephone, bulletins, bulletin boards, student messengers, et cetera.

() 2. He checks and maintains the office files.

() 3. He conducts correspondence.

() 4. He registers new pupils.

() 5. He directs the work of the school clerk.

Table 18 shows the mean score given each item in the checklist. The data reveal that items one, two, and five were given mean ratings that ranked them superior. Items three and four were given ratings that ranked them average. It is interesting to note that the superintendents and principals gave all of the items ratings that ranked them superior or very superior.

TABLE 18

MEAN RATINGS GIVEN EACH ITEM FOR MISCELLANEOUS
CLERICAL DUTIES

Item	Supt.	Prin.	Teachers	References	Average
1	4.1	4.4	4.5	4.5	2.5
2	4.0	4.1	4.4	1.2	3.4
3	4.0	4.0	3.0	1.7	3.2
4	4.0	3.9	4.0	1.4	3.3
5	4.0	4.3	4.3	3.4	4.0

The teachers gave four of the items ratings that ranked them superior. The number of pages devoted to three of the items in references was very small in comparison with other items of the criteria. Since all of these items were given mean ratings that ranked them average or above, it may be concluded that they should be a part of the criteria for evaluating the administration of the elementary school.

Other Duties of the Principal

Professional duties.--Every elementary school principal owes a duty to his school, to his profession, and to himself to reserve time for the maintenance of his professional standards. He should never regard his training as complete but should continue to read books and magazines that apply to his profession as well as reading non-professional literature of a general cultural nature. At reasonable intervals it is likely that he should attend summer sessions at a good institution to increase his professional training.²⁸ He should support the local, state, and national organizations of his profession, for they render an important service to the profession as well as to the principal himself. He should strive to maintain a wholesome attitude toward his work and "embody in his speech and actions the best ethics of the profession to which he has devoted his life."²⁹

²⁸Jacobson and Reavis, op. cit., p. 778.

²⁹Cubberley, op. cit., p. 565.

In the checklist below are given the various items of the proposed criteria for measuring professional duties.

Checklist

- () 1. The principal attends meetings called by the superintendent.
- () 2. He confers with the superintendent and other school officials.
- () 3. He attends educational meetings.
- () 4. He holds membership and is active in professional organizations.
- () 5. He reserves time for professional reading and professional contacts in order to promote his own improvement as well as that of the school.

The data in Table 19 reveal that every item was given a mean rating that ranked it superior. It is interesting to note

TABLE 19
MEAN RATINGS GIVEN EACH ITEM FOR PROFESSIONAL DUTIES

Item	Supt.	Prin.	Teachers	References	Average
1	4.9	4.9	4.6	1.4	4.0
2	4.6	4.8	4.8	1.7	3.8
3	4.8	4.7	4.7	2.6	4.0
4	4.6	4.8	4.4	2.3	4.0
5	4.7	4.8	4.6	2.2	4.1

that the superintendents, principals, and teachers gave all the items ratings that ranked them very superior. The ratings determined from the references gave items one and two ratings that ranked them of little importance compared with other items included in the criteria. Since all of these items were given mean ratings that ranked them superior, it would seem imperative that they be included in the criteria for the evaluation of the administration of the elementary school.

Extra-curricular duties.--The principal of an elementary school must strive to present a well-rounded program of education that will develop the whole child. It is impossible to present such a program if the social and recreational life of the boys and girls are neglected or discouraged. A functional program of extra-curricular activities can be an important means of giving civic and social training to children as well as enriching and vitalizing education itself.³⁰

Below is given the checklist for extra-curricular duties as it appeared in the proposed evaluative criteria.

Checklist

() 1. The principal provides a pupil activity program that complements and enriches the usual classroom activities and develops in the student body attitudes and traits which are indicative of good citizenship.

() 2. He makes the playground function.

³⁰Reavis, Pierce, and Stullken, op. cit., p. 169.

() 3. He assists with school clubs and organizations.

() 4. He encourages athletics.

The data in Table 20 reveal that all of the above items were given ratings that ranked them superior or very superior. It is interesting to note that items one and two were given ratings by the superintendents, principals, teachers, and references that ranked them superior or better. It is interesting, also, to note that item four was given the highest rating by the teachers. All items having been given mean ratings that ranked them superior or above, it would seem logical that they should all be included in the criteria.

TABLE 20

MEAN RATINGS GIVEN EACH ITEM FOR
EXTRA-CURRICULAR ACTIVITIES

Item	Supt.	Prin.	Teachers	Refer- ences	Average
1	4.1	4.2	4.5	5.0	4.4
2	4.1	4.4	4.1	4.2	4.2
3	3.7	3.7	3.9	4.2	3.9
4	3.3	3.5	4.0	3.2	3.5

Duties in reference to parents' organizations.---Parents' organizations are an effective means through which the school can be interpreted to the community. If they are properly directed, they may be a means of fostering a better relationship

and understanding between the home and the school. It is the duty of the principal to assume the responsibility of the proper direction of the parents' organizations.

Desirable relationships between adult groups and the school are not likely to result unless the principal takes an active interest in the adult organization and participates in its meetings. The principal must take the lead or be led. There are no intervening stages.³¹

These parents' organizations can perform many useful activities that will be of value to the school and the parents themselves. Whatever activities they undertake, the education and welfare of the children should be made the matter of first importance.³²

The checklist below gives several duties of the principal in regard to parents' organizations.

Checklist

() 1. The principal seeks to use parents' organizations to the best advantage for the education of the pupils.

() 2. He secures cooperation of the patrons.

() 3. He sees that whatever other purpose these organizations may have the education and welfare of the pupils of the school are always made the matter of first importance.

The data in Table 21 show the average rating given each item in the checklist. The data reveal that all of the items were given a mean rating that ranked them very superior. It

³¹Otto, op. cit., p. 533.

³²Gubberley, op. cit., p. 548.

is interesting to note that none of these items were given an average rating below three and seven tenths, or a rank of superior. Since all items were given an average rating that ranked them superior, it would seem imperative that they be included in the criteria.

TABLE 21

MEAN RATINGS GIVEN EACH ITEM FOR DUTIES IN
REFERENCE TO PARENTS' ORGANIZATIONS

Item	Supt.	Prin.	Teachers	Refer- ences	Average
1	4.2	4.4	4.6	3.8	4.2
2	4.4	4.7	4.7	3.7	4.4
3	4.5	4.8	4.8	3.9	4.5

Duties in relation to the community.--To furnish educational leadership is the most important function of the principal in his relation to the community. His leadership is necessary to maintain community support of the broad policies and aims of the school system. Active interest and support of school affairs can only be gained by the continuous interpretation of the school to the community. The principal should use such agencies as the newspaper, civic organizations, the radio, special visiting days, the school newspaper, and the children themselves as a means of interpreting the school.

It should be the endeavor of the principal to make the school the center of community life.³³

Below is given the checklist for the duties in relation to the community as they were presented in the proposed evaluative criteria.

Checklist

() 1. The principal assists in activities that contribute to community improvement.

() 2. He is active in community organizations such as churches, service clubs, and other agencies, but not to such an extent as to interfere with school efficiency.

() 3. He makes the school building available to the community for worthy purposes.

() 4. He furnishes information about the school to the parents and community.

() 5. He cooperates with other social and educational agencies of the community and helps to coordinate all efforts to promote the welfare of the community.

() 6. He provides for special occasions as education week, book week, and father-son banquet for interpreting the school to the community.

() 7. The school has one or more special visiting days or night sessions to which it invites all parents of pupils to observe the regular class work and pupil activities.

³³Reavis, Pierce, and Stulken, op. cit., p. 477.

() 8. The principal provides occasions such as exhibits and demonstrations to interpret the school to the public.

() 9. Programs and exercises connected with graduation are used as a means of interpreting the school, its program, and its needs to the community.

The data in Table 22 reveal that items one and two were the only items to be given ratings that ranked them very superior. Items four, five, six, and eight were given ratings that ranked them superior. All items were ranked average or above. It is interesting to note that the ratings given by the superintendents, principals, and teachers are similar. The superintendents, principals, and teachers gave their lowest rating to item nine. Since each item has been given a rating that ranked it average or above, it would seem that each should be included in the criteria.

TABLE 22

MEAN RATINGS GIVEN EACH ITEM FOR DUTIES IN
RELATION TO THE COMMUNITY

Item	Supt.	Prin.	Teachers	References	Average
1	4.1	4.4	4.4	4.2	4.3
2	4.4	4.3	4.3	4.2	4.3
3	4.0	4.1	4.1	.7	3.2
4	4.2	4.4	4.4	2.3	3.8
5	4.3	4.6	4.3	2.6	3.9
6	3.8	4.1	4.5	3.2	3.9
7	3.3	3.8	3.5	2.0	3.1
8	3.9	3.9	3.5	3.0	3.6
9	2.8	3.2	3.4	2.6	3.0

Summary

It was the purpose of this chapter to substantiate the proposed criteria by means of two types of data, namely: (1) proposed criteria in the form of a checklist sent to twenty-five superintendents, fifty elementary school principals, and one hundred elementary school teachers, in city school systems; and (2) the number of pages devoted to each item of the criteria by ten eminent authors in the field of elementary school administration.

These data have been summarized below. This summary shows the final rank assigned each item of the criteria. These ranks were determined from the average ratings given the items by the persons evaluating the criteria and the ratings determined from the ten references. The final rank of each item is given on the left and the item on the right.

Criteria for Evaluating the Administration of the Elementary School

I. Supervisory duties

A. Democratic and cooperative organization of the supervisory program

Organization of the supervisory program is characterized by the following principles:

- Very superior...1. Principal and teachers understand their mutual relationships and responsibilities; sympathetic understanding and good will characterize their relations.
- Very superior...2. Principal and teachers have arrived cooperatively at an understanding of the educational philosophy of the school, of its purposes and objectives, and of a philosophy of supervision.
- Superior.....3. Principal and teachers together formulate definite objectives for given time periods or undertakings and well organized plans of activities for attaining these objectives.

Very superior..4. The teachers understand clearly to whom they are responsible for their various duties and are not victims of conflicting claims of authority among superiors.

B. Class management

The class management procedures include such activities as the following:

- Superior.....1. The principal suggests how to improve discipline.
 Average.....2. He assists teachers with their daily program.
 Average.....3. He suggests how to organize routine work.
 Average.....4. He inspects and recommends changes in the physical equipment of the room.

C. Instructional

Instructional procedures include such activities as the following:

- Very superior..1. The principal counsels and aids teachers in making work more efficient and pleasant.
 Superior.....2. He gives special attention to the proper induction of new teachers into the school and community.
 Average.....3. He discusses general and special methods of teaching.
 Average.....4. He suggests how to conduct various types of lessons.
 Superior.....5. He suggests how to adapt methods to individual differences.
 Average.....6. He recommends methods to improve study habits.
 Average.....7. He suggests how to improve lesson plans.
 Average.....8. He recommends the proper remedial work for weak students.
 Superior.....9. He advises how to improve pupil attitude.
 Superior.....10. He trains and directs teachers in the use of the courses of study.
 Average.....11. He provides for demonstration teaching--by teacher or supervisor--for individuals or groups.
 Average.....12. He discusses the teacher's annual rating with her.
 Superior.....13. He studies and tries to improve equipment and supplies used in instruction.
 Superior.....14. He uses standard tests freely and properly--their limitations being recognized.
 Superior.....15. He provides for well planned experimentation and careful testing and evaluation of the outcomes.

D. Class visitation

- Superior.....1. Needed amount of time is spent in supervision.

- Average.....2. The principal encourages teachers to invite visitation.
- Superior.....3. He regularly observes and criticizes teaching in a constructive manner.
- Superior.....4. He makes studies and holds conferences with teachers on observations.
- Average.....5. He keeps records of class inspection and conferences.

E. Pupil adjustment

- Superior.....1. The principal confers with pupils regarding their difficulties.
- Superior.....2. He studies home conditions of the pupils.
- Superior.....3. He confers with parents regarding pupil's work.
- Superior.....4. He makes pupil adjustments in a scientific manner.
- Very superior..5. He studies the individual and adjusts the school to his needs.
- Superior.....6. He cooperates in promotions and adjustments with teachers.
- Superior.....7. He makes studies of maladjusted pupils.
- Superior.....8. He examines pupils from time to time.
- Average.....9. He examines teachers' estimates of pupils.
- Superior.....10. He carries on a skillful guidance program.

F. Stimulation of professional improvement

- Superior.....1. The principal holds teachers' meetings for professional study.
- Superior.....2. He encourages initiative among teachers.
- Superior.....3. He organizes teacher committees for work on school problems.
- Very superior..4. He confers with teachers individually and in groups regarding problems of instruction and pupil guidance.
- Superior.....5. He sends out reading and self-help lists.
- Average.....6. He provides for demonstration teaching--by teacher or supervisor--for individuals or groups.
- Average.....7. He arranges for visitation by teachers of other teachers in the system or in other systems.
- Superior.....8. He helps and encourages further professional study and travel for teachers.

G. Curriculum duties

- Superior.....1. The principal supervises the school's program of development and adaptation of the curriculum and course of study.
- Very superior..2. General plans for a program of curriculum development and adaptation are carefully and cooperatively formulated.

II. Administrative duties

A. Pupil control and management

- Superior.....1. The principal aids teachers in disciplining pupils.
- Superior.....2. He holds conferences on discipline with parents, teachers and pupils.
- Average.....3. He uses corporal punishment when all other methods have failed or in special cases.
- Average.....4. He witnesses corporal punishment.
- Average.....5. He approves detention periods and other methods of punishment.
- Inferior.....6. He is responsible for pupils going to and from school.
- Very superior..7. He admits and properly classifies new students.
- Superior.....8. He excludes pupils from school suspected of illness.
- Average.....9. He gives first aid when needed.
- Average.....10. He approves excuses and checks on pupil attendance.
- Superior.....11. He stimulates attendance through special means.
- Very superior..12. He aids and stimulates teachers and pupils in building the proper school spirit.
- Very superior..13. He provides for civic and character training for pupils.
- Average.....14. He approves children leaving school early.
- Average.....15. He cooperates in the care of indigent children.

B. General management

- Very superior..1. The principal carefully and periodically inspects all parts of the school plant and reports needed changes, repairs, or undesirable conditions.
- Superior.....2. He inspects the heating, lighting and ventilation and suggests desirable changes.
- Superior.....3. He inspects the sanitary conditions of the building and grounds.
- Average.....4. He is responsible for damage and loss of school property.
- Superior.....5. He inspects the order and neatness of the building and suggests needed changes.
- Average.....6. He provides a place and supervision for early arrivals.
- Superior.....7. He provides for acceptable lunch service for pupils and teachers.
- Superior.....8. He is responsible for playground supervision.
- Superior.....9. He enforces rules and regulations of the Board of Education.
- Superior.....10. He permits no advertising, vendors, salesmen, or solicitation of funds in the school.

- Superior.....11. He permits only approved lectures, motion pictures and exhibits in the school.
- Average.....12. He restricts the use of the telephone.
- Very superior.13. He dismisses school according to schedule except upon special occasions.
- Superior.....14. He enforces rules and regulations of the local and state health department.
- Superior.....15. He carries out state and local regulations as to fire prevention and drill.
- Superior.....16. He holds conferences with patrons and the public.
- Superior.....17. He prevents unnecessary interruption of the school work.
- Superior.....18. He approves school visitors.
- Superior.....19. He administers the assembly and auditorium programs with precision and order.
- Very superior.20. He is actively instrumental in the development and use of a good library.
- Superior.....21. He emphasizes proper care and the efficient use of supplies and all other school property.
- Very superior.22. He participates in the selection of teachers for his staff.
- Very superior.23. He provides for an adequate guidance program.
- Superior.....24. He directs the public relations program of his school.
- Average.....25. He checks membership and attendance regularly against the school census records.
- III. Organizational duties
- Superior.....1. The principal consults with the professional, clerical, and custodial staffs, organizes them, assigns each member responsibility on the basis of fitness, and invests each with commensurate authority.
- Very superior..2. He invites all staff members to participate in plans for the improvement of the school program or procedures, particularly those phases which concern particular staff members.
- Superior.....3. In consultation with his co-workers, he formulates school policies on a long-time basis.
- Superior.....4. He equalizes, as far as feasible, both the teaching and non-teaching load assigned teachers and members of other staffs.
- Very superior..5. He systematically studies the school plant for greater utilization and more effective use.
- Very superior..6. He makes such careful plans that administrative routine procedures, such as checking attendance against school census, scheduling teachers and pupils, and scheduling special facilities, are carried out smoothly.

- Very superior..7. He formulates a time schedule that reduces routine matters to a minimum and allows maximum time for professional duties.
- Very superior..8. He prepares a good schedule of classes and of other school and pupil activities.
- Very superior..9. He provides for an adequate safety program-- traffic control, fire drills, fire and accident prevention, and instruction in safety measures.
- Very superior.10. He directs the proper operation of the pupil activity program and stimulates faculty growth in the ability to sponsor pupil organizations.
- Superior.....11. He provides for proper guidance organization.
- Superior.....12. He provides for lunchroom supervision and control.
- Superior.....13. In cooperation with the teachers he makes necessary rules and regulations for building control.
- Inferior.....14. He plans or approves and supervises all aspects of the transportation service.

IV. Clerical duties

A. Supplies and repairs

- Superior.....1. The principal requisitions, distributes, and is responsible for the care of supplies and books.
- Superior.....2. He checks and signs for books and supplies.
- Superior.....3. He files an annual estimate of required supplies and books.
- Superior.....4. He files inventories for school property and requisitions needed repairs.
- Average.....5. He is responsible for the keys to the building.

B. Reports

- Superior.....1. The principal receives and checks data for reports.
- Very superior..2. He furnishes all reports requested by the superintendent.
- Superior.....3. He reports frequently to his superiors regarding the status and progress of the school.
- Superior.....4. He reports on fees and school funds.
- Average.....5. He reports on pupil attendance.
- Average.....6. He makes payroll reports on teachers.
- Inferior.....7. He reports corporal punishment to the superintendent.
- Average.....8. He reports serious accidents to the superintendent.
- Inferior.....9. He reports fire drills to the superintendent.
- Average.....10. He reports names of non-residents.

- Average.....11. He notifies parents and superintendent of suspension.
- Superior.....12. He reports suspected truants to parents and truant officer.
- Superior.....13. He reports pupil transfers and tuition fees.
- Superior.....14. He reports on the work of the teachers.
- Average.....15. He reports to the superintendent on school funds.

C. Records

- Superior.....1. The principal keeps all records requested by the superintendent.
- Superior.....2. He keeps records of pupil attendance.
- Superior.....3. He records teacher attendance.
- Superior.....4. A complete pupil accounting practice is successfully carried out.
- Average.....5. He keeps data on fire drills.
- Superior.....6. He keeps a record of petty school funds.
- Superior.....7. He keeps data on class inspection and conferences.
- Average.....8. He keeps a record of contagion and vaccination.
- Average.....9. He keeps files on representative pupil's work and examination papers.
- Inferior.....10. He requires all records to be kept accurately.

D. Miscellaneous clerical duties

- Superior.....1. The principal uses such time saving devices as the telephone, bulletins, bulletin boards, student messengers, et cetera.
- Superior.....2. He checks and maintains the office files.
- Average.....3. He conducts correspondence.
- Average.....4. He registers new pupils.
- Superior.....5. He directs the work of the school clerk.

V. Other duties of the principal

A. Professional

- Superior.....1. The principal attends meetings called by the superintendent.
- Superior.....2. He confers with the superintendent and other school officials.
- Superior.....3. He attends educational meetings.
- Superior.....4. He holds membership and is active in professional organizations.
- Superior.....5. He reserves time for professional reading and professional contacts in order to promote his own improvement as well as that of the school.

B. Extra-curricular

- Very superior..1. The principal provides a pupil activity program that complements and enriches the usual classroom activities and develops in the student body attitudes and traits which are indicative of good citizenship.

- Very superior...2. He makes the playground function.
 Superior.....3. He assists with school clubs and organizations.
 Superior.....4. He encourages athletics.

C. Parents' organizations

- Very superior..1. The principal seeks to use parents' organizations to the best advantage for the education of the pupils.
 Very superior..2. He secures cooperation of patrons.
 Very superior..3. Whatever other purpose these organizations may have, the education and welfare of the school is always made the matter of first importance.

D. Community

- Very superior..1. The principal assists in activities which contribute to community improvement.
 Very superior..2. He is active in community organizations such as churches, service clubs, and other agencies, but not to such an extent as to interfere with school efficiency.
 Average.....3. The school building is made available to the community for worthy purposes.
 Superior.....4. He furnishes information about the school to the parents and community.
 Superior.....5. The principal cooperates with other social and educational agencies of the community and helps to coordinate all efforts to promote the welfare of the community.
 Superior.....6. The principal provides for special occasions as education week, book week, and father-son banquet, for interpreting the school to the public.
 Average.....7. The school has one or more special visiting days or night sessions to which it invites all parents of pupils to observe the regular class work and pupil activities.
 Superior.....8. The principal provides occasions such as exhibits and demonstrations to interpret the school to the public.
 Superior.....9. Programs and exercises connected with graduation are used as a means of interpreting the school, its program and its needs to the community.³⁴

All of the items of the criteria, with the exception of

³⁴Reproduction of the items of the proposed criteria sent to superintendents, principals, and teachers.

four, were given ranks of average or above. The four items given ranks below average were: (1) the principal is responsible for pupils going to and from school; (2) he plans or approves and supervises all aspects of the transportation service; (3) he reports corporal punishment to the superintendent; and (4) he reports fire drills to the superintendent. The conclusion is that, with the exception of these four, all of the items should be used in the criteria for evaluating the administration of the elementary school.

CHAPTER III

CRITERIA FOR EVALUATING THE ADMINISTRATION OF THE ELEMENTARY SCHOOL

A problem facing every elementary school principal, which may determine his success or failure, is the effective organization of his duties. He is constantly in danger of routine and immediate demands crowding out the more important duties of his position. His greatest protection against this danger is to understand the many duties he is expected to perform, to know their relative importance, and continually to evaluate his work in the light of this knowledge.

In order that the principal may evaluate his work and gain a clear perspective of the relative importance of the duties he is performing to the duties that he should perform, the following criteria are recommended.¹

The Criteria

I. Supervisory duties

- A. Democratic and cooperative organization of the supervisory program

¹Persons who find their time so limited that they could not possibly use all items of the criteria may be interested in using only the items that were given a rank of superior or very superior. These items are preceded by an asterisk. However, a better picture of the principal's administration will be obtained if all of the items in the criteria are used.

Organization of the supervisory program is characterized by the following principles:

- *1. Principal and teachers understand their mutual relationships and responsibilities; sympathetic understanding and good will characterize their relations.
- *2. Principal and teachers have arrived cooperatively at an understanding of the educational philosophy of the school, of its purposes and objectives, and of a philosophy of supervision.
- *3. Principal and teachers together formulate definite objectives for given time periods or undertakings and well organized plans of activities for attaining these objectives.
- *4. The teachers understand clearly to whom they are responsible for their various duties and are not victims of conflicting claims of authority among superiors.

B. Class management

The class management procedures include such activities as the following:

- *1. The principal suggests how to improve discipline.
2. He assists teachers with their daily program.
3. He suggests how to organize routine work.
4. He inspects and recommends changes in the physical equipment of the room.

C. Instructional

Instructional procedures include such activities as the following:

- *1. The principal counsels and aids teachers in making work more efficient and pleasant.
- *2. He gives special attention to the proper induction of new teachers into the school and community.
3. He discusses general and special methods of teaching.
4. He suggests how to conduct various types of lessons.
5. He suggests how to adapt methods to individual differences.
6. He recommends methods to improve study habits.
7. He suggests how to improve lesson plans.
8. He recommends the proper remedial work for weak students.
- *9. He advises how to improve pupil attitude.
- *10. He trains and directs teachers in the use of the courses of study.
11. He provides for demonstration teaching--by teacher or supervisor--for individuals or groups.
12. He discusses the teacher's annual rating with her.
- *13. He studies and tries to improve equipment and supplies used in instruction.

*14. He uses standard tests freely and properly--
their limitations being recognized.

*15. He provides for well planned experimentation
and careful testing and evaluation.

D. Class visitation

*1. Needed amount of time is spent in supervision.

2. The principal encourages teachers to invite
visitation.

*3. He regularly observes and criticizes teaching
in a constructive manner.

*4. He makes studies and holds conferences with
teachers on observations.

5. He keeps records of class inspection and con-
ferences.

E. Pupil adjustment

*1. The principal confers with pupils regarding
their difficulties.

*2. He studies home conditions of the pupils.

*3. He confers with parents regarding pupil's work.

*4. He makes pupil adjustment in a scientific manner.

*5. He studies the individual and adjusts the school
to his needs.

*6. He cooperates with teachers in determining pro-
motions and in effecting adjustments.

*7. He makes studies of maladjusted pupils.

*8. He examines pupils from time to time.

9. He examines teachers' estimates of pupils.

*10. He carries on a skillful guidance program.

F. Stimulation of Professional Improvement

*1. The principal holds teacher's meetings for professional study.

*2. He encourages initiative among teachers.

*3. He organizes teacher committees for work on school problems.

*4. He confers with teachers individually and in groups regarding problems of instruction and pupil guidance.

*5. He sends out reading and self-help lists.

6. He provides for demonstration teaching--by teacher or supervisor--for individuals or groups.

7. He arranges for visitation by teachers of other teachers in the system or in other systems.

*8. He helps and encourages further professional study and travel for teachers.

G. Curriculum duties

*1. The principal supervises the school's program of development and adaptation of the curriculum and course of study.

*2. General plans for a program of curriculum development and adaptation are carefully and cooperatively formulated.

II. Administrative duties

A. Pupil control and management

- *1. The principal aids teachers in disciplining pupils.
- *2. He holds conferences on discipline with parents, teachers, and pupils.
3. He uses corporal punishment when all other methods have failed or in special cases.
4. He witnesses corporal punishment.
5. He approves detention periods and other methods of punishment.
- *6. He admits and properly classifies new students.
- *7. He excludes pupils from school suspected of illness.
8. He gives first aid when needed.
9. He approves excuses and checks on pupil attendance.
- *10. He stimulates attendance through special means.
- *11. He aids and stimulates teachers and pupils in building the proper school spirit.
- *12. He provides for civic and character training for pupils.
13. He approves children leaving school early.
14. He cooperates in the care of indigent children.

B. General management

- *1. The principal carefully and periodically inspects all parts of the school plant and reports needed changes, repairs, or undesirable conditions.

- *2. He inspects the heating, lighting and ventilation, and suggests desirable changes.
- *3. He inspects the sanitary conditions of the building and grounds.
4. He is responsible for damage and loss of school property.
- *5. He inspects the order and neatness of the building and suggests needed changes.
6. He provides a place and supervision for early arrivals.
- *7. He provides for acceptable lunch service for pupils and teachers.
- *8. He is responsible for playground supervision.
- *9. He enforces rules and regulations of the Board of Education.
- *10. He permits no advertising, vendors, salesmen, or solicitation of funds in the school.
- *11. He permits only approved lectures, motion pictures, and exhibits in the school.
12. He restricts the use of the telephone.
- *13. He dismisses school according to schedule except upon special occasions.
- *14. He enforces rules and regulations of the local and state health department.
- *15. He carries out state and local regulations as to fire prevention and drill.

- *16. He holds conferences with patrons and the public.
- *17. He prevents unnecessary interruption of the school work.
- *18. He approves school visitors.
- *19. He administers the assembly and auditorium programs with precision and order.
- *20. He is actively instrumental in the development and use of a good library.
- *21. He emphasizes proper care and the efficient use of supplies and all other school property.
- *22. He participates in the selection of teachers for his staff.
- *23. He provides for an adequate guidance program.
- *24. He directs the public relations program of his school.
- 25. He checks membership and attendance regularly against the school census records.

III. Organizational duties

- *1. The principal consults with the professional, clerical, and custodial staffs, organizes them, assigns each member responsibility on the basis of fitness, and invests each with commensurate authority.
- *2. He invites all staff members to participate in plans for the improvement of the school program or procedures, particularly those phases which concern particular staff members.

- *3. In consultation with his co-workers, he formulates school policies on a long-time basis.
- *4. He equalizes, as far as feasible, both the teaching and non-teaching load assigned teachers and members of other staffs.
- *5. He systematically studies the school plant for greater utilization and more effective use.
- *6. He makes such careful plans that administrative routine procedures, such as checking attendance against school census, scheduling teachers and pupils, and scheduling special facilities, are carried out smoothly.
- *7. He formulates a time schedule that reduces routine matters to a minimum and allows maximum time for professional duties.
- *8. He prepares a good schedule of classes and of other school and pupil activities.
- *9. He provides for an adequate safety program-- traffic control, fire drills, fire and accident prevention, and instruction in safety measures.
- *10. He directs the proper operation of the pupil activity program and stimulates faculty growth in the ability to sponsor pupil organizations.
- *11. He provides for proper guidance organization.
- *12. He provides for lunchroom supervision and control.

- *13. In cooperation with the teachers he makes necessary rules and regulations for building control.

IV. Clerical duties

A. Supplies and repairs

- *1. The principal requisitions, distributes and is responsible for the care of supplies and books.
- *2. He checks and signs for books and supplies.
- *3. He files an annual estimate of required supplies and books.
- *4. He files inventories for school property and requisitions needed repairs.
- 5. He is responsible for the keys to the building.

B. Reports

- *1. The principal receives and checks data of reports.
- *2. He furnishes all reports requested by the superintendent.
- *3. He reports frequently to his superiors regarding the status and progress of the school.
- *4. He reports on fees and school funds.
- 5. He reports on pupil attendance.
- 6. He makes payroll reports on teachers.
- 7. He reports serious accidents to the superintendent.
- 8. He reports names of non-residents.
- 9. He notifies parents and superintendent of suspension.

- *10. He reports suspected truants to parents and truant officer.
- *11. He reports pupil transfers and tuition fees.
- *12. He reports on the work of the teachers.
- 13. He reports to the superintendent on school funds.

C. Records

- *1. The principal keeps all records requested by the superintendent.
- *2. He keeps records of pupil attendance.
- *3. He records teacher attendance.
- *4. A complete pupil accounting practice is successfully carried out.
- 5. He keeps data on fire drills.
- *6. He keeps a record of petty school funds.
- *7. He keeps data on class inspection and conferences.
- 8. He keeps a record of contagion and vaccination.
- 9. He keeps files on representative pupil's work and examination papers.
- *10. He requires all records to be kept accurately.

D. Miscellaneous clerical duties.

- *1. The principal uses such time saving devices as the telephone, bulletins, bulletin boards, student messengers, et cetera.
- *2. He checks and maintains the office files.
- 3. He conducts correspondence.

4. He registers new pupils.

*5. He directs the work of the school clerk.

V. Other duties of the principal

A. Professional

*1. The principal attends meetings called by the superintendent.

*2. He confers with the superintendent and other school officials.

*3. He attends educational meetings.

*4. He holds membership and is active in professional organizations.

*5. He reserves time for professional reading and professional contacts in order to promote his own improvement as well as that of the school.

B. Extra-curricular

*1. The principal provides a pupil activity program that complements and enriches the usual classroom activities and develops in the student body attitudes and traits which are indicative of good citizenship.

*2. He makes the playground function.

*3. He assists with school clubs and organizations.

*4. He encourages athletics.

C. Parents' organizations

- *1. The principal seeks to use parents' organizations to the best advantage for the education of the pupils.
- *2. He secures cooperation of patrons.
- *3. Whatever other purpose these organizations may have, the education and welfare of the pupils of the school is always made the matter of first importance.

D. Community

- *1. The principal assists in activities which contribute to community improvement.
- *2. He is active in community organizations such as churches, service clubs, and other agencies, but not to such an extent as to interfere with school efficiency.
3. The school building is made available to the community for worthy purposes.
- *4. He furnishes information about the school to the parents and community.
- *5. The principal cooperates with other social and educational agencies of the community and helps to coordinate all efforts to promote the welfare of the community.
- *6. The principal provides for special occasions as education week, book week, and father-son banquet for interpreting the school to the public.

7. The school has one or more special visiting days or night sessions to which it invites all parents of pupils to observe the regular class work and pupil activities.
- *8. The principal provides occasions such as exhibits and demonstrations to interpret the school to the public.
- *9. Programs and exercises connected with graduation are used as a means of interpreting the school, its program and its needs to the community.

Instructions for Administering the Criteria

The principal may desire to evaluate his own work or he may call in his superiors, his teachers, a committee of administrators, or a combination of these groups, to aid him.

The following five point rating scale is recommended for use in making the evaluations.

(5) Very superior; the activity is performed or provided for in a very superior way.

(4) Superior; the activity is performed or provided for in a superior way.

(3) Average; the activity is performed or provided for in an average way.

(2) Inferior; the activity is performed or provided for in an inferior way.

(1) Very inferior; the activity is either not performed or is provided for in a very inferior way.

In order to obtain the greatest degree of validity from the evaluations it is important that the following interpretations be understood by persons evaluating the principal:

- (1) that the prime purpose of the principal in having his work evaluated is to improve the quality of work he performs;
- (2) that the evaluations are to be made in an impersonal manner;²
- (3) that the principal may be limited in performing his various duties by rules, regulations, philosophy of the school system, and the environment of the school and community; and
- (4) that the items of the criteria are to be interpreted in the light of the best practices of school administration.

Persons evaluating the principal should read carefully and understand each item. Evaluations should then be made in the light of personal opinion and judgment, using the above rating scale.

Instructions for Interpreting the Results of an Evaluation

After all evaluations of the principal's work have been

² It is suggested, in the case of the teachers, that it be understood that names will be omitted from the criteria when they are returned. Also, it is suggested that some teacher collect the criteria and return them to the principal. If these suggestions are followed, they should have a tendency to relieve the teacher's mind of any fear of reproach and thereby increase the validity of the ratings given.

returned to him, it is recommended that he study carefully the individual ratings given. To obtain a more accurate picture of the way in which he has performed his duties, it is recommended that he total all of the scores and divide by the number of persons evaluating him. This will give the average evaluative score. At this point it will be necessary to interpret the five point rating scale, since it is likely that no item will be given an average score of five, or a rank of very superior. Therefore, for interpretation purposes, the five point rating scale should be divided into five equal parts to determine the rank of the scores. Table 23 gives the scale recommended for interpreting the rank of the average of the scores.

TABLE 23

RECOMMENDED INTERPRETATION OF RATING SCALE FOR DETERMINING
THE RANK OF THE AVERAGE SCORES

Rating Scale	Assumed average evaluative score	Interpretation
5	4.3 to 5.0	Very superior
4	3.5 to 4.2	Superior
3	2.7 to 3.4	Average
2	1.9 to 2.6	Inferior
1	1.0 to 1.8	Very inferior

The principal should make an intensive study of the

evaluations to determine the degree to which he is performing or neglecting his duty. Should he stop at this point, the supreme objective of evaluating his work will not be realized. He must study the duties that he is neglecting or over-emphasizing to gain a clear perspective of their true importance and to organize them for the improvement of his administration.

APPENDIX

APPENDIX

TABLE 24

THE PER CENT OF THE TWENTY-FIVE SUPERINTENDENTS, THE FIFTY
ELEMENTARY SCHOOL PRINCIPALS, AND THE ONE HUNDRED
ELEMENTARY SCHOOL TEACHERS THAT GAVE EACH ITEM
EACH RATING

Item	5			4			3			2			1			0		
	Supt.	Prin.	Teachers	Supt.	Prin.	Teachers	Supt.	Prin.	Teachers	Supt.	Prin.	Teachers	Supt.	Prin.	Teachers	Supt.	Prin.	Teachers
I.																		
A.																		
1.	80	84	82	16	8	10	4	8	6	**	**	2	**	**	**	**	**	**
2.	52	64	60	32	22	32	8	10	6	8	4	**	**	**	**	**	**	**
3.	24	56	52	40	26	50	36	18	10	**	**	2	**	**	**	**	**	**
4.	60	64	76	8	18	18	8	12	4	2	4	**	**	**	**	**	2	2
B.																		
1.	32	20	34	20	40	30	28	34	26	20	6	1	**	**	1	**	**	8
2.	12	22	10	36	26	18	24	30	28	20	18	16	8	2	6	**	2	22
3.	8	16	6	28	22	24	40	38	32	16	18	16	8	2	4	**	4	18
4.	8	10	24	16	30	20	60	44	28	4	10	10	12	4	8	**	2	10
C.																		
1.	80	60	58	16	32	22	4	6	18	**	2	**	**	**	2	**	**	**
2.	76	58	68	20	32	16	4	8	10	**	2	4	**	**	2	**	**	**
3.	16	22	24	28	32	36	48	38	24	8	4	4	**	2	**	**	2	12
4.	8	12	6	24	26	22	44	42	34	12	16	16	8	2	6	4	2	16
5.	28	36	20	32	30	28	36	24	30	**	10	6	4	**	2	**	**	14
6.	24	32	18	32	28	30	36	36	32	**	4	4	4	**	4	4	**	12
7.	28	26	12	32	36	20	28	30	34	4	4	14	4	4	4	4	**	16
8.	12	32	26	44	28	26	32	28	24	8	10	6	**	2	6	4	**	12
9.	40	36	40	16	30	22	40	50	24	**	4	8	4	**	**	**	**	6
10.	16	24	30	28	32	20	44	32	18	8	8	12	**	2	4	4	2	16
11.	20	22	32	24	30	18	48	34	14	8	10	10	**	**	2	**	4	24
12.	16	12	34	12	16	14	48	40	28	6	14	6	**	6	6	8	12	12
13.	40	48	56	32	34	32	20	16	10	8	2	**	**	**	**	**	**	2

TABLE 24--Continued

Item	5			4			3			2			1			0		
	Supt.	Prin.	Teachers	Supt.	Prin.	Teachers	Supt.	Prin.	Teachers	Supt.	Prin.	Teachers	Supt.	Prin.	Teachers	Supt.	Prin.	Teachers
14.	28	32	36	24	36	16	36	36	32	4	2	10	4	..	..	4	..	6
15.	36	36	40	40	38	30	16	24	20	4	2	2	4	..	2	..	..	6
D.																		
1.	48	54	36	32	28	22	8	16	28	4	2	10	4	..	..	4	..	2
2.	32	44	24	28	26	26	28	24	26	4	6	10	4	..	6	4	..	8
3.	28	42	32	40	30	40	28	24	14	4	2	8	..	..	2	..	..	4
4.	32	40	30	52	40	32	16	20	24	..	..	4	..	..	2	..	..	8
5.	12	26	20	36	26	30	40	34	24	..	12	6	4	2	8	8	..	12
E.																		
1.	40	56	50	24	24	24	32	12	20	4	6	2	..	..	..	..	2	4
2.	40	58	52	44	32	26	12	8	14	..	2	4	4	..	..	..	..	4
3.	32	48	52	48	40	32	16	10	10	4	2	4	..	..	..	..	..	2
4.	36	52	52	32	32	30	24	10	12	4	2	4	..	..	..	4	4	2
5.	56	50	44	20	30	22	20	16	14	4	2	7	..	..	8	..	..	5
6.	40	60	64	36	30	20	16	10	10	4	..	6	4	..	..	..	..	..
7.	36	62	62	56	28	22	8	10	12	..	..	4	..	..	..	..	..	..
8.	20	24	24	20	24	20	44	40	22	..	2	16	4	8	2	12	2	16
9.	20	28	28	40	38	28	28	28	26	8	4	6	4	2	..	..	..	6
10.	48	48	48	8	22	32	32	24	14	8	4	4	4	..	..	..	2	2
F.																		
1.	64	42	30	24	32	16	8	24	24	..	..	14	4	..	6	..	2	10
2.	80	70	76	12	22	14	4	8	6	4	..	2	..	..	2	..	..	..
3.	40	38	38	36	38	34	16	24	18	8	..	4	..	..	..	..	..	6
4.	72	66	50	16	26	26	12	8	18	..	..	2	..	..	6	..	..	..
5.	12	20	28	48	46	26	28	30	24	4	2	8	4	2	4	4	..	10
6.	20	24	30	12	26	24	44	38	14	16	10	18	..	2	2	8	..	12
7.	16	22	38	20	42	24	44	30	22	16	16	8	..	..	6	4	..	2
8.	52	24	42	28	32	38	8	12	16	12	2	..	..	..	..	..	..	4
G.																		
1.	56	58	54	32	32	18	12	10	16	..	..	10	..	..	10	..	..	2
2.	64	52	56	20	34	18	8	10	18	4	..	8	4	..	8	..	4	..

TABLE 24--Continued

Item	5			4			3			2			1			0		
	Supt.	Prin.	Teachers	Supt.	Prin.	Teachers	Supt.	Prin.	Teachers	Supt.	Prin.	Teachers	Supt.	Prin.	Teachers	Supt.	Prin.	Teachers
II.																		
A.																		
1.	32	40	44	44	32	32	20	22	18	4	2	2	..	4	4	..	..	..
2.	36	44	44	52	30	30	12	20	16	..	4	..	..	2	4	..	..	4
3.	20	24	40	16	22	16	40	42	26	20	6	14	..	4	2	4	3	2
4.	24	26	30	16	24	24	16	18	20	32	14	10	4	6	8	8	12	8
5.	32	28	20	4	28	24	24	16	30	16	18	14	12	6	2	12	2	10
6.	16	26	20	12	10	20	36	42	18	12	12	14	12	2	6	12	8	22
7.	44	60	62	40	32	36	12	8	2	4	..	..	..	..	..	..	..	..
8.	32	56	74	24	22	22	28	16	..	8	4	2	..	..	..	8	2	2
9.	24	40	48	12	22	28	36	22	10	16	6	8	4	4	6	8	6	..
10.	28	30	26	20	30	36	32	26	22	8	6	2	8	4	4	2	2	10
11.	28	26	20	12	36	34	40	22	28	4	6	6	8	4	6	8	4	8
12.	72	66	66	24	28	26	..	4	4	4	..	4	..	2	..	..	..	..
13.	52	56	56	36	32	28	8	12	14	4	..	2	..	..	..	..	..	..
14.	36	30	10	16	24	26	40	32	12	8	2	12	..	6	6	..	4	34
15.	36	44	56	24	22	20	20	18	16	20	16	6	..	..	2	..	..	..
B.																		
1.	48	64	78	36	28	18	16	6	2	..	2	2	..	..	2	..	..	..
2.	44	56	68	28	30	22	28	10	8	..	2	..	..	2	..	..	..	..
3.	52	60	72	20	28	16	28	12	10	..	..	2	..	..	..	..	..	..
4.	24	30	24	24	24	26	32	22	20	4	10	8	..	..	..	16	14	22
5.	28	38	52	32	44	30	32	14	16	4	2	2	4	2	2	..	..	..
6.	28	36	48	40	36	30	28	22	18	..	6	2	..	..	4	4	..	..
7.	24	46	38	20	26	34	52	22	12	..	4	8	..	..	..	4	2	4
8.	54	70	48	28	22	32	8	8	12	..	..	2	..	..	2	..	..	2
9.	72	78	72	20	20	12	..	2	12	4	..	2	..	..	..	4	..	2
10.	44	52	62	44	28	24	8	10	10	4	6	8	..	2	..	..	2	..
11.	48	58	72	36	30	20	12	10	4	..	2	..	..	..	..	4	..	4
12.	36	22	30	12	28	26	24	22	28	20	16	4	8	4	2	..	8	10
13.	52	50	62	32	24	24	8	16	10	4	8	4	4	2	..	..	..	..
14.	40	54	58	24	20	34	36	22	6	..	4	..	..	..	..	..	..	..
15.	40	58	62	36	22	28	20	18	6	4	2	2	..	..	2	..	..	..
16.	44	42	48	44	34	32	6	22	16	4	2	4	..	..	..	..	..	..
17.	76	68	70	16	22	24	4	10	4	..	..	..	4	..	..	..	..	..
18.	28	28	38	36	32	34	36	32	20	..	8	6	..	..	..	..	..	2

TABLE 24--Continued

Item	5			4			3			2			1			0		
	Supt.	Prin.	Teachers	Supt.	Prin.	Teachers	Supt.	Prin.	Teachers	Supt.	Prin.	Teachers	Supt.	Prin.	Teachers	Supt.	Prin.	Teachers
19.	36	30	54	28	40	30	32	22	12	4	6	4	..	2	..	..	..	..
20.	40	60	54	20	24	40	28	16	4	12	..	..	..	..	..	..	..	..
21.	40	60	68	48	30	24	8	10	6	4	..	..	..	..	..	..	..	..
22.	52	72	30	4	18	24	20	4	16	4	..	..	..	..	..	..	6	6
23.	48	40	52	20	30	34	28	28	6	..	2	4	4	..	..	..	6	6
24.	36	52	40	36	32	40	20	10	10	..	4	4	8	..	2	..	2	2
25.	40	46	48	16	22	28	32	22	16	4	4	2	4	4	4	4	2	2
III.																		
1.	52	58	50	12	14	34	12	14	12	16	10	2	4	2	..	4	2	2
2.	68	70	60	20	16	24	8	10	12	..	2	2	..	..	4	2	2	2
3.	52	46	46	40	36	26	..	10	24	8	4	4	..	2	..	..	2	2
4.	52	56	72	40	36	16	4	6	12	..	2	..	..	..	4	..	..	..
5.	44	60	70	28	34	26	24	6	4	4	..	..	..	..	..	..	..	..
6.	48	50	64	40	36	22	8	10	14	4	4	..	..	..	..	..	..	..
7.	48	64	70	40	32	22	8	..	6	4	..	..	..	..	2	..	..	..
8.	68	70	50	24	24	34	4	6	10	..	..	..	..	..	2	4	..	4
9.	52	64	68	32	26	24	16	10	6	..	..	..	..	..	..	..	..	4
10.	40	46	48	28	32	30	28	20	12	4	2	8	..	..	..	..	..	2
11.	48	38	54	8	32	26	36	28	14	8	..	4	..	..	..	..	2	2
12.	40	38	52	32	38	32	28	20	10	..	4	4	..	..	..	..	2	2
13.	40	58	56	32	24	30	28	26	6	..	2	4	..	..	..	..	..	4
14.	20	30	40	16	20	22	36	32	20	12	4	4	..	2	..	16	12	14
IV.																		
A.																		
1.	44	46	54	36	32	26	20	14	16	..	2	4	..	6	..	..	..	..
2.	44	30	48	24	26	34	28	30	14	4	6	..	..	8	..	..	..	2
3.	48	38	64	16	34	28	32	22	6	4	..	..	..	4	2	..	..	2
4.	44	46	62	24	28	30	28	22	6	4	..	2	..	4	..	..	..	..
5.	44	46	52	28	22	28	16	18	11	8	4	5	4	8	..	..	2	4
B.																		
1.	44	48	58	36	32	28	20	16	5	..	2	6	..	2	5	..	..	..
2.	68	76	74	24	14	24	8	10	1	..	..	1	..	..	..	..	..	..
3.	48	52	58	44	32	22	4	16	14	4	..	4	..	..	2	..	..	..
4.	52	48	62	12	24	18	28	16	16	8	2	..	..	6	..	..	4	4
5.	40	42	56	28	26	24	28	22	12	4	4	4	..	6	2	..	..	2

TABLE 24--Continued

Item	5			4			3			2			1			0		
	Supt.	Prin.	Teachers	Supt.	Prin.	Teachers	Supt.	Prin.	Teachers	Supt.	Prin.	Teachers	Supt.	Prin.	Teachers	Supt.	Prin.	Teachers
6.	40	42	50	16	26	16	20	16	10	12	4	12	4	10	..	8	2	12
7.	20	14	16	..	20	10	44	22	28	20	18	16	8	14	8	8	12	22
8.	52	34	42	36	38	18	8	14	20	..	4	12	4	4	..	8	8	8
9.	24	12	22	4	18	22	24	28	24	12	4	12	24	20	4	12	18	16
10.	40	36	48	4	22	26	20	16	14	20	10	2	8	12	..	8	4	8
11.	56	54	68	12	12	22	20	20	6	8	6	2	..	2	..	4	6	2
12.	48	48	60	16	30	30	28	18	8	4	2	4	..	2	..	4	..	2
13.	48	50	60	12	24	24	8	10	8	16	8	4	8	8	..	8	..	4
14.	60	52	56	16	38	30	12	10	10	4	..	..	..	..	8	..	4	
15.	36	44	54	12	18	20	32	10	8	8	8	8	8	6	..	4	14	10
C.																		
1.	76	20	78	20	12	16	4	6	4	..	2	2	..	..	..	..	..	..
2.	48	44	44	36	32	30	16	14	8	..	4	10	..	4	..	..	2	8
3.	60	60	62	24	20	24	8	10	10	4	8	4	4	2	..	..	..	..
4.	64	64	34	16	12	24	12	20	20	..	2	4	..	..	2	8	2	16
5.	36	36	36	16	18	16	40	38	26	4	4	16	4	4	4	..	..	2
6.	40	48	50	36	28	24	20	14	16	..	4	4	4	2	2	..	4	4
7.	28	34	22	36	36	26	16	26	38	16	2	10	4	..	2	..	2	2
8.	32	46	44	32	26	36	20	22	4	16	2	10	..	4	..	..	..	6
9.	16	20	26	12	28	22	36	22	28	8	6	8	28	20	2	..	4	14
10.	68	76	68	28	20	18	4	4	8	..	..	4	..	..	..	..	..	2
D.																		
1.	48	64	60	20	18	34	24	14	4	8	4	..	..	..	2	..	..	..
2.	40	40	60	28	38	22	20	18	12	8	2	6	4	2	..	..	..	..
3.	40	48	48	20	24	30	36	20	12	..	2	6	4	..	4	..	2	..
4.	40	36	48	32	38	20	24	16	22	..	4	6	4	..	2	..	6	..
5.	44	60	58	24	20	26	24	16	10	..	..	2	8	..	..	..	4	4
V.																		
A.																		
1.	92	94	82	8	2	14	..	4	2	..	..	2	..	..	..	..	..	..
2.	76	84	82	16	12	14	4	4	4	4	..	..	..	..	..	..	..	..
3.	80	78	70	16	18	28	4	4	2	..	..	..	..	..	..	..	..	..
4.	64	84	64	36	14	24	..	2	6	..	..	4	..	..	2	..	..	..
5.	68	80	74	24	16	20	8	4	4	..	..	..	..	..	2	..	..	..

TABLE 24--Continued

Item	5			4			3			2			1			0		
	Supt.	Prin.	Teachers	Supt.	Prin.	Teachers	Supt.	Prin.	Teachers	Supt.	Prin.	Teachers	Supt.	Prin.	Teachers	Supt.	Prin.	Teachers
B.																		
1.	48	48	64	28	38	26	16	8	8	8	2	2	..	4	..	..	..	2
2.	44	50	44	28	38	34	28	12	16	..	..	4	..	..	..	..	..	2
3.	32	34	32	28	34	36	24	24	26	12	6	2	4	2	..	..	..	4
4.	24	30	34	12	28	44	56	24	15	24	8	2	4	4	2	..	6	2
C.																		
1.	56	62	68	12	16	24	32	20	4	..	..	4	..	2	..	..	..	..
2.	60	74	76	24	20	13	12	6	9	4	..	..	..	..	..	..	..	..
3.	68	82	78	24	14	20	..	4	2	8	..	..	..	..	..	..	..	..
D.																		
1.	40	62	58	32	22	22	28	12	20	..	2	..	..	2	..	..	..	..
2.	40	52	48	24	30	34	36	12	14	..	6	4	..	..	..	..	..	..
3.	32	46	42	40	32	34	24	12	20	4	4	..	..	2	..	..	..	4
4.	40	52	52	44	38	30	16	8	18	..	2	..	..	..	..	..	..	..
5.	48	64	48	36	30	40	12	4	8	4	2	4	..	..	..	..	..	..
6.	32	48	52	20	28	32	24	12	18	20	8	4	4	2	2	..	..	2
7.	32	34	28	12	28	24	32	22	36	8	6	4	16	6	..	..	..	8
8.	28	40	30	36	30	22	8	18	34	16	4	4	12	8	4	..	4	6
9.	48	30	28	20	22	24	4	22	30	4	6	4	4	2	20	18	18	12

TABLE 25

NUMBER OF PAGES DEVOTED TO EACH ITEM OF THE CRITERIA BY EACH OF TEN REFERENCES USED AND THE RATINGS OF EACH ITEM ON THE BASIS OF THE NUMBER OF PAGES DEVOTED TO IT

Item	References*										Total	Rating	
	1	2	3	4	5	6	7	8	9	10			
I.													
A.													
1..	1	2	2	4	10	6	7	9	5	3	49	3.7	
2..	1	2	5	2	8	6	7	9	14	4	58	4.1	
3..	3	2	1	3	8	4	7	6	5	3	41	3.5	
4..	8	2	14	2	3	3	7	2	6	2	49	3.7	
B.													
1..	2	1	1	37	1	..	1	1	2	5	51	3.8	
2..	3	2	1	3	1	..	2	1	..	5	16	1.8	
3..	1	4	2	3	3	..	2	4	..	2	31	2.0	
4..	5	1	1	2	6	1	3	1	..	2	22	2.1	
C.													
1..	1	5	5	12	9	2	4	4	6	4	51	3.8	
2..	1	6	1	6	4	..	1	1	..	4	24	2.3	
3..	3	4	2	4	2	..	1	11	..	4	31	2.8	
4..	2	5	2	2	2	..	1	3	..	6	23	2.2	
5..	1	5	9	2	3	4	1	4	56	2	87	4.4	
6..	2	5	1	3	3	..	1	4	..	4	23	2.2	
7..	1	4	2	3	3	2	2	3	2	3	25	2.5	
8..	6	4	2	2	2	..	1	3	..	3	23	2.2	
9..	26	2	1	17	2	..	1	6	2	2	59	4.1	
10..	1	3	5	1	32	..	1	3	..	2	47	3.7	
11..	2	2	3	2	1	1	..	4	..	4	19	1.8	
12..	1	3	1	..	..	..	2	1	5	1	14	1.2
13..	2	2	2	2	3	1	2	3	4	4	25	2.5	
14..	41	24	2	34	3	8	2	9	..	4	127	4.8	
15..	1	1	4	1	2	..	5	3	..	3	20	1.9	
D.													
1..	2	4	2	3	4	1	2	18	7	4	47	3.6	
2..	1	1	3	3	..	1	1	1	..	2	13	1.0	
3..	2	4	2	2	4	1	2	7	..	2	26	2.6	
4..	2	2	3	3	4	..	1	9	..	2	26	2.6	
5..	1	2	..	3	..	..	3	3	..	4	16	1.4

TABLE 25--Continued

Item	References*										Total	Rating
	1	2	3	4	5	6	7	8	9	10		
E.												
1..	1	3	3	..	..	..	3	1	52	4	67	4.2
2..	1	8	1	2	9	..	2	2	1	2	28	2.6
3..	2	3	2	2	2	1	2	2	4	5	25	2.5
4..	35	4	1	3	2	..	3	1	7	13	69	4.2
5..	35	1	2	4	4	1	1	2	67	2	117	4.7
6..	1	1	7	2	2	..	1	1	2	4	21	2.0
7..	8	3	1	4	3	..	1	4	8	4	36	3.1
8..	24	54	2	1	3	..	1	3	47	6	141	5.0
9..	..	1	1	1	3	..	1	5	..	2	14	1.0
10..	41	11	3	3	..	2	20	7	1	5	93	4.5
F.												
1..	2	2	2	9	5	..	4	7	..	4	35	3.1
2..	1	4	2	4	2	..	..	7	1	3	24	2.3
3..	3	1	3	5	..	..	7	10	7	3	39	3.4
4..	4	7	3	17	6	1	7	13	9	5	72	4.3
5..	2	5	3	3	..	..	6	8	3	4	34	3.0
6..	3	3	3	3	1	..	..	8	..	3	24	2.3
7..	2	1	1	2	..	2	..	..	1	2	11	.7
8..	2	32	2	11	..	2	..	1	..	4	54	3.9
G.												
1..	1	4	3	1	2	..	1	3	3	4	22	2.1
2..	30	2	4	3	2	3	1	4	3	3	55	4.0
II.												
A.												
1..	4	4	2	37	2	..	5	1	1	2	58	4.1
2..	1	5	3	2	7	..	5	1	3	1	28	2.7
3..	2	2	2	2	3	1	3	2	4	4	25	2.5
4..	1	1	1	3	..	..	1	1	3	2	13	.8
5..	1	1	1	19	..	..	5	1	..	1	29	2.7
6..	1	..	1	3	..	..	..	..	..	2	7	.4
7..	1	28	33	2	4	1	1	2	..	5	77	4.3
8..	2	2	2	2	1	2	1	2	3	5	22	2.2
9..	2	1	1	3	1	..	..	..	..	3	11	.7
10..	1	3	2	3	2	..	1	..	..	4	16	1.4
11..	..	2	2	8	4	..	3	..	54	3	76	4.3
12..	1	2	2	19	9	..	1	1	55	4	94	4.5
13..	29	1	2	4	4	..	37	27	53	4	171	5.0

TABLE 25--Continued

Item	References*										Total	Rating
	1	2	3	4	5	6	7	8	9	10		
14..	1	1	1	1	2	2	1	2	2	1	14	1.0
15..	3	1	3	3	2	..	..	..	1	2	15	1.3
B.												
1..	13	20	1	11	14	1	3	1	1	4	69	4.2
2..	5	2	1	4	11	1	2	1	1	4	32	2.9
3..	2	2	1	4	7	1	2	4	1	4	28	2.6
4..	1	3	1	1	4	..	..	..	..	2	12	.7
5..	1	5	1	3	13	..	2	..	..	4	29	2.7
6..	..	1	1	1	..	..	..	..	..	2	5	.3
7..	4	1	1	2	3	..	3	..	19	4	37	3.2
8..	1	4	1	7	5	..	2	2	12	4	36	3.1
9..	6	1	2	2	2	2	1	2	3	4	25	2.5
10..	2	2	1	1	2	..	2	..	2	3	14	1.0
11..	2	1	3	2	1	..	..	..	..	2	11	.7
12..	1	1	1	2	2	..	1	2	..	2	12	.7
13..	1	1	2	2	2	..	1	..	22	2	33	2.9
14..	11	1	2	22	5	1	..	1	..	4	47	3.6
15..	1	2	1	7	1	1	1	2	16	3	35	3.1
16..	3	3	1	4	7	..	1	2	3	4	24	2.3
17..	3	2	2	2	2	2	2	2	6	5	28	2.6
18..	..	2	1	2	..	..	2	1	..	3	11	.7
19..	2	3	2	13	4	..	4	1	6	3	38	3.3
20..	19	22	1	2	2	..	2	..	28	3	79	4.3
21..	4	1	1	7	3	..	2	5	..	2	25	2.5
22..	37	..	1	..	..	..	9	2	10	4	62	4.2
23..	39	11	5	6	3	2	20	5	..	5	96	4.6
24..	15	12	26	14	3	..	2	..	14	2	88	4.4
25..	..	3	2	3	2	..	..	..	..	2	12	.7
III.												
1..	3	4	2	3	20	..	4	3	40	6	84	4.4
2..	2	2	1	2	5	1	7	1	31	2	54	3.9
3..	2	2	1	4	5	..	7	..	33	2	56	4.0
4..	1	1	..	2	5	..	7	1	8	2	27	2.6
5..	7	1	1	41	2	..	2	..	..	1	55	4.0
6..	33	2	9	16	5	..	6	8	29	..	108	4.6
7..	2	5	3	13	4	..	5	7	20	3	62	4.2
8..	3	3	33	20	..	..	3	1	3	6	72	4.3
9..	4	3	2	8	8	..	2	6	56	5	94	4.5
10..	96	4	2	3	34	..	36	2	28	2	189	5.0

TABLE 25--Continued

Item	References*										Total	Rating
	1	2	3	4	5	6	7	8	9	10		
11..	40	15	4	4	2	2	11	2	1	3	82	4.4
12..	5	..	1	2	2	..	3	1	19	6	59	3.4
13..	2	1	1	3	3	..	5	1	4	4	24	2.4
14..	1	1	..	..	..	..	..	..	1	1	4	.2
IV.												
A.												
1..	1	10	4	5	12	1	7	1	6	4	51	3.6
2..	5	3	3	2	2	..	3	4	1	4	27	2.6
3..	1	2	3	5	3	..	3	4	5	3	29	2.7
4..	2	5	1	4	2	..	8	4	1	4	31	2.9
5..	..	1	1	1	..	..	..	..	..	2	5	.3
B.												
1..	1	1	1	2	2	..	2	1	1	3	14	1.2
2..	2	1	1	3	2	..	51	..	5	2	67	4.2
3..	3	1	2	2	3	1	1	2	3	4	22	2.2
4..	1	2	1	1	2	..	2	1	3	3	16	1.4
5..	2	1	1	3	..	..	2	1	2	3	15	1.2
6..	1	1	1	1	1	..	1	1	7	2	16	1.4
7..	1	..	1	1	..	..	1	..	..	2	6	.3
8..	1	1	1	1	..	..	1	..	1	..	6	.3
9..	1	1	1	7	..	..	1	..	..	2	13	1.0
10..	3	1	1	..	..	..	..	..	..	3	8	.5
11..	1	..	1	1	..	..	2	..	..	2	7	.4
12..	1	3	1	6	3	..	1	..	2	4	21	2.2
13..	2	2	1	1	..	..	5	2	1	4	17	1.7
14..	1	3	1	3	..	..	1	..	1	2	12	.7
15..	1	2	2	2	..	..	5	1	..	5	18	1.8
C.												
1..	2	2	2	3	1	1	1	..	1	3	16	1.5
2..	2	1	5	5	1	..	2	..	3	4	21	2.0
3..	1	..	2	1	1	..	..	2	..	4	11	.7
4..	20	2	5	4	1	6	7	..	5	6	56	4.0
5..	1	1	2	7	..	..	..	..	..	..	11	.6
6..	1	2	2	4	5	..	5	..	3	2	23	2.3
7..	1	2	1	2	..	..	1	..	..	3	10	.6
8..	1	2	1	1	..	1	..	..	..	2	8	.5
9..	2	2	..	1	..	..	..	..	..	1	6	.4
10..	1	1	2	2	2	..	1	1	..	3	13	1.0

TABLE 25--Continued

Item	References*										Total	Rating	
	1	2	3	4	5	6	7	8	9	10			
D.													
1..	3	2	2	3	5	..	2	1	5	2	25	2.5	
2..	1	1	2	1	2	..	3	1	1	3	15	1.2	
3..	2	1	2	2	2	..	2	1	2	3	17	1.7	
4..	1	1	1	2	5	..	1	1	1	5	16	1.4	
5..	1	2	3	3	3	..	4	2	12	4	39	3.4	
V.													
A.													
1..	4	2	1	5	..	..	..	1	2	3	16	1.4
2..	1	3	2	5	2	..	1	..	..	3	17	1.7
3..	3	1	1	2	2	..	..	..	7	5	26	2.6
4..	1	1	1	5	2	..	..	2	6	5	23	2.3
5..	2	4	2	3	2	1	2	2	3	4	22	2.2	
B.													
1..	95	2	2	14	21	..	10	2	2	3	151	5.0	
2..	3	4	1	2	39	..	..	1	11	3	67	4.2
3..	3	4	1	4	26	..	10	2	6	3	59	4.2	
4..	7	1	1	6	4	..	14	..	2	2	37	3.2	
C.													
1..	2	5	3	2	4	..	1	..	32	3	52	3.8	
2..	2	5	3	2	2	..	1	..	31	3	49	3.7	
3..	2	4	3	2	4	..	1	2	31	4	53	3.9	
D.													
1..	9	1	2	3	5	..	2	1	32	6	61	4.2	
2..	5	1	2	2	5	..	1	1	38	6	61	4.2	
3..	5	1	1	2	1	..	..	..	..	2	12	.7
4..	5	2	..	6	4	..	2	..	1	4	24	2.3	
5..	9	1	3	2	3	..	2	..	4	3	27	2.6	
6..	15	1	2	4	..	..	3	..	7	4	36	3.2
7..	1	2	1	2	..	..	2	2	6	4	20	2.0
8..	11	4	2	4	..	..	3	..	6	4	34	3.0
9..	15	4	1	2	..	..	2	..	1	2	27	2.6

*Each number refers to a reference. These references are found on the following page.

The ten references used in Table 25 are given below.
The numbers correspond with those used in the table.

1. Duties of School Principals, by P. B. Jacobson and W. C. Reavis.
2. The Elementary School, Its Organization and Administration, by W. C. Reavis, F. R. Pierce, and E. H. Stulken.
3. Elementary School Organization and Administration, by H. J. Otto.
4. The Principal and His School, by E. P. Cubberley.
5. The Administration of an Elementary School, by A. S. Gist.
6. Elementary School Organization and Management, by J. H. Dougherty, F. H. Gorman, and C. A. Phillips.
7. Systematizing the Work of School Principals, by M. E. Morgan and E. C. Cline.
8. Supervision of the Elementary School, by C. R. Stone.
9. The Elementary-School Principalship, Seventh Yearbook of the Department of Elementary-School Principals, National Education Association.
10. The Principal and Administration, Ninth Yearbook of the Department of Elementary-School Principals, National Education Association.

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Yearbooks

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