AN EVALUATION OF THE ADMINISTRATIVE DUTIES OF
ONE HUNDRED HIGH SCHOOL PRINCIPALS IN TEXAS

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AN EVALUATION OF THE ADMINISTRATIVE DUTIES OF
ONE HUNDRED HIGH SCHOOL PRINCIPALS IN TEXAS

THESIS

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CHAPTER I

INTRODUCTION

Purpose of the Study

The purpose of this study is twofold: (1) to make a study of literature to determine criteria for evaluating the duties and responsibilities of a principal in a modern high school; and (2) to make a survey of the duties and responsibilities of one hundred high school principals in Texas to determine the extent to which they meet the criteria established. Attention is given to the experience, academic and professional training of the principals, duties as administrator of the physical plant, duties as supervisor of instruction, duties as school leader, and duties as community leader.

Limitations of the Study

The study is limited to one hundred principals in high schools of various sizes in Texas. No certain school population group was selected to which to send the questionnaires; names of principals were selected from a list prepared by the State Department of Education. The answers, however, were grouped into four classifications: (1) principals of high schools with less than 250 school population; (2) principals with high school population ranging from 250 to 500; (3) principals
of high schools with school population of 500 to 1,000 pupils; and (4) principals of high schools with over 1,000 school population.

Sources of Data

Sources of data for the study are both human and documentary. The human data were taken from answers to questionnaires of the high school principals participating in the study. The documentary data used to establish criteria for evaluating the duties and responsibilities of a high school principal were taken from recent professional literature in the field of public school administration.

Method of Procedure

The study developed from a research problem made as a part of regular school work in college. The subject matter of this research dealt with the duties and responsibilities of high school principals as outlined in recent literature. A study was then made of related studies in this field. The development of the principalship from teacher to administrative status was traced. In Chapter II professional literature in the field was analyzed to formulate criteria for evaluating the responsibilities and duties of one hundred high school principals. A questionnaire was devised to submit to principals. The questions asked were designed to measure as far as possible what the high school principal did in the administration of his school.
The questionnaires were mailed to approximately 150 high school principals. The response was both surprising and gratifying. More than 100 principals returned the questionnaires completely filled out in less than two weeks after they were mailed out. This representative and quick response, it is felt, is indicative of the interest these principals have in the subject.

As previously stated, the questionnaires were grouped into high schools of varying populations. One hundred of the returned questionnaires were selected for the study; since some were returned incomplete, not all the returns were used. Tables were made and the data presented on varying phases of the principals' work. An analysis was then made of the data and they were evaluated in the light of the criteria developed. Conclusions were drawn from the findings of the study and recommendations made where they were thought to be advisable.

Related Studies

When more rooms and additional teachers were added to the one-room schoolhouse, it was only natural that one of the teachers should become the principal, or head teacher. He was someone with a personality a little more forceful than the others, someone who could discipline the older students, could purchase the chalk and hand out the slates, and who could take responsibility for what went on at the schoolhouse. As late as 1900 the principal's main work still was teaching;
the problems of supervision and community leadership were not thought to be an important part of his work.

The period directly following was characterized by a tremendous growth and expansion of education. New and larger schools were built; more and more children attended. The details of administering these schools fell to the principal or head teacher. It was not long before these principal teachers found that the burden of administering a large school and teaching classes as well was too great a task and the principal teacher became the principal. Soon attention began to be directed to the duties of a principal and a number of studies were made between 1920 and 1935 in this field.

Koos, in 1924, made a detailed study of the duties of a principal of a high school.1 His purpose was to determine the necessary training and duties of a principal of a high school. Eisenberry, of the United States Office of Education, made a survey of the status of the high school principal in 1925.2 Foster, United States Office of Education, followed Eisenberry in 1930 with a study of the status of the junior high school principal.3 Feelhaver, in 1927, made a survey of the duties of high school principals in the State of Pennsylvania.

1Leonard V. Koos, *The High School Principal*, 1924.
Nebraska. Engelhardt and Zweigel, United States Office of Education, made a national survey of administration and supervision in 1932. The duties of a principal, as listed in these investigations, may be summarized by quoting from the Seventh Yearbook of the Department of Elementary School Principals, 1931:

... the principal's work runs the gamut from duties involving the most petty detail to those of large responsibility. The principal may deliver supplies to the teachers, discipline pupils for misbehavior, perform clerical or janitorial tasks; or may recommend the dismissal of a teacher, the repair of the roof of a building, and diagnose the learning status of a child. His duties are thus seen to be both trivial and important.

During the period 1930 up until the present, the duties of the principalship changed in a process of gradual development until the office has assumed new significance. The principal of a high school has evolved into a highly trained technician who, in the better high schools, is regarded as the director of the educational program in the school, the friend and counselor of the children and their parents, a true leader of cultural life in the community. Instead of being something of a glorified janitor, bookkeeper, nurse and policeman,

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5Fred Engelhardt and William H. Zweigel, Jr., Administration and Supervision, p. 34.

6Seventh Yearbook of the Department of Elementary School Principals, p. 43.
the school principal now attains his full stature as an educator.\(^7\)

In a recent study *The School Executive*, a professional magazine devoted to the administration of schools, made an exhaustive investigation of the work of the principal. The most significant conclusion reached from the study is that good principals "do not just grow or happen." They have evolved. The following statement is made:

Good principals ... have to be recruited, prepared, and set to work. They must continue to grow. The job of the principal is an ever-expanding one. It requires constant study, observation, and support. The evolution of the principalship from an office in which the chief functions were largely clerical and disciplinary, through the stages of chief organizer, intermediary between the central office of the system and the teaching staff in a building, through the stage as head supervisor in helping to improve instruction, through the varied duties as a building business manager, health expert, top administrator, rater of teachers, and chief spokesman for his staff, to the conception increasingly held today of the principal as professional leader, community leader, and executive is interesting and exciting.\(^8\)

Koons and others in a recent study, however, emphasize that it is difficult to formulate a definition of the duties and responsibilities of a high school principal. They state:

Examination of the literature on the principalship, both subjective and objective, shows that there is considerable variation from one locality to the


\(^8\)"The Work of the Principal," *The School Executive*, LXVIII (February, 1949), 57.
other in the powers given the principal, the duties expected of him, and the activities in which he actually engages. On the one hand are the many de- risive descriptions of the principal as a handy man, a key carrier, and a chalk passer, condemning both the principal and his superiors for not holding a higher conception of the position. On the other hand, there are portrayals of the principal as a responsible organizer, and director of educational activity, an executive given large powers and held accountable for results. 9

The present study endeavors to learn something about what constitutes the duties of principals in a variety of Texas high schools. The following chapter considers the duties and responsibilities of the principal from the viewpoint of writers and teachers in the field of education and the data from the questionnaires will be used to determine the duties as they actually exist in practice in the 100 high schools participating in this study.

9Leonard V. Koos and others, Administering the Secondary School, p. 460.
CHAPTER II

REVIEW OF LITERATURE DEALING WITH THE RESPONSIBILITIES AND DUTIES OF THE MODERN HIGH SCHOOL PRINCIPAL

Purpose of the Chapter

The purpose of this chapter is to present a review of literature in the field of school administration to determine criteria for measuring the duties and responsibilities of a principal of a high school. Attention will be given to the following: experience, academic training, professional training, administration of school plant, supervisor of instruction, school leader, and community leader.

Professional Experience of the High School Principal

The following statements concerning the experience of the principal in teaching and administration are found in educational literature.

1. Teaching experience is considered essential in the professional preparation of teachers.¹

2. The amount and type of experience which the principal brings to his work are a part of his preparation for it.²

3. National surveys show a median of 19.3 years of educational experience for the principal.³

¹Heavis and others, op. cit., p. 490.
²Koos and others, op. cit., p. 458.
³Engelhardt and Zeigel, op. cit., p. 51, Table 19.
4. Training in college is more valuable than teaching experience, but a certain amount of teaching and supervisory experience should be a prerequisite to graduation.⁴

5. Most administrators find their way into administrative positions from service in the classroom.⁵

Criteria, then, for the teaching experience of a high school principal, if based on these sources, could be stated as follows:

1. Teaching experience is desirable in a principal's preparation for his work.

2. Administrative experience is helpful at all levels in the training of a principal.

Academic Training of the High School Principal

Seven sources were examined regarding opinions on the amount of academic training required for successful administration of the principalship. Not all these sources discussed this phase, but the following opinions were found:

1. The principal, because of his position as leader of his school and supervisor of instruction, should have an understanding of the values of all the subject fields and have some appreciation of the methods, materials, and learning processes which they use.⁶


⁶Koons and others, op. cit., p. 39.
2. Knowledge of the newer fields of the secondary curriculum such as vocational subjects, music, commercial subjects, and physical education is necessary as well as knowledge of liberal arts courses. 7

3. The principal must "meet definite professional standards in the academic field." 8

4. The principal should have a broad academic training that will give an understanding of "economic institutions, American ideals, and the problems of community life." 9

5. "The academic . . . training required for the position varies from two to five years with the largest number . . . being approximately four years." 10

6. A broad academic training is a necessary base on which to build professional training. 11

7. The trend toward a master's degree as minimum academic preparation for the principalship is indicated by recent surveys. 12

Criteria, then, for the academic training of the high

7Engelhardt and Zeigel, op. cit., p. 46.
8"The Work of the Principal," The School Executive, LXVII (Feb., 1949), 56.
9Heavis and others, op. cit., p. 74.
10Ibid.
12Douglass, op. cit., p. 546.
school principal based on these sources could be stated as follows:

1. The principal should have a broad academic training in the subject matter over which he will have supervision.

2. His academic training should include some of the newer subjects taught in the modern schools.

3. The academic training of the principal should comprise at least four years of college work.

Professional Training of the High School Principal

The following opinions regarding the professional training of the principal are taken from various sources.

1. The principal of today must be a student of problems of school finance, accounting, achievement and mental measurement, educational and vocational guidance, extracurricular activities, supervision, course-of-study construction, building and housing problems, homogeneous grouping, publicity and community relations, schedule-making, and other technical activities involved in modern high school administration.  

2. The following courses should comprise professional study for the principalship:

A. Fundamental courses:
   (a) Philosophy of education
   (b) Educational psychology
   (c) General introduction to public-school administration
   (d) History of modern education
   (e) Organization of American secondary education
   (f) Educational statistics.

B. Courses dealing specifically with the work of the high-school principal:
   (a) High school administration

13 Ibid., p. 548.
(b) High school supervision
(c) High school curriculum
(d) Administration and supervision of pupil activities
(e) Administration of pupil guidance
(f) Tests and measurements in secondary education
(g) Public relations.

C. Courses in administration usually designed for the school superintendent:
(a) School finance
(b) Business management
(c) Construction and equipment of school buildings.

In addition to the sixteen courses just outlined, the year of graduate training should include the writing of a thesis dealing with a practical problem in secondary school administration.14

3. The principal should not only meet definite professional standards but have wide experience in living.15

4. College courses, even a master's degree, are insufficient professional preparation for the principalship.16

5. The principal of today must supplement his academic training with extensive professional study including administrative courses, professional reading, professional associations, and specific preparation in specialized fields.17

6. The professional training of a principal should include attendance at professional schools, regular reading of

14 Eisenberry, op. cit., pp. 35-36.


17 Heavis and others, op. cit., p. 473.
professional magazines and books, and membership in professional organizations. 18

7. The high school principal should invest at least fifty or sixty dollars a year in professional books, journals, and organizations. 19

Criteria for the professional training of the high school principal, if based on these opinions, could be stated as follows:

1. He should take administrative education courses at graduate level.

2. He should take specialized courses in specific fields, according to his major teaching subject.

3. He should take special courses in guidance as well as in tests and measurements.

4. He should read current professional literature.

5. He should maintain contact with other principals through membership in educational organizations.

Duties as Administrator of the School Plant and Ground

The following opinions regarding the duties of the high school principal as administrator of the school plant and ground have been taken from literature in the field of administration:

18Seventh Yearbook, Department of Elementary School Principals, NEA, pp. 343-344.

19Douglass, op. cit., p. 554.
1. The principal is responsible for intelligent use of recognized standards of both quantitative and qualitative character in the utilization and administration of his building.

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

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

Through the efficient administration of building and ground the principal can produce a direct effect on pupil and teachers that will result in the improvement of the quality of education being carried on in the school.20

2. Efficient utilization of the facilities provided is probably the administrator's most important problem.21

3. Supervision of the custodial staff is one of the most important items in the administration of building and grounds.22

4. The janitor or custodian is an important part of the educational process.23

5. The administrator of the school, as a usual practice, does not select the janitor nor does he have authority to discharge him.24

20 Beavis and others, op. cit., pp. 403-404.
21 Koos and others, op. cit., p. 496.
22 W. C. Reeder, Fundamentals of School Administration, p. 247.
23 Beavis and others, op. cit., p. 402. 24 Ibib.
6. Cooperation between principal, teachers, pupils, and the janitor is necessary to the proper maintenance of a good educational plant.  

7. Preparation of the school budget is an important phase of the administration of the school plant.  

8. Sound educational policy decrees that a principal, even in a unit school which is a part of a system, should have a voice in the preparation of the budget for his school.  

9. If the superintendent of a school system follows democratic practices, he will give the principal responsibilities; the "status of the principal is a reflection of the administrative theory of the central office."  

10. Students in the field of finance appear to agree that the budget amounts should be based on the equational program of the school; the principal, as the leader of the school, should by all means have some voice in the budget planning.  

11. The principal has responsibility for the efficient and economical use of school supplies and equipment.  

25Ibid.  


28Ibid., p. 219.  

29Clyde H. O'Dell, School Supplies, p. 54.
12. "Laxity of supervision and tolerance of improper usage of equipment and supplies by principals or teachers should be regarded as evidence of inefficiency and an administrative irresponsibility." 30

13. The principal is responsible for securing necessary equipment and supplies. 31

14. The management of supplies creates many problems for the principal. 32

15. "The modern high school administrator faces responsibility ... for requisitioning, storage, and accounting for equipment and supplies." 33

Criteria for the duties of the high school principal as administrator of the building and ground when based on these statements could be stated as follows:

1. The principal should administer the school plant in such a way as to efficiently utilize existing facilities.

2. The principal is responsible for the supervision of the custodial staff, which in turn is responsible for the health, sanitation, and safety of the pupils.

3. Few principals select or discharge janitors, but they have the responsibility for supervision of custodial services.

30 Koos and others, op. cit., p. 556.
31 Heavis and others, op. cit., p. 389.
32 Otto, op. cit., p. 503.
33 Douglass, op. cit., p. 437.
4. The principal, as head of his school, should participate in planning the budget whether his school is independent or a unit of a large system.

5. The principal is responsible for the efficient utilization and economical use of equipment and supplies.

Duties of the High School Principal as Supervisor of Instruction

The duties of the high school principals as supervisor of instruction will be considered under the following heads: (1) selection of staff, (2) rating of teachers, (3) initiating curriculum revision, (4) planning the guidance program, (5) teaching duties, and (6) age-grade progress.

Opinions of various students of secondary school administration concerning the responsibility of the principal in the selection of his staff may be summarized as follows:

1. "If the principal is to be held responsible for the results obtained by his teachers, he should have a free hand in selecting them."\(^{34}\)

2. The principal should be accorded "an active role in filling vacancies on his staff."\(^{35}\)

3. The principal should be consulted in filling the vacancies on his staff.\(^{36}\)

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\(^{34}\)Douglas, op. cit., p. 356.

\(^{35}\)Koos and others, op. cit., p. 356.

\(^{36}\)Ibid.
Rating teachers.—The following statements were found regarding the rating of teachers by the principals:

1. The principal should rate the teachers and help them to rate themselves by using a rating scale of specific teacher traits.\textsuperscript{37}

2. A national survey of principal-teacher-rating practices reported that responsibility for rating teachers "rests on the principal in all cities which employ rating scales."\textsuperscript{38}

3. Teacher-rating is necessary, but it is the work of more than one individual; the principal leads the way.\textsuperscript{39}

4. Rating should be the work of both the principal and the teacher being rated.\textsuperscript{40}

5. If a maximum amount of good is to be realized from diagnostic studies of teachers and teaching, the teacher herself must be interested and trained in making such studies. Only as the teacher is made aware of her own progress as a teacher will she make maximum progress in learning to teach.\textsuperscript{41}

Initiating curriculum revision.—The responsibility of the high school principal in initiating curriculum revision is indicated in the following statements:

\textsuperscript{37}Beavis and others, op. cit., p. 358.


\textsuperscript{39}Koos and others, op. cit., p. 268.

\textsuperscript{40}Barr and others, op. cit., p. 484.

\textsuperscript{41}Ibid.
1. "The curriculum should be made cooperatively by all those persons who have contributions to make;" the principal's duty is to furnish leadership for the work.\textsuperscript{42}

2. The school administrator's duty is to adapt the state recommended curriculum to local needs.\textsuperscript{43}

3. The principal has the task of helping the teacher make more effective use of instructional materials.\textsuperscript{44}

4. The principal, as the responsible leader of his school, should guide the supervisors, teachers, pupils, and community in a cooperative endeavor to adapt the state-selected subject matter to community needs.\textsuperscript{45}

\textbf{Planning the guidance program}.--The following opinions were expressed by writers in the field of secondary school administration regarding the responsibility of the principal for planning the guidance program:

1. The success of the guidance program depends upon the knowledge the staff has of individual differences among pupils gained through observation and tests. It is the principal's duty to direct with care the teacher-training program.\textsuperscript{46}

\textsuperscript{42}Otto, \textit{op. cit.}, p. 88.
\textsuperscript{43}Douglass, \textit{op. cit.}, pp. 51-52.
\textsuperscript{44}Barr and others, \textit{op. cit.}, p. 528.
\textsuperscript{46}Douglass, \textit{op. cit.}, p. 201.
2. The responsibility for initiating testing programs rests on the school principal.  

3. It is the duty of the principal to initiate testing programs for discovering individual differences, and to conduct in-service training programs for teachers.

**Teaching duties.**--The following opinions regarding the teaching duties of a high school principal were found in recent administrative literature:

1. "The principal should have most of his time free for tasks relating to the organization, administration, and supervision of his school."  

2. The teaching duties of the principal will depend on the size of the school; in the larger schools he is released from all teaching duties.  

3. The principal should have most of his time free for administrative duties.  

4. The principal needs to have time for activities other than teaching or serving as an "office principal."

**Studies of age-grade progress.**--Responsibility for making age-grade studies is a comparatively new duty assigned

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47*Heavis and others, op. cit.* p. 309.

48*Barr and others, op. cit.*, p. 321.


50*Heavis and others, op. cit.*, p. 545.

51*Douglass, op. cit.*, p. 67.

52*Otto, op. cit.*, p. 250.
the principal. The following opinions were taken from school administration literature:

1. The principal has a "strategic relationship with the promotional problem" and it is his duty to serve as guide in the formulation of policies concerning promotion.53

2. "The principal as the responsible head of the school must formulate, direct, and supervise the appraisal of the progress of the pupils."54

3. A study of age-grade progress is the obligation of the principal and his staff.55

4. In every school there should be someone, preferably the principal, to consult all available data and supervise gathering other types.56

Criteria for evaluating the work of the high school principal as supervisor of instruction may be set up from these varying opinions as follows:

1. The principal should participate in the selection of his staff.

2. Teacher rating should be both the work of the principal and the teacher; the latter should be guided to rate herself.

53Leavis and others, op. cit., p. 327.
54Douglass, op. cit., p. 352.
55Koos and others, op. cit., p. 269.
56Douglass, op. cit., p. 352.
3. It is the duty of the principal to initiate curricu-
lum revision to adapt prescribed subject matter to meet
community needs.

4. It is not the duty of the principal to carry out the
guidance program, but it is his duty to initiate it, super-
vised it, and analyze its results; an effective guidance program
must be based on a knowledge of individual differences.

5. The principal, except in the very small schools,
should be free from teaching duties and devote his time to
administration and supervision.

6. The principal who studies his school from a scienc-
tific standpoint should make an age-grade progress study to
determine factors causing failure.

Duties of the High School Principal

As School Leader

Duties of the high school principal as school leader will
be studied under four headings: (1) planning school activities,
(2) schedule making, (3) planning assembly programs, and
(4) planning extra-curricular activities.

Planning school activities.--School activities, in this
sense, means the entire school program. Lee and Lee state:

1. Curriculum development is a democratic process
utilizing the services of pupils, teachers, parents,
community, and outside educational agencies. 57

57J. Murray Lee and Dorris May Lee, The Child and His
Curriculum, p. 173.
2. The program of studies should be worked out by the administrator and staff to meet state requirements, affiliation requirements, provide opportunities for exploration of interest and aptitudes, and meet the peculiar needs of the local community. 58

3. Curriculum construction, or planning the program of studies, should represent the combined efforts of a selected community group which represents the best thinking in educational matters, and various groups from the schools. 59

4. School programs should be designed by "teachers, supervisors, parents, and others" in cooperative interaction. 60

Class schedules.--The following opinions on the principals' responsibilities regarding the making of school schedules are found in the literature:

1. The ability to arrange a satisfactory schedule is the first major test of administrative competence. 61

2. In small schools the pupil schedules are typically made by the principals. 62

Assembly programs.--Who should make the assembly program? The following opinions are taken from the literature in the field:

59Crow and Crow, op. cit., p. 255.
60Hopkins, op. cit., p. 325.
62Koons and others, op. cit., p. 313.
1. The assembly program should grow out of the work of the school day. 63

2. Assembly programs should be initiated, developed, and presented by pupils with a minimum of teacher supervision, and should grow out of school and classroom activities. 64

3. As far as possible the assembly should be managed by student representatives under faculty direction. "Teachers should not dominate assembly programs." 65

4. "The planning, preparation, and presentation of assembly programs offer excellent opportunities for pupil participation." 66

**Extra-curricular activities.**—The following opinions regarding the planning of extra-curricular activities are found in the literature:

1. The planning of student activities is the cooperative function of administrators, teachers and pupils. 67

2. The school committee on activities should be composed of both pupil and faculty representatives. 68

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63Lee and Lee, op. cit., p. 261

64Department of Elementary School Principals, Socializing Experiences in the Elementary School, Fourteenth Yearbook, 1935, p. 239.

65Douglass, op. cit., p. 252.


67Ibid., p. 276.

68Douglass, op. cit., p. 250.
3. The principal should direct the informal activities of the pupils. 69

4. There should be a faculty and student council which should consider all matters concerning the policies and plans for student activities. 70

Criteria for Duties of the High School Principal as School Leader

The following criteria for the duties of the high school principal as school leader have been formulated from the opinions as stated by writers in the field of school administration:

1. The principal, as the head of his school, should plan the curriculum activities, but he should do this in cooperation with the staff and the pupils.

2. Making the class schedule is considered the work of the principal in the majority of instances.

3. The assembly programs should be a cooperative enterprise of principal, staff, and pupils, with the principal exercising supervisory powers.

4. The planning of extra-curriculum activities is the cooperative function of administrators, teachers, and pupils.

Duties of the High School Principal as Community Leader

In progressive education, the principal is becoming

69Reavis and others, op. cit., p. 177.
70Jessie B. Sears, Tracy Union High School Survey, p. 84.
regarded as the educational leader of his community. The following phases of his activities in this respect have been considered in this study: type of curriculum, parent-teacher organization, school visits by parents, community organizations participated in by principal, school publicity, and type of publicity.

The following opinions are found in the literature regarding the activities of the high school principal as leader of his school community:

1. "The most important single responsibility of the principal in his school community is the co-ordination of the educational activities of the school and the home."\textsuperscript{71}

2. The community needs and requires educational leadership; if the principal does not offer this, then the leadership may be assumed by some pseudo leader incompetent to handle it.\textsuperscript{72}

3. Home, school, and community relations, to be of significance, must result in a genuine integration of school and community. The principal must assume the leadership and direction of the program if it is to succeed.\textsuperscript{73}

\textsuperscript{71}Beavis and others, \textit{op. cit.}, p. 440.


\textsuperscript{73}Otto, \textit{op. cit.}, p. 91.
Basis of curriculum--rigid adherence to course of study or adaptation to needs of community.--The following opinions regarding the basis of the curriculum are taken from the literature in the field:

1. The curriculum should be based on legal requirements by superior authorities, but it should vary with the nature of the community which it serves.\textsuperscript{74}

2. The curriculum of large schools is usually made by the central office, but the specific adaptation of it to the community needs is the responsibility of the principal.\textsuperscript{75}

3. Within each state there are subjects and activities which, as a result of legislative enactments, must be accorded a place in the curriculum.\textsuperscript{76}

4. "The offering of the school is usually determined; the task of the principal is to serve best with it the needs and interests of the pupils and the society of which they are a part."\textsuperscript{77}

Community use of building.--The use of the school plant as a community center is growing in favor. The following statements concerning this are found in the literature:

1. "By establishing the school as the center of

\textsuperscript{74}Douglass, op. cit., p. 58.

\textsuperscript{75}Keavis and others, op. cit., p. 154.

\textsuperscript{76}Otto, op. cit., p. 64.

\textsuperscript{77}Koos and others, op. cit., p. 13.
community activities, a noble service may be rendered the community at little cost."\textsuperscript{78}

2. It is a good public-relations policy to encourage use of the school building and equipment and to regard the school as a community center.\textsuperscript{79}

3. The progressive, alert principal will not think of his school plant merely in terms of day-school utilization, but will consider it also with respect to the community.\textsuperscript{80}

4. Since it is the property of the taxpayers, the school building should be made available for the use of the citizens at all times except during regular school hours.\textsuperscript{81}

\textbf{Parent-teacher organization.--}Is a parent-teacher organization an asset to a school? The following opinions are taken from the literature in the field of school administration:

1. "The parents are or can develop into important human resources for the unit groups."\textsuperscript{82}

2. The fact that certain parents in the school show enough interest to form a parent-teacher organization makes it evident that this is an ideal body through which the principal and his staff can work to give a knowledge of

\textsuperscript{78}Douglass, \textit{op. cit.}, p. 58.

\textsuperscript{79}Ibid., p. 485.

\textsuperscript{80}Otto, \textit{op. cit.}, p. 368.

\textsuperscript{81}Crow and Crow, \textit{op. cit.}, p. 495.

\textsuperscript{82}Hopkins, \textit{op. cit.}, p. 417.
scientific developments in modern education instead of clinging to outgrown ideas.83

3. "The parent-teacher association is the outstanding official organization through which the principal may carry on his community work. Most principals will find it indispensable."84

4. In a survey conducted by the United States Office of Education, it was reported that the "consensus of opinion among principals is that they should take a part in mapping out the parent-teacher association programs, make suggestions concerning policies of the association, and cooperate in other ways." The parents, wherever possible, should develop and conduct the programs and activities.85

5. "The most logical and convenient organization for obtaining support for the program of the . . . school is the parent-teacher association."86

Parents' visits to schools.—The part that the parents play in the schools is being given increasing attention. The following opinions are found in the literature concerning parents visits to the school:

83Otto, op. cit., p. 483.
84Beavis and others, op. cit., p. 450.
85Ellen C. Lombardo, Significant Programs of High School Education, Pamphlet No. 64, United States Office of Education, 1936.
86Douglass, op. cit., p. 498.
1. "Parents should not be invited into the 'unit' groups to be sold the program . . . they should be operating members of the group." 87

2. Special visiting days several times a year for parents and patrons to visit the school, to inspect the class work, to be entertained at assembly or roll-call programs, and to meet the staff and the principal are employed to excellent advantage in many high schools. 88

3. "In many communities parents are not only welcome to visit the schools but are urged to do so." 89

4. "Exhibits as a type of publicity are convincing and effective if they are well-managed and if the things exhibited are really of merit." 90

Organizations in which high school principals should participate.—Opinions regarding the principal's participation in community organizations may be summarized as follows:

1. "If the principal is a citizen of the school community he may participate in its civic activities, but his leadership should be restricted to educational matters." 91

2. "On matters that are purely political the principal should confine his activities to those which affect his status as a citizen, such as informing himself . . . and voting intelligently." 92

87 Hopkins, op. cit., p. 417
88 Douglass, op. cit., p. 515.
89 Crow and Crow, op. cit., p. 216
90 Douglass, op. cit., p. 514.
91 Reavis and others, op. cit., p. 440.  
92 Ibid.
3. In every community may be found one or more organizations of a social, civic, religious, or patriotic character which are interested in certain phases of child and community welfare and whose cooperation may be solicited in the solution of problems which arise. The heads of churches, parochial and private schools, business men's clubs, women's clubs, and organizations such as the Kiwanis, Lions, Rotary, and the American Legion posts have definite interests in community welfare and are usually willing helpers in the adjustment of difficult social problems affecting the school and the community at large. The principal who desires to establish broad contacts with the community served by his school will also welcome the cordiality of these organizations as means of extending his program of public relations. 93

Directing the school publicity.—The following statements are found in the literature concerning the high school principal's responsibility for school publicity:

1. Next to the pupils and staff of the school, the most important avenue through which the public receives its information about the school is the local newspaper . . . The principal should recognize early that his relations to the representatives of the local papers are most important. He should cooperate with them in news regarding the school. 94

2. "The principal who wishes to obtain effective publicity for his school can solve the problem by appointing a member of the faculty as director of publicity." The principal, however, at all times is responsible for the supervision of publicity for the school. 95

94 Douglass, op. cit., p. 517.
3. The community newspaper as a medium for the dissemination of school news should be systematically utilized by the school principal.  

Types of publicity.--The following opinions regarding the types of publicity available to the school are found in the literature:

1. "The newspaper is one of the chief means of publicity for the school." The news releases should be regular, and cover all activities.

2. A survey of 160 schools indicated that almost one half (46.0 per cent) reported "permanent continuing" publicity programs, while a sixth, or 16.0 per cent, reported "campaign publicity" programs. The remainder, almost a third, reported both types of programs.

3. The school news should be regular, cover all types of activities, and be of interest to the readers from a journalistic standpoint.

4. Among the fundamental principles or factors of publicity programs and techniques are the following: continuous publicity rather than emergency campaign publicity, the conservation of the opportunities for publicity, the establishments of good contacts and

96Heavis and others, op. cit., p. 445.

97Koos and others, op. cit., p. 638.


99Douglass, op. cit., pp. 528-531.
relations with publicity agencies, an impersonal point of view centering credit more upon the board of education, the staff and the pupils than upon the principal or superintendent, and an understanding of the interests, attitudes, and other characteristics of the audience to be reached.  

Criteria for the High School Principal as Community Leader

The following criteria for the high school principal as community leader have been formulated from the opinions expressed by writers and students in the field of school administration:

1. The principal is the responsible educational leader of the community.

2. The principal should follow the legal requirements in the course of study but adapt these to the needs of the local community.

3. The alert principal aids in organizing parent-teacher organizations and utilizing them to gain the cooperation and help of the parents in the school program.

4. The visiting days for parents may be special occasions, but regular visiting is good educational policy.

5. The membership of the principal in local organizations, other than educational, should be confined to civic and charitable groups; participation in political organizations should not be a part of the principal's work except to keep himself informed and to vote intelligently.

100Kline, p. 537.
6. The principal may appoint a director of school publicity but, he is at all times responsible for the publicity of the school.

7. The school publicity should be continuous rather than sporadic, and in line with established journalistic practices.
CHAPTER III

PRESENTATION AND ANALYSIS OF DATA

Purpose of the Chapter

The purpose of this chapter is to present the data taken from the questionnaires returned by one hundred principals of Texas high schools. Attention is given to the number of schools and teachers in the four enrolment classifications, the academic and professional training of the principals, and to their duties as administrator of the school plant, supervisor of instruction, school leader, and community leader.

The Number of High Schools and Teachers Represented in the Survey

As previously stated, the principals, for purposes of tabulation and comparison, were divided into four groups according to school population: (1) principals of high schools with less than 250 school population; (2) principals of high schools with school population between 250 and 500; (3) principals of high schools with population of 500 to 1,000; and (4) principals of high schools with 1,000 or more school population.

Table 1 shows the number of principals in each of the classifications, and the average number of teachers in the schools within each division.
TABLE 1
THE NUMBER OF HIGH SCHOOLS IN DIFFERENT CLASSIFICATIONS
AND THE AVERAGE NUMBER OF TEACHERS IN THE HIGH
SCHOOLS IN EACH GROUP

<table>
<thead>
<tr>
<th>Group*</th>
<th>Number of Principals in Each Group</th>
<th>Average Number of Teachers in the High Schools in Each Group</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>25</td>
<td>12</td>
</tr>
<tr>
<td>2</td>
<td>34</td>
<td>20</td>
</tr>
<tr>
<td>3</td>
<td>23</td>
<td>35</td>
</tr>
<tr>
<td>4</td>
<td>18</td>
<td>58</td>
</tr>
</tbody>
</table>

*Group 1 represents high schools with less than 250 school population.
Group 2 represents high schools with school population between 250 and 500.
Group 3 represents high schools with school population between 500 and 1,000.
Group 4 represents high schools with school population of 1,000 or over.

As shown in Table 1, Group 2 has the largest number of principals represented in the survey, and Group 4 has the smallest number. The differences, however, are not great enough to prevent constructive comparisons of the groups.

Teaching and Administrative Experience of the High School Principals

The experience of the principals in their field and as teachers in the different school levels is the next item considered. Table 2 presents the data concerning the length of time the principals have served in this capacity, and the grade levels of previous teaching experiences.
TABLE 2
EXPERIENCE OF PRINCIPALS IN TEACHING AND AS PRINCIPAL
OF SCHOOLS

<table>
<thead>
<tr>
<th>Group</th>
<th>Average Number Years Experience Teaching</th>
<th>Average Number Years Experience as Principal</th>
<th>Average Number Years Experience Teaching Different Grade Levels</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td>Elementary</td>
</tr>
<tr>
<td>1</td>
<td>14</td>
<td>11</td>
<td>10</td>
</tr>
<tr>
<td>2</td>
<td>14</td>
<td>12</td>
<td>14</td>
</tr>
<tr>
<td>3</td>
<td>18</td>
<td>13</td>
<td>7</td>
</tr>
<tr>
<td>4</td>
<td>14</td>
<td>14</td>
<td>6</td>
</tr>
</tbody>
</table>

The principals in Group 4, it is indicated in Table 2, have had longer experience as principals than those in the other groups; in fact, a gradual increase in length of experience from the smaller high schools to the larger high schools is shown. More of the principals have had experience in teaching in the intermediate grades than at any other level, and fewer had high school experience than those at the elementary level. In this instance, it is indicated, the principals have had more experience teaching in the grades than in high schools.

Academic Training of the High School Principals

The average number of years of academic training and the degree held by the principals are shown in Table 3.
### TABLE 3
ACADEMIC TRAINING OF THE HIGH SCHOOL PRINCIPALS

<table>
<thead>
<tr>
<th>Group</th>
<th>Average Number of College Training</th>
<th>Per Cent of Principals Who Hold Bachelor's Degree Only</th>
<th>Per Cent of Principals with both Master's Degree and Bachelor's Degree</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>5</td>
<td>28.00</td>
<td>72.00</td>
</tr>
<tr>
<td>2</td>
<td>5½</td>
<td>00.80</td>
<td>99.20</td>
</tr>
<tr>
<td>3</td>
<td>5½</td>
<td>00.04</td>
<td>99.06</td>
</tr>
<tr>
<td>4</td>
<td>5½</td>
<td>01.00</td>
<td>99.00</td>
</tr>
</tbody>
</table>

As shown in Table 3, the principals in Group 1, schools with small school population, have had an average of five years of college training, while those in the other three groups have had an average of five and one-half years. Likewise, a much larger percentage of the principals in the three groups with larger school populations have completed the graduate work for a master's degree. The principals in the smaller schools, it is indicated, have had a somewhat shorter period of academic training than those in the larger schools.

A further study was made of the academic training of the principals by checking the subjects that they have taken in college and in high school. This was done in order to ascertain the extent of the principal's preparation for the subjects he is called upon to supervise in his high school. Table 4 presents the data on this phase of academic training.
TABLE 4

ACADEMIC TRAINING OF ONE HUNDRED HIGH SCHOOL PRINCIPALS:
SUBJECTS STUDIED IN HIGH SCHOOL AND COLLEGE

<table>
<thead>
<tr>
<th>Academic Subjects Studied in High School and College</th>
<th>Group 1</th>
<th>Group 2</th>
<th>Group 3</th>
<th>Group 4</th>
</tr>
</thead>
<tbody>
<tr>
<td>History</td>
<td>100.00</td>
<td>100.00</td>
<td>100.00</td>
<td>100.00</td>
</tr>
<tr>
<td>Mathematics</td>
<td>100.00</td>
<td>100.00</td>
<td>100.00</td>
<td>100.00</td>
</tr>
<tr>
<td>English</td>
<td>100.00</td>
<td>100.00</td>
<td>100.00</td>
<td>100.00</td>
</tr>
<tr>
<td>Government</td>
<td>88.00</td>
<td>88.30</td>
<td>82.60</td>
<td>83.30</td>
</tr>
<tr>
<td>Geography</td>
<td>64.00</td>
<td>48.00</td>
<td>52.10</td>
<td>39.10</td>
</tr>
<tr>
<td>Economics</td>
<td>65.00</td>
<td>46.20</td>
<td>45.00</td>
<td>77.10</td>
</tr>
<tr>
<td>Science</td>
<td>100.00</td>
<td>100.00</td>
<td>100.00</td>
<td>100.00</td>
</tr>
<tr>
<td>Industrial Arts</td>
<td>32.00</td>
<td>11.40</td>
<td>26.50</td>
<td>11.10</td>
</tr>
<tr>
<td>Home Economics</td>
<td>0.00</td>
<td>0.00</td>
<td>0.00</td>
<td>0.00</td>
</tr>
<tr>
<td>Agriculture</td>
<td>32.00</td>
<td>32.30</td>
<td>26.50</td>
<td>11.00</td>
</tr>
<tr>
<td>Music</td>
<td>20.00</td>
<td>24.10</td>
<td>16.30</td>
<td>11.00</td>
</tr>
<tr>
<td>Graphic Arts</td>
<td>0.00</td>
<td>5.80</td>
<td>0.00</td>
<td>5.50</td>
</tr>
<tr>
<td>Commercial Subjects</td>
<td>8.00</td>
<td>64.60</td>
<td>30.40</td>
<td>39.10</td>
</tr>
<tr>
<td>Physical Education</td>
<td>64.00</td>
<td>73.50</td>
<td>82.60</td>
<td>83.30</td>
</tr>
</tbody>
</table>

The data in Table 4 indicate that all the principals have taken the basic fundamental school subjects in high school and college, but many have not had any instruction at all in some of the newer curriculum subject matter such as industrial arts, agriculture, and commercial subjects. One especially noticeable fact revealed in the survey is that the principals in the larger high schools have had less training in these areas than have those in the smaller schools.

Professional Training of the High School Principals

The professional training of the high school principal includes the special administrative courses he has taken in
college, the amount of research he has done in the field of the principal's duties, membership in professional educational organizations, and the kind and amount of professional literature read in the field of administrative education. Table 5 presents the data on the first phase of the principal's professional training: the number and kind of professional courses taken in college in the field of administrative education.

<table>
<thead>
<tr>
<th>Name of Course</th>
<th>Per Cent of Principals Who Studied Course</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Group 1</td>
</tr>
<tr>
<td>Philosophy of Education</td>
<td>80.00</td>
</tr>
<tr>
<td>Educational Psychology</td>
<td>100.00</td>
</tr>
<tr>
<td>Public School Administration</td>
<td>100.00</td>
</tr>
<tr>
<td>History of Modern Education</td>
<td>90.00</td>
</tr>
<tr>
<td>School Supervision</td>
<td>90.00</td>
</tr>
<tr>
<td>Curriculum</td>
<td>100.00</td>
</tr>
<tr>
<td>Methods of Teaching</td>
<td>100.00</td>
</tr>
<tr>
<td>Public Relations</td>
<td>40.00</td>
</tr>
<tr>
<td>School Finance</td>
<td>32.00</td>
</tr>
<tr>
<td>Pupil Guidance</td>
<td>60.00</td>
</tr>
<tr>
<td>Business Management</td>
<td>44.00</td>
</tr>
<tr>
<td>Construction and Equipment of School Buildings</td>
<td>48.00</td>
</tr>
</tbody>
</table>

As indicated in Table 5, almost all the principals have taken the administrative courses dealing directly with the
old administrative phases of secondary school administration: philosophy, psychology, administration, supervision, curriculum, and methods. In some of the newer phases of secondary school administration being stressed at the present time—guidance, public relations, school finance, business management and construction and equipment of school buildings—a small percentage of the principals were found to have any training. Only 25.0 per cent of the principals in the larger schools have taken professional courses in public relations, while only 45.0 have taken courses in school finance. In Group 2 only 16.0 per cent of the principals have had any training in business management. In the construction and equipment of school buildings, the percentage of principals taking this work was especially low in Groups 2 and 4 with per cents of 15.0 and 16.0, respectively. The percentage of principals with professional training in guidance is not too low in the larger schools, but only 60.0 per cent in Group 1 and 75.0 per cent in Group 2 have taken any professional courses in this field.

Table 6 presents the data concerning the amount of research done by the principals in the field of the high school principal's duties and membership in professional organizations.
TABLE 6

PROFESSIONAL TRAINING OF THE HIGH SCHOOL PRINCIPAL: RESEARCH AND PROFESSIONAL ORGANIZATIONS

<table>
<thead>
<tr>
<th>Item</th>
<th>Per Cent of Principals in Each Group</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Group 1</td>
</tr>
<tr>
<td>Research in Duties of Principal</td>
<td>37.0</td>
</tr>
<tr>
<td>Experience as Assistant Principal</td>
<td>15.0</td>
</tr>
<tr>
<td>Membership in National Education Association</td>
<td>65.0</td>
</tr>
<tr>
<td>Membership in Texas State Teachers' Association</td>
<td>100.0</td>
</tr>
<tr>
<td>Membership in Other Professional Organizations</td>
<td>44.0</td>
</tr>
</tbody>
</table>

The percentage of the principals who have done research in the duties of a high school principal is considerable and is greater among the principals in the larger schools. In the small school with fewer than 250 pupils, it is indicated that only 37.2 per cent have done this type of research, while in the schools of more than 1,000 population the percentage doing research in this field is 74.0 per cent.

In Group 1 and Group 2, the schools with less than 500 school population, the percentage of principals who have had training for the principalship through serving as assistant principal are 15.0 and 25.0 per cent, respectively. In Groups 3 and 4 the per cents are 84.0 and 49.0, respectively.
There is a higher percentage of membership in the National Education Association among the principals in Groups 3 and 4 than among those in Groups 1 and 2. A reverse trend is noticeable in the membership in the Texas State Teacher's Association. Membership is one hundred per cent in the three first groups and only 94.0 per cent in Group 4. Percentage of membership in other professional organizations is greater in Group 4 than in any other group.

Further attention is given the professional training of the high school principals through a survey of the professional literature to which they subscribe. In the questionnaires sent the principals, each was asked to name the professional magazines to which he subscribes. These magazines were then listed and a check made to determine the percentage of the principals subscribing to a particular magazine. Table 7 gives the names of these professional publications and the percentage of principals that subscribed to each.

The range of professional literature subscribed to by these one hundred high school principals is wide; however, the individual magazines, as a rule, have few subscribers. *The Texas Outlook*, it is shown, had more subscribers than any other professional publication, with the *National Education Association Journal* ranking second. Other magazines which are subscribed to by high school principals in each group are the *School Executive*, *School Management*, *School Board Journal*, *Nation's Schools*, and the *Texas Bulletin of Secondary School Principals*. A higher percentage of the principals in Groups
3 and 4 subscribed to the more specialized professional literature than those in Groups 1 and 2.

**Table 7**

**Professional Training of the High School Principal:**

**Professional Literature to Which They Subscribe**

<table>
<thead>
<tr>
<th>Name of Magazine</th>
<th>Per Cent of Principals Subscribing to Magazine</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Group 1</td>
</tr>
<tr>
<td>Texas Outlook</td>
<td>100.0</td>
</tr>
<tr>
<td>Nations Schools</td>
<td>37.00</td>
</tr>
<tr>
<td>School Executive</td>
<td>41.00</td>
</tr>
<tr>
<td>Scholastic Teacher</td>
<td>8.0</td>
</tr>
<tr>
<td>School Life</td>
<td>8.0</td>
</tr>
<tr>
<td>Progressive Teacher</td>
<td>4.0</td>
</tr>
<tr>
<td>School Management</td>
<td>28.0</td>
</tr>
<tr>
<td>School Board Journal</td>
<td>4.0</td>
</tr>
<tr>
<td>National Education Association Journal</td>
<td>65.0</td>
</tr>
<tr>
<td>Parent-Teacher</td>
<td>8.0</td>
</tr>
<tr>
<td>Phi Delta Kappa</td>
<td>8.0</td>
</tr>
<tr>
<td>Educational Forum</td>
<td>0.0</td>
</tr>
<tr>
<td>School Review</td>
<td>0.0</td>
</tr>
<tr>
<td>Educational Digest</td>
<td>0.0</td>
</tr>
<tr>
<td>Clearing House</td>
<td>0.0</td>
</tr>
<tr>
<td>Bulletin of Secondary School Principals:</td>
<td></td>
</tr>
<tr>
<td>National</td>
<td>0.0</td>
</tr>
<tr>
<td>Texas</td>
<td>10.00</td>
</tr>
<tr>
<td>American Association of School</td>
<td></td>
</tr>
<tr>
<td>Administrators</td>
<td>0.0</td>
</tr>
<tr>
<td>National Supervisors Magazine</td>
<td>0.0</td>
</tr>
</tbody>
</table>
Duties of the High School Principal as Administrator of the School Plant

Three questions were asked in the questionnaire pertaining to the duties of the principal in administering the physical plant of the school. Table 8 states these questions and gives the per cent of the principals answering them in the affirmative.

**TABLE 8**

**DUTIES OF THE HIGH SCHOOL PRINCIPAL IN ADMINISTERING THE PHYSICAL PLANT OF HIS SCHOOL**

<table>
<thead>
<tr>
<th>Question</th>
<th>Per Cent of Principals Answering in Affirmative</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Group 1</td>
</tr>
<tr>
<td>Do you initiate or participate in placing, promoting, transferring, or dismissing members of janitorial staff?</td>
<td>31.8</td>
</tr>
<tr>
<td>Do you aid in determining budget allotments?</td>
<td>25.6</td>
</tr>
<tr>
<td>Do you have a part in determining plant equipment and supplies?</td>
<td>61.2</td>
</tr>
</tbody>
</table>

According to the data in Table 8, a much larger percentage of the principals in the larger schools, Group 4, have a voice in placing, promoting, transferring, or dismissing
members of the janitorial staff than have the principals in the smaller schools. Only 31.8 per cent of the principals in Group 1 gave an affirmative answer to the question, while 43.0 per cent of those in Group 2 and 47.4 per cent of those in Group 3 answered in the affirmative.

Budget allotments, it is indicated, were worked out by others than the principals in the majority of cases. In Group 4 only 50.0 per cent of the principals reported that they participate in the determination of budget allotments, while the percentage in Group 1 was as low as 25.6 per cent.

The principals indicated that they participate more in determining plant equipment and supplies than in determining budget allotments. In one instance, Group 3, all of the principals reported that they have a part in determining plant equipment and supplies; in two others, Groups 2 and 4, 94.0 per cent of the principals gave an affirmative answer. In Group 1, only 61.2 per cent of the principals indicated that they are given a voice in this matter.

Duties of the High School Principal as Supervisor of Instruction

The questions in this part of the questionnaire were phrased in such a way as to determine practices and procedures followed by the principal in discharging his supervisory duties. Some of these questions and the percentages of principals answering affirmatively are given in Table 9.
TABLE 9
DUTIES OF THE HIGH SCHOOL PRINCIPAL AS SUPERVISOR OF INSTRUCTION: SELECTION OF TEACHERS, RATING THE TEACHERS, AND CURRICULUM REVISION

<table>
<thead>
<tr>
<th>Item</th>
<th>Per Cent of Principals Answering Affirmatively</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Group 1</td>
</tr>
<tr>
<td>Do you have a voice in the selection and placing of your teachers?</td>
<td>55.8</td>
</tr>
<tr>
<td>Do you rate the teachers?</td>
<td>49.6</td>
</tr>
<tr>
<td>Do you initiate curriculum revision activities?</td>
<td>74.4</td>
</tr>
</tbody>
</table>

Once again a significant difference is indicated between the duties of the principals of the small schools and those of the larger ones. In Group 1, only 55.8 per cent of the principals indicated that they have any voice in the selection and placing of their teachers; the percentage of principals in the other three groups who have a voice in this matter is 100.0 per cent, 92.0 per cent, and 98.0 per cent, respectively. Likewise, the percentage of principals who rate their teachers increases as the size of the school increases: only 49.6 per cent of the principals in Group 1 performs this function, while 88.0 per cent of those in Group 4 rated their teachers. There were no such decided differences in initiation of curriculum revision; in the small schools 74.4 per
cent of the principals initiate curriculum revision and the percentage rises to 88.0 per cent in Group 4. However, in Group 2 the percentage of principals performing this function is 91.2 per cent.

Table 10 presents further data on the duties of the principal of the secondary school as supervisor of instruction and deals particularly with his work in guidance, in-service training of teachers, and studies of age-grade progress.

**TABLE 10**

**DUTIES OF THE HIGH SCHOOL PRINCIPAL IN REGARD TO GUIDANCE, IN-SERVICE TRAINING OF TEACHERS, AND AGE-GRADE STUDIES**

<table>
<thead>
<tr>
<th>Item</th>
<th>Group 1</th>
<th>Group 2</th>
<th>Group 3</th>
<th>Group 4</th>
</tr>
</thead>
<tbody>
<tr>
<td>Do you plan the guidance program?</td>
<td>49.6</td>
<td>86.2</td>
<td>100.0</td>
<td>93.5</td>
</tr>
<tr>
<td>Do you have an in-service training program?</td>
<td>43.4</td>
<td>78.0</td>
<td>82.0</td>
<td>88.0</td>
</tr>
<tr>
<td>What type of tests are given:</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Achievement</td>
<td>68.2</td>
<td>69.1</td>
<td>81.0</td>
<td>82.5</td>
</tr>
<tr>
<td>Intelligence</td>
<td>55.8</td>
<td>83.1</td>
<td>87.0</td>
<td>88.0</td>
</tr>
<tr>
<td>Personality</td>
<td>18.6</td>
<td>51.6</td>
<td>60.0</td>
<td>51.5</td>
</tr>
<tr>
<td>Socio-economic</td>
<td>0.0</td>
<td>19.6</td>
<td>45.0</td>
<td>11.0</td>
</tr>
<tr>
<td>Physical examination?</td>
<td>37.2</td>
<td>83.2</td>
<td>90.0</td>
<td>77.0</td>
</tr>
<tr>
<td>Do you teach any subjects?</td>
<td>93.8</td>
<td>91.4</td>
<td>12.0</td>
<td>5.5</td>
</tr>
<tr>
<td>Have you made age-grade study?</td>
<td>6.2</td>
<td>36.2</td>
<td>51.0</td>
<td>55.0</td>
</tr>
</tbody>
</table>
Practices and procedures, as shown in Table 10, regarding the duties of the principal in the supervisory program, vary according to the size of the schools. In Group 1, it is indicated, the guidance program is limited, and the tests used to determine individual differences are mainly those for intelligence and achievement. In the other groups the guidance programs are more extensive, and the types of tests given are more varied. No considerable percentage of any of the groups, however, administer personality or socio-economic tests.

The percentage of principals having teaching duties in the schools of less than 500 school population is high. The reverse is true in the case of the larger schools; small percentages of these principals have any teaching duties.

Only 6.2 per cent of the principals in Group 1 have made an age-grade study of their pupils, and in Group 4 only 55.0 per cent stated that they have made this study.

**Duties of the High School Principal as School Leader**

Table 11 gives the data taken from the questionnaires regarding the duties of the principals in various phases of school leadership.
TABLE 11
DUTIES OF THE PRINCIPAL AS SCHOOL LEADER AS INDICATED
BY THE REPLIES OF 100 SCHOOL PRINCIPALS

<table>
<thead>
<tr>
<th>Question</th>
<th>Per Cent of Principals Answering Affirmatively</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Group 1</td>
</tr>
<tr>
<td>Who plans the general program of school activities?</td>
<td></td>
</tr>
<tr>
<td>Superintendent</td>
<td>62.0</td>
</tr>
<tr>
<td>Principal</td>
<td>58.8</td>
</tr>
<tr>
<td>Principal and teachers</td>
<td>45.2</td>
</tr>
<tr>
<td>Others</td>
<td>0.0</td>
</tr>
<tr>
<td>Who makes out the class schedules?</td>
<td></td>
</tr>
<tr>
<td>Superintendent</td>
<td>24.8</td>
</tr>
<tr>
<td>Principal</td>
<td>80.6</td>
</tr>
<tr>
<td>Principal and teachers</td>
<td>18.6</td>
</tr>
<tr>
<td>Others</td>
<td>0.0</td>
</tr>
<tr>
<td>Who plans assembly programs?</td>
<td></td>
</tr>
<tr>
<td>Superintendent</td>
<td>24.8</td>
</tr>
<tr>
<td>Principal</td>
<td>37.2</td>
</tr>
<tr>
<td>Principal and teachers</td>
<td>34.2</td>
</tr>
<tr>
<td>Principal, teachers, and pupils</td>
<td>68.2</td>
</tr>
<tr>
<td>Student council</td>
<td>12.2</td>
</tr>
<tr>
<td>Who plans extra-curricular activities?</td>
<td></td>
</tr>
<tr>
<td>Superintendent</td>
<td>62.0</td>
</tr>
<tr>
<td>Principal</td>
<td>74.4</td>
</tr>
<tr>
<td>Principal and teachers</td>
<td>45.8</td>
</tr>
<tr>
<td>Principal, teachers, and pupils</td>
<td>80.6</td>
</tr>
<tr>
<td>Athletic director</td>
<td>24.5</td>
</tr>
</tbody>
</table>
Once again a noticeable difference is found in the duties performed by the principals in the smaller high schools and those in the larger ones. In planning the general program for the school, it is seen that the principals in Group 1 take a much more active part. The percentages of principals making out the class schedules do not vary widely; accepted practices appear to favor this duty as resting primarily on the principal. Planning the assembly program, it is indicated, is a cooperative function in the majority of instances; in Group 2 the percentage of the work being done by the principal and teachers is 66.0 per cent. In Group 4 the percentage is 82.5 per cent for principal, teacher, pupil participation, which indicates more progressive practices in the larger schools. The percentages of participation in the planning of extra-curriculum activities do not differ widely between the groups.

Duties of the High School Principal as Community Leader

The duties of the high school principal as community leader were tabulated from the questionnaires. Table 12 presents the data on this phase of the principal's duties.
Table 12
Duties of the Principal as Community Leader as Indicated by the Replies of 100 School Principals

<table>
<thead>
<tr>
<th>Question</th>
<th>Per Cent of Principals Answering Affirmatively</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Group 1</td>
</tr>
<tr>
<td>on what basis is curriculum planned?</td>
<td></td>
</tr>
<tr>
<td>rigid adherence to course of study*</td>
<td>62.5</td>
</tr>
<tr>
<td>adaptation to community needs?</td>
<td>55.8</td>
</tr>
<tr>
<td>what other functions is school plant used for?</td>
<td></td>
</tr>
<tr>
<td>public lectures</td>
<td>62.0</td>
</tr>
<tr>
<td>public library</td>
<td>18.2</td>
</tr>
<tr>
<td>theatricals</td>
<td>62.0</td>
</tr>
<tr>
<td>youth center</td>
<td>6.2</td>
</tr>
<tr>
<td>polling place</td>
<td>73.6</td>
</tr>
<tr>
<td>others</td>
<td>24.8</td>
</tr>
<tr>
<td>is there a P. T. A. in your school?</td>
<td>100.0</td>
</tr>
<tr>
<td>are parents invited to visit the school?</td>
<td></td>
</tr>
<tr>
<td>regularly</td>
<td>12.4</td>
</tr>
<tr>
<td>occasionally</td>
<td>33.6</td>
</tr>
<tr>
<td>once each month</td>
<td>31.0</td>
</tr>
<tr>
<td>what civic organizations do you have membership in?</td>
<td></td>
</tr>
<tr>
<td>red cross</td>
<td>100.0</td>
</tr>
<tr>
<td>service clubs</td>
<td>86.8</td>
</tr>
<tr>
<td>political groups</td>
<td>6.2</td>
</tr>
<tr>
<td>church societies</td>
<td>68.2</td>
</tr>
<tr>
<td>p. t. a.</td>
<td>68.2</td>
</tr>
<tr>
<td>others</td>
<td>24.8</td>
</tr>
</tbody>
</table>

* A majority of the answers to the curriculum query stated that both types were used—the recommended course was adapted to local needs.
TABLE 12--Continued

<table>
<thead>
<tr>
<th>Question</th>
<th>Group 1</th>
<th>Group 2</th>
<th>Group 3</th>
<th>Group 4</th>
</tr>
</thead>
<tbody>
<tr>
<td>Who directs school publicity?</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Superintendent</td>
<td>68.2</td>
<td>54.0</td>
<td>54.0</td>
<td>49.0</td>
</tr>
<tr>
<td>Principal</td>
<td>43.4</td>
<td>66.0</td>
<td>76.0</td>
<td>82.5</td>
</tr>
<tr>
<td>What type of publicity does school use?</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Regular releases</td>
<td>31.0</td>
<td>72.0</td>
<td>76.0</td>
<td>82.5</td>
</tr>
<tr>
<td>Occasional</td>
<td>48.4</td>
<td>36.0</td>
<td>24.0</td>
<td>22.0</td>
</tr>
<tr>
<td>To refute rumors</td>
<td>0.0</td>
<td>0.0</td>
<td>0.0</td>
<td>0.0</td>
</tr>
<tr>
<td>To advertise honors won by the school</td>
<td>24.6</td>
<td>21.0</td>
<td>21.0</td>
<td>22.0</td>
</tr>
</tbody>
</table>

The data in Table 12 are difficult to tabulate in several instances. In the first place, there are two possible answers to the question concerning the basis on which the curriculum is planned. In a large number of instances, the participating principals indicated that they followed the course of study very closely but adapted it to meet local conditions and needs. The percentage of principals indicating close adherence to the course of study is greater in Group 1 and the percentage reporting adaptation to community needs is greater in Group 4. A noticeable difference is indicated between practices in the small schools and in those of the larger schools.

The data also indicate that the smaller school plant is utilized much more widely by the community than the large
plant. In one instance, the large plant is used for a youth center; in all other instances the smaller schools showed a wider use of the plant by the community.

Visits of the parents to the school also differ according to the size of the school. In Group 1, the percentage of parents invited to visit the schools regularly is only 12.4 per cent, while in the larger schools, Group 4, the percentage is 60.5 per cent.

All of the principals reported a high percentage of Parent-Teacher Associations; in the two smaller groups the percentage is 100.0 per cent, while for Groups 3 and 4, it is 97.0 per cent and 82.5 per cent, respectively.

The principals in all of the groups also reported participation in various civic organizations, with the Red Cross as the favorite. Groups 2, 3, and 4 reported 100.0 per cent membership in service clubs, while Group 1 showed a percentage of 86.8 per cent. Only one principal reported membership in a political organization. Membership in church societies also has high percentages in most instances.

The director of school publicity in the smaller high schools, it is indicated in Table 12, is more often the superintendent than the principal; in the larger high schools the reverse is true. Percentages, in this instance for superintendent direction, are 68.2 per cent in Group 1 and 49.0 per cent in Group 4; principal-direction of school publicity has a percentage of 43.4 per cent in Group 1 and 82.5 per cent in Group 4.
The type of publicity also differs according to the size of the high school. In Group 1 the number of principals reporting regular releases is only 31.0 per cent, while in Group 4 the percentage having regular releases is 82.5 per cent. None of the schools used publicity to refute rumors. Only small percentages report using publicity solely for advertising honors won by the schools.

Summary

This chapter has presented the data taken from the answers of the principals in one hundred Texas high schools of varying sizes in regard to the duties of the principal as actually performed in these schools. An analysis of these data in terms of the criteria will be made in the succeeding chapter.
CHAPTER IV

EVALUATION OF DATA ON THE PRINCIPALS' DUTIES
IN TERMS OF THE CRITERIA

Purpose of the Chapter

The purpose of this chapter is to make an analysis of the duties of the principals of one hundred high schools in Texas to determine the extent to which they meet criteria set up from opinions expressed in the literature dealing with school administration. The duties, as reported by the principals, will be measured against the criteria set up in Chapter II.

Experience of the Principal

Criteria for teaching experience, as set up, stated that both teaching and administrative experience are valuable aids in preparing for the duties of a principal. The principals in all groups, according to the data in Table 6, met the standard for both experience and administrative activities. The average teaching experience of none of the groups fell below fourteen years, while all of the principals have had an average of more than ten years experience as a principal.

Academic Training of the Principals

The academic training of the principals in all the groups averaged five years or more. In Group 1, 73.8 per cent of
the principals reported completion of requirements for the master's degree, while all but one principal in Group 4 had completed this level of work. The data indicate that the academic training of these principals meet the established criteria to a satisfactory degree.

One weakness in the academic training of the principals, however, is indicated in Table 4. The statement was made that the principal, as supervisor of instruction, should have some knowledge of the subjects taught in his school, especially some of the newer subjects included in the curriculum. Table 4, which lists the subjects taken in high school and college by the principals reveals some surprising facts. All of the principals reported study in history, mathematics, English, and science; but in geography, one of the courses basic to an understanding of the history and development of the human race, the percentage of principals taking the subject in high school and college ranged from 64.0 per cent in Group 1 to 39.1 per cent in Group 4. The percentages of principals reporting training in industrial arts, agriculture, and commercial subjects is also small. The surprising fact in these data is that the training of the principals of the larger schools, where these subjects are more generally taught, is less in the majority of instances than for principals of the smaller high schools.
Professional Training of the Principal

The professional training of the principals was also divided into a number of phases. Almost all the principals reported that they have taken courses dealing directly with the standard or recognized administrative phases of education (Table 5). The percentage of principals taking such recommended administrative courses as public relations, school finance, pupil guidance, business management, and construction and equipment of school buildings is low. Again the percentage of principals in the larger high schools who have had this type of training is lower in a number of instances than that of the principals in the smaller schools. Only 16.0 per cent of the principals in Group 4 reported training in the construction and equipment of school buildings, while 46.0 per cent of the principals in Group 1 indicated training in this field. The principals, in this instance, meet the criteria for training in the older administrative professional courses, but fail to meet criteria for training in the newer phases of school administration.

The principals in the smaller schools, it is indicated in Table 10, have not met the criteria for research in their field, while those in Group 4 have a more favorable record. In their experience as assistant principal, a noticeable variation is found among the different groups. The percentages for Groups 1 and 4 are 13.0 and 49.0, respectively, while the percentages for Groups 2 and 3 are 25.0 and 84.0,
respectively. The low percentage in Group 4 indicates that more of the principals in the larger schools went directly into their positions without preliminary training as assistant principal.

The principals in Groups 3 and 4 satisfy the criteria for membership in professional organizations, while those in Groups 1 and 2 do not meet the standards set up.

All of the principals meet criteria for membership in the state professional organizations, and those in Group 4 meet accepted standards of membership in other professional organizations.

The data concerning the professional reading of the principals show a wide range of reading materials used, but the percentage of principals reading each is relatively small. The Texas Outlook, state teachers' publication, had a one hundred percentage in reading use. The Bulletin of the National Association of Secondary School Principals, which should be a must in the training of an alert principal, is subscribed to by a very small percentage except in Groups 3 and 4. The principals, on the basis of their reports regarding their professional reading, definitely do not meet criteria set up for this phase of professional training.

Duties of the High School Principals as Administrator of the School Plant

In the first three groups, according to the data in Table 12, the principals do not meet criteria for participation
in selecting, placing, promoting, or dismissing members of the custodial staff. In Group 4 a percentage of 78.0 was reported, which is a much more favorable margin.

The school budget is, or should be, based on the needs of the individual school. The principal, more than any other person, should be cognizant of these school needs, and for this reason he should participate in the making of the budget. The extent to which these principals indicated they were consulted in this respect does not meet the criteria set up. In the smaller schools, the percentage is 25.6 and 40.0, respectively; in Groups 3 and 4 it is only 51.6 and 50.0, respectively.

Groups 2, 3, and 4 reported a high percentage of participation of the principals in determining plant equipment and supplies. Group 1, with a participation percentage of only 61.2 does not meet the criteria established.

Duties of the High School Principal as Supervisor of Instruction

The principal is responsible for the instruction in his school; therefore, he should have a voice in the selection of his staff. The extent to which the principals in these schools indicated participation in this responsibility meet the criteria in Groups 2, 3, and 4, but the principals in Group 1 do not meet standards for participation in selection of the staff of the school.
Less than fifty per cent of the principals in Group 1 reported that they rated their teachers, while the percentages for Groups 2, 3, and 4 are 73.6, 81.0, and 89.0, respectively. No questions were asked concerning the method of rating and whether the teachers participated in the rating; for this reason, the extent to which Groups 2, 3, and 4 meet accepted rating practices cannot accurately be determined. The principals in Group 1 definitely do not meet accepted standards of rating.

Initiation of curriculum revision received a higher participation rating by the principals than some other phases of supervision of instruction. Group 1 shows a percentage of 74.4, while the other groups have a range close to ninety per cent. Accepted standards of curriculum revision were met fairly satisfactorily.

The duties of the principals relative to the guidance program are very important. While no authorities recommend that the principal have the full responsibility for the guidance program of the school, the consensus of opinion is that he should initiate the program, select tests for finding individual differences, and carry on an in-service training program to instruct the teachers in methods of testing and in appraising the results. The data reported by the principals in the questionnaires indicate varying practices that meet the criteria to an acceptable degree.
The percentage of principals planning the guidance program in Groups 2, 3, and 4 satisfactorily meet criteria for such activity; the principals in Group 1 do not meet the accepted standards. Likewise, the principals in Group 1 do not meet the criteria for an in-service training program, while the other groups do. None of the groups, however, meet criteria concerning the use of tests to determine individual differences. Tests for achievement were reported in percentages ranging from 68.2 in Group 1 to 82.50 in Group 4, while those for intelligence range from 55.8 per cent in Group 1 to 88.0 per cent in Group 2. Personality and socio-economic status, however, play an important part in individual differences; all of the groups fail to meet criteria for these areas. The principals in Group 1 do not meet criteria for evaluating the physical examinations administered to their pupils.

One explanation of the failure of principals in Group 1 and in some instances those in Group 2 to meet the foregoing standards is found in the next item in the survey—teaching duties of the principal. In Groups 1 and 2, 93.8 per cent and 91.4 per cent, respectively, of the principals stated that they have teaching duties as well as administrative duties. Any activity takes time; the principal who carries a heavy teaching load does not have time to engage in many of the activities he recognizes as desirable.
The extent to which principals realize the importance of age-grade studies in evaluating the efficiency of instruction is indicated in the percentages shown in Table 13; 6.2 per cent in Group 1, and 36.2, 51.0, and 55.0, in Groups 2, 3, and 4, respectively. None of the principals taken as groups meet criteria in this respect.

Duties of the Principal as School Leader

The data given by the principals on the duties of a school leader are somewhat clouded by the checking of more than one item. However, the following statements seem to be warranted:

1. In the planning of the general school program, the highest percentages are registered for principal-teacher participation.

2. In all groups the highest percentage of principals indicated that they make the schedule.

3. The highest percentages for planning assembly programs are found in principal-teacher-pupil participation; this is more pronounced in the larger schools.

4. The highest percentages of planning for extra-curricular activities are found to be between the superintendents and principals in the smaller schools and between the principals, teachers, and pupils in the larger schools.

The extent to which the principals meet criteria as leaders in their schools may be said to be fairly satisfactory.
The smaller schools, however, rate low in the extent to which they provide for teacher and pupil participation and, therefore, do not meet accepted standards.

Duties of the High School Principal as Community Leader

The principal should be the educational leader of his community, and his work lies in organizing the curriculum of his school to meet community needs, in using the plant as a community asset, in parent-school relationships, and in directing the publicity for his school. In analyzing the data reported by the principals on these various activities, the following statements may be made:

1. The schools in Groups 1 and 2 do not meet accepted standards for adapting the regular curriculum to the needs of the community.

2. The principals in Groups 1 and 2 are more successful in utilizing their plant as a community asset; they meet the criteria while those in Groups 3 and 4 do not.

3. Relationships between the school and the parents are met to a satisfactory degree in the visiting program of parents to the school. The smaller schools, it is indicated, have closer community relationships than do the larger schools.

4. The participation of the principals in civic organizations meet criteria in all groups.
5. The principals as public relations directors, meet criteria for community leadership better in the larger schools than do the principals of the small schools.
CHAPTER V

SUMMARY, CONCLUSIONS, AND RECOMMENDATIONS

Summary

The purpose of this study is to make a survey of the duties of one hundred high school principals of Texas schools to determine the extent to which these duties meet the practices and procedures recommended by recognized authorities in the field of school administration. A survey was made of previous studies in this field, and literature in school administration was studied in order to formulate criteria or standards. The duties of the principals of 100 Texas high schools were studied from the replies made to a questionnaire. These duties were evaluated in terms of the criteria set up and data obtained were tabulated according to the enrollment of the high schools represented.

Conclusions

In light of the data presented in this study the following conclusions relative to the duties and responsibilities of the principals seem warranted:

1. All of the principals have had wide teaching experience as a part of their administrative training.

2. All of the principals have had the equivalent of five years or more of academic training; the principals in
the larger schools have had a slightly longer average period of training than those in the smaller schools.

3. The principals, on the average, do not meet the criteria set up for the professional training of the school administrator; they meet qualifications for the older type of curriculum, but not the newer type.

4. The principals in the larger schools have much greater responsibilities in selecting the staff, custodial and academic, than do the principals in the smaller schools.

5. The practices of the larger schools concerning principal participation in administrative activities are much more democratic than are those in the smaller schools.

6. The principals in all the schools meet to a satisfactory degree the criteria relative to the adaptation of the curriculum to meet community needs.

7. None of the principals meet all of the criteria set up for evaluating the guidance program. The small high schools, especially, have low percentages in this respect. Although principals in the larger high schools reported guidance programs and in-service training programs, adequate tests for determining individual differences were not employed in any of the schools represented.

8. Over ninety per cent of the principals in the two smallest groups included in the study reported teaching duties; for this reason they do not assume responsibility for as many administrative duties as do the principals in the larger schools who have no teaching responsibilities.
9. The principals fail to meet criteria for making age-grade-progress studies in their schools; the percentages doing so are insignificant in the small group and slightly over fifty in the larger schools.

10. The principals, in the majority of instances, have based their school program on the cooperation of principals, teachers, and pupils. More participation between these groups is evidenced in the larger schools than in the smaller ones.

11. The principals of the smaller schools are closer to their communities, and utilize their school plants more effectively in meeting community needs than do the principals in the larger schools.

12. The principals in the larger schools are more active in publicity programs for their school than are the principals in the smaller schools and have more regular publicity releases.

Recommendations

On the basis of the data presented in this thesis and the conclusions drawn from them, the following recommendations are made:

1. It is recommended that the principals in the smaller schools have fewer teaching duties and more time for their administrative responsibilities.

2. It is recommended that the guidance program in all schools be strengthened by a wider use of appropriate standardized tests for determining individual differences.
3. It is recommended that wider use of current professional magazines be made by the principals of all groups.

4. It is recommended that the teacher-training institutions set up workshops for professional education of secondary school principals as they have done in special fields of education.

5. It is recommended that high school principals make special studies of age-grade-progress in their respective schools, and that the results of such research be put into actual practice in measuring the adequacy of instruction.
APPENDIX

QUESTIONNAIRE

To the Principal: Please check the following questions. The majority of them can be answered with a check mark or "yes" or "no."

I. General Information:

Name of School ____________________________
Number of pupils in school ____________________
Number of teachers in school __________________

II. Experience

A. Experience

1. Number of year's experience in teaching __________
2. Number of year's experience as principal __________
3. Type of school previously taught: Check X

   Elementary ______
   High School ______
   Grades ______
   Other ______

B. Training

1. Academic

   a. Number year's college training __________
   b. Degree __________________________________
   c. Subjects studied in high school and college:
      (Check X)

         History ______  Industrial Arts ______
         Mathematics ______  Home economics ______
         English ______  Agriculture ______
         Government ______  Music ______
         Geography ______  Graphic Arts ______
         Economics ______  Commercial subjects ______
         Science ______  Physical education ______
APPENDIX--Continued

2. Professional  (Check I courses taken in college)

Philosophy of education  Methods of teaching
Educational psychology  Public relations
Public school administration  School finance
History of Modern Education  Pupil Guidance
School supervision  Business management
Curriculum  Construction and equipment of school buildings

3. Have you done any research study in the duties of a school principal?

4. Did you have any experience as assistant principal before assuming your present position?

5. Are you a member of the National Education Association?

6. Are you a member of the Texas State Teacher's Association?

7. Other professional organizations:

8. What professional magazines do you subscribe to?

III. Duties of principal as Administrator of Physical Plant.

1. Do you initiate or participate in hiring, placing, promoting, transferring, or dismissing members of the janitorial staff?

2. Do you aid in determining budget allotments?

3. Do you have a part in determining special equipment needs?
IV. Duties of Principal as Supervisor of Instruction.

1. Do you have a voice in the selection and placing of your teachers?
2. Do you rate the teachers?
3. Do you initiate curriculum revision projects?
4. Do you plan the guidance program?
5. Do you have an in-service training program for your teachers?
6. What type of tests are given in your school:
   Achievement
   Intelligence
   Personality
   Socio-economic
   Physical examination
7. What subjects do you teach, if any:

8. Have you made a study of the retardation in your school from an age-grade distribution chart?

9. Have you given any special study to the factors that might cause retardation in your school? Please check.
   Poor attendance
   Ill Health
   Low I Q's
   Broken homes
   Promotional policies of the school
   Poor economic status

V. Duties as School Leader. Please check.

1. Who plans the general school program of activities?
   Superintendent
   Principal
   Principal and teachers
   Others

2. Who makes out the class schedules?
   Superintendent
   Principal
   Principal and teachers
   Others

3. Who plans assembly programs?
   Superintendent
Principal
Principal and teachers
Principal, Teachers and pupils
Student Council

4. Who plans extra-curricular activities?

Superintendent
Principal
Principal and teachers
Principal, teachers, and pupils
Athletic director

VI. The Principal as Community Leader. Please check.

1. On what basis is your curriculum planned?
   Rigid adherence to course of study
   Adaptation to needs of community

2. What other functions is your building used for? Please check.
   Public lectures
   Public library activities
   Theatricals
   Youth center
   Polling place
   Others

3. Is there a Parent-Teacher organization in the school?

4. Are parents invited to visit the school?
   Regularly
   Occasionally
   Once each month

5. What organizations do you as principal aid in furthering in the community? Please check.
   Red Cross
   Service Clubs
   Political groups
   Church societies
   Parent Teacher Associations
   Others
6. Who directs school publicity?
   Superintendent
   Principal

7. What type of publicity does the school favor?
   Regular releases
   Occasional
   To refute rumors
   To advertise honors won by the school
BIBLIOGRAPHY

Books


Articles

BIBLIOGRAPHY—Continued


Reports


BIBLIOGRAPHY—Continued


Unpublished Material