

DEMONSTRATING THE USE OF WELLS'S CRITERIA BY
EVALUATING THE ADMINISTRATION OF TWO
ELEMENTARY SCHOOL PRINCIPALS

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ELEMENTARY SCHOOL PRINCIPALS

THESIS

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By

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CHAPTER I

INTRODUCTION

Problem of Study

The problem of this study is to demonstrate the use of Wells's criteria for evaluating the administration of the elementary school by evaluating the administration of two elementary school principals.

Limitations of the Study

This study is limited to the evaluation of the administration of two elementary principals in one of the large school systems in the State of Texas.

The schools and principals will be known throughout the study as A and B. The principal of School A is Principal A and the principal of School B is Principal B.

Source of Data

Before any measurement of the administration of a principal of any school can be undertaken, there must be criteria for use as measuring scales. In the summer of 1942, G. Weldon Wells,¹ a graduate student at the North Texas

¹G. Weldon Wells, "Criteria for Evaluating the Administration of an Elementary School" (Unpublished Master's Thesis, Dept. of Education, North Texas State Teachers College, 1942).

State Teachers College, made a study of criteria applicable for measuring the administration of an elementary school principal. He based his study on elementary school surveys and on the literature in the field of elementary education. As a result of the study, Wells formulated criteria to be used as a standard of measurement in evaluating the administration of elementary schools. The formulated criteria were divided into five divisions: supervisory duties, organizational duties, administrative duties, clerical duties, and other duties.

Wells's criteria, which are shown in the Appendix, were used as a standard of measurement in evaluating the administration of the two elementary principals considered in this study. In the form of a questionnaire, the criteria were used as a basis for gathering information on which the conclusions were based.

In the presentation of the data taken from the questionnaires, tables were used. Before each table, a complete list of the items of the criteria covering this one phase of the evaluation was given. Therefore, only the number of the item appears in the stub of the table.

Method of Procedure

The study was in continuous process throughout the school year of 1942-1943. The criteria were fashioned into

a questionnaire, and this questionnaire was taken individually to the two elementary schools for the teachers and the administrators to use in making their evaluations. They were asked to evaluate the administration of the principals of the schools by marking each item of the criteria, using the following five-point scale:

- (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.

Before the evaluation of the administration of the principals of the two elementary schools was begun, the principals were consulted and their cooperation enlisted. They were asked to evaluate their own work on the basis of the criteria or to have the teachers and the administrators of the schools to do so. In each of the two schools studied, the principal chose to have the evaluation made by the teachers and the administrators of the school.

A fine degree of cooperation was given by teachers, administrators, and principals. Sixteen teachers in School A, fifteen teachers in School B, and two administrators rated the administration of the principals by the use of the criteria in the questionnaire.

How the Results of the Evaluation Were Presented

The data from these questionnaires, a copy of which forms the Appendix of this study, were then tabulated and presented in tables.

Organization of the Study

The study was organized into seven chapters. Chapter I presents the problem of the study, limitations of the study, source of data, method of procedure, and the organization of the study. Chapter II presents the evaluation of the administration of the supervisory duties of the principals. Chapter III presents the evaluation of the administrative duties of the principals. Chapter IV presents the evaluation of the administration of the organizational duties of the principals. Chapter V presents the evaluation of the administration of the clerical duties of the two principals. Chapter VI presents the evaluation of the administration of other duties of the principals. Chapter VII presents the summary table and the conclusions formulated from the study.

CHAPTER II

EVALUATION OF THE ADMINISTRATION OF THE SUPERVISORY DUTIES OF THE TWO PRINCIPALS

In the evaluation of the administration in the two elementary schools chosen for this study, the criteria for the measurement of the administration of an elementary school devised by Wells¹ in 1942 were chosen as a standard of measurement.

For interpretative purposes, a five-point rating scale was also devised by Wells.² The following table gives an explanation of this rating scale and the meaning of the points assigned each principal by the evaluators.

TABLE 1
RECOMMENDED INTERPRETATION OF RATING SCALE FOR
DETERMINING THE RANK OF THE AVERAGE SCORES

Rating Scale	Assumed Average Evaluative Scale	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

¹Wells, op. cit., pp. 64-80.

²Ibid.

Supervisory Duties

The following items of the criteria were used in evaluating the democratic and cooperative organization of the supervisory program:

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 purpose 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 for 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 for authority among superiors.³

Table 2 presents the ratings given the principals by the teachers and the administrators.

In School A, sixteen teachers evaluated the administration of the principal of their school on the democratic and cooperative organization of the supervisory program. In School B, fifteen teachers evaluated the administration of their principal on the same items. In Table 2, these ratings are reported under teachers' ratings in the tabulation of the data. The superintendent and the supervisor of each school also rated the administration of the principal on these items, and these ratings are reported under the

³Ibid., p. 65.

administrators' ratings.

TABLE 2

THE NUMBER OF TEACHERS THAT ASSIGNED EACH RATING ON EACH ITEM, THE NUMBER OF ADMINISTRATORS THAT ASSIGNED EACH RATING ON EACH ITEM, AND THE COMPOSITE RATING ASSIGNED EACH ITEM BY EACH GROUP

Item	Teachers' Ratings					Administrators' Ratings										
	5	4	3	2	1	Composite			5	4	3	2	1	Composite		
						Total	Average	Per Cent						Total	Average	Per Cent
Principal A																
1..	10	6				74	4.62	92.5	2					10	5	100
2..	9	5	2			71	4.44	88.9		2				8	4	80
3..	7	8	1			70	4.38	87.5		2				8	4	80
4..	12	3	1			75	4.68	93.4		2				8	4	80
Total	38	22	4			290	4.53	90.5	2	6				34	4.25	85
Principal B																
1..	11	3	1			70	4.66	93.3		2				10	5	100
2..	8	5	1	1		65	4.33	86.6			2			8	4	80
3..	8	4	3			65	4.33	86.6			2			8	4	80
4..	11	3	1			70	4.66	93.3			2			8	4	80
Total	38	15	6	1		270	4.50	90.0		2	6			34	4.25	85

The composite rating was secured by multiplying the rating on the item by the number of teachers who assigned that rating and finding the sum of the products. For example, in Table 2, ten teachers evaluated the administration on item one, five, or a product of fifty, and six evaluated item one as four, or a product of twenty-four. The sum is seventy-four. Thus the composite score on item one is seventy-four or an average of 4.62. The possible composite rating on this item is eighty. The teachers assigned a composite rating of seventy-four, or 92.5 per cent of the possible composite rating. On each item the average composite score was above 4.3, which is equivalent to a rating of very superior. The average composite score of the administrators is 4.25 or a rating of superior. If an average composite score for all is found, it is high enough for a rating of very superior.

An analysis of the data in Table 2 indicates that in both School A and School B, the majority of the teachers rated the administration of their principal as very superior in the democratic and cooperative organization of his school. In School A, item two was rated as average by two teachers. In School B, the administration of the principal was rated as average on items one, two, three, and four. One teacher indicated that she thought the administration of the school had done inferior work when scored on item two. The

superintendent and the supervisor in each school rated the administration of the principal as very superior on item one, and as superior on items two, three, and four.

Concerning the need for supervisory administration, the Committee for the Study of Secondary School Standards says:

Administration is necessary in order to coordinate the educational program, the staff, and the school plant, and to make all of them operate effectively for the development of the pupils.⁴

The administration, however, should be democratic and based on the cooperation of teachers and principals. Melby⁵ says that it should not be necessary to point out the vital relationship which exists between education and democracy. Unless democracy is practiced in school administration, there is no need of trying to teach it to the children. The most effective way to educate for democracy is to make both the school and the schoolroom democratic.

Class Management

The following items of the criteria were used in evaluating the administration of the class management procedures:

1. The principal suggests how to improve discipline.

⁴Cooperative Study of Secondary School Standards, Evaluative Criteria, p. 131.

⁵Ernest C. Melby, "The Teacher and Society," First Yearbook of the John Dewey Society, pp. 131-132.

2. He assists teachers with their daily program.
3. He inspects and recommends changes in the physical equipment of the rooms.
4. He makes studies and holds conferences with teachers on observations.
5. He suggests how to organize routine work.
6. He keeps records of class inspections and conferences.⁶

Table 3 shows the ratings given the administration of the principal by the teachers and the administrators on these items.

These data indicate that the majority of the teachers in Schools A and B rated their principal as very superior or superior in his administration of class management. For Principal A, the composite ratings, out of a possible score of 480, were 421; the average composite rating was 4.39, while the percentage was 87.7. The administrators' ratings of the administration of the principal showed a composite score of fifty-one out of a possible score of sixty; the average score was 4.25, and the percentage was eighty-five. The teachers and administrators rated the administration as very superior in class management for School B. The total composite ratings of the teachers were 368; the average was 4.08; while the percentage was 81.7. The administration of class management in School B was rated somewhat lower than in School A. The administrators rated the administration of class management in School A the same as they rated it in School B.

⁶Wells, op. cit., p. 65.

TABLE 3

THE NUMBER OF TEACHERS THAT ASSIGNED EACH RATING ON EACH ITEM, THE NUMBER OF ADMINISTRATORS THAT ASSIGNED EACH RATING ON EACH ITEM, AND THE COMPOSITE RATING ASSIGNED EACH ITEM BY EACH GROUP

Item	Teachers' Ratings						Administrators' Ratings									
	5	4	3	2	1	Composite			5	4	3	2	1	Composite		
						Total	Average	Per Cent						Total	Average	Per Cent
Principal A																
1..	7	9				71	4.43	88.7	2					10	5.00	100
2..	11	5				75	4.68	93.7	1	1				9	4.50	90
3..	9	7				73	4.56	91.2	1	1				9	4.50	90
4..	6	8	2			68	4.25	85		2				8	4.00	80
5..	5	10	1			68	4.25	85	1		1			8	4.00	80
6..	4	10	2			66	4.12	82.5		1	1			7	3.50	70
Total	42	49	5			421	4.39	87.7	5	5	2			51	4.25	85
Principal B																
1..	10	3	2			68	4.53	90.6	2					10	5.00	100
2..	7	6	2			65	4.33	86.6	1	1				9	4.50	90
3..	4	8	3			61	4.06	81.3	1	1				9	4.50	90
4..	2	8	4			54	3.60	72.0		2				8	4.00	80
5..	2	10	3			59	3.93	78.6	1		1			8	4.00	80
6..	3	10	2			61	4.06	81.3		1	1			7	3.50	70
Total	28	45	16			368	4.08	81.7	5	5	2			51	4.25	85

Concerning the function and value of the principal in the school's program of class management, Cubberly says:

He must be able to direct and build up the work of apprentices and new teachers, to assist them in making their programs more scientifically and to hold helpful meetings with his teachers for the planning and discussion of instruction and the interpretation to them of the policy of the school system. The larger lines of policy will probably be planned by the superintendent, or decided upon in a conference, but upon the principal rests the responsibility for the successful carrying into practice of the ideals of the superintendent and the upbuilding of his own school.⁷

According to the ratings given the administration of class management by the teachers and the administrators, the principals of the two evaluated schools performed their obligations in class management, in most instances, in a satisfactory manner; but there is room for improvement in many respects.

Pupil Adjustment

The following items of the criteria were used in evaluating the administration of pupil adjustment procedures in the supervisory program of the two elementary schools:

1. The principal confers with pupils regarding their difficulties.
2. He studies home conditions of the pupils.
3. He confers with parents regarding pupils' work.
4. He makes pupil adjustment in a satisfactory manner.
5. He studies the individual and adjusts the school to his needs.

⁷Elwood P. Cubberly, The Principal and His School, p. 44.

6. He cooperates with teachers in determining promotions 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.⁸

Table 4 shows the ratings that the teachers and the administrators gave the administration of the principals on pupil adjustment.

For Principal A, the composite score, out of a possible score of 800, was 698. The average composite score was 4.36, while the composite percentage was 87.2. For Principal B, the teachers gave a composite rating of 666 points out of a possible 750. The composite average score was 4.44, and the percentage was 88.8. The average composite score given by the administrators was the same for both principals.

These data indicate that in the opinion of the teachers and the administrators, the principals in Schools A and B were performing their administrative duties in pupil adjustment in a satisfactory manner. However, reference to the table will show that a number of teachers rated the administration of the principal as average in his guidance program and in conferences with parents. This would indicate that there is room for improvement. Goodier and Miller say:

The aim of education is to guide pupils in selecting their attitudes and activities, to supply the

⁸Wells, op. cit., p. 66.

TABLE 4

THE NUMBER OF TEACHERS THAT ASSIGNED EACH RATING ON EACH ITEM, THE NUMBER OF ADMINISTRATORS THAT ASSIGNED EACH RATING ON EACH ITEM, AND THE COMPOSITE RATING ASSIGNED EACH ITEM BY EACH GROUP

Item	Teachers' Ratings							Administrators' Ratings								
	5	4	3	2	1	Composite			5	4	3	2	1	Composite		
						To- tal	Aver- age	Per Cent						To- tal	Aver- age	Per Cent
Principal A																
1..	6	8	2			68	4.25	85.00	1	1				9	4.50	90
2..	4	10	2			66	4.12	82.4	2					10	5.00	100
3..	8	8				72	4.50	90.0	2					10	5.00	100
4..	6	7	3			67	4.18	83.6	2					10	5.00	100
5..	8	6	2			70	4.37	87.4	1	1				9	4.50	90
6..	7	7	2			69	4.31	85.2	1	1				9	4.50	90
7..	8	8				72	4.50	90.0		2				8	4.00	80
8..	6	10				70	4.37	87.4		2				8	4.00	80
9..	8	8				72	4.50	90.0		1	1			7	3.50	70
10..	8	8				72	4.50	90.0		2				8	4.00	80
Total	69	80	11			698	4.36	87.25	9	10	1			88	4.4	88
Principal B																
1..	9	6				69	4.00	80.0	1	1				9	4.50	90
2..	6	8	1			65	4.33	86.6	1	1				9	4.50	90
3..	10	5				70	4.66	93.3		1	1			7	3.50	70
4..	8	4	3			65	4.33	83.3		1	1			7	3.50	70
5..	8	7				68	4.55	91.0	2					10	5.00	100
6..	6	9				66	4.40	88.0	2					10	5.00	100
7..	5	10				65	4.55	91.0	1	1				9	4.50	90
8..	8	7				68	4.55	91.0		1	1			7	3.50	70
9..	9	6				69	4.00	80.0	2					10	5.00	100
10..	4	8	3			61	4.06	81.2	2					10	5.00	100
Total	73	70	7			666	4.44	88.8	11	6	3			88	4.4	88

necessary knowledge, to offer the requisite training, and to encourage them to do the desirable things and to refrain from doing the undesirable.⁹

They continue their comment on the need for guidance as follows:

Children are no longer prepared by native endowment to choose what is best for themselves and find a useful place in society of which they are a part. Natural desires and impulses are not a satisfactory basis of choice. The necessities of life itself force us to the conclusion that guidance is needed both for the individual and for the protection of society.¹⁰

According to the ratings given by both the administrators and the teachers, it would seem that the principals could make some improvements in the administration of the guidance program.

Stimulation of Professional Improvement

The following items of the criteria were used in evaluating the principals' work in the stimulation of professional improvement in the supervisory program:

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.

⁹F. T. Goodier and W. A. Miller, Administration of Town and Village Schools, p. 53.

¹⁰Ibid., p. 249.

7. He arranges for visitations by teachers of other teachers in the system or in other systems.
8. He helps and encourages further professional study and travel for teachers.¹¹

Table 5 presents the ratings given the administration of the principals in Schools A and B by the teachers and the administrators on the items listed above.

An analysis of the data in Table 5 indicates that the majority of the teachers in Schools A and B rated the administration of their principals as superior in their stimulation of professional ideals, but there were a large number of teachers who rated them only average. Principal A was given thirty-two ratings as average, and Principal B was given thirty-four. Out of a possible composite score of 640, Principal A received 506, while Principal B received a composite score of 486 out of a possible 600. The average composite score for the administration of Principal A given by the administrators was 3.87, and that of Principal B was likewise 3.87. The composite percentage rating by the teachers for the stimulation of professional improvement was 79.3 for Principal A and 81.0 for Principal B. The administrators' composite percentage rating for Principal A was 77.5 and for Principal B, likewise 77.5

These data show that the principals are not as alert and progressive in the matter of guiding professional

¹¹Wells, op. cit., p. 68.

TABLE 5

THE NUMBER OF TEACHERS THAT ASSIGNED EACH RATING ON EACH ITEM, THE NUMBER OF ADMINISTRATORS THAT ASSIGNED EACH RATING ON EACH ITEM, AND THE COMPOSITE RATING ASSIGNED EACH ITEM BY EACH GROUP

Item	Teachers' Ratings							Administrators' Ratings								
	5	4	3	2	1	Composite			5	4	3	2	1	Composite		
						Total	Average	Per Cent						Total	Average	Per Cent
Principal A																
1..	5	8	3			66	4.12	82.5	1	1				9	4.50	90
2..	4	7	5			63	3.93	79.6	1	1				9	4.50	90
3..	6	6	3			63	3.93	79.8		2				8	4.00	80
4..	2	10	4			62	3.87	77.5		2				8	4.00	80
5..	4	10	2			66	4.12	82.5		1	1			7	3.50	70
6..	6	6	3			63	3.91	79.8		1	1			7	3.50	70
7..	5	5	6			63	3.91	79.6		1	1			7	3.50	70
8..	2	8	6			60	3.16	75.5		1	1			7	3.50	70
Total	34	60	32			506	3.94	79.3	2	10	4			62	3.87	77.5
Principal B																
1..	6	9				66	4.40	88.0		2				8	4.00	80
2..	4	8	3			61	4.06	81.2		1	1			7	3.50	70
3..	7	2	6			61	4.06	81.2								
4..	4	4	7			57	3.80	76.0		2				8	4.00	80
5..	4	3	8			56	3.73	74.6		1	1			7	3.50	70
6..	6	6	3			63	4.20	84.0		2				8	4.00	80
7..	5	5	5			60	4.00	80.00	1	1				9	4.50	90
8..	4	9	2			62	3.14	82.2		1	1			7	3.50	70
Total	40	46	34			486	4.05	81.0	1	10	3			62	3.87	77.5

growth among the teachers as they are in other phases of their administration.

Reeder says:

The person who directs an organization or a department makes it largely what it is. If that person is not well qualified, his organization or department will never realize its potentialities although all other conditions for such realization are favorable.¹²

Hampton also stresses the part that the principal can and should play in improving the professional growth of his teachers:

Among the supervisory duties that should receive more attention are demonstration and experimental teaching and the stimulation of professional study among teachers. Less time should probably be given to observation and more time should certainly be used in the analysis of the teaching observed and in the training of teachers to do better teaching.¹³

Development of the Curriculum

The following items of the criteria were used in evaluating the administration of the curriculum duties of the principals:

1. The principal supervises the schools' program of development and adaptation of the curriculum and course of study.
2. General plans for a program of curriculum development and adaptation are cooperatively formulated.¹⁴

¹²Ward G. Reeder, Fundamentals of Public School Administration, p. 39.

¹³William O. Lampton, "How Public School Principals Use Their Time," The Elementary School Principalship, Seventh Yearbook, Dept. of Elementary School Principals, N. E. A., p. 188.

¹⁴Wells, op. cit., p. 68.

Table 6 presents the ratings given the administration of the principals by their teachers and by the administrators. These data indicate that the majority of the teachers in Schools A and B rated their principal as very superior or superior in his administration of the curriculum duties.

TABLE 6

THE NUMBER OF TEACHERS THAT ASSIGNED EACH RATING ON EACH ITEM, THE NUMBER OF ADMINISTRATORS THAT ASSIGNED EACH RATING ON EACH ITEM, AND THE COMPOSITE RATING ASSIGNED EACH ITEM BY EACH GROUP

Item	Teachers' Ratings							Administrators' Ratings								
	5	4	3	2	1	Composite			5	4	3	2	1	Composite		
						Total	Average	Per Cent						Total	Average	Per Cent
Principal A																
1..	8	6	1			67	4.18	83.6	1	1				9	4.5	90
2..	7	9				71	4.43	88.8	2					10	5.0	100
Total	15	15	1			138	4.31	86.2	3	1				19	4.8	95
Principal B																
1..	6	6	3			63	4.20	86.0	2					10	5.0	100
2..	5	8	1	1		62	4.13	82.2	2					10	5.0	100
Total	11	14	4	1		125	4.16	88.3	4					20	5.0	100

For Principal A, the composite rating, out of a possible 160, was 138. The average composite rating was 4.31, while the percentage was 86.2. The administrators' ratings of the administration of the principal was a composite score of nineteen out of a possible score of twenty; the average composite score was 4.8, while the percentage was ninety-five. The teachers in School B gave the administration of their principal a composite score of 125 out of a possible 150; the average composite score was 4.16, and the percentage was 88.3. The administrators gave the principal a very superior rating on his administration of the curriculum duties.

The foregoing data indicate that, in the opinion of the teachers and the administrators, the principals of the schools evaluated have carried out the administration of their curriculum duties in a satisfactory manner.

Caswell and Campbell say:

Adequate curriculum development may be accomplished only through assistance from many workers and many fields of study. The entire teacher group within the system must become sensitized to the need for improvement of teachers, in bringing these varied elements into suitable relationships. This is the task of curriculum development.¹⁵

The curriculum is not a hard-and-fast set of rules nor a static course of study. For this reason it is very

¹⁵Hollis L. Caswell and Doak S. Campbell, Curriculum Development, p. 69.

necessary that the principal give adequate attention to this phase of the administration. The Committee on the Cooperative Study of Secondary School Standards defines the curriculum of the school and then state their reasons for suggesting that constant adaptation and development are necessary:

The curriculum may be defined as all the experiences which pupils have under the direction of the school; thus defined it includes both classroom and extra classroom activities. . . .

Because change is universal, constant adaptation and development of the curriculum is necessary. This should be a cooperative enterprise engaging all staff members, carried on under competent leadership, and using all available resources.¹⁶

Summary

Table 7 gives in summary form the composite ratings assigned the administration of the principals by the teachers and administrators of the two schools included in this study. The data indicate that, on the whole, the principals have performed their duties relative to supervision, class management, pupil adjustment, stimulation of professional improvement, and the curriculum in a satisfactory manner. Weak points were the lack of stimulation of professional growth in the teachers and the slowness in the formulation of guidance programs for the students.

¹⁶Cooperative Study of Secondary School Standards, op. cit., p. 31.

TABLE 7

THE COMPOSITE SCORES RECEIVED BY EACH PRINCIPAL ON EACH PHASE OF THE ADMINISTRATION OF THE SUPERVISORY DUTIES WHEN RATED BY THE TEACHERS AND THE ADMINISTRATORS

Phase Evaluated	Teachers' Composite Score		Administrators' Composite Score	
	Score	Average	Score	Average
Principal A				
Democratic and cooperative organization of the school program.....	290	4.53	34	4.25
Class management.....	421	4.39	51	4.25
Pupil adjustment.....	698	4.36	88	4.40
Stimulation of professional improvement.....	506	3.94	62	3.87
Curriculum duties.....	138	4.31	19	4.80
Total.....	2,053	4.28	254	4.23
Principal B				
Democratic and cooperative organization of the school program.....	270	4.50	34	4.25
Class management.....	368	4.08	51	4.25
Pupil adjustment.....	666	4.44	88	4.40
Stimulation of professional improvement.....	486	4.05	62	3.87
Curriculum duties.....	125	4.16	20	5.00
Total.....	1,925	4.26	255	4.25

According to the ratings assigned Principal A, by the teachers and administrators, he was weak in arriving at an understanding of the educational philosophy of the school and its aims and objectives. He should give more attention and study to this phase of the administration.

Principal B should give more attention to securing closer cooperation with his teachers regarding the educational aims of the school. It is recommended that he include the teachers more in formulating the aims of the school and the plans for achieving these aims.

In the administration of class management, it is recommended that Principal A devote more time to study and conferences with the teachers. He should endeavor to improve his methods of keeping records of class inspections and conferences.

It is recommended that Principal B devote more time to all phases of the administration of class management, with particular reference to additional inspection of the physical equipment of the school.

In the administration of pupil adjustment, it is recommended that Principal A consider ways in which he can improve his conferences with pupils regarding their difficulties, and give more study to the home conditions of the pupils. His administration of pupil adjustment should be performed more satisfactorily, and he should give more

thought to the study of the individual pupil.

Principal B should give more time to conferences with parents regarding their children in his school.

The ratings assigned the principals by the teachers and the administrators in the administration of professional improvement indicate that both principals should give serious study to this phase of their administration.

Principal B, in the opinion of his teachers, was average in his administration of the school's program of development and the adaptation of the curriculum to the needs of the school and the community. It is recommended that he attempt to improve his work in this respect.

CHAPTER III

EVALUATION OF THE ADMINISTRATION OF THE ADMINISTRATIVE DUTIES OF THE TWO PRINCIPALS

Pupil Control and Management

In evaluating the administrative duties of the principals in the two elementary schools, the following criteria were used as a standard of measurement for 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.¹

Table 8 presents the ratings which were given the

¹Wells, op. cit., p. 69.

TABLE 8

THE NUMBER OF TEACHERS THAT ASSIGNED EACH RATING ON EACH ITEM, THE NUMBER OF ADMINISTRATORS THAT ASSIGNED EACH RATING ON EACH ITEM, AND THE COMPOSITE RATING ASSIGNED EACH ITEM BY EACH GROUP

Item	Teachers' Ratings							Administrators' Ratings								
	5	4	3	2	1	Composite			5	4	3	2	1	Composite		
						Total	Average	Per Cent						Total	Average	Per Cent

Principal A

1..	5	10	1			68	4.25	85.0	2					10	5.0	100
2..	4	8	4			64	4.00	80.0	2					10	5.0	100
3..	6	4	6			64	4.00	80.0	2					10	5.0	100
4..		12	4			60	3.75	75.0	2					10	5.0	100
5..	8	8				72	4.50	90.0	2					10	5.0	100
6..	16					80	5.00	100.0	2					10	5.0	100
7..	16					80	5.00	100.0	2					10	5.0	100
8..	16					80	5.00	100.0	2					10	5.0	100
9..	8	8				72	4.50	90.0	2					10	5.0	100
10..	8	8				72	4.50	90.0	2					10	5.0	100
11..	8	8				82	4.50	90.0	2					10	5.0	100
12..	7	8	1			70	4.37	87.0	2					10	5.0	100
13..	8	7	1			71	4.43	88.6	2					10	5.0	100
14..	9	7				73	4.56	91.2	2					10	5.0	100
Total	119	88	17			998	4.45	89.1	28					140	5.0	100

Principal B

1..	8	7				68	4.55	91.0	2					10	5.0	100
2..	6	5	4			62	4.13	82.2	2					10	5.0	100
3..	7	5	3			64	4.26	85.2	1	1				9	4.5	100
5..	8	7				68	4.55	91.0	1	1				9	4.5	90
5..	12	3				72	4.80	96.0	2					10	5.0	90
6..	14	1				74	4.93	98.6	2					10	5.0	100

TABLE 8 -- Continued

Item	Teachers' Ratings						Administrators' Ratings									
	5	4	3	2	1	Composite			5	4	3	2	1	Composite		
						To- tal	Aver- age	Per Cent						To- tal	Aver- age	Per Cent
7..	10	5				70	4.66	93.2	1	1				9	4.50	90
8..	11	4				71	4.73	95.4	1	1				9	4.50	90
9..	9	6				69	4.60	92.0	1	1				9	4.50	90
10..	8	8				72	4.80	96.0	2					10	5.00	100
11..	10	5				70	4.66	93.2	2					10	5.00	100
12..	12	3				72	4.80	96.0	2					10	5.00	100
13..	7	8				67	4.46	89.2	2					10	5.00	100
14..	10	5				70	4.66	93.2	2					10	5.00	100
Total	128	72	7			949	4.51	90.3	23	5				135	4.82	96.4

administration of the two principals of the schools by the teachers and the administrators. Out of a possible total score of 1,120, the teachers gave the principal in School A a composite score of 998, an average composite score of 4.45, or a percentage score of 89.1. In School B the teachers gave administration of the principal a composite score of 949 points out of a possible composite score of 1,050. The average composite score was 4.51 and the percentage score was 90.3. In School A, the administration on the whole was rated very superior by the administrators on each item considered, and in School B the average composite

score was 4.82, while the percentage score was 96.4. It is evident that the administrators thought that the principal in School B was not as efficient in the administration of pupil control and management as was the Principal in School A. However, both principals, according to the data, performed satisfactorily their duties in pupil control and management.

Discipline, according to Cubberly,² is one of the important duties that confront a new principal in a school. Poor teaching and instruction lacking spirit and vitality are often the cause of poor discipline. Cubberly says:

The end and aim of school management and control should be to build in the school such an interest in work and good order that discipline, as such, will be largely unnecessary. To shift young people's ideals, by proper handling, from malicious mischief and general bad conduct to constructive work for a common good and purpose, is to make them feel that what they are doing is very important, is a wonderful service to them. It also contributes much to making a school easier to control. Constructive discipline, plenty of motivated school work, good teaching, and playground organization and inter-school games, organized pupil activities, a good grading and promotional plan, wise use of the assembly period, employment of the pupils as leaders, the awakening of school pride and loyal spirit, the development of some type of community service, and the impress of the ideals and personality of strong teachers and a capable principal -- all these contribute as preventing measures for much attention to discipline.³

Cubberly also states that the problem of securing good

²Cubberly, op. cit., p. 265.

³Ibid., pp. 280-281.

and prompt attendance in school on the part of the pupils is one with which every principal has to deal.

Because irregular attendance is such an important cause of retardation and ultimate elimination from school, because the irregular pupil becomes such a drag on the class on account of what he has missed, and because truancy and tardiness are bad habits and tend to undermine the discipline and morals of the school, it is important that the principal give careful attention to the matter of attendance. It is a problem upon which he may easily be led to spend much time; therefore it is important that he systematize his procedure so as to handle the work both expeditiously and effectively.⁴

General Management

The following items were used as criteria in measuring the administration of the principals on general management:

1. The principal carefully and periodically inspects all parts of the school plant and reports needed changes, repairs, and undesirable conditions.
2. He inspects the heating, lighting, 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 property.
5. He inspects the order and the 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 playroom supervision.
9. He enforces rules and regulations for 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.

⁴Ibid., p. 246.

13. He dismisses school according to schedule except on special occasions.
14. He enforces regulations of the local and state health departments.
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 of the school.
25. He checks membership and attendance regularly against the school census records.⁵

Table 9 presents the ratings given the administration of the principals by the teachers and the administrators in the two elementary schools.

The data in Table 9 indicate that the principals of the two evaluated schools, in the opinion of the teachers and the administrators of the schools, administered their general management duties in a highly satisfactory manner. In School A the principal received an average rating on one item by four teachers and an average rating on two items by the administrators. All the other ratings were superior or very superior. In School B, although the ratings differed, the average composite score was about the same as

⁵Wells, op. cit., pp. 69-70.

TABLE 9

THE NUMBER OF TEACHERS THAT ASSIGNED EACH RATING ON EACH ITEM, THE NUMBER OF ADMINISTRATORS THAT ASSIGNED EACH RATING ON EACH ITEM, AND THE COMPOSITE RATING ASSIGNED EACH ITEM BY EACH GROUP

Item	Teachers' Ratings							Administrators' Ratings								
	5	4	3	2	1	Composite			5	4	3	2	1	Composite		
						To- tal	Aver- age	Per Cent						To- tal	Aver- age	Per Cent
Principal A																
1..	9	7				73	4.56	91.2	2					10	5.0	100
2..	8	8				72	4.50	90.0	1	1				9	4.50	90
3..	9	7				73	3.46	91.2	1	1				9	4.5	90
4..	12	4				76	4.75	95.5	2					10	5.0	100
5..	4	8				72	4.50	90.0	2					10	5.0	100
6..	8	8				72	4.50	90.0		1	1			7	3.5	70
7..	4	8	4			64	4.00	80.0		1	1			7	3.5	70
8..	8	8				72	4.50	90.0	1	1				9	4.5	90
9..	16					80	5.00	100	2					10	5.0	100
10..	16					80	5.00	100	2					10	5.0	100
11..	16					80	5.00	100	2					10	5.0	100
12..	8	8				72	4.50	90.0	1	1				9	4.5	90
13..	16					80	5.00	100	2					10	5.0	100
14..	16					80	5.00	100	2					10	5.0	100
15..	16					80	5.00	100	2					10	5.0	100
16..	16					80	5.00	100	2					10	5.0	100
17..	8	8				72	4.50	90.0	1	1				9	4.5	90
18..	8	8				72	4.50	90.0	1	1				9	4.5	90
19..	16					80	5.00	100	2					10	5.0	100
20..	16					80	5.00	100	2					10	5.0	100
21..	16					80	5.00	100	2					10	5.0	100
22..		16				64	4.00	80.0		2				8	4.0	80
23..		16				64	4.00	80.0		2				8	4.0	80
24..	16					80	5.00	100	2					10	5.0	100
25..	8	8				72	4.50	90.0	1	1				9	4.5	90
Total	272	122	4			1860	4.65	93.0	35	13	2			233	4.6	92.4

TABLE 9 -- Continued

Item	Teachers' Ratings							Administrators' Ratings								
	5	4	3	2	1	Composite			5	4	3	2	1	Composite		
						Total	Average	Per Cent						Total	Average	Per Cent
Principal B																
1..	8	7				68	4.55	91.0	1	1				9	4.5	90
2..	15					75	5.00	100	2					10	5.0	100
3..	12	3				72	4.80	96.0	2					10	5.0	100
4..	14	1				74	4.93	99.6	2					10	5.0	100
5..	15					75	5.00	100	2					10	5.0	100
6..		15				60	4.00	80.0		2				8	4.0	80
7..	10	5				70	4.66	93.2	1	1				9	4.5	90
8..	8	5	2			66	4.40	88.0		2				8	4.0	80
9..	12	3				72	4.90	96.0	2					10	5.0	100
10..	15					75	5.00	100	2					10	5.0	100
11..	15					75	5.00	100	2					10	5.0	100
12..	8	7				68	4.55	91.0	1	1				9	4.5	90
13..	8	7				68	4.55	91.0	1	1				9	4.5	90
14..		15				60	4.00	80.0		1	1			7	3.5	70
15..	14	1				74	4.93	99.6	2					10	5.0	100
16..	12	1	2			70	4.66	93.2	2					10	5.0	100
17..	15					75	5.00	100	2					10	5.0	100
18..	15					75	5.00	100	2					10	5.0	100
19..	15					75	5.00	100	2					10	5.0	100
20..	4	11				64	4.26	85.2	1	1				9	4.5	90
21..	14	1				74	4.93	99.6	2					10	5.0	100
22..	15					75	5.00	100	2					10	5.0	100
23..	8	7				68	4.55	91.0		1	1			7	3.5	70
24..	15					75	5.00	100		2				8	4.0	80
25..	13	2				73	4.86	97.2	2					10	5.0	100
Total	278	91	4			1766	4.70	94.2	35	13	2			233	4.6	92.4

that of Principal A. The average composite score given the administration of the principal by the teachers in School A was 4.65, while that for the administration of the principal in School B was 4.70. In each school the average composite scores given the administration by the administrators was 4.66.

Cubberly⁶ says that the principal, even though the school has an efficient janitor, should never take chances on things being properly done, but should make a daily building inspection. He should have some knowledge of educational hygiene and he should have a health and nutrition survey and endeavor to provide an acceptable lunch service for pupils and teachers. Almack and Bursch stress the safety and health responsibilities of the principal:

Of all the functions of the school, that of maintaining and promoting the health and safeguarding the child from accident is the most important. The welfare of the group, the success of the individual, and the attitude and spirit of the school are dependent to a large degree upon the efficiency to which health and safety are concerned.⁷

Summary

Table 10 presents the summary of composite ratings assigned the principals by the teachers and the administrators on the administration of pupil control and general

⁶Cubberly, op. cit., p. 220.

⁷J. R. Almack and C. I. Bursch, The Administration and Supervision of Consolidated and Village Schools, p. 297.

TABLE 10

THE COMPOSITE SCORES RECEIVED BY EACH PRINCIPAL ON EACH PHASE OF THE ADMINISTRATION OF THE ADMINISTRATIVE DUTIES WHEN RATED BY THE TEACHERS AND THE ADMINISTRATORS

Phases Evaluated	Teachers' Composite Score		Administrators' Composite Score	
	Score	Average	Score	Average
Principal A				
Pupil control and management.....	998	4.45	140	5.00
General management.....	1,860	4.65	233	4.66
Total.....	2,858	4.55	373	4.84
Principal B				
Pupil control and management.....	949	4.51	135	4.82
General management.....	1,766	4.70	233	4.66
Total.....	2,715	4.56	368	4.74

management. The data indicate that both principals satisfactorily performed their duties.

In regard to the administration of pupil control and management, the principals received superior ratings in all respects.

It is recommended that Principal A give study as to how he can improve the lunch service for teachers and pupils.

Principal B should give more time to playroom supervision and to conferences with the patrons of his school.

CHAPTER IV

EVALUATION OF THE ADMINISTRATION OF THE ORGANIZATIONAL DUTIES OF THE TWO PRINCIPALS

In evaluating the administration of the organizational duties of the elementary school principal, the following items of the criteria were used as a standard of measurement:

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 possible, both the teaching and non-teaching load assigned teachers and other members of the staff.
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 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 organizations.

12. He provides for lunchroom supervision and control.

13. In cooperation with the teachers he makes necessary rules and regulations for building control.¹

The data in Table 11 indicate that in the opinion of the teachers and the administrators, the principals in the two schools administered their work satisfactorily; but there were a large number of average ratings. In School A the teachers gave the administration eighty-two very superior ratings, ninety-one superior ratings, and thirty-four average ratings. In School B the very superior ratings given by the teachers on the administration of organizational management totaled seventy-four, the superior ratings numbered eighty-eight, and the average ratings totaled thirty-three. The administrators, in their estimate of the administration of the principals, did not uphold the teachers in their judgments -- there were only three average ratings given the principal in School A, and four average ratings given the principal in School B.

The organizational duties of a principal are very important. Donner defines school organization and stresses its importance in the following excerpt:

School organization is the work of the school superintendent for the system and of the principal for the building. The organization policies for the

¹Wells, op. cit., pp. 71-72.

TABLE 11

THE NUMBER OF TEACHERS THAT ASSIGNED EACH RATING ON EACH ITEM, THE NUMBER OF ADMINISTRATORS THAT ASSIGNED EACH RATING ON EACH ITEM, AND THE COMPOSITE RATING ASSIGNED EACH ITEM BY EACH GROUP

Item	Teachers' Ratings							Administrators' Ratings								
	5	4	3	2	1	Composite			5	4	3	2	1	Composite		
						To- tal	Aver- age	Per Cent						To- tal	Aver- age	Per Cent
Principal A																
1..	8	5	3			69	4.31	86.2		2				8	4.0	80.0
2..	4	8	4			64	4.00	80.0	1	1				9	4.5	90.0
3..	6	6	3			63	3.93	78.6		2				8	4.0	80.0
4..	8	8				72	4.50	90.0	1	1				9	4.5	90.0
5..	7	5	4			67	4.18	83.6		1	1			7	3.5	70.0
6..	3	8	5			62	3.87	77.4		2				8	4.0	80.0
7..	5	8	3			66	4.12	82.4		2				8	4.0	80.0
8..	6	6	4			66	4.12	82.4		1	1			7	3.5	70.0
9..	7	7	2			69	4.31	86.2		2				8	4.0	80.0
10..	9	7				73	4.56	91.2		2				8	4.0	80.0
11..	8	8				72	4.50	90.0		2				8	4.0	80.0
12..	5	7	4			65	4.06	80.1		2				8	4.0	80.0
13..	6	8	2			68	4.25	85.0		1	1			9	4.5	90.0
Total	82	91	34			876	4.21	84.0	2	21	3			103	4.0	80.0
Principal B																
1..	9	4	2			67	4.46	89.2	1	1				9	4.5	90.0
2..	5	9	1			64	4.26	85.2		2				8	4.0	80.0
3..	6	7	2			64	4.26	85.2		2				8	4.0	80.0
4..	5	8	2			63	4.20	84.0		1	1			7	3.5	70.0
5..	8	7				68	4.55	91.0		1	1			7	3.5	70.0
6..	4	7	4			60	4.0	80.0		2				8	4.0	80.0

TABLE 11 -- Continued

Item	Teachers' Ratings							Administrators' Ratings								
	5	4	3	2	1	Composite			5	4	3	2	1	Composite		
						To- tal	Aver- age	Per Cent						To- tal	Aver- age	Per Cent
7..	5	6	4			61	4.06	81.3		2				8	4.0	80.0
8..	5	6	4			61	4.06	81.2		1	1			7	3.5	70.0
9..	7	7	1			66	4.40	88.0	1	1				9	4.5	90.0
10..	5	6	4			61	4.06	81.0	1	1				9	4.5	90.0
11..	5	5	5			60	4.00	80.0		1	1			7	3.5	70.0
12..	4	8	2			63	4.20	84.0		2				8	4.0	80.0
13..	5	8	2			63	4.20	84.0		2				8	4.0	80.0
Total	74	88	33			821	4.21	84.2	3	10	4			103	4.0	80.0

school plant must be worked out by these two individuals, but the actual carrying out of these policies can be delegated to others.²

Reavis, Pierce, and Stulken say:

The school cannot be administered successfully by the principal working alone. He must secure the whole-hearted cooperation of teachers, pupils, and parents.³

The Committee for the Study of Secondary School Standards stresses the importance of the administrative head of

²Arvin M. Donner, "The School Clerk: How to Make the Office Efficient," The Principal and Administration, Ninth Yearbook of the Department of Elementary School Principals, National Education Association, p. 244.

³W. C. Reavis, Paul R. Pierce, and E. H. Stulken, The Elementary School, p. 31.

the school in the following excerpt:

The administrative head is then the chief executive officer of the board of control. He should be responsible for the selection and assignment of all school employees (the board confirming his selections), for the business management of the school, including school plant and equipment, and for the administration of the educational program, including supervision of instruction. This should require organization of resources, both material and personal; delegation of duties and authority; and supervision of all delegated tasks and of all individuals to whom authority and responsibility are assigned. The better the administrative personnel, the more efficient will be the organization and management and the greater the probability of the successful attainment of the school's objectives, provided the personnel is always mindful of the primary function of the school -- the development of its pupils. Success should be measured in terms of results, not of machinery.⁴

Principal A was assigned thirty-four average ratings on his administration of the organizational duties in his school, while Principal B was assigned thirty-three average ratings. It is recommended that each of these principals study these phases of his program and make an effort to improve them. No item was scored as very superior by all of the teachers, and many of the items were scored as very superior by not more than forty per cent of the teachers.

⁴Cooperative Study of Secondary School Standards, op. cit., p. 131.

CHAPTER V

EVALUATION OF THE ADMINISTRATION OF THE CLERICAL DUTIES OF THE TWO PRINCIPALS

Supplies and Repairs

The following items of the criteria were used as a standard in evaluating the administration of the principals relative to their clerical duties:

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.¹

Table 12 shows the ratings given the principals in the schools by the teachers and the administrators on the above items.

These data show that all the teachers in both schools gave the administration of their principals ratings of either very superior or superior. The average composite score for the principal in the administration of supplies and repairs in School A was 4.58, while that for the principal in School B was 4.45. The administrators' ratings

¹Wells, op. cit., p. 73.

upheld those given by the teachers. In School A, the average composite score was 4.40, while that in School B was 4.20.

TABLE 12

THE NUMBER OF TEACHERS THAT ASSIGNED EACH RATING ON EACH ITEM, THE NUMBER OF ADMINISTRATORS THAT ASSIGNED EACH RATING ON EACH ITEM, AND THE COMPOSITE RATING ASSIGNED EACH ITEM BY EACH GROUP

Item	Teachers' Ratings									Administrators' Ratings								
	5	4	3	2	1	Composite			5	4	3	2	1	Composite				
						Total	Average	Per Cent						Total	Average	Per Cent		
Principal A																		
1..	12	4				76	4.75	95.5	2					10	5.0	100		
2..	8	8				72	4.50	90.0	1	1				9	4.5	90		
3..	9	7				73	4.56	91.2	1	1				9	4.5	90		
4..	8	8				72	4.75	95.5		2				8	4.0	80		
5..	10	6				74	4.62	92.5		2				8	4.0	80		
Total	47	33				367	4.58	90.2	4	6				44	4.4	88		
Principal B																		
1..	10	5				70	4.66	93.3	1	1				9	4.5	90		
2..	8	7				68	4.55	91.0	1	1				9	4.5	90		
3..	4	11				64	4.13	82.2		2				8	4.0	80		
4..	7	8				67	4.46	89.2		2				8	4.0	80		
5..	5	10				65	4.33	86.6		2				8	4.0	80		
Total	34	41				334	4.45	89.0	2	8				42	4.2	84		

In regard to the administration of supplies and repairs, the principals met the requirements of the criteria and are performing their duties in accord with the opinions of writers and teachers in the field of elementary education. When the schools were small, the principal had few clerical duties; but with the growth of the school systems his work has increased enormously. Cubberly² says that the rules and regulations of boards of education commonly hold the principal responsible for the ordering and care of the needed school supplies and the equipment of his school. The superintendent of schools then usually holds the principal responsible, to some degree at least, for the economical and proper use of the supplies. Merely looking after the distribution of these supplies does not end the principal's responsibility; he must understand the use to which they are to be put and must aid the teacher in securing the most benefit from them. This is borne out by the following excerpt from a publication of the National Education Association:

It is not sufficient, however, merely to provide a wealth of instructional materials. Unless they are wisely and skillfully used, such materials may actually interfere with the enrichment of pupil experience. They must be made to serve the purpose of education rather than of mere entertainment. They must become integral parts of significant learning experiences rather than supplements to book learning of the traditional type. Administrators, supervisors, and

²Cubberly, op. cit., pp. 193-194.

teachers have a joint responsibility for making these tools of instruction effective.³

Reavis, Pierce, and Stulken elaborate further on the principal's responsibility in furnishing supplies:

The problem of securing the critical reactions of teachers to new books and work materials merits the serious attention of the principal. Systematic plans should be developed for distributing new books and materials to the teachers and securing their evaluations.⁴

Reports

The following items of the criteria were used in measuring the administration of the principals relative to making their reports:

1. The principal receives and checks data for 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 superintendents 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.⁵

³"Enrichment through School Materials and Equipment," The Elementary Principal, Eighteenth Yearbook, Department of Elementary School Principals, National Education Association, p. 413.

⁴Reavis, Pierce, and Stulken, op. cit., p. 397.

⁵Wells, op. cit., pp. 73-74.

According to the data found in Table 13, the principals performed the clerical duty of making reports in a highly satisfactory manner. The ratings of both the teachers and the administrators for the principals were either very superior or superior. There was not an average rating assigned. The average composite score for the principal in School A given by the teachers was 4.25, while the average composite score assigned by the administrators was 4.84. The same average composite scores for School B were 4.86 and 4.76, respectively.

In this respect the principals were meeting requirements outlined in the criteria and in the literature in the field of elementary education. Reeder says:

Every school system which would be efficiently administered must systematically collect, organize, file, and use information which will show the efficiency of every process. If this information is to be readily available, numerous records must be kept -- records of teachers, janitors, principals, supervisors, nurses, attendance officers, maintenance workmen, clerks, pupils, budgets, insurance of buildings, school bonds, current expenditures and receipts, internal accounts, books, supplies, and equipment inventories.⁶

Cubberly has this comment:

Promptness, punctuality, courtesy, and respect for authority are prime essentials in a successful principal. In the matter of reports and requisitions certain principals are almost always late. . . .

⁶Reeder, op. cit., pp. 507-508.

TABLE 13

THE NUMBER OF TEACHERS THAT ASSIGNED EACH RATING ON EACH ITEM, THE NUMBER OF ADMINISTRATORS THAT ASSIGNED EACH RATING ON EACH ITEM, AND THE COMPOSITE RATING ASSIGNED EACH ITEM BY EACH GROUP

Item	Teachers' Ratings							Administrators' Ratings								
	5	4	3	2	1	Composite			5	4	3	2	1	Composite		
						To- tal	Aver- age	Per Cent						To- tal	Aver- age	Per Cent
Principal A																
1..	8	8				72	4.50	90.0	1	1				9	4.5	90
2..	16					80	5.00	100	2					10	5.0	100
3..	8	8				72	4.50	90.0	2					10	5.0	100
4..	16					80	5.00	100	2					10	5.0	100
5..	16					80	5.00	100	2					10	5.0	100
6..	16					80	5.00	100	2					10	5.0	100
7..	16					80	5.00	100	2					10	5.0	100
8..	16					80	5.00	100	2					10	5.0	100
9..	16					80	5.00	100	2					10	5.0	100
10..	4	12				68	4.25	85.0		2				8	4.0	80
11..	16					80	5.00	100	2					10	5.0	100
12..	8	8				72	4.50	90.0	1	1				9	4.5	90
13..	16					80	5.00	100	2					10	5.0	100
Total	172	36				984	4.25	94.6	22	4				126	4.84	96.9

Principal B

1..	7	8				67	4.46	89.2	1	1				9	4.5	90
2..	15					75	5.00	100	2					10	5.0	100
3..	8	7				68	4.55	91.0	1	1				9	4.5	90
4..	15					75	5.00	100	2					10	5.0	100
5..	15					75	5.00	100	2					10	5.0	100
6..	15					75	5.00	100	2					10	5.0	100

TABLE 13 -- Continued

Item	Teachers' Ratings							Administrators' Ratings								
	5	4	3	2	1	Composite			5	4	3	2	1	Composite		
						Total	Average	Per Cent						Total	Average	Per Cent
7..	15					75	5.00	100	2					10	5.0	100
8..	12	3				72	4.80	96.0	1	1				9	4.5	90
9..	8	7				68	4.55	91.0	1	1				9	4.5	90
10..	15					75	5.00	100	2					10	5.0	100
11..	15					75	5.00	100	2					10	5.0	100
12..	12	3				72	4.80	96.0		2				8	4.0	80
13..	15					75	5.00	100	2					10	5.0	100
Total	167	28				947	4.86	97.1	20	6				124	4.76	95.4

The delay is wholly unnecessary. The thing for the principal to do is to anticipate his work, and see to it that his teachers do the same. Often he must anticipate it for them. The same principles so frequently mentioned as means of saving time and expediting work, applied to reports, will produce similar results.⁷

Records

The following items of the criteria were used as a standard of measurement for evaluating the manner in which the elementary principals administered the keeping of records in their schools:

⁷Cubberly, op. cit., p. 205.

TABLE 14

THE NUMBER OF TEACHERS THAT ASSIGNED EACH RATING ON EACH ITEM, THE NUMBER OF ADMINISTRATORS THAT ASSIGNED EACH RATING ON EACH ITEM, AND THE COMPOSITE RATING ASSIGNED EACH ITEM BY EACH GROUP

Item	Teachers' Ratings							Administrators' Ratings								
	5	4	3	2	1	Composite			5	4	3	2	1	Composite		
						To- tal	Aver- age	Per Cent						To- tal	Aver- age	Per Cent
Principal A																
1..	16					80	5.00	100	2					10	5.0	100
2..	16					80	5.00	100	2					10	5.0	100
3..	16					80	5.00	100	2					10	5.0	100
4..		16				64	4.00	80		2				8	4.0	80
5..		16				64	4.00	80		2				8	4.0	80
6..	16					80	5.00	100	2					10	5.0	100
7..		8	8			56	3.50	70		2				8	4.0	80
8..		8	8			56	3.50	70		2				8	4.0	80
9..		8	8			56	3.50	70		2				8	4.0	80
10..	8	8				72	4.50	90	1	1				9	4.5	90
Total	72	64	24			688	4.30	86.0	9	11				89	4.5	89
Principal B																
1..	15					75	5.00	100	2					10	5.0	100
2..	15					75	5.00	100	2					10	5.0	100
3..	10	5				70	4.66	93	2					10	5.0	100
4..	4	11				64	4.25	85	1	1				9	4.5	90
5..	8	7				68	4.55	91	1	1				9	4.5	90
6..	15					75	5.00	100	2					10	5.0	100
7..	15					75	5.00	100	2					10	5.0	100
8..	15					75	5.00	100	2					10	5.0	100
9..	8	7				68	4.50	91	1	1				9	4.5	90
10..	15					75	5.00	100	2					10	5.0	100
Total	120	30				720	4.80	96	17	3				97	4.8	97

1. The principal keeps all records requested by the superintendent.
2. He keeps all 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 data on class inspection and conferences.
7. He keeps a record of contagion and vaccination.
8. He keeps a record of petty school funds.
9. He keeps files on representative pupil's work and examination papers.
10. He requires all records to be kept accurately.⁸

The data in Table 14 show that both the teachers and the administrators rated the principals as very superior or superior in their methods of administering the school records. Out of a possible composite score of 800 points, the teachers in School A gave the principal a score of 688, and in School B the teachers gave the principal a composite score of 720 points out of a possible 750. The administrators' ratings upheld those of the teachers in all respects. The principals in the main, it appears, administered the keeping of the records in a very superior manner.

Miscellaneous Clerical Duties

The following items of the criteria were used as a standard in evaluating the manner in which the principals administered their miscellaneous clerical duties:

⁸Wells, op. cit., p. 74.

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.⁹

Table 15 shows the ratings that the teachers and the administrators assigned each principal on the above items.

TABLE 15

THE NUMBER OF TEACHERS THAT ASSIGNED EACH RATING ON EACH ITEM, THE NUMBER OF ADMINISTRATORS THAT ASSIGNED EACH RATING ON EACH ITEM, AND THE COMPOSITE RATING ASSIGNED EACH ITEM BY EACH GROUP

Item	Teachers' Ratings						Administrators' Ratings									
	5	4	3	2	1	Composite			5	4	3	2	1	Composite		
						To- tal	Aver- age	Per Cent						To- tal	Aver- age	Per Cent
Principal A																
1..	12	4				76	4.75	95.5	1	1				9	4.5	90
2..	14	2				78	4.87	97.4	1	1				9	4.5	90
3..	16					80	5.00	100	1	1				9	4.5	90
4..	16					80	5.00	100	2					10	5.0	100
5..	16					80	5.00	100	2					10	5.0	100
Total	74	6				394	4.92	98.5	7	3				47	4.7	94

⁹Wells, op. cit., pp. 74-75.

TABLE 15 -- Continued

Item	Teachers' Ratings								Administrators' Ratings							
	5	4	3	2	1	Composite			5	4	3	2	1	Composite		
						To- tal	Aver- age	Per Cent						To- tal	Aver- age	Per Cent
Principal B																
1..	15					75	5.00	100	2					10	5.0	100
2..	15					75	5.00	100	2					10	5.0	100
3..	15					75	5.00	100	2					10	5.0	100
4..	15					75	5.00	100	2					10	5.0	100
5..	15					75	5.00	100	2					10	5.0	100
Total	75					375	5.0	100	10					50	5.0	100

The data in Table 15 indicate that, in the opinion of the teachers and the administrators, the principals were administering their miscellaneous clerical duties in a highly satisfactory manner. In the case of School B, the teachers and administrations gave the administration the maximum number of points possible; in School A the average composite score given the administration by the teachers was 4.92, while that given by the administrators was 4.7.

Summary

TABLE 16

THE COMPOSITE SCORES RECEIVED BY EACH PRINCIPAL ON
EACH PHASE OF THE ADMINISTRATION OF THE
CLERICAL DUTIES WHEN RATED BY THE
TEACHERS AND THE ADMINISTRATORS

Phase Evaluated	Teachers' Composite Score		Administrators' Composite Score	
	Score	Average	Score	Average
Principal A				
Supplies and repairs.....	367	4.58	44	4.40
Reports.....	984	4.25	126	4.84
Records.....	688	4.30	89	4.50
Misc. clerical duties.....	394	4.92	47	4.70
Total....	2,433	4.51	306	4.61
Principal B				
Supplies and repairs.....	334	4.45	42	4.20
Reports.....	947	4.86	124	4.76
Records.....	720	4.80	97	4.80
Misc. clerical duties.....	375	5.00	50	5.00
Total....	2,376	4.70	313	4.69

Table 16 presents the summary composite ratings given

the administration of the principals in performing their duties relative to supplies and repairs, reports, records, and miscellaneous clerical duties.

The data indicate that, on the whole, the administrative work of the principals along these lines was satisfactory.

CHAPTER VI

EVALUATION OF THE ADMINISTRATION OF OTHER DUTIES OF THE PRINCIPALS

Professional

The following items of the criteria were used as a standard in evaluating the principals on the administration of other duties:

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.¹

Table 17 presents the ratings assigned the administration of the two elementary principals by the teachers and the administrators. These data indicate that the principals in both schools were very superior when rated on the first two items of the criteria; but when rated on the matter of attendance at educational meetings, membership in professional organizations, and professional reading and

¹Wells, op. cit., p. 75.

TABLE 17

THE NUMBER OF TEACHERS THAT ASSIGNED EACH RATING ON EACH ITEM, THE NUMBER OF ADMINISTRATORS THAT ASSIGNED EACH RATING ON EACH ITEM, AND THE COMPOSITE RATING ASSIGNED EACH ITEM BY EACH GROUP

Item	Teachers' Ratings							Administrators' Ratings								
	5	4	3	2	1	Composite			5	4	3	2	1	Composite		
						Total	Average	Per Cent						Total	Average	Per Cent
Principal A																
1..	16					80	5.0	100	2					10	5.0	100
2..	16					80	5.0	100	2					10	5.0	100
3..		8	8			56	3.5	70		1	1			7	3.5	70
4..			16			48	3.0	60			2			6	3.0	60
5..		8	8			56	3.5	70		1	1			7	3.5	70
Total	32	16	32			320	4.0	80	4	2	4			40	4.0	80
Principal B																
1..	15					75	5.0	100	2					10	5.0	100
2..	15					75	5.0	100	2					10	5.0	100
3..		8	7			53	3.5	66		2				8	4.0	80
4..		4	11			49	3.2	60.1		2				8	4.0	80
5..		2	13			47	3.1	58.6		1	1			7	3.5	70
Total	30	14	31			299	3.9	79.7	4	5	1			43	4.3	86

contacts, they did not score so high. The average composite score given by both the teachers and the administrators to the principal in School A was 4.0. In School B the average composite score was 3.9.

These data indicate that the principals satisfactorily attend meetings called by the superintendent and other local school officials, but that they do not give sufficient time to other educational meetings and to professional contacts. These activities, according to the professional writers on the subject, are highly necessary. Reeder says:

The person who directs an organization or a department makes it largely what it is. If that person is not well-qualified, his organization or department will never realize its potentialities although all other conditions for such realization are favorable.²

Regardless of the amount of time a principal has spent in school, he needs to contact other educators and to do a great deal of professional reading. Education is not a static process but is continually changing and developing and the wise principal will keep abreast of the times and well-informed on all educational changes.

Extra-curricular

The following items of the criteria were used in evaluating the principals on their administration of extra-curricular activities:

²Reeder, op. cit., p. 39.

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.³

According to the data in Table 18, the principals, in the opinion of the teachers and the administrators, were administering the extra-curricular activities of the schools in a very superior manner. Out of a possible composite score of 320, the teachers in School A assigned a composite score of 282, and the administrators assigned a composite score of thirty-eight out of a possible forty. Exactly the same composite scores were given the principal in School B.

It is apparent that the principals were efficient in administering the extra-curricular activities in their schools. Within recent years there has been added to the regular duties of the school principal a relatively new but increasingly important group of duties or functions. These include playground and athletic activities of the pupils, inter-school games and sports, parent-teacher associations, thrift clubs, Scout work, and similar activities. Concerning these new duties or functions, Cubberly says:

³Wells, op. cit., p. 75.

TABLE 18

THE NUMBER OF TEACHERS THAT ASSIGNED EACH RATING ON EACH ITEM, THE NUMBER OF ADMINISTRATORS THAT ASSIGNED EACH RATING ON EACH ITEM, AND THE COMPOSITE RATING ASSIGNED EACH ITEM BY EACH GROUP

Item	Teachers' Ratings							Administrators' Ratings								
	5	4	3	2	1	Composite			5	4	3	2	1	Composite		
						Total	Average	Per Cent						Total	Average	Per Cent
Principal A																
1..	8	8				72	4.50	90.0	2					10	5.0	100
2..	4	12				68	4.25	85.0	2					10	5.0	100
3..	10	6				74	4.62	92.5	1	1				9	4.5	90
4..	4	12				68	4.25	85.0	1	1				9	4.5	90
Total	26	38				282	4.40	88.1	6	2				38	4.75	95
Principal B																
1..	12	3				72	4.80	96.0	2					10	5.0	100
2..	8	7				68	4.50	90.0	1	1				9	4.5	90
3..	10	5				70	4.60	93.0	1	1				9	4.5	90
4..	12	3				72	4.80	96.0	2					10	5.0	100
Total	42	18				282	4.70	94.0	6	2				38	4.75	95

All these new functions are becoming increasingly important in building up a school and community spirit favorable to good school work, and an ability and a willingness to back the schools and the school policies against hostile attack. The proper encouragement and guidance of such extra-school activities and interests require careful planning, and the expenditure of much time and energy on the part of the school principal, but the results achieved by such work are so fruitful that the time spent on them after all gives large returns.⁴

Parents' Organizations

The following items of the criteria were used as a standard for evaluating the principals' use of the parent-teacher organizations in their elementary schools:

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.⁵

Table 19 shows the ratings that the teachers and the administrators assigned the principals on the above items. These data indicate that all of the teachers and the administrators in both elementary schools gave their principals ratings of very superior or superior as to their work with the parent-teacher organizations in the schools. No teacher or administrator assigned an average rating.

⁴Cubberly, op. cit., p. 45.

⁵Wells, op. cit., p. 76.

TABLE 19

THE NUMBER OF TEACHERS THAT ASSIGNED EACH RATING ON EACH ITEM, THE NUMBER OF ADMINISTRATORS THAT ASSIGNED EACH RATING ON EACH ITEM, AND THE COMPOSITE RATING ASSIGNED EACH ITEM BY EACH GROUP

Item	Teachers' Ratings						Administrators' Ratings									
	5	4	3	2	1	Composite			5	4	3	2	1	Composite		
						Total	Average	Per Cent						Total	Average	Per Cent
Principal A																
1..	8	8				72	4.50	90.0	2					10	5.0	100
2..	10	6				74	4.62	92.5	2					10	5.0	100
3..	14	2				78	4.87	96.2	2					10	5.0	100
Total	32	16				224	4.66	93.3	6					30	5.0	100
Principal B																
1..	10	5				70	4.66	93.3	2					10	5.0	100
2..	12	3				72	4.80	96.0	2					10	5.0	100
3..	10	5				70	4.66	89.2	2					10	5.0	100
Total	32	13				212	4.70	93.3	6					30	5.0	100

The average composite score, as rated by the teachers, was 4.66 in School A and 4.70 in School B. The administrators in both schools assigned the principal the maximum rating on each item.

According to the above data, the principals in the two elementary schools are alert concerning the value of parent-teacher associations, and are taking full advantage of the opportunities presented to knit the school and the community closer together.

The Community

The following items of the criteria were used as a standard of measurement in evaluating the community activities of the two principals in the elementary schools:

1. The principal assists in activities which contribute to the community development.
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 community for worthy purposes.
4. He furnishes information about the school to the parents and the 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 works 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 programs and its needs to the community.⁶

⁶Ibid., pp. 76-77.

According to the data presented in Table 20, the principals in the two elementary schools carried on the schools' relationships with the community in a superior manner. In School A, from sixteen teachers, the principal received a total of sixty-four very superior ratings and a total of seventy-eight superior ratings. In School B, from fifteen teachers, the principal received a total of seventy-one very superior ratings and a total of sixty-three superior ratings. The administrators assigned the principal in each school a total of ten very superior and six superior ratings. There was not an average rating in the entire evaluation of the principals relative to their duties in connection with community activities.

In the opinion of the teachers and the administrators, the principals in these schools were maintaining satisfactory community relationships. In this respect they were meeting the requirements that modern education has set up for a successful principal. Formerly, the teacher or the principal was not very much concerned with the community and neighborhood interests, but the changes in society and the complex living conditions have necessitated a change. Today, in the opinion of writers in the field of elementary education, the principal's success in his school work is closely interwoven with the interest that he takes in the

TABLE 20

THE NUMBER OF TEACHERS THAT ASSIGNED EACH RATING ON EACH ITEM, THE NUMBER OF ADMINISTRATORS THAT ASSIGNED EACH RATING ON EACH ITEM, AND THE COMPOSITE RATING ASSIGNED EACH ITEM BY EACH GROUP

Item	Teachers' Ratings						Administrators' Ratings									
	5	4	3	2	1	Composite			5	4	3	2	1	Composite		
						Total	Average	Per Cent						Total	Average	Per Cent
Principal A																
1..	8	8				72	4.50	90.0	1	1				9	4.5	90
2..	6	10				70	4.38	87.5	2					10	5.0	100
3..	4	12				68	4.25	85.0	1	1				9	4.5	90
4..	5	11				69	4.31	86.2	1	1				9	4.5	90
5..	6	10				70	4.38	87.5	2					10	5.0	100
6..	12	4				66	4.12	82.4	1	1				9	4.5	90
7..	10	6				74	4.62	92.5	1	1				9	4.5	90
8..	8	8				72	4.50	90.0	1	1				9	4.5	90
9..	7	9				71	4.43	88.6	2					10	5.0	100
Total	64	78				632	4.39	87.7	12	6				84	4.66	93.3
Principal B																
1..	7	8				67	4.46	89.2	1	1				9	4.5	90
2..	12	3				72	4.80	96.0	1	1				9	4.5	90
3..	9	7				68	4.55	91.0	2					10	5.0	100
4..	6	9				66	4.40	88.0	1	1				9	4.5	90
5..	4	11				64	4.26	85.2	1	1				9	4.5	90
6..	12	3				62	4.13	82.2	2					10	5.0	100
7..	9	6				69	4.60	92.0	2					10	5.0	100
8..	5	10				65	4.33	86.6	1	1				9	4.5	90
9..	8	7				68	4.55	91.0	1	1				9	4.5	90
Total	71	63				601	4.16	89.0	12	6				84	4.66	93.3

pupils' outside interests and in the interest of his community as well. McKown says:

An individual lives in a physical, social, ethical, emotional, and spiritual relationship as well as mental, and without a suitable training in all of these he is as incomplete, useless, and ludicrous as an automobile with parts missing.⁷

Defenbaugh and Muerman have this comment:

One of the important functions of a village school principal is to be a leader in the improvement of educational conditions. . . . The principal of the school district, whether it embraces the village or the entire community, should be more than a pedagogue. He should be an educator in every sense of the term, a community leader, not a follower, a guide, setting up ideals of accomplishment.⁸

Summary

Table 21 presents the summary composite ratings assigned the principals in the administration of professional, extra-curricular activities, parents' organizations, and community duties. These data indicate that the principals performed satisfactory work in these respective fields.

In the administration of professional duties, both principals should give more time to educational meetings, and to professional readings and contacts. They should also be more active in professional organizations.

Principal A and Principal B, in the opinion of their

⁷H. C. McKown, Home Room Guidance, p. 5.

⁸W. S. Defenbaugh and J. C. Muerman, Administration and Supervision of Village Schools, pp. 25-26.

TABLE 21

THE COMPOSITE SCORES RECEIVED BY EACH PRINCIPAL ON
EACH PHASE OF THE ADMINISTRATION OF OTHER DUTIES
WHEN RATED BY THE TEACHERS AND THE
ADMINISTRATORS

Phases Evaluated	Teachers' Composite Score		Administrators' Composite Score	
	Score	Average	Score	Average
Principal A				
Professional.....	320	4.0	40	4.0
Extra-curricular.....	282	4.4	38	4.75
Parents' organizations....	224	4.66	30	4.0
Community.....	632	4.39	84	4.66
Total.....	1,458	4.38	192	4.6
Principal B				
Professional.....	299	3.98	43	4.3
Extra-curricular.....	282	4.7	38	4.75
Parents' organizations....	212	4.7	30	5.0
Community.....	601	4.16	84	4.66
Total.....	1,394	4.38	195	4.67

teachers and administrators, performed satisfactory work in the administration of extra-curricular activities.

CHAPTER VII

CONCLUSIONS

The findings of this study are summarized in Table 22, which presents the total composite scores and the average scores for each phase of the administration evaluated.

These data show that the administration of Principal A, on all phases of his administrative duties, when rated by his teachers, received a grand total composite score of 9,408 out of a possible 10,880, or an average composite score of 4.35 out of a possible five. These data show also that the administration of Principal B, on all phases of his administrative duties, when rated by his teachers, received a grand total composite score of 9,231 out of a possible 10,200, or an average composite score of 4.46 out of a possible five.

However, when the data are broken down and considered separately, there are some definite conclusions formed which apply to particular items of the evaluation. These specific conclusions are:

The principals, on the whole, were given a very high rating on the items for democratic and cooperative organization of the supervisory program. However, one teacher

TABLE 22

THE POSSIBLE COMPOSITE SCORES AND THE GRAND TOTAL
COMPOSITE SCORES RECEIVED BY EACH PRINCIPAL ON
THE DIFFERENT PHASES OF HIS ADMINISTRATIVE
DUTIES WHEN RATED BY THE TEACHERS
AND THE ADMINISTRATORS

Phases of Duties Evaluated	Composite Teachers' Ratings			Composite Administrators' Ratings		
	Possible Score	Score	Average	Possible Score	Score	Average
Principal A						
Supervisory..	2,400	2,053	4.28	300	254	4.23
Adminis- trative....	3,120	2,858	4.41	390	373	4.84
Organiza- tional.....	1,040	876	4.21	230	103	4.00
Clerical.....	2,640	2,433	4.51	330	306	4.61
Other.....	1,680	1,458	4.38	210	192	4.61
Total....	10,880	9,678	4.35	1,460	1,228	4.03
Principal B						
Supervisory..	2,250	1,915	4.26	300	255	4.25
Adminis- trative....	2,925	2,715	4.67	390	368	4.74
Organiza- tional.....	975	821	4.21	230	103	4.00
Clerical.....	2,475	2,376	4.70	330	313	4.69
Other.....	1,575	1,394	4.38	210	195	4.67
Total....	10,200	9,221	4.46	1,460	1,234	4.44

rated Principal B as inferior, especially in formulating definite objectives and well-organized plans for activities to attain these objectives.

In the administration of class management, the majority of the teachers rated the principals as superior in their administration, but a number indicated that they felt the principal performed his duties in certain respects in only an average manner.

The teachers and the administrators in the evaluated schools indicated that they thought the work of the principals in class management was satisfactory. In some instances teachers indicated that they thought in certain respects the work of the principal was average, but no inferior rating was given.

In the stimulation of professional improvement, a large number of the teachers indicated that the principals' administration, in this respect, was only average. Four average ratings were also given by the administrators.

The curriculum duties of the principals in the evaluated schools were given a satisfactory rating by the administrators. The majority of the teachers rated the principals as superior or very superior, but there were some average ratings, and one teacher gave the principal an inferior rating on some items. Since the administrators of the school rated the principal as superior in his work with

the curriculum, the inference is that the teacher's rating was influenced by her own personal animus.

In pupil control and management, the majority of the teachers gave the principals a rating of very superior. There were few average ratings. Both administrators rated the principal as very superior in each item.

On general management, the principals were given a rating of very superior or superior by the teachers. However, the administrators' ratings were not quite so high, and a number of these were superior. There were no inferior ratings.

In the performance of their organizational duties, the principals of the two elementary schools studied were rated as very superior, superior, and average. The first two ratings were about equally divided, and there were a number of average ratings. The administrators, however, did not give either principal a single average rating on the entire list of items on organizational duties.

In the administration of clerical duties, all teachers and administrators gave the principals high ratings in their administration of supplies and repairs, the making of reports, and miscellaneous clerical duties. No inferior ratings were given.

The teachers and the administrators indicated by their ratings of the principals that they thought the principals

were doing satisfactory work in the administration of their other duties. There were no average ratings given.

The general conclusion reached from this study is that the principals of the two elementary schools met the requirements of the criteria to a very satisfactory degree. They appeared to be, in the opinion of their co-workers, capable, efficient, alert, and professionally competent to carry on their teaching activities. However, as indicated elsewhere in this study, there is room for each principal to improve the efficiency of his administration in many respects.

It should be remembered that these evaluations have been made on the basis of Wells's criteria. It appears that the evaluations of the principals' administration are a little high. The majority of the principals do not give superior service in all respects. The conclusion, then, is that while Wells's criteria lend themselves creditably well as a standard of measurement, there is not enough latitude in the range of possible scores on each item. That is, the rating scale is too narrow, and should be widened in range. The following rating scale is recommended in lieu of the one that Wells formulated:

TABLE 23

RECOMMENDED RATING SCALE FOR DETERMINING
THE RANK OF THE AVERAGE SCORES

Rating Scale	Assumed Average Evaluative Scale	Interpretation
9.....	8.2 to 9.0	Very superior
8.....	7.3 to 8.1	Superior
7.....	6.4 to 7.2	Very good
6.....	5.5 to 6.3	Good
5.....	4.6 to 5.4	Average
4.....	3.7 to 4.5	Poor
3.....	2.8 to 3.6	Very poor
2.....	1.9 to 2.7	Inferior
1.....	1.0 to 1.8	Very inferior

APPENDIX

Criteria for Evaluating the Administration of the Elementary School¹

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:

I. Supervisory duties

A. Democratic and cooperative organization of the supervisory program

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.

¹Wells, op. cit., pp. 64-78.

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 gives suggestions on 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 conferences.

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 pupils' 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 promotions 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 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.

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 departments.
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 possible or 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 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.

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 the

work he performs; (2) that the evaluations are to be made in an impersonal manner; (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.

After all evaluations of the principal's work have been 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. The following scale is recommended for interpreting the rank of the average of the 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

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