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PRINCIPALSHIP

REPORT OF THE
COMMITTEE ON STANDARDS AND TRAINING
FOR THE
ELEMENTARY SCHOOL PRINCIPALSHIP

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PREFACE

THIS YEARBOOK is the report of the Committee on Standards and Training for the Elementary School Principalship of the Department of Elementary School Principals of the National Education Association. The volume assembles material bearing directly and indirectly upon the standards and training for the office of elementary school principal. In dealing with this question the committee has had two objectives, first, to present reliable estimates of the conditions now existing, and second, to suggest desirable lines of future development.

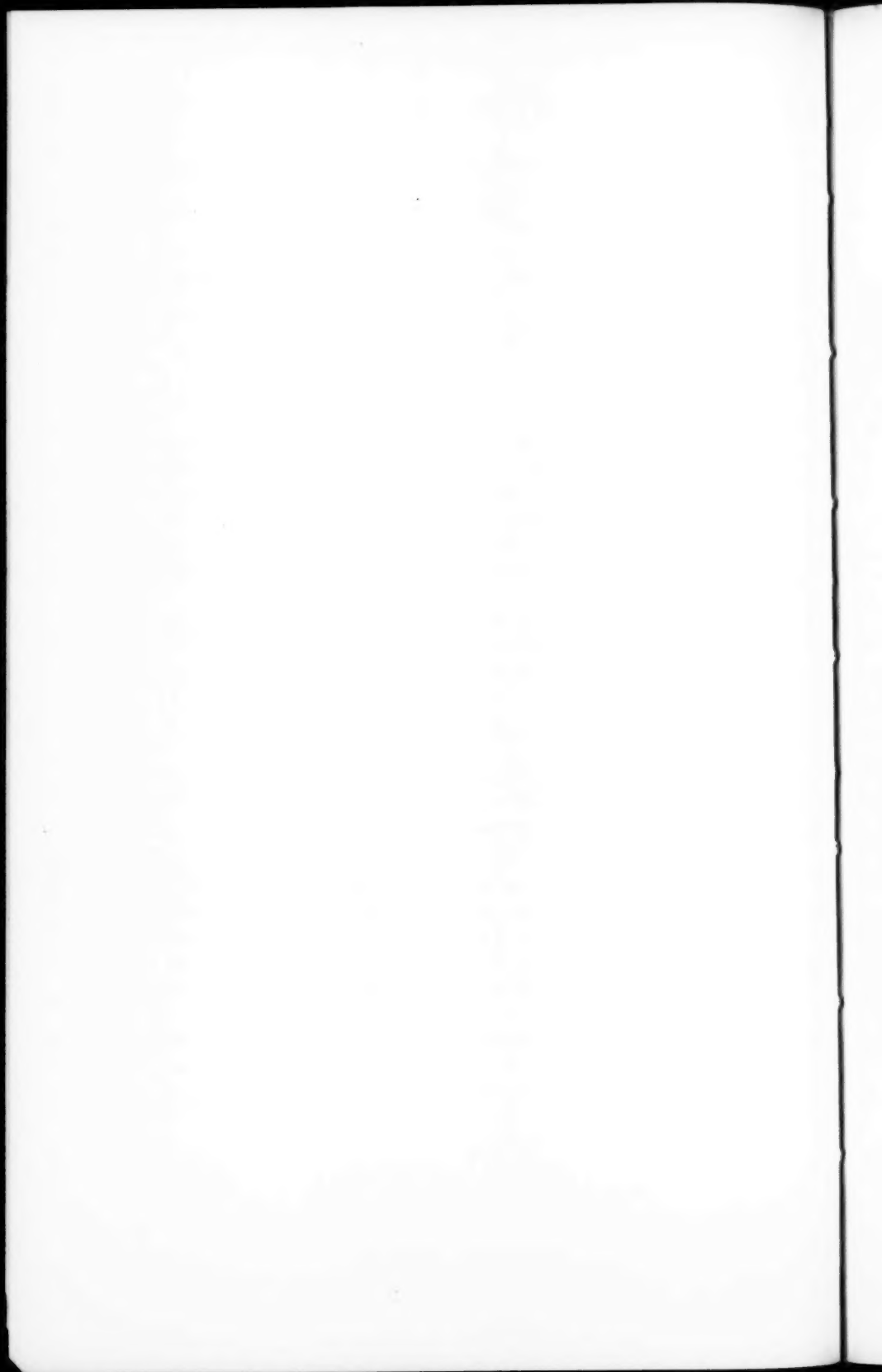
The report is principally based upon investigations conducted under the direction of the committee. Some sections include data from independent studies of the principalship. When material from such studies is used appropriate acknowledgment is made in each case. The cost of the committee's meetings and its investigations were met from appropriations by the Department of Elementary School Principals and by the National Education Association.

The members of the committee listed on the opposite page have given much time to group conferences and to the criticism of the preliminary drafts of the report. Their work has been effective and unselfish. Acknowledgment is also due the following cooperators, not on the committee, who have read the report in manuscript form and offered many constructive criticisms: W. W. Charters, W. C. Reavis and J. R. McGaughy. Results of important investigations concerning the principalship were furnished by: A. R. Curry, W. P. Dyer, W. O. Hampton, Laura S. Price, Elmer T. Thune, and M. R. Trabue. The Research Division of the National Education Association, working under the direction of the committee, conducted its investigations since October 1926, and prepared the report. Lack of space precludes listing the thousands of principals, superintendents, college professors and others who have assisted in the preparation of the report. The committee gratefully acknowledges the generous cooperation given by all such groups.

A general view of the contents of the Yearbook may be obtained by reading the section headed, Summary and Recommendations. The reading of this section alone, however, is not an adequate basis for arriving at general conclusions.

The committee issues the report as a contribution to elementary education and to the program of professional improvement and advancement for the elementary school principalship which the Department of Elementary School Principals of the National Education Association has promoted since its organization in 1921.

W. T. LONGSHORE, *Chairman*



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SUMMARY AND RECOMMENDATIONS¹

SINCE ITS INCEPTION the Department of Elementary School Principals of the National Education Association has had as a major purpose the elevation of the scholarship and administrative efficiency of the elementary school principalship. This report of its Committee on Standards and Training is a major contribution to the Department's program of professional improvement.

The development of the principalship—The elementary school principalship has passed through several stages of development all of which still exist in some communities. From the one or two teacher school, in which the clerical and administrative duties were incidental to regular classroom instruction, the office has developed in some communities until it now demands a technically trained executive of the highest order. The committee believes that the future advance of the nation's public elementary schools will be largely conditioned by the extent to which the idea of the elementary school principal as a professional leader and skilled executive gains general recognition in practice.

The facts presented in the Yearbook were assembled from a number of sources. The report gives some attention to the teaching principal, but is mainly concerned with the supervising principal.

Facts concerning supervising principals—Chapter III shows that the typical supervising principal is approximately forty-five years of age, and that he presides over a school enrolling approximately 600 pupils and including grades from kindergarten or first, through the sixth or eighth. His experience was gained in various types of educational positions including ten years as an elementary school principal. The typical supervising principal has an equivalent of four years of collegiate training. Forty-six percent of these principals reported having an A. B. or higher collegiate degree. Supervising elementary school principals possess maturity, experience and training.

The principals' duties according to research studies—Chapter IV presents the findings of several investigations which have classified the numerous functions and duties of the elementary school principal under such major heads as administration, supervision, etc. These investigations reveal the importance of carefully evaluating the work of the elementary school principal. Principals may well use this

¹ This summary makes it possible for the reader to gain a general bird's-eye view of the whole Yearbook. The reading of this summary alone, however, is likely to result in misinterpretations of the contents of the Yearbook. Before drawing general conclusions the chapters should be read in full.

chapter as a basis for evaluating the character of the work they perform. Do the duties which I commonly perform contribute to increasing the fundamental social contribution of my school? Is most of my work clerical and semi-skilled, or technical and professional? What work should I perform and what should I delegate? Elementary school principals should frequently ask themselves such questions. They should classify their work under such major heads as administrative, supervisory and clerical. The check list of Chapter IV can be advantageously used for this purpose. By constantly studying their work a better selection of activities and greater emphasis upon those of greatest significance will result. The principal is constantly threatened by the danger that the routine and immediate demands will crowd out the more important technical duties. The principal's protection against this danger is the periodical self-rating of his work, continued study, productive scholarship and outside professional contacts.

The principals' time allotment—Chapter V presents information as to how elementary school principals divide their time between such major functions as supervision, administration, and clerical duties. Supervising principals devote approximately thirty-four percent of their time to supervision, thirty percent to administration, nineteen percent to clerical duties, four percent to teaching and thirteen percent to miscellaneous duties. Other investigations have indicated a somewhat similar division of time, with variations due to differences in methods of investigation.

The chapter also presents time distributions suggested as ideal by supervising elementary principals and various other groups. The average ideal distribution of time according to replies of supervising elementary principals is approximately as follows: fifty-one percent to supervision, twenty-five percent to administration, six percent to clerical work, six percent to teaching and twelve percent to other duties.

The committee believes the actual and ideal distributions of time reported by the supervising principals in Chapter V offer the individual principal an excellent basis for checking his division of time against practice and theory. Wide deviation from the budgeting of time suggested as ideal is justifiable only on the basis of peculiar community or local conditions discovered through individual or group investigations by elementary school principals.

The principals' duties according to state laws—State regulations affecting the elementary school principals' work show a marked emphasis on administrative and clerical activities. Fully thirty percent

of the duties specified by law could be performed by a competent clerk, while an additional twenty-five percent could be performed by a clerk under the principal's direction. The diversified nature of state laws and rules concerning the duties of the elementary school principal indicates little agreement as to the principles which should underlie these prescriptions.

The committee recommends that the state should prescribe general qualifications for the principalship, but not detailed directions as to the functions of principals.

The principals' duties according to city rules—The rules and regulations of city boards of education indicate an emphasis upon the administrative and clerical duties of the principal. Many of the rules prescribe divisions of authority between school officials which are not supported by best educational theory and practice. The differences in local rules indicate little agreement as to what duties should be prescribed for elementary school principals.

The committee recommends that local board rules should place emphasis upon the larger administrative and supervisory aspects of the principals' work. These prescriptions should conform with best educational principles and with state regulations. The list of essential rules suggested in this report should prove of value in revising board rules although local communities should add or omit regulations in accordance with peculiar local demands.

The principal and the superintendent—A study of certain administrative powers exercised in a school system brings out the cooperative and complementary relationship existing between the principal and superintendent. According to a majority of the returns the situation is as follows:

- a. Full authority delegated to the principal.
 1. Direction of the janitor
 2. Making of building rules
 3. Placement of pupils
 4. Making daily building program
 5. Determining specific methods of classroom
- b. Advisory authority with the principal.
 1. Selection and assignment of teachers
 2. Selection of textbooks and supplies
 3. Determining time allotment of studies
 4. Determining content of studies

Superintendents are coming to consider each school and the community around it as an "operating unit." Principals are being held accountable for the adjustment of their schools to the needs of this unit.

The delegation of responsibility to principals is essential to the development of professional-minded principals. Particularly com-

mendable is the plan of school organization which makes the principal the responsible head of the school for this gives him the opportunity to grow and makes it possible for the superintendent to expect tangible achievement.

The principal and the supervisor—Chapter IX considers the relationship between supervising principals and supervisors. Many principals do not seem to be sure of their authority in such relationships. Modern practice tends to convert the general supervisor into an assistant superintendent, deputy superintendent or similar officer with administrative authority from the superintendent. Under ideal conditions he works through principals in securing school improvement. The special supervisor is tending to become in progressive theory and practice an expert instructor of teachers and the technical adviser of principals. He may be a supervisor of writing, art, music, special classes, industrial classes or some other specialized activity.

In school systems where the progressive theory indicated above is practiced the activities of principals and supervisors are more readily coordinated. Assistant superintendents direct, guide and advise principals in accordance with delegated authority. Special supervisors instruct teachers in better technic and advise with principals in reference to the supervision of their respective subjects. Conferences among groups keep all persons informed as to objectives and prevent misunderstanding.

The principal and the community—Supervising principals indicate in their replies an interest in many community movements. The median principal devotes approximately two hours per week to community work. A majority of the principals report that community meetings are held in the school.

Community participation is an important phase of the elementary school principal's work. The committee recommends that all principals engage in community activities subject to three guiding principles, (1) that preference be given to broad activities of general public interest, (2) that a principal should not assume obligations which interfere with his efficiency as the head of his school and (3) that these activities should contribute to his personal and school efficiency.

The principal and his assistants—Chapter XI shows that relatively few principals are provided with assistant principals. The median enrolment of schools reporting an assistant principal was 740 pupils. Observation shows the three typical types of assistant principals to be the administrative, supervisory and teaching when characterized in terms of their primary work.

The chapter also presents data upon the office clerks of supervising principals. The median enrolments of schools reporting one full-time clerk is 785 pupils. Part-time help is frequently assigned in situations where full-time assistance is not justified. Observation shows that the training of clerks varies considerably in different school situations from the untrained high school girl to the mature woman with both educational and clerical experience.

The committee commends the practice of placing promising persons as assistant principals under skilled principals. This not only relieves the principal for larger problems, but provides a supply of trained persons for other principalships. The dangers of the situation are that the principal will not use to advantage the released time or that the assistants will not be given contact with the more technical problems of the principalship.

The committee believes that all principals require some clerical help if they are to give proper attention to the large administrative and supervisory problems. Previous to the assignment of help principals should be trained in the proper use of the assistance and should be held accountable for improved service after the help has been provided. The possibilities for good service seem to be greater in the case of the office worker with training in educational theory and practice. The selection of these persons should be made by the local educational authorities who are best fitted to determine the adequacy of the training and the personal qualities of the applicant. The stabilization of the training of this class of worker will probably be assured by state certificates issued to those meeting certain clerical and professional requirements.

Principal's office—Chapter XII shows that the elementary school principal's office is used for activities which seriously interfere with administration, supervision, reception of school visitors and private conference by the principal. The chapter offers plans of well-arranged offices.

For most effective work an elementary school office should consist of at least two rooms, (1) a general administration and waiting room and (2) a private room for conference and study. The equipment of the office should include a typewriter, program clock and other minimum essentials. A well arranged and completely furnished office is basic to the efficient functioning of the elementary school principal.

Teaching principal—Replies were received from approximately 500 principals giving 25 percent or more time to teaching duties. The teaching principal is generally in charge of a school terminating with the sixth grade and enrolling approximately 288 pupils. The

median age of the teaching principal is approximately 40 years. He has had about 20 years of educational service of which approximately 7 years has been as an elementary school principal. Not more than 20 percent of the teaching principals hold a college degree.

The teaching principal's school day approximates eight and one-half hours divided as follows: sixty-four percent to teaching, ten percent to supervision, ten percent to administration, ten percent to clerical and six percent to miscellaneous duties. Under ideal conditions the teaching principal would reduce the allotment to teaching to thirty percent and increase that given to administration and supervision. Teachers working under teaching principals receive too little supervision.

The committee recommends school building programs looking toward the development of the large school unit. These larger units would make it economically possible and educationally profitable to employ supervising principals.

Investigation of successful principals—Chapter XIV presents data collected from questionnaires and by observation of selected successful principals. The selected and the unselected principals differ on several items respectively as follows: (1) a median salary of \$4093 as compared with \$2714, (2) a median school enrolment of 1100 pupils as compared with 632 pupils, (3) more time to supervision as compared with more to non-technical work, (4) a majority with the master's degree as opposed to less than half reporting the bachelor's degree, (5) an active interest in community affairs as compared with a less active interest, and (6) more than 92 percent with memberships in the National Education Association as compared with 72 percent.

The committee is unable to state how far these differences are cause and effect. In several of the differences the individual exercises little control. In spite of these uncertainties, the initiative of the individual principal is a potent factor in determining the recognition which he will receive.

Case studies of outstanding principals—The case studies of elementary school principals indicate something of the value of personal qualities in the principalship. The most important personal qualities shown by these case studies are: an interest in children, friendliness, modulated voices, friendly handling of children, sincerity, tactfulness, belief in the principal's work, willingness to sacrifice personal convenience, an open-mind toward new professional developments, an interest in the community and a sense of relative value of phases of the principal's work.

The committee recognizes certain intangible personal qualities as being of major significance in the success of an elementary school prin-

cipal. The person in charge of elementary school children must remember that he is a teacher of children and that his personality is a potent influence in the educational process. The emphasis on these personal qualities does not minimize, however, the importance of professional preparation, scholarship and experience.

The improvement of principals in service—This chapter presents information on supervising principals as follows: (1) recency of summer school attendance, (2) kind of professional and non-professional reading, (3) membership in professional organizations, (4) attendance at educational meetings and (5) writing of professional articles.

More than fifty-one percent of the supervising principals report summer school attendance at least once during the past three years. Well-known books and magazines figured prominently in the reading of these principals. Over seventy-seven percent report membership in the National Education Association and twenty-two percent hold memberships in the Department of Elementary School Principals. Approximately fifty-eight percent report attendance at professional meetings outside of the local community during the past year. The median number of hours spent in home study and outside school work is 7.43 hours per week.

The committee commends the effort of principals to keep abreast of best thought and practice through continuous improvement in service. Professional reading offers an excellent means of self-improvement. Periodic attendance at summer schools at least every three years is desirable until a broad training and depth of experience has been attained. Another important activity of principals is the preparation of articles on experiments, procedures and devices used in their work. The self-improvement activities of individual principals will do much to advance and maintain the professional status of the principalship.

Organizations of principals—There exist three general types of professional principals' organizations: local, state and national.

Most local associations are directed by elementary school principals for the purpose of conducting business, professional and social activities. Usually these organizations meet after school or in the early evening. The dues levied by a majority of the organizations are primarily for the purpose of meeting incidental expenses.

The movement toward state organization of elementary school principals has progressed rapidly during the past two or three years. Between 1925 and 1927 the number of organizations has tripled until it totals approximately twenty. These are usually organized as sections of the state teachers' associations.

The Department of Elementary School Principals of the National Education Association has made a significant contribution toward improving the status of the elementary school principalship. Since its inception in 1921 the national organization has sought to stimulate individual principals and principals' organizations to better realize the potentialities of the principalship.

The development of principals' organizations should continue until all principals have the benefits of association with others interested in similar problems. These organizations will wield a large influence in raising the standards among principals and the requirements for entering the position.

Local standards in the selection of principals—Chapter XIX shows the standards and methods of superintendents in the selection of elementary school principals. The superintendents varied widely as to the requirements specified for appointment to the principalship. Varied experience is desired of candidates, including experience in teaching and administration. The median number of years of specified experience is a little over five years. The bachelor's degree is the most frequently mentioned training requirement. Candidates are sought who possess personality, executive ability and leadership. Sex was not considered an important factor by a majority of the superintendents in the selection of principals. The chapter presents in detail the systems used by seven large cities in selecting elementary school principals.

The committee recommends the establishment of more definite and higher standards in the selection of principals. Local communities will need basic standards in regard to the training, experience and personal traits desired in candidates. The systems for selecting principals as described in the report should be carefully studied. The technics developed in the larger communities could be modified for use in smaller communities.

State certification requirements—Eleven states issue special certificates affecting the elementary school principal. The other thirty-seven states either require the principal to hold a teacher's certificate or have minor professional requirements amounting to little more than the teacher's certificate.

The types of certificates affecting elementary school principals are designated as: general administration and supervision, general administration, general supervision, elementary school supervision and elementary school principal.

The teaching experience required for these special certificates ranges from zero to five years with the largest number at three years.

The college training requirements range from two to five years with the largest number at four years. Certificates are first issued for approximately three years with renewals usually for life. Those stating requirements for professional courses indicated from fifteen to thirty units.

The development of special certificates for principals will do much to raise the standards for this office. For the present the required academic and professional training should not be less than the bachelor's degree or equivalent. Eventually this minimum should be increased to the master's degree or equivalent. The training should include the requirements for the elementary school teacher's certificate, general administration and supervision courses, and additional professional courses on the principalship. Opportunities should be available for apprenticeship training in administration and supervision under skilled supervisors. This work should be no less carefully planned and directed than the practice teaching required for the teacher's certificate.

The availability of professional courses—The tabulations of the courses in the catalogs of 139 institutions of collegiate grade revealed more than two thousand professional courses offered during the academic year 1926-1927. The summer session of 1926 offered an equally extensive tabulation of courses. Many extension and correspondence courses in education and allied subjects were given during the year 1926-1927.

The majority of the courses offered by all institutions are classifiable as general in scope. So far as could be judged from the college catalogs the topics of the courses are presented without specific application to the elementary school, the high school or any particular school organization.

The committee has serious doubts whether the overwhelming proportion of "general" courses as distinguished from specialized courses is a matter of deliberate planning. There is a need for schools of education to investigate the possibilities of more courses applied specifically to the elementary school, to the particular problems of the principal or to particular phases of education. General courses have a large place in the undergraduate training of all school workers, but with the gradual movement toward advanced training for elementary school principals the demand will be for more specialized undergraduate and graduate courses.

Professional training programs—A survey of the catalogs of 139 institutions of collegiate standing resulted in the selection of 48 training programs for further study. The academic courses most frequently mentioned in these programs are as follows: composition, public

speaking, physical education, sociology, military science, foreign language, economics, hygiene and general chemistry.

The professional courses most frequently mentioned by these 48 training programs are as follows: general administration, general administration and supervision, general psychology, history of education, elementary school methods, elementary school administration and supervision, child psychology and practice teaching.

Five institutions offering training programs solely for elementary school principals are: University of Arkansas, University of Chicago, Teachers College of Columbia University, Indiana University and University of Washington. The professional courses most frequently mentioned by these five programs are: administration, tests and measurements, psychology, supervision, teaching technic, sociology, junior high school and the curriculum.

The training programs frequently specify little more than a general list of suggested fields of study. Some programs are specific in requiring certain definite courses and periods of study. Many of the training programs aim to prepare students for several school positions, while others prepare for a particular type of work.

The committee approves the arrangement of courses into training programs. Such an arrangement tends to aid the student in selecting the best courses in preparing himself for a particular school position.

Several of the training programs endeavoring to prepare students for several widely different school positions need to be re-examined with the probability of narrowing the scope of the proposed training. Other training programs need to be developed so as to include both academic and professional courses. The courses in the academic field should be broad in scope. The professional work should include both general and specialized courses in theory and practice.

Content of professional courses—Chapter XXIII presents information on the content of a number of courses in education and allied fields. The outlines examined show these courses to be designed for presentation to students in general terms without specific applications to schools of a given grade level. A further tendency was that of dealing with the same topic in several different courses. Data were shown to indicate this same conclusion in several similar studies.

The committee believes that unnecessary duplication in the teaching of professional topics should be avoided. To this end it recommends to schools of education an analysis of the topics dealt with in the various courses, an agreement on certain terminology and allotment of topics to certain courses. Furthermore, it is believed that many courses in education need to adopt the laboratory, case study, problem, and practicum methods so as to make the courses practical

and immediately useful to students. These methods are particularly recommended in the courses designed specifically to train elementary school principals.

The economic position of the principal—This chapter shows the economic status of salaries of elementary school principals. Less than half of the principals receive an income that can be considered a professional wage. To place the elementary school principalship on a professional scale would directly increase the current expenditures for public elementary and secondary schools by approximately 1.6 percent. There is evidence that this is economically possible to do.

The committee concludes that the attraction of men and women of first rate ability and extended training to the elementary school principalship involves placing the position on a sound economic basis. A reasonable relationship must always exist between the requirements for admission to the principalship and the economic return offered. It is further concluded that it is economically possible to raise the wages of the elementary school principalship to a professional level and it is recommended that there should be a general movement in this direction. Probably one important factor in bringing about this result would be the general adoption of the single salary schedule for principals.

Research studies on the principalship—The chapter on research studies on the principalship shows representative studies which have contributed greatly to the present concept of the principalship.

There is a need for many more studies upon specific phases of the principals' duties, training and technic of work. These should include case studies extending over periods of time as opposed to the typical cross-section study. Subjects for further study are:

1. Adapting supervision to individual differences of teachers
2. Determining the needs which supervision can supply
3. Administrative duties which can be assigned to a clerk
4. Relative importance of administrative duties
5. Determining the efficiency of principals
6. The elementary school; its buildings, grounds, equipment and teaching staff
7. Etc.

Summary of standards and training—1. *Kind of experience*—The data indicate that the previous experience of the candidate should be as varied as possible. It should include teaching, administrative and supervisory opportunities, preferably in the elementary school field.

The committee believes that the experience of candidates for the principalship may be made as varied as possible in such positions as the following: (1) as an assistant elementary school principal under

a competent principal, (2) as a teaching elementary school principal, or (3) as a "directed principal" in a practical course in the professional training program.

2. *Amount of experience*—The median period of experience required of appointees to the principalship according to superintendents is five years. A majority of the special state certificates agree upon three years.

The committee believes that from three to five years of previous experience represents a practical operating basis in selecting candidates for the principalship. On the other hand, the personal factors in the individual case and the kind of previous experience may be such as to reduce the necessary experience to less than three years.

3. *Age*—The data on age of principals do not indicate that this is an important factor in determining the success of a principal. Superintendents or elementary school principals usually state approximately thirty years as the best age for one to enter the principalship. None of the selected principals of this study was under thirty years of age. The median age at which these outstanding principals entered the principalship was thirty-three years.

The committee believes that factors of maturity, ability to direct people, professional training and other qualities are more essential than any fixed years of age. Usually these other factors will automatically eliminate candidates too immature for the principalship.

4. *Sex*—The data show a predominance of women principals in both the teaching and supervising principalships. The replies from superintendents indicate that sex is not considered an important factor in selecting elementary school principals.

The committee believes that ability to do the required work is the essential factor in selecting elementary school principals.

5. *Academic training*—The only data bearing directly upon this problem are those submitted from an analysis of the training programs. The academic courses most frequently mentioned in the forty-eight training programs for principals, supervisors and allied groups are: composition, public speaking, physical education, sociology, military science, foreign language, economics, hygiene and general chemistry.

The committee suggests a rearrangement of the academic courses and additions as follows:

- | | |
|---------------|--------------------|
| 1. Arts | 2. English |
| a. Fine | a. Composition |
| b. Industrial | b. Literature |
| c. Music | c. Public speaking |

3. Foreign language
4. Healthful living
 - a. Physical education
 - b. Hygiene
5. Natural science
 - a. General chemistry
 - b. General physics
 - c. General science
 - d. Biology
6. Social studies
 - a. Economics
 - b. Modern history
 - c. Sociology

The above list is suggestive and is not considered inclusive of all academic subjects considered of value by the committee. A person preparing for the principalship should have as wide an experience with academic subjects as possible within the limitations of the whole training program. In the academic training the following general principles should be observed:

(1) The academic training of candidates for the elementary school principalship should be broad in scope.

(2) The courses required in the training should not be those designed to prepare subject specialists. In this connection the committee recommends the revision and reorganization of the content of the academic courses for those students who are not interested in becoming teachers or specialists in a particular subject.

(3) There should be such concentration of effort by the student in one academic field as to develop the scholarship characteristic of educational work.

(4) The academic program should permit some election by the student in fields of particular interest.

6. *Professional preparation*—The superintendents indicate that the bachelor's degree represents the college degree most frequently required of candidates for the principalship. The state requirements for special supervisory and administrative certificates show the majority agreeing upon four years of training. The majority of the outstanding principals held the master's degree or more. All of these degrees represent specialization in professional as well as academic courses.

The committee recommends that the standard preparation for the elementary school principal should include four years of college plus a graduate year with a major in education. In view of present conditions, the committee recommends that the tentative standards for admission to the principalship should be based on the bachelor's degree or equivalent.

The essential professional topics in these training programs have been listed immediately following this paragraph. The topics marked with an asterisk should be required for the bachelor's degree or

equivalent. Topics not marked should be included in the advance training of the student. The essential topics are:

- | | |
|---------------------------------------|--|
| *a. Philosophy of education | i. Educational statistics and research |
| *b. Supervision of instruction | j. Curriculum |
| c. Problems in supervision | k. Public school finance |
| *d. Measuring the results of teaching | *l. Educational psychology |
| *e. Technic of instruction | *m. School hygiene |
| f. General administration | n. Civic education |
| *g. School management | o. Principal and the community |
| h. Building maintenance and equipment | p. Vocational education and guidance |

The committee offers the above list¹ as suggestive, but not inclusive, of all fields of professional study. Students would find other electives of value in supplementing their work as principals and these should be taken as time permits.

A warning that the committee makes is against considering the college degree as the sole criterion in judging professional preparation. It is of greatest importance that the principal possess the right quantity and the best quality of preparation regardless of the kind or value of the degree. On the other hand, the degree may be tangible evidence of organized and purposeful preparation.

Another warning is against any effort of schools of education to present the suggested training programs without due consideration of the ability, training and experience of the instructors teaching the professional courses. It is preferable that courses on the elementary school principal's work be presented by persons intimately acquainted with the principal's problems.

¹ See Chapter XXIII for the specific items suggested under each of these large topics.

CHAPTER I

INTRODUCTION

IN THE summer of 1920, there began at the University of Chicago a movement to organize the elementary school principals of the country into one national organization. The committee formed for this purpose consisted of elementary school principals from many states enrolled in a course in supervision and administration.¹

By February, 1921, the committee had organized a program and held its first meeting with the Department of Superintendence at Atlantic City. A small association was formed looking forward to the general summer meeting at Des Moines. At the Des Moines meeting a constitution was adopted, officers chosen, and the organization became a department of the National Education Association.

It is of particular interest to the Committee on Standards and Training for the Elementary School Principalship that the Department from its inception had as a major purpose the elevation of the scholarship and administrative ability of elementary school principals. Bulletin Number 1 of the Department stated:

The quality of scholarship and administrative ability of principals of elementary schools should be as high as that of the principals of high schools. The quality of instruction given in the early years of a child's life is quickly felt in the community and in the high schools. It will help all of the schools for elementary school principals to raise the standard of professional service they render.²

In June of 1921 a second bulletin was issued by the officers, containing a suggested list of topics for investigation by Committees of the Department. Many of these topics were studied and were later used as a basis for some of the preliminary work of the Committee on Standards and Training.

By 1924, sentiment had crystallized to the point where it seemed advisable to appoint a Committee on Standards and Training for the Elementary School Principalship. In appointing the committee, President Jessie M. Fink of the Department instructed the Committee to conduct investigations needed to raise the entrance requirements to the elementary school principalship. President Fink stressed the fact that the standards of training and compensation of the ele-

¹ *Proceedings, Department of Elementary School Principals*. Bulletin No. 18, p. 5, National Education Association.

² *Bulletin, No. 1. Department of Elementary School Principals*, May, 1921.

mentary school principalship were such that other phases of educational work were drawing from this important place of service many of its representative leaders.¹

During the two years the committee surveyed previous investigations, conducted preliminary studies, and laid plans for additional work. At the Philadelphia meeting of the Department of Elementary School Principals in July, 1926, President Ide G. Sargeant and Chairman W. T. Longshore were instrumental in arranging for the continuance of the investigations of the committee in cooperation with the Research Division of the National Education Association.

The cooperative work began in November, 1926, and has continued under the general guidance of the committee and its chairman, W. T. Longshore. Frank W. Hubbard, Assistant Director of the Research Division, has given the major portion of his time since that date to the investigations planned and generally supervised by the Committee. The material presented in this Yearbook has been carefully reviewed by the members of the Committee on Standards and Training for the Elementary School Principalship.

Purpose of the committee—The work of the Committee on Standards and Training for the Elementary School Principalship has three general objectives:

1. To bring to bear upon the work and training of elementary school principals the best of previous contributions to this field.
2. To describe the present status of the elementary school principalship and to discover tendencies characteristic of the development of this office.
3. To state the ideals in practice and theory which should guide principals, superintendents, and others interested in improving the professional status of the elementary school principalship.

Limits of the study—The study concerns itself principally with supervising principals in city school systems. The data presented, however, should prove of value to all elementary school principals.

In delimiting this study the following definitions were decided upon by the committee:

An elementary school is an organization of grades preceding the junior and senior high schools.

An elementary school principal is the executive and supervising head of an elementary school who works under the direction of a superintendent of schools.

Definition of terms—For the purposes of this study, it was necessary to define several terms used in different meanings in current educational literature. These definitions are not presented as repre-

¹ *Bulletin, Department of Elementary School Principals*, Vol. V, No. 3, April, 1926, p. 177.

sentative of majority opinion nor are they recommended for standard usage. These definitions follow:

Teaching elementary school principal, the head of an elementary school who devotes more than 25 percent of his time to regular teaching duties.

Supervising elementary school principal, the head of an elementary school who has 75 percent or more of his time free from regular teaching duties.

General supervisor, a general supervisory officer to whom the superintendent delegates administrative authority over work carried on in certain grades or schools of a specific district. Under ideal conditions he works largely through the principals and relies upon his authority only as a last resort. In practice, the term is being replaced by such titles as, assistant superintendent, deputy superintendent, district superintendent, or director of elementary schools.

Special supervisor, a specialized supervisory officer who is an expert on one or more subjects or specialized phases of school work. Under ideal conditions he does not exercise general administrative authority but serves as a trainer of teachers in cooperation with the principal. In practice, the term includes the supervisors of: reading, penmanship, music, physical education, special classes, industrial arts, and fine arts.

Supervision, the activities of a supervisory officer directly aimed at improving instruction. The activities concerned vary widely from those which are obviously "supervisory" in nature to those with administrative and clerical aspects.

Administration, the executive activities of organization and direction of a school. Most of these duties are concerned with the more important phases in the management of the school as a unit. On the one hand, these functions shade off into the supervisory work, while on the other hand they overlap with the clerical duties.

Clerical duties, the activities which a principal may delegate to a competent clerk. They not only include simple clerical duties, but some of the less responsible phases of administrative work.

Teaching duties, the regular obligation to instruct a group of children. Demonstration teaching is not a teaching duty but a technic of supervision. Substitute teaching is an emergency administrative activity.

Miscellaneous duties, those activities under community relationships, extra-curriculum duties, research and study.

Sources of data—The data of this report were collected from a number of sources. Material is included from previously completed theses and research investigations. These were assembled from all possible sources. In each case proper citation is given when data from such studies are included. Some material is used from magazine articles, books and publications, the conclusions of which were largely based upon experience and opinion. Several questionnaires were circulated among principals, superintendents, college specialists and others during the course of the investigation.

The most extensive of these inquiries was the one sent to elementary school principals. This inquiry was circulated among principals in 17 states believed to be representative of all states.¹ The distribu-

¹The states circulated with questionnaires to principals were: Massachusetts, Connecticut, Pennsylvania, Maryland, Virginia, North Carolina, Alabama, Georgia, Oklahoma, Missouri, Nebraska, Indiana, Michigan, Montana, Colorado, Arizona and California.

tion to principals was made with the cooperation of superintendents and through their offices. Approximately 1200 blanks were returned by the principals directly to the Research Division. The replies were grouped in two classes for the purpose of tabulation. The first group was made up of principals having 75 percent of the school day free from teaching duties.¹ The principals falling in this group are referred to as "supervising principals" in this study.² A total of 617 blanks were received from supervising principals including replies from geographical sections as follows: New England 114, Middle Atlantic 59, East North Central 145, West North Central 35, South Atlantic 87, East South Central 16, West South Central 23, Mountain 42 and Pacific 96 replies.³

The second group of principals was those devoting 25 percent or more of their time to regular teaching. These are called teaching principals in reporting data in this Yearbook.

Several other inquiry blanks were mailed to various groups and to individuals. These are reported on as to percent of return, extent of broadcast wherever the data have been presented in the text.

Information concerning college courses was secured through a careful analysis of the catalogs and bulletins of the various institutions. These bulletins were obtained directly from the colleges or from the Library of the United States Bureau of Education.

Arrangement of data—Tabulations of data were made separately for cities of each of the following sizes: Under 5,000; 5,001-10,000; 10,001-30,000; 30,001-65,000; 65,001-100,000; and over 100,000 in population. Where significant tendencies were revealed by presenting data separately for each of the six city groups this was done. In other cases general summaries were given for the results of all cities.

¹ The use of 75 percent of time free from teaching as the criterion for differentiating between supervising and teaching principals results in dividing the group into two relatively distinct classes; the first made up of those giving practically no time to regular teaching, the second composed of those giving practically full time to regular teaching. Of those designated as supervising principals according to the definition used in this study 76.8 percent reported devoting less than 10 percent of their time to regular teaching. Of those classified as teaching principals according to the definition used in this study 97 percent spend more than half of their time in regular teaching, 22.8 percent give 90 percent or more time in regular teaching.

² Tabulations by geographical sections and city size show slightly different totals and medians because several replies could not be classified by city size. In some cases failure to answer questions resulted in different totals. Those not answering were omitted from the computations of the medians.

³ See page 560 of the Appendix for further detail as to types of schools and geographical sections.

Tabulations were made in terms of the geographical sections used by the United States Bureau of Education, as follows: New England, Middle Atlantic, East North Central, West North Central, South Atlantic, East South Central, West South Central, Mountain and Pacific. Whenever the tabulations of data for the separate geographical sections revealed significant differences they were so presented.

CHAPTER II

THE DEVELOPMENT OF THE ELEMENTARY SCHOOL PRINCIPALSHIP

THE PURPOSE of this chapter is to trace the larger phases of the American development of the elementary school principalship in the United States. Since the time of the early colonial schoolmaster, there have been several stages in the development of the elementary school principalship. These steps are most easily traced in some of the largest cities.¹ In these larger communities the evolution of the principalship has been most rapid and the tendency toward specialization greatest.

While we may trace the principalship through several phases of development, as yet the office exists in its most specialized types only in large cities. Frequently several phases of development may be found in the same community. This chapter describes the period when the schoolmaster was the only teacher in his school, but this situation may still be found in many rural communities. The "teaching-principal stage" represents another phase in the development of the principalship, but today there are many teaching principals in our large cities. It is evident that the schools reflect the demands which the community makes upon them.

From a study of the historical development of the principalship a community may know the stage of development which this office has reached in that community.

Stages in development of the principalship—The various phases in the development of the principalship have been described by McClure² and Crouch.³ The classification by Crouch is as follows:

Stage	Chief duty
1. One teacher	Teaching
2. Head teacher	Teaching
3. Teaching principal (part time)	Teaching
4. Building principal (full time)	Administration
5. Supervising principal (full time)	Supervising

¹ Data for this chapter were secured largely from studies by Crouch and McClure. Readers are referred to the bibliography for the complete references. Early school reports from certain cities not included in the studies of Crouch and McClure were discovered in the Library of the Bureau of Education. Material was used from these reports to amplify some points.

² McClure, Worth, "Professionalizing the Principalship," *Elementary School Journal*, Vol. 21, June, 1921, pp. 735-743.

³ Crouch, Roy A., "Status of the Elementary School Principal," *Fifth Yearbook. Department of Elementary School Principals*, July, 1926, p. 208.

One teacher stage—The only connection which the one teacher stage has with the modern conception of the principalship is that the teacher during this period was in charge of the building during school hours. He taught the pupils, kept records, assumed responsibility for the care of the building, and made required reports.

A description of this stage as it existed in Baltimore in 1836 may be found in Mr. M'Jilton's report to the Board:

Morning. The bell rings at 9 o'clock (in the summer at 8) when the boys come into the school room and take their seats—whilst the boys are assembling, ten minutes are allowed for them to look over their tasks; after which they proceed to cyphering; those who cannot cypher make figures on their slates.

At ten minutes after nine, I proceed to hear the morning tasks of the first class, from Alger's Abridgment of Murray's grammar, and Worcester's Epitome of Geography, which requires from twenty minutes to half an hour.¹

M'Jilton continued for several pages describing in detail the hearing of lessons, the administration of the monitorial system and a hundred other things which one does when alone with similar responsibilities. He emphasized the need for system in order to finish the necessary tasks, and expressed the belief that a rigorous program was not without value, as the Board might see by visiting the school.

There came a time when one teacher could not teach all of the subjects demanded or else the number of pupils became too large for one person to handle. The appointment of a "grammar master" while "writing and ciphering" was taught by a second person, resulted in a two master school in which neither individual was responsible for the whole school. There is evidence in Boston reports that this division of authority was not harmonious, but it continued to exist until after 1849.

The first record of assistant teachers being appointed in Baltimore appeared in the 1839 report wherein the list of teachers showed a master and an assistant in every school with more than 100 pupils.² In commenting upon this addition to the staff the Board stated in the 1842 report:

The services of assistant teachers continue to give satisfaction. The advantages gained by this system of instruction are many; it is beneficial, not only by giving the smaller and less advanced scholars better opportunities, but it also affords more time for the principals to devote to the instruction of farther advanced scholars, under their supervision. The employment of assistants has contributed to the increase of scholars in all the schools.³

In the 1845 report in Baltimore the Board found it necessary to add second assistants "on account of the increase of pupils in our

¹ *Report of School Commissioners, City of Baltimore, Maryland (1836)*, p. 1 ff.

² *Report of School Commissioners, City of Baltimore, Maryland, 1839*, p. 7.

³ *Ibid*, 1842, p. 3.

female schools.”¹ The additional teacher was placed in all schools enrolling two hundred or more pupils.

Head teacher stage—It soon became evident with several teachers in one building that someone should be in charge of the whole school. In Boston the problem became acute from the difficulties which arose between the writing and grammar masters. The Board studied the situation and in 1849 made the following recommendation:

We do not recommend that any change should be made in the salaries of the present incumbents; but if the system is to be continued, let it be understood that every new writing master is to be elected, or appointed as Sub-master, with a reduced salary and to be subordinate to the grammar master, as the controlling head of the whole school. Such a course will dispose at once of the question as to the divided and equal authority of two masters and will effect a saving in the school expenditures without doing any injustice.²

The title of the new head of the school varied from community to community according to Crouch:

... we find the terms head teacher, chief teacher, principal teacher, etc., in the early school reports. Teachers of subordinate rank were titled, first assistant, second assistant or sub-master. The exact title for these people was not the same in all schools; however, the work of these people was about the same in all schools.³

An idea of the principalship at this stage of development may be secured from the list of duties of the “master” as reported in Boston in 1857:

Master of the Grammar School

1. Admit individual pupils on examination
2. Visit the Primary Schools each year, examine the first division and give certificates of admission to the grammar school to all who were qualified
3. Give permission to classes to study the next textbooks when the year's assignment was completed prior to the regular promotion time.

Master of the Primary School

1. Admit qualified pupils
2. Require transfers and excuses for absences
3. When using a part of the Grammar School building to arrange recesses so as not to conflict with the older scholars.

General duties

1. The principal teacher to keep a register of names, ages and place of residence of scholars
2. The master to examine all scholars of the building as often as necessary
3. The principal teacher to report semi-annually to the secretary of the Board as to the number of scholars in the school
4. The master to furnish to the Secretary of the Board the name, residence and similar information of every new teacher appointed to his building
5. The principal teacher empowered to exclude unruly pupils

¹ *Op. cit.*, 1845, p. 5.

² *Report of Annual Examination of the Public School, City of Boston, 1849.*

³ Crouch, Roy A., “The Status of the Elementary School Principal,” *op. cit.*, p. 209.

6. The principal teacher empowered to suspend, expel and readmit pupils
7. The principal teacher to make rules for the use of the school premises
8. The master of each school to arrange classes so as to provide exercises midway in both the morning and afternoon sessions.¹

Crouch found similar data in the 1859 report of Divoll in St. Louis:

There is to be one principal to each building, all the other teachers being assistants, also but one set of registers and reports to be taken charge of by the principal. The principal is to be particularly responsible for the deportment of the pupils while they are in the yard during the recesses and intermissions; he is also to have a general supervision over the whole school while in session, in matters of discipline and instruction.²

Yet this designation of someone to handle certain general duties did not seem to meet the situation entirely. There developed a need for someone to help each teacher with the problems of instruction.

Teaching principals—It is interesting to note that Dr. Johr D. Pilbrick, Superintendent of the Boston Schools, called attention to the need for assistance to teachers in his report of 1857.

A considerable difference was observed in the amount of personal attention bestowed by the Principals upon the lower classes of their schools. In some schools, a portion of each day, and in certain others, one or two half days in each week, are set apart for the inspection and examination of the lower classes. This, an excellent practice, should be encouraged. Every head assistant should be capable of managing and teaching the first division, during the master's absence from the room, so as to allow him the necessary time for this most important work. This is the only practical method of securing a uniform and harmonious progress in a large school, instructed by a number of teachers.³

Superintendent Wells of Chicago in 1859 advised a similar procedure:

In several of the new school buildings the number of teachers and pupils is so large that a considerable portion of the principal's time is consumed in attending to matters of general oversight, and in giving such aid to the other teachers as may be necessary to secure uniformity and efficiency in all the different parts. . . . I would suggest that it may be desirable to make some special provision by which the principals of the larger schools will be relieved from the immediate charge of their own rooms during a portion of each day for the purpose of attending to the general interests of their respective schools.⁴

In 1860 Superintendent Denman of San Francisco made the following recommendation:

Greater responsibility should devolve upon the Principal of the Primary Department. The classes should be so arranged, that each Principal could place her own division in the charge of one of her assistants while she is visiting and superintending the whole school. In California, where there are so many changes among the teachers of our Public Schools, the Board of Education is often compelled to employ teachers who have had but little experience in developing thought and

¹ *Report of School Committee, City of Boston, 1857.*

² Crouch, Roy A., *op. cit.*, p. 209.

³ *Superintendent's Annual Report, City of Boston, 1857, p. 36.*

⁴ Crouch, Roy A., *op. cit.*, p. 210.

training the youthful mind. It is, therefore, exceedingly important that none but the more talented and experienced teachers should be selected as Principals, to superintend the whole school, and to initiate those under their supervision in the proper discharge of their difficult duties.¹

Seton of New York in 1863 advised his superintendents:

I have been reminded again of the propriety and necessity of the principal being given large opportunities for frequent visits to all the classrooms, to correct all errors of discipline and management, by counsel and practical instruction to the inexperienced. Some of the principals, by being obliged to teach a class themselves, are precluded from such useful efforts . . . a proper attention to the school records will sometimes interfere with this more useful supervision by the principal if no aid is afforded him in keeping the books.²

These quotations indicate a growing consciousness of a need for supervision of the whole school. This meant relieving the head teacher of some of his teaching responsibilities. The free time thus secured served as "the opening wedge of the elementary school principalship, as it is known today."³

However, it must be remembered that proposals to relieve the principal from teaching duties were made in the largest cities. The bulk of people in the United States lived in rural communities where the children went to small schools. Here the principal continued to teach a full program. The same condition exists in many cities at the present time.⁴

Building principals—The general movement toward a principalship with time for supervision was checked by the Civil War.

The coming of the Civil War for a time checked almost all material development at the North, and almost completely closed the schools in the South. Up to about 1880 at the North, and 1890 to 1895 at the South, further development and expansion came but slowly; expenses were kept down, school buildings were kept simple and along established lines, few new features were added to the curriculum, and few new school supervisory officers were employed.⁵

After the Civil War cities began to grow rapidly and enrolment in the public schools increased. The people were more than ever committed to the idea of a public school system. These factors led to larger schools with more complex organization. Better pupil accounting became necessary, and records of all sorts came into use. Superintendents found it increasingly more difficult to visit all of the schools under their direction. These factors tended to increase the responsibilities of the teaching principal until it became necessary to relieve him of teaching duties.

¹ *Tenth Annual Report, Supt. of Schools, San Francisco (1860)*, pp. 46-47.

² Crouch, Roy A., *op. cit.*, p. 211.

³ *Ibid.*, p. 211.

⁴ See Chapter XIII.

⁵ Cubberley, E. P., *Public Education in the United States*, p. 253.

This quotation is from the 1864 report of Superintendent Tait of San Francisco:

The greatest improvement, however, of which all of our large schools, with a single exception—the Denman School—are susceptible, is a provision for thorough and practical supervision of their classes by the Grammar Masters. In New York the Masters are entirely relieved of the charge of any one class, so that they may attend to the general interests of the school; and in Boston the Master has a special assistant who has charge of the school records and of the Master's division when the supervision of the lower division renders his absence necessary. Our Grammar Masters are expected to prepare annually a class of forty pupils for promotion to the High Schools, and still find time to superintend the instruction given in all the classes of the school and attend to all matters of discipline. The Masters realizing the impossibility of performing all these duties, attend to the wants of their own class, settle all cases of discipline for the school and then, having but little or no leisure, they often perforce leave their assistants dependent on their individual resources.¹

Many superintendents had in mind definite supervisory responsibilities for the principal relieved from teaching duties. However, supervision as improvement of instruction had not yet received the emphasis which recent years have given it. It was natural for a teaching principal suddenly relieved from teaching and with little vision as to the significance of supervision to emphasize the more concrete administrative responsibilities. McMurray has described the problem when he states that principals,

who greatly desire to identify themselves extensively with instruction, admit that it is impossible to do so, owing to the more immediate pressure of other tasks. Every principal, for example, is held directly responsible for the correctness of all reports that issue from his school. Even in signing the salary sheet, he must certify that none of the regulations, by-laws, etc., has been violated or that all violations have been reported. He must report on the condition of the building, on heating, ventilation, cleanliness, repairs, seating, lighting, fire drills; must make out estimates of supplies needed, must see to their distribution and adjustment; must interview parents; must know absentees and follow up cases of truancy, and attend to other cases of misconduct. Besides all this, he must see to the execution of a large number of directions from higher school authorities. He must attend to all these matters and more, quite apart from those pertaining directly to instruction. Further, his efficiency as a principal, he believes, is likely to be judged by his superior officers primarily by his promptness and accuracy in regard to these more mechanical but tangible matters; for that reason he is almost compelled to consume his energies in things external to instruction.²

Supervising principal stage—In recent years a new conception of the principalship has developed. Individual tastes and chance circumstances are becoming less potent in determining the duties of the principal. A national movement is making the principalship into a professional office calling for the exercise of high technical skill. The duties and responsibilities of the office are being intensively studied.

¹Annual Report, Superintendent of Schools, San Francisco, 1863-1864.

²McMurray, Frank M., *Elementary School Standards*, p. 186.

One of the early recognitions of this movement is found in this quotation by McMurray:

The manifold duties of principals should be classified into three groups: (1) those that are purely clerical; (2) those that concern instruction more or less, but that largely concern routine, and therefore require little special ability; (3) those that require the technical ability of the educational specialist. Such classification having been effected, the simpler tasks in (1) and (2) should be assigned to minor officials in such a way that the principal has very little responsibility in regard to them. Then a very definite understanding should be reached that the principal shall identify himself primarily with the duties listed in group (3).

The principal should be made the real, not merely the nominal head of his school. To this end he and his teachers should take the initiative in making the curriculum in all subjects for their school. The syllabi should discuss methods in a way that will in no sense tend to tie his hands or those of his teachers. The idea should be established that a school is good to the extent that its individual conditions are met, not to the extent that its plan of procedure duplicates that of other schools. With this idea established, principals should be held responsible for developing a theory of supervision, and its contents should be revealed (a) to teachers by the effective manner in which they are aided through its means, and (b) to the superior school officials by reports on this subject.¹

The movement which seeks to bring the supervising principal stage into full development is basically professional. Most of the previous stages in the evolution of the principalship were forced by the growth in numbers of children in school. These numbers required larger schools and more complicated school organization for their instruction.

The freeing of the principal from teaching duties was a forward step in the solution of the problems of school organization and administration. The next problem was the improvement of instruction, involving the training of teachers in service, and the improvement of instructional materials. Many superintendents have sought to handle the improvement of instruction through special supervisors and assistants working from the central office. An organization of this type tends to make these officials the key professional workers of the system and places the principals in the rôle of semi-technical workers. Other superintendents conceive of each school as a unit under a trained supervising principal, furnished with professional assistance from supervisors and non-technical help from clerks and others. The two plans mean two different outcomes for the position of the elementary school principal. Many principals have sensed the situation and are seeking the training and experience which will place the principalship among the technical and professional experts. According to Dean A. S. Whitney of the University of Michigan:

In many respects the elementary school principal will become the most important school official in connection with our public schools and therefore his office should be scientifically developed, publicly recognized and adequately remun-

¹ McMurray, Frank M., *op. cit.*, pp. 210, 211.

erated. He will be the expert supervisor, the expert technician, and in many respects will render the most valued service of all the public officials. He should be given large powers within his own school, and held accountable for results. General supervisors and general assistants should work through him and at his dictation. Only in this way, it seems to me, can the highest efficiency in our public school systems be secured.¹

Summary and conclusions—It has been the purpose of this chapter to describe the outstanding stages in the development of the elementary school principalship. The stages in the development of the principalship may be traced most easily in the larger cities where changes have been most rapid. The five phases of development are described under the following heads:

1. One teacher
2. Head teacher
3. Teaching principal
4. Building principal
5. Supervising principal.

Many large communities have advanced in organization to the place where only supervising and building principalships exist. Other communities have many teaching principalships, while in many rural sections the one teacher type is still typical.

The supervising principalship represents the most recent and highest development of this office. At this stage of development the principal is a trained expert rendering a high type of professional service. He is relieved of all regular teaching and is furnished the technical and non-technical assistance necessary in the effective administration of a school.

It is the belief of the committee that the "supervising principalship" represents the stage requiring the highest personal qualifications and the most advanced professional training. Every child is entitled to attend a school under the most capable leadership that a community can secure. There is a challenge here for parents and school workers. The greatest challenge is to each individual principal to make his contribution to the developing status of the principalship through continuous self-improvement.

SELECTED REFERENCES

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2. CUBBERLEY, E. P. *Public Education in the United States*, Houghton Mifflin, 1919, pp. 214-256.
3. MCCLURE, WORTH, "Professionalizing the Principalship," *Elementary School Journal*, Vol. 21, pp. 735-743, June, 1921.

¹ *Bulletin, Elementary School Principals*, April, 1926, p. 181.

CHAPTER III

CERTAIN FACTS CONCERNING SUPERVISING PRINCIPALS

THIS chapter presents information on these points, (1) types and sizes of schools reporting, (2) the practice as to the title given to the school head, and (3) the age, sex, experience and training of the principals replying.¹ The data probably represent conditions above the average due to the selective tendency of the questionnaire method.

Types of schools—The supervising principals of this study were in charge of various types of schools as to the grades included. The most frequently mentioned types were: kindergarten to sixth, 159; kindergarten to eighth, 102; first to eighth, 98; first to sixth, 96; first to seventh, 41; kindergarten to seventh, 33; and other combinations 79.

A tabulation of the data as to grades included in elementary schools indicates that approximately 50 percent of those reporting from New England included grades from the kindergarten or first grade through the eighth. This type of organization was also most frequently reported for the West North Central section. The kindergarten or first grade through the sixth was in the majority in the Middle Atlantic and the Pacific areas.²

A tabulation of the types of schools by city size indicates the following percents in each class which reported the sixth and eighth grades as the highest grades in the elementary school.

Cities, 10,001- 30,000:	34.5 percent, sixth grade; 34.5 percent, eighth grade
Cities, 30,001- 65,000:	48.6 percent, sixth grade; 21.6 percent, eighth grade
Cities, 65,001-100,000:	65.3 percent, sixth grade; 26.7 percent, eighth grade
Cities, over 100,000:	33.4 percent, sixth grade; 41.8 percent, eighth grade ³

Enrolment of the schools—The sizes of the schools reporting are important indications of the responsibility resting upon the principals. The enrolments of schools by city size are given in Table 1.

¹ Tables tabulated in terms of city size show a total of 614 supervising principals because three replies could not be classified by city size. Other tables show 617 replies.

² Table 145, page 560 of Appendix gives complete tabulations on this point.

³ Table 146, page 561 of Appendix gives complete tabulations on this point.

TABLE 1.—ENROLMENT OF SCHOOLS UNDER SUPERVISING PRINCIPALS, BY CITY SIZE

School Enrolment	City Size						Total
	Under 5,000	5,001 10,000	10,001 30,000	30,001 65,000	65,001 100,000	Over 100,000	
Under 100	..	..	..	..	1	..	1
100- 299	..	1	7	5	4	8	25
300- 499	4	4	48	33	21	42	152
500- 699	1	3	37	28	33	62	164
700- 899	..	2	25	20	19	52	118
900-1099	..	..	10	11	11	36	68
1100-1299	..	..	4	6	3	10	23
1300-1499	..	..	..	3	2	5	10
1500-1699	..	..	..	..	2	4	6
1700-1899	..	..	..	2	..	1	3
1900-2099	..	..	..	..	..	3	3
2100 and over	..	..	..	..	..	1	1
Enrolment not given.....	1	1	10	6	6	16	40
Totals	6	11	141	114	102	240	614
Q ₁	362.50	375.00	407.29	431.82	480.95	519.35	454.28
Median	425.00	500.00	556.76	610.71	633.33	700.00	632.32
Q ₃	487.50	666.67	750.00	842.50	836.84	922.22	848.73

Table 1 shows the enrolment of schools in relation to city size. It will be noted:

1. The range in enrolments of the median elementary school in the various city groups was from 425 to 700 pupils.

2. The median elementary school enrolled 632.32 pupils. This is considerably smaller than the so-called "ideal school" of 1000 pupils. Crouch found the median school of his group to be 595.55 pupils with an interquartile range from 374.12 pupils to 908.13 pupils.

3. Only 8 percent of all of the schools reporting enrolled as many as 1100 pupils. The "ideal school" of 1000 pupils could only be found among the upper quartile for all cities reporting.

Official title of the head of the school—In practice the term "principal" is commonly used to include the "head teacher" or "teaching principal" as well as one relieved from teaching duties. The term "master" was used only in New England, the term "supervising principal" was relatively more common in the Middle Atlantic states.

Table 2 indicates the frequency with which certain titles were reported by supervising principals. It will be noted:

1. The title of "principal" was reported by 74.7 percent of the group.

2. The title of "supervising principal" was reported by 17.7 percent of the total group.

TABLE 2.—OFFICIAL TITLE OF THE HEAD OF THE SCHOOL

Title	Frequency	Percent
Principal	461	74.7
Supervising principal	109	17.7
Master	7	1.1
Principal and elementary supervisor.....	5	.8
District principal	4	.6
Building principal	3	.5
Principal and psychologist	1	.2
No title given.....	24	3.9
Not classified	3	.5
Total	617	100.0

The title "principal" is predominantly used in all city groups. Of the principals replying to the question from the three largest population groups: 30,001-65,000; 65,001-100,000; and over 100,000 the percents in each group having the title "principal" were 68.8, 77.8 and 85.2 respectively. Only 11.8 percent of the principals replying from cities over 100,000 in population were called supervising principals. Cities between 30,000 and 100,000 in population seem more likely to use the title supervising principal. This difference may be due to the tendency in the larger and more complex school systems to use the word "supervising" before principal to indicate one in charge of several schools. In some places this officer would be known as a "district superintendent," "district supervisor" or "district principal."

Proportion of men and women in the supervising principalship—Sex does not usually play a major rôle in the selection of elementary school principals according to replies from city superintendents¹ which indicate that over 77 percent of the superintendents replying do not use sex as a determining factor in selection.

TABLE 3.—PERCENT OF MEN AND WOMEN IN SUPERVISING PRINCIPALSHIPS² ACCORDING TO GEOGRAPHICAL SECTIONS

Sex	Geographical Sections									United States
	New England	Middle Atlantic	East North Central	West North Central	South Atlantic	East South Central	West South Central	Mountain	Pacific	
Men	46	58	36	63	47	62	61	31	41	45
Women .	54	42	64	37	53	38	39	69	59	55
Total ..	100	100	100	100	100	100	100	100	100	100

¹ See page 370 of this report.² This term supervising principal here and in subsequent data refers to those with 75 percent of more time free from teaching duties.

According to Table 3 the West North Central section has the highest percentage of men with 63 percent. The Mountain section has the highest percentage of women with 69 percent. For the whole group the percentages are: 45 for the men and 55 for the women. Crouch found the average to be 44.5 percent for the men and 55.5 percent for the women. His figures include both teaching principals and supervising principals.

A tabulation by city size of the proportion of men and women in the supervising principalship showed the percent of women to be: under 5,000, fifty percent; 5,001-10,000, sixty-four percent; 10,001-30,000, sixty-four percent; 30,001-65,000, forty-seven percent; 65,001-100,000, fifty-two percent; and cities over 100,000, fifty-five percent.

Morrison's study (Ohio)¹ and Martin's study² (New England) both showed a larger percent of women as follows: Morrison, 37 percent men, 63 percent women; Martin, 22 percent men and 78 percent women.

Age of supervising principals—The age of men and women principals reporting in this study is shown in Table 4.

TABLE 4.—SUPERVISING PRINCIPALS BY SEX AND AGE

Sex	Age in Years										Total ³	Age Median
	25-29	30-34	35-39	40-44	45-49	50-54	55-59	60-64	65-69	70-74		
Men	19	38	41	53	38	30	23	14	10	1	267	43.35
Women	3	20	42	48	58	64	40	17	12	2	306	48.45

When tabulated by geographical divisions the data of Table 4 showed the median woman principal to be older than the median man principal in every geographical area excepting the West South Central section. The median ages for the women of New England, West North Central and the East South Central sections were above fifty years. The East South Central section contains the lowest and highest medians: the median age for women principals is twenty years higher than the median age of the men principals.

The tabulation of the data on age by city size did not indicate that this is an important factor in determining the age of elementary school

¹ Morrison, J. Cayce, "The School Principalship in Ohio Cities and Exempted Villages" *Ohio State University Studies*, Contribution in School Administration, No. 2, May 15, 1926, p. 14.

² Martin, W. H., "The Status of the Elementary School Principal in New England" (1923). An unpublished report to the New England Association of Superintendence, p. 7.

³ Forty-four returns were not answered or not classifiable bringing this total to 617.

principals excepting in the reports on cities under 30,000 and the number of cases here is too small to be representative.

TABLE 5.—MEDIAN AGES OF SUPERVISING PRINCIPALS BY CITY SIZE

Sex	City Size						Median Age
	Under 5,000	5,001 10,000	10,001 30,000	30,001 65,000	65,001 100,000	Over 100,000	
Women	51.25	34.17	47.50	50.19	48.75	48.46	48.45
Men	32.50	35.00	40.28	44.00	44.25	44.35	43.35

Morrison found the median age of elementary school principals in Ohio to be forty-seven years.¹ Martin found the median age in New England to be 42.2 years.² The study of the high school principal by Eikenberry showed the median age to be 33.4 years.³

Total educational experience of supervising principals—Experience has been generally recognized as an important qualification for the principalship. Opportunity to apply theoretical training and experience in bearing responsibility are both essential to development.

TABLE 6.—TOTAL YEARS OF EXPERIENCE OF SUPERVISING PRINCIPALS

	Years																	Median Years of Experience
	1 to 3	4 to 6	7 to 9	10 to 12	13 to 15	16 to 18	19 to 21	22 to 24	25 to 27	28 to 30	31 to 33	34 to 36	37 to 39	40 to 42	43 to 45	46 to 48	49 to 51	
Number of Principals..	20	25	35	58	59	65	61	62	55	44	36	29	26	10	13	3	14	617 23.84

Table 6 shows that the median elementary school principal has had 23.84 years educational experience including both teaching and administration. The range between geographical sections was from 17.5 years in the West South Central section to 27.7 years in New England. Morrison⁴ found that the median elementary school principal in Ohio had been 26.4 years in educational work. According to the present study the geographical area which includes Ohio reported 25.69 years as the median experience. In New England Martin⁵ found the median number of years of experience to have

¹ Morrison, *op. cit.*, p. 9.

² Martin, *op. cit.*, unpublished study, p. 18, p. 8.

³ Eikenberry, Dan H. "Status of the High School Principal," *Bulletin 1925, No. 24*, United States Bureau of Education, p. 26, a nation wide study, including urban and rural high school principals.

⁴ Morrison, J. C., *op. cit.*, p. 19, Table 7.

⁵ Martin, *op. cit.*, p. 18.

been 20.6 years which is considerably lower than the 27.7 years of this study. Crouch¹ found in a nation-wide study that the median number of years of experience appeared to be 25.7 or close to the 23.84 years as indicated in Table 6.

Tabulations of data by city size do not show this factor to be a significant one in determining the total amount of educational experience of the principals answering the questionnaire. The distributions for all city sizes were similar, hence only the medians have been indicated in Table 7.

TABLE 7.—MEDIAN NUMBER OF YEARS OF EXPERIENCE OF SUPERVISING PRINCIPALS BY CITY SIZE

	City Size						All Cities
	Under 5,000	5,001 10,000	10,001 30,000	30,001 65,000	65,001 100,000	Over 100,000	
Medians	17.00	14.88	22.35	24.14	25.56	24.70	23.89

Eikenberry² shows that the median years of experience is 11.1 years for high school principals. Morrison³ found the median years of experience for high school principals to be 13 in Ohio. Douglass⁴ reported the median for superintendents to be 19.95 years. A comparison of the three groups will be found in Table 8.

TABLE 8.—COMPARISON OF TOTAL EDUCATIONAL EXPERIENCE OF THE HIGH SCHOOL PRINCIPAL, SUPERINTENDENT AND SUPERVISING ELEMENTARY SCHOOL PRINCIPAL

Position	Years of Experience		
	Q ₁	Median	Q ₃
Supervising elementary principal.....	16.55	23.84	31.70
High school principal.....	6.0	11.1	19.3
Superintendent	13.92	19.95	26.11

Number of years as an elementary school principal—Table 9 indicates the experience of supervising principals in the principalship.

In Table 9 the medians range from 7.71 years in the West South Central area to 14.82 years in New England. The median for the whole group of 10.14 years compares closely with that of 11.2 years which Martin found for New England principals.

¹ Crouch, *op. cit.*, p. 246, Table 41.

² Eikenberry, Dan H., *op. cit.*, p. 27.

³ Morrison, J. C., *op. cit.*, p. 9.

⁴ Douglass, Bennett G., *First Yearbook, Department of Superintendence*, National Education Association, February, 1923, p. 66.

TABLE 9.—YEARS OF EXPERIENCE AS AN ELEMENTARY SCHOOL PRINCIPAL BY GEOGRAPHICAL SECTIONS

Measure	Geographical Section									
	New England	Middle Atlantic	East North Central	West North Central	South Atlantic	East South Central	West South Central	Mountain	Pacific	United States
Q ₁	8.70	4.20	4.95	7.0	4.21	5.0	4.43	5.20	3.99	5.08
Median	14.82	10.86	8.83	12.75	7.75	8.80	7.71	9.33	8.71	10.14
Q ₃	23.78	22.00	16.25	20.33	15.07	15.99	12.50	15.99	15.33	18.30

Tabulations of years as principal by city size showed a wide range of experience in all groups. The median number of years for all city sizes has been shown in Table 10.

TABLE 10.—MEDIAN YEARS OF EXPERIENCE AS AN ELEMENTARY SCHOOL PRINCIPAL BY CITY SIZE

Measure	City size						Total
	Under 5,000	5,001 10,000	10,001 30,000	30,001 65,000	65,001 100,000	Over 100,000	
Median years of experience..	6.00	7.00	9.57	10.00	11.05	10.44	10.16

Eikenberry reported the median high school principal as having had 4.5 years' experience as a principal. Douglass showed the median superintendent to have had 9.78 years in his work. The median elementary school principal has had over five years more experience on his job than the high school principal, and has had almost an equal number of years of specific experience as the superintendent.

TABLE 11.—COMPARISON OF EXPERIENCE OF THE HIGH SCHOOL PRINCIPAL, THE SUPERINTENDENT AND THE SUPERVISING ELEMENTARY SCHOOL PRINCIPAL

Position	Years of Experience		
	Q ₁	Median	Q ₃
Supervising principal	5.08	10.14	18.30
High School principal.....	2.5	4.5	7.2
Superintendent	4.4	9.78	15.4

Years in present position—It has been contended that rapid changes in the principalship reduce the effectiveness of this office. Table 12 gives the number of years that supervising principals have held their present position.

The range of the medians is from 4.00 years in the Pacific area to 10.18 in the New England section. The median experience for the whole United States is 5.75 years.

TABLE 12.—NUMBER OF YEARS IN PRESENT PRINCIPALSHIP

Number of Years	Geographical Sections									U. S.
	New Eng- land	Middle Atlan- tic	East North Central	West North Central	South Atlan- tic	East South Central	West South Central	Moun- tain	Pac- ific	
Less than one year	5	3	6	3	3	0	2	2	5	29
1- 3	7	23	51	14	31	8	8	10	43	195
4- 7	22	13	43	12	27	1	10	12	25	165
8-11	22	6	20	0	9	5	1	7	10	80
12-15	13	3	8	5	9	0	2	6	7	53
16-19	15	3	4	1	3	1	0	3	2	32
20-23	1	2	7	0	2	1	0	0	3	16
24-26	1	3	2	0	1	0	0	0	0	7
27-29	1	3	2	0	0	0	0	0	0	6
30-34	3	0	2	0	1	0	0	0	0	6
35-39	1	0	0	0	0	0	0	0	1	2
40 and over...	1	0	0	0	0	0	0	0	0	1
Not reporting.	22	0	0	0	1	0	0	2	0	25
Total number of principals.	114	59	145	35	87	16	23	42	96	617
Median num- ber of years.	10.18	5.08	5.44	4.17	5.33	4.00	4.60	6.67	4.00	5.75

According to Table 13 there are no significant differences as to the number of years principals have been in their present positions for cities over 10,000 in population except for those over 100,000 in population. The median of 3.76 years in the present position in cities over 100,000 indicates a rapid turnover among elementary school principals in the larger cities. Either these principals are being transferred to other elementary schools or they are taking over new lines of work.

TABLE 13.—MEDIAN NUMBER OF YEARS IN PRESENT POSITION BY CITY SIZE

	City Size						Whole Group
	Under 5,000	5,001 10,000	10,001 30,000	30,001 65,000	65,001 100,000	Over 100,000	
Median	5.33	1.94	6.60	6.74	6.30	3.76	5.49 ¹

Ordinarily a constructive piece of work requires a long period of time. Case studies² of elementary school principals indicate periods of service from ten to twenty-five years during which time marked impressions have been made by these personalities. Can a principal make an impression in six years which would be comparable to the work of one who has served a community for twenty years? Short periods of service in the elementary principalship will tend to pre-

¹ This median differs slightly from the median for the United States in Table 12, because three questionnaires could not be classified by city size.

² See Chapter XV of this yearbook.

vent the development of "community leadership," "professional leadership," "adaptation of school to community," and similar desirable outcomes.

Number of positions held prior to present principalship—The number of positions held previous to the present principalship indicates the variety of experience which principals have had. It also indicates whether principals have long tenure or not. For example, Table 6 shows that the median principal in the United States has had 23.84 years of educational experience. If we divide this by the median number of positions held, which is 4.15, we find the approximate time spent in each position to be 5.75 years, as reported in Table 12.

TABLE 14.—NUMBER OF POSITIONS HELD PREVIOUS TO PRESENT PRINCIPALSHIP

Number of Positions	Geographical Sections									United States
	New England	Middle Atlantic	East North Central	West North Central	South Atlantic	East South Central	West South Central	Mountain	Pacific	
0	0	0	3	1	1	1	0	0	1	7
1	9	10	14	2	9	2	0	6	7	59
2	11	12	27	1	20	2	3	3	14	93
3	24	8	25	8	18	2	6	8	21	120
4	35	10	35	7	19	5	6	14	20	151
5	33	15	40	16	20	4	6	10	30	174
Not reporting	2	4	1	0	0	0	2	1	3	13
Total number of principals	114	59	145	35	87	16	23	42	96	617
Median number of previous positions	4.34	3.69	4.09	4.79	3.75	4.20	4.25	4.25	4.18	4.15

Morrison showed by incomplete returns that the median elementary school principal in Ohio has held 2.6 positions prior to the present position.¹ This figure included teaching principals.

There does not appear to be great differences between the various geographical sections of the country as far as number of previous positions held is concerned.

TABLE 15.—MEDIAN NUMBER OF POSITIONS HELD PREVIOUS TO PRESENT POSITION BY SUPERVISING PRINCIPALS

	City Size						Total
	Under 5,000	5,001 10,000	10,001 30,000	30,001 65,000	65,001 100,000	Over 100,000	
Median number of positions.....	4.50	2.88	3.95	4.30	3.89	4.35	4.16

There are no significant differences between city sizes as to the number of previous positions held. The number of cases for cities under 10,000 in population is too small to be representative.

¹ Morrison, J. Cayce, *op. cit.*, p. 20, Table 8.

Kind of position held previous to present one—Four hundred and three supervising elementary school principals reported on the nature of the position held immediately previous to the present work.

TABLE 16.—PERCENT HAVING HELD CERTAIN POSITIONS IMMEDIATELY PRECEDING PRESENT POSITION

Type of Position	Percent
1. Principal	56.80
2. Supervising Principal	8.93
3. Assistant or Vice-Principal.....	7.50
4. County or City Superintendent.....	7.50
5. Teacher	6.45
6. Supervisor	5.95
7. Teaching Principal	3.22
8. High School Head of Department.....	1.40
9. High School Principal.....	.75
10. Junior Master	.25
11. Head, 8th grade department.....	.25
12. State Supervising Agent.....	.25
13. Placement Officer	.25
14. Assistant in Testing	.25
15. Vice-president	.25
Total	100.00

Table 16 presents data on this point. It will be noted:

1. More than 65 percent had been principals immediately prior to their present position.

2. The relative proportion of those who have entered principalships from the high school field is 2.15 percent.

3. The assistant principalship and city or county superintendents have contributed relatively large percents of people to the principalship.

TABLE 17.—PERCENT OF PRINCIPALS IN CERTAIN POSITIONS PREVIOUS TO PRESENT PRINCIPALSHIP

Type of Position	City Size				Total
	10,001 30,000	30,001 65,000	65,001 100,000	Over 100,000	
Principal	47	53	63	60	56.80
Supervising principal	10	8	11	8	8.93
Assistant or vice-principal.....	7	8	3	9	7.50
County or city superintendent.....	15	5	9	4	7.50
Teacher	5	9	5	6	6.45

There was a slight tendency for the assistant principalship group to predominate in the New England, Middle Atlantic, South Atlantic, and Pacific areas. The superintendents of smaller communities were the groups most frequently drawn upon in the East North Central, West North Central, and Mountain sections.

The tabulation of the data on previous positions by city size does not show marked differences. Only the largest percent have been presented in Table 17.

Years of schooling prior to college—Principals were asked to indicate the number of years of schooling prior to college work.

TABLE 18.—YEARS OF SCHOOLING OF SUPERVISING PRINCIPALS PRIOR TO COLLEGE

Type of Training	Number of Principals	Percent
<i>High School</i>		
Four years	482	78.1
Three years	59	9.6
Two years	18	2.9
One year	12	1.9
<i>Elementary School</i>		
Eight years	20	3.2
Seven years	4	.7
Six years	1	.2
Less than six years	2	.3
Not reporting	19	3.1
Total	617	100.0

Table 18 presents data on the schooling prior to college. It will be noted:

1. Those who have completed a four-year high-school course or had equivalent training comprise 78.1 percent of the whole group.

2. The three-year high school group amounts to 9.6 percent of those reporting. Since some high schools consist only of three years this group may be added to the four-year group making a total percent of 87.8 who have completed high school.

A tabulation of the amount of schooling by city size did not indicate this to be a significant factor. Approximately 80 percent of those reporting from each group had completed four years of high school prior to college training. There were persons reporting from every city size group who had only graduated from the elementary school before beginning their professional preparation.

Total college training of supervising principals—An estimate of the total amount of college training of supervising principals was made from the number of units reported for regular college, summer session, correspondence and extension courses. Thirty units were considered to be the equivalent of a year of college work. On the basis of this method of estimating, the college training of supervising principals is shown in Table 19.

In Table 19 the median supervising principal reports 4.13 years of college training. Crouch¹ found in his study that the median years

TABLE 19.—NUMBER OF YEARS OF COLLEGIATE TRAINING

	Years											No. Answer	No. of Prins	Median No. of Years
	0 to .9	1 to .99	2 to 2.99	3 to 3.99	4 to 4.99	5 to 5.99	6 to 6.99	7 to 7.99	8 to 8.99	9 to 9.99	10 or Over			
Number of principals	42	25	123	89	158	92	35	22	10	1	3	17	617	4.13

beyond the high school was 4.2 years. Eikenberry² reports 4.4 years for high school principals. The superintendents³ have had 4.3 years of college work, according to Douglass. These comparisons are shown in greater detail in Table 20.

TABLE 20.—COMPARISON OF MEDIAN NUMBER OF YEARS OF COLLEGE TRAINING OF ELEMENTARY SCHOOL AND HIGH SCHOOL PRINCIPALS

Position	Q ₁	Median	Q ₃
Supervising principal	2.67	4.13	5.14
Elementary school principals.....	3.00	4.2	5.4
High school principal.....	4.0	4.4	4.7
Superintendent	3.5	4.3	4.7

College degrees received by supervising principals—The present trend toward higher training makes it worthwhile to investigate the extent to which college degrees are held by principals.

TABLE 21.—PERCENTS OF SUPERVISING PRINCIPALS WITH COLLEGE DEGREES

Answer	Geographical Sections									U. S.
	New England	Middle Atlantic	East North Central	West North Central	South Atlantic	East South Central	West South Central	Mountain	Pacific	
No answer	74	60	56	26	45	44	22	40	52	53
Non-classified	2	0	0	0	2	0	0	0	0	1
Bachelor's Degree ..	19	13	33	34	33	31	56	38	35	30
Master's Degree	5	25	9	40	20	25	22	22	13	15
Doctor's Degree ⁴ ...	0	2	2	0	0	0	0	0	0	1
Total	100	100	100	100	100	100	100	100	100	100

According to Table 21, at least 46 percent of those returning questionnaires had some kind of college degree. Crouch found that over 50 percent of the group in his study had a college degree. These

¹ Crouch, Roy, *op. cit.*, p. 236.

² Eikenberry, D. H., *op. cit.*, p. 23.

³ Douglass, B. C., *op. cit.*, p. 24.

⁴ Including the following degrees: M. D., J. D., and LL. D.

percentages are higher than Fulk's 21.2 percent in Florida¹ and Martin's 18 percent in New England. These latter studies include many teaching principals and principals in rural communities.

Eikenberry's report on high school principals indicates 67.2 percent with the bachelor's degree only, 18.0 percent with the master's degree, and 1.4 percent with the doctor's degree. In comparing his figures with those given by Douglass on the superintendent, Eikenberry concludes that the superintendent's training exceeds the training of the high school principal in all types of degrees.

A tabulation of the data on number of college degrees by city sizes brings out several interesting facts. The range was from six percent to 24 percent for principals reporting master's degrees in cities over 10,000 in population. The 24 percent was reported from cities over 100,000 in population. There were no doctorate degrees reported from cities under 65,000 in population while the two groups above this point each reported one percent with this advanced degree. The data shows an increase in the percentage of higher degrees among elementary school principals with an increase in city sizes.

Summary—The supervising principals reporting in this inquiry are in charge of schools consisting of various combinations of grades. The most frequently mentioned type begins with the kindergarten or first grade and extends through the sixth. The next type in frequency starts with the kindergarten or first grade and includes the eighth grade. The median school under the supervising principals enrolls 632.32 pupils.

The median age of men principals is 43.35 years while that for the women supervising principals is 48.45 years. The proportion of men to women principals is approximately four to six.

The median number of years of educational experience is reported at 23.84 years. The median number of years as an elementary school principal is 10.14 years. The median period in the present position is 5.75 years. Prior to his present work the median principal has held 4.15 educational positions of various types. In a majority of the cases the position immediately preceding the present one was another elementary school principalship.

Before attending college the majority of principals had completed a full four-year high school course. In terms of college units taken in regular and special sessions the median principal has an equivalent of 4.13 years of college training. Of those holding degrees, the bachelor's is the most typical.

¹ Fulk, Joseph R.—"A study of the Smaller Elementary Schools of Florida." *University Record*, University of Florida, Vol. XVIII, No. 4, Feb., 1924, p. 27.

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CHAPTER IV

THE FUNCTIONS AND DUTIES OF THE ELEMENTARY SCHOOL PRINCIPAL ACCORDING TO RESEARCH STUDIES

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

It has been suggested that a careful classification or job analysis of the principal's duties would accomplish these purposes: (1) It would tend to standardize the principalship. This may be an outcome of doubtful value, particularly since educational theory advises the principal to meet the needs of his community. (2) The job analysis has been suggested as a means of improving the principal's work. By checking his work against a well arranged list a principal may improve his time allotment and discover obligations not hitherto recognized. (3) The list of duties may be used by the superintendent in developing policies for clerical help, division of staff responsibilities, evaluating the position of the principal and for training the principal in service. (4) The analysis of responsibilities should be of value to colleges and universities in developing a training program.

The four purposes of this chapter are: (1) to present in some detail the findings of William O. Hampton's study of the principalship, (2) to list the time consuming duties reported by principals, (3) to describe the functioning of principals in certain supervisory activities, and (4) to present a composite list of principal's duties.

HAMPTON'S STUDY OF THE PRINCIPALSHIP

The data collected in this study were secured from diaries kept by elementary school principals. From the notations made each day

for a period of several weeks many specific duties of principals were assembled. These duties were studied and classified as to their purposes and the percent of time devoted to each.¹

Hampton's classification of duties with the percent of time devoted to each is given in Table 22. This table is included to emphasize the nature of the duties listed. Its inclusion does not imply that this particular classification and time division is approved by the Committee.²

TABLE 22.—THE ACTIVITIES OF PUBLIC SCHOOL PRINCIPALS WITH THE PERCENT OF TIME DEVOTED TO EACH (BASED ON 2516 SCHOOL DAYS OF 130 PRINCIPALS)

Activity		Percent of Total Time Devoted to Activity
I. SUPERVISION OF INSTRUCTION		
A. Direct supervision of the instruction given by teachers		
1. Observation and criticism of teaching		
a. Preparation for observation.....	.00	
b. Observation of instruction.....	14.05	
c. Study dealing with observation.....	.09	
d. Conference on observation.....	.23	
e. Reports on observation.....	.06	
f. Assisting teachers in the classrooms.....	.02	
g. Checking teachers' plan books.....	.02	
h. Undefined "supervision".....	.07	
2. Demonstration teaching		
a. Preparation for demonstration teaching.....	.00	
b. Teaching demonstration lessons.....	.07	
c. Observing demonstration lessons.....	.04	
d. Discussing demonstration teaching.....	.01	
3. Experimental teaching.....	.00	
4. Conference (with teachers) on teaching.....	.52	
Total for direct supervision of teaching....		15.18
B. Stimulating professional study and growth		
1. Study dealing with teachers' problems		
a. Helping teachers to define their problems.....	.00	
b. Suggesting solutions of their problems.....	.00	
c. Suggesting helpful reading.....	.00	
2. Institutional study		
a. Summer schools.....	.00	
b. Extension classes.....	.18	
c. Correspondence study.....	.00	
3. Leaves of absence		
a. For institutional study.....	.00	
b. For travel.....	.00	
4. Rating teachers as to efficiency.....	.00	
Total for stimulating professional growth...		.18

¹Hampton, William O. How Public School Principals Use Their Time, doctor's dissertation, University of North Carolina, 1926. (To be published.) For details as to the technic of this study see review on pages 507-508.

²See Chapter V for the consideration of time allotment with particular reference to the principal's duties.

Activity		Percent of Total Time Devoted to Activity
C. Improving conditions for teaching		
1. Analysis and classification of pupils		
a. Selecting appropriate test.....		.02
b. Giving tests	1	.27
c. Scoring tests		.42
d. Recording test results.....		.40
e. Interpretation of test results.....		.58
f. Follow up work after testing.....		.14
g. Conferences on testing.....		.03
h. Arranging for testing.....		.04
i. Studying teachers' marks.....		.04
2. Revising the course of study		
a. Study of curriculum problems		
1. Surveying social conditions.....		.28
2. Examining course in light of needs.....		.00
3. Selecting special topics for emphasis.....		.00
4. Eliminating obsolete material.....		.02
5. Adapting to special abilities.....		.00
b. Providing materials for use		
1. Selecting materials		.16
2. Organizing and explaining materials.....		.09
3. Filing materials		.00
3. Conference and case studies		
a. With pupils		
1. Concerning work		.57
2. Educational and vocational guidance.....		.18
b. With parents		
1. Concerning pupil's school work.....		.25
2. Home conditions of pupil.....		.04
3. Other factors affecting study.....		.02
c. With visiting teacher or social worker.....		.09
d. With psychologist or psychiatrist.....		.04
e. In studying failures.....		.04
Total for improving conditions for teaching.		4.72
Total for supervising of instruction.....		20.08
II. ADMINISTRATIVE ACTIVITIES OF PRINCIPALS		
A. Relating to supervision		
1. Employing and promoting teachers.....		.11
2. Assigning teachers		.00
3. Securing and directing substitutes.....		.84
4. Teachers' meetings	1	.96
5. Information for teachers.....		.02
6. Transfer and promoting of classes		.64
7. Transfer and promoting of individuals.....		.82
8. Classifying new pupils.....		.27
9. Making or altering class schedules.....	1	.85
10. Organizing or administering special class.....		.01
11. Attendance of pupils.....		.94
12. Studying post-graduate records of pupils.....		.01
13. Scholarship honor system.....		.08
14. Lecturing to classes.....		.02
Total related to supervision.....		7.57

Activity		Percent of Total Time Devoted to Activity
B. Care of the plant		
1. Inspecting equipment		.01
2. Repairing equipment		.01
3. Cleaning and beautifying grounds.....		.00
4. Inspecting building and grounds.....		3.14
5. Inspecting janitor work.....		.13
6. Regulating heat		.13
7. Conferring with janitor and workmen.....		1.82
Total for care of the plant.....		5.24
C. Health and Welfare Work		
1. Supervising of baths.....		.04
2. Vaccination of pupils.....		.01
3. Safety patrols		.00
4. Caring for pupils' luncheons.....		.45
5. Visits of health officers.....		.57
6. First aid to pupils.....		.03
7. Contagious disease examinations, pupils.....		.01
8. Ditto, teachers		.01
9. Preparation for clinics or examinations.....		.02
10. Fire drills		.01
Total for health and welfare work.....		1.15
D. Programs and special exercises		
1. Assembly		3.30
2. Holiday and special day exercises.....		.60
3. Commencement programs		.50
4. Recitals and plays.....		.17
5. Lyceum and Chatauqua.....		.03
Total for programs and exercises.....		4.60
E. Conferences		
1. With officials		
a. Superintendent		1.18
b. Board of education.....		.00
c. Attendance officer		.20
d. Assistant principal or secretary.....		.19
e. Members of board of education.....		.03
2. With members of the staff		
a. Teachers		
1. As individuals		
(a) About their work		.12
(b) Miscellaneous		4.40
2. General		2.80
3. With supervisors		1.30
4. Parents and pupils (miscellaneous).....		1.87
5. With police		.02
Total for conferences.....		12.11
F. Discipline		
1. General and special discipline.....		3.80
2. Conferences on, with parents.....		.75
3. Conferences on, with teachers.....		.78
4. Conferences on, with pupils.....		.87
5. Suspending and expelling		.01
6. Study of special cases.....		.04
Total for discipline.....		6.25

Activity		Percent of Total Time Devoted to Activity
G. Attending to business affairs of the school		
1. Care and dispensing of supplies.....	2.90	
2. Care of special funds.....	.04	
3. Receiving donations and gifts.....	.07	
4. Records of supplies.....	.00	
5. Taking inventories and checking invoices.....	.89	
6. Paying teachers	.05	
7. Paying bills and collecting accounts.....	.15	
8. Collecting tuition	.03	
9. Publicity work	.42	
10. Working on annual budget.....	.04	
Total for attending to business affairs.....		4.59
H. Extra-curricular activities		
1. Athletics	4.03	
2. School enterprises	1.68	
3. Extra-curriculum instruction	1.76	
4. School exhibits	.04	
5. Scout classes and clubs.....	.03	
Total for extra-curricular activities.....		7.54
I. Time saving devices		
1. Bulletin board	.24	
2. Telephone	1.58	
3. Announcements	.30	
4. Notices	.28	
5. Planning and checking working schedule.....	.03	
Total for time saving devices.....		2.43
J. Miscellaneous		
1. Care of pupils before school opens.....	.05	
2. Yard, hall, and toilet duty.....	5.56	
3. Transportation of pupils.....	.05	
4. Visiting other schools.....	.15	
5. Changing schools	.08	
6. Parent-teacher association	.81	
7. Meeting parents and callers.....	1.12	
8. Professional visitors	.04	
9. Social talks with teachers	.01	
10. Attending excuses	.49	
11. Daily organization	.03	
12. Office routine (undefined)	1.97	
13. Work in town (undefined).....	.42	
14. Closing school	.03	
15. Principals' conferences	.49	
16. Summer camps	.01	
17. Securing records of new pupil.....	.02	
18. Attending teachers' parties and dances.....	.12	
19. Supervising study	.19	
20. Banking for the school	.05	
21. Rest periods	.07	
22. General	2.12	
Total miscellaneous		13.88
Total for administrative activities of principals		65.36

	Activity	Percent of Total Time Devoted to Activity	
III. SOCIAL ACTIVITIES OF PRINCIPALS			
A.	Visiting homes		
1.	Social visits	.02	
2.	Professional visits	.62	
B.	General social participation		
1.	Clubs, lodges, and voting.....	1.22	
2.	Religious work	.08	
3.	Visiting industrial plants.....	.20	
4.	Visiting recreational centers.....	.06	
5.	Charity campaigns through schools.....	.03	
6.	Attending juvenile court.....	.03	
	Total for social activities.....	2.26	2.26
IV. TEACHING DUTIES			
A.	Regular teaching		
1.	Preparation for teaching.....	.13	
2.	Conducting recitations	2.20	
B.	Substitute teaching		
1.	Preparation for teaching.....	.00	
2.	Conducting recitations	1.17	
C.	Examinations		
1.	Preparing examinations	.02	
2.	Giving examinations	.05	
3.	Grading examinations	.03	
D.	Teaching extension classes.....	.31	
E.	Special or undefined teaching.....	.03	
	Total for teaching duties.....	3.94	3.94
V. CLERICAL WORK			
A.	Making or checking permanent records.....	1.55	
B.	Reports		
1.	To superintendent	2.24	
2.	To attendance officer.....	.10	
3.	To welfare officer.....	.03	
4.	To state department.....	.07	
5.	To parents	.06	
6.	Special	.08	
7.	Inspecting teachers' monthly reports.....	.05	
8.	Daily reports from teachers.....	1.55	
C.	Attending to mail.....	2.29	
	Total for clerical work.....	8.02	8.02
VI. MISCELLANEOUS ACTIVITIES			
A.	School time used for private work.....	.00	
B.	Professional study	.30	
C.	Other miscellaneous	.04	
	Total for miscellaneous.....	.34	.34
	Grand total of all time reported.....		100.00

It should be kept in mind that the aim in the above list was to classify the duties in terms of the purpose of the activity. This fact should answer most of the questions which may arise as to the choice of the various main heads and the placement of the duties under these heads.

In reference to the character of the supervisory work of principals, Hampton concluded:

Among the supervisory duties that should receive more attention are demonstration and experimental teaching and the stimulation of professional study among teachers. Less time should possibly be given to observation, and more time should certainly be used in analysis of the teaching observed and in the training of teachers to do better teaching. The amount of time devoted to the study of the curriculum and to the diagnosis and classification of pupils is insufficient. These problems are difficult, but they are of such importance that the difficulty should be met squarely, and some constructive work should be done to meet the needs of every individual pupil in the school. The very fact that these problems are difficult is a valid argument for making a more constructive study of them.

The committee agrees that there are situations in which less time should be given to observation while other duties should be given increased emphasis. Observation in itself is of little supervisory value, but it may be the means to teaching helps which are of value.

The conclusion by Hampton as to administrative duties confirms the current belief as to their multiplicity:

The mass of details under the head of administration makes it impossible for the principal to attend personally to those matters and yet find time for his other work. The real objective of organization is to eliminate work. Efficient principals organize their schools and then let others keep the organization going, with little direct personal attention to its details. The amount of time given to such details as discipline, for example, is too great. The principal should be relatively free from direct discipline. His problem is that of training teachers to employ discipline in attaining worthy educational objectives. Only the most important cases should ever come before the principal. Discipline is a by-product of good teaching. It is not teaching text-book matter, but it is a vital type of teaching, nevertheless, and it is the function of the principal not to do the teaching but to train the teacher to do it. Many other types of work might be pointed out to illustrate the fact that principals are doing work that should be done by others under his supervision.

Hampton's statement well emphasizes the importance of delegating duties which are best performed by the teachers or a clerk, thereby giving the principal more time for the development of the supervisory and other technical aspects of his work. In clerical routine some principals find an excuse to avoid doing more difficult and technical work. On the other hand, the principal frequently has his time consumed by reports little used after they are assembled.

Hampton's study suggests that principals tend to become limited in the scope of their activities. From the many possible functions the principals tend to select a few which are most tangible. Observation of teaching is prominently placed among supervisory work, while discipline always assumes a large place among administrative duties. The need in supervision is to develop many new technics and ways of functioning. The need in administration and clerical work is to delegate duties so that more time may be given to the supervisory work.

DUTIES CONSUMING THE MOST TIME

The present investigation obtained from 614¹ supervising principals a list of the 6 duties consuming the larger portion of their time. A total of 2994 items were reported. Tabulations according to city and school size did not show a significant influence of these factors, hence the whole list has been considered in order of the frequency of mention. The range in frequency of mention was from 16 to 244 times, excluding such undefined items as "supervision" which was mentioned 266 times. The first thirty items follow:²

- | | |
|--|---|
| 1. Conferences with teachers (S) | 15. Visitors (A) |
| 2. Conferences with parents (A) | 16. Parent-teacher organizations (Mis.) |
| 3. Discipline (A) | 17. Teachers' meetings (S) |
| 4. Classroom visitation (S) | 18. Conferences with supervisors (S) |
| 5. Reports (C) | 19. Extra-curricular activities (Mis.) |
| 6. Conferences with pupils (A) | 20. Cooperation with the janitor (A) |
| 7. Attendance (C) | 21. Correspondence (C) |
| 8. Telephone (C) | 22. Helping new teachers (S) |
| 9. Tests and measurements (S) | 23. Classifying pupils (S) |
| 10. Teaching (T) | 24. Community work (Mis.) |
| 11. Building maintenance (A) | 25. School clubs (Mis.) |
| 12. Supplies (C) | 26. Program making (A) |
| 13. Control of corridors and playgrounds (A) | 27. Tardiness (C) |
| 14. Cooperation with health personnel (A) | 28. Registrations (A) |
| | 29. Banking and thrift activities (A) |
| | 30. Control of lunchroom (A) |

These 30 items were grouped under the large heads of supervision, administration, etc., according to the method of classification of Hampton's list and again according to the method used in this study. The percents of the 30 items falling under each head, according to each method of classification was as follows:

Function	According to Hampton	According to this study
Supervision	23.4	23.4
Administration	70.0	40.0
Clerical	3.3	20.0
Teaching	3.3	3.3
Miscellaneous	0.0	13.3
	100.0	100.0

The differences in the percentages between Hampton's study and the present investigation are not large. In most instances they are due to the different scheme for classifying the specific duties. For

¹ Only 614 of the 617 supervising principals returned questionnaires which could be tabulated by city sizes. Data in this section were based on the 614 replies.

² The letters after each item indicate its classification as supervisory, administrative teaching, clerical or miscellaneous.

example, Hampton's study places community activities under administration, while this was considered under miscellaneous duties in this report.

A study of the accompanying list of 30 items reveals that of the first six duties two are predominantly supervisory, three are administrative and one is clerical. Miscellaneous duties do not appear in the first fifty percent of the list. Discipline takes a prominent place as it did in Morrison's study.¹ The most prominently listed duties as reported by Morrison are given below, with the ranking of each according to the present study indicated in parentheses:

1. Discipline (3)
2. Conferences with teachers (1)
3. Conferences with parents (2)
4. Playground supervision (13)
5. Supervision of attendance (7)
6. Preparation of reports (5)

The two studies are in general agreement in spite of differences in questions asked. Morrison asked for "the six *administrative* duties consuming the most time" while this investigation requested "the six duties requiring the larger portion of the principal's time." Of the first six duties listed by Morrison "discipline," "conferences with parents" and "playground supervision" are largely administrative; "conferences with teachers" probably supervisory, while "attendance" and "reports" are largely clerical. It is obvious why Morrison concluded:

(1) There is among principals as among other workers in school administration a good deal of loose thinking as to just what constitutes the purely administrative functions. (2) There are apparently no administrative functions that stand out prominently in the minds of all school principals as being the most time consuming.²

Returning to the list of thirty duties presented above, we find "reports," "attendance," "telephone" and "supplies" to be in the first half of the list. Many activities of this sort could be performed by a well-trained clerk. This would permit the principal to devote more time to such responsibilities as teachers meetings, and conferences with supervisors. These two responsibilities belong well up among the duties requiring large portions of the principal's time.

CERTAIN SUPERVISORY ACTIVITIES OF PRINCIPALS

The previous section offers evidence that principals spend a considerable portion of their time in classroom observation and confer-

¹ Morrison, J. Cayce, *op. cit.*, page 45, Table 37.

² Morrison, J. C., *op. cit.*, p. 45.

ences. This section presents further data concerning the exercise of these functions.

The rating of teachers is usually considered a device in supervision. To secure data upon the use of this device the supervising principals were asked in the questionnaire to indicate the frequency with which they rated teachers.

TABLE 23.—FREQUENCY OF RATING TEACHERS BY SUPERVISORY PRINCIPALS

Interval	No. of Replies	Percent
Every visit to classroom.....	2	.3
Bi-monthly	13	2.1
Monthly	22	3.6
Six times a year.....	3	.5
Five times a year.....	7	1.1
Four times a year.....	47	7.7
Three times a year.....	9	1.5
Twice a year.....	96	15.6
Once a year.....	292	47.6
Every two years.....	1	.2
Irregular intervals	29	4.7
No answer	93	15.1
Total	614	100.0

Table 23 indicates the replies of supervising principals as to the frequency with which they rate their teachers. It will be noted that:

1. Approximately 48 percent of the principals rate their teachers once a year.

2. Considerable percents report ratings at these intervals: monthly, quarterly, twice a year and irregularly.

In best practice, rating is a supervisory device used for the purpose of assisting teachers to improve their classroom efficiency. Ratings which are never discussed with the teacher are of little value in improving instruction. Visits to the classrooms for the sole purpose of making ratings are of doubtful value to the teachers. There are indications that rating in practice is frequently an administrative function by means of which the superintendent secures certain information.

Table 24 indicates the frequency of classroom visits by supervising principals. It will be noted that:

1. About half of the principals report from 6 to 15 visits a week, the median being approximately 12 visits.

2. The number of visits per week increases with the size of the school.

TABLE 24.—NUMBER OF CLASSROOM VISITS PER WEEK BY SUPERVISING PRINCIPALS

Number of Visits per Week	School Size					Total ¹
	Up to 499	500 899	900 1299	1300 1699	Over 1700	
No answer or none.....	19	15	9	2	....	45
1- 5	21	33	5	1	....	60
6- 10	61	77	21	2	2	163
11- 15	32	46	22	3	....	103
16- 20	24	53	15	5	2	99
21- 25	10	27	7	1	1	46
26- 30	2	10	8	....	1	21
31- 35	6	2	2	....	....	10
36- 40	2	4	....	2	....	8
41- 45 .....	....	3	....	....	....	3
46- 50 .....	....	4	1	....	1	6
51-100	2	6	1	....	....	9
100-150 .....	....	1	1	....	....	2
175	1	....	....	....	....	1
Total	180	281	92	16	7	576
Median	10.10	12.68	13.5	16.0	19.75	11.97

Perhaps more significant than the number of class visits per week is the length of the observation. Principals were asked to indicate the average length of time spent in the classroom when making visits.

TABLE 25.—LENGTH IN MINUTES OF CLASSROOM VISITS BY SUPERVISING PRINCIPALS

Time in Minutes	Number of Replies ²	Percent
1- 5	11	2.1
6-10	50	9.4
11-15	82	15.4
16-20	120	22.6
21-25	62	11.6
26-30	125	23.5
31-35	18	3.4
36-40	32	6.0
41-45	20	3.8
46-50	4	.7
51-55	0	....
56-60	7	1.3
Over 60	1	.2
Total	532	100.0
Median	21.24	

Table 25 indicates the length of classroom visits as reported by supervising principals. It will be noted that:

1. The length of visit most frequently mentioned was from 26 to 30 minutes.

¹ Only 576 of the 614 principals indicated the pupil enrolment of their schools.

² This column does not include 82 questionnaires not replying on this point.

2. The median length of classroom visits was 21 minutes.

3. Over 26 percent of the visits were 15 minutes or less in length.

Visits which are inspectorial in nature and which do not aim directly at the improvement of instruction must be considered of secondary value. Classroom observations of less than 30 minutes are likely to be more inspectorial than supervisory in character.

The questionnaire obtained data as to the practice of principals in taking notes during classroom observation. Fifty-eight percent, or 316 of the 543 reporting on this point, replied that they did not take notes during visits. This percent was approximately the same for supervising principals of all school sizes.

When an understanding exists between teachers and the principal as to the constructive purpose of classroom observation, note taking may prove to be frequently desirable. Random note taking during inspectorial visits is likely to be disturbing to the teacher.

Of the 227 principals reporting the use of the note taking device, 133 or 58.6 percent did not make the results available to the teachers. This seems to indicate that a majority of those who take notes during visits have the inspectorial more than the supervisory purpose in mind.

The classroom visit to be most constructive should be followed by a conference with the teacher. There is little agreement as to just when this conference should take place. The replies of principals on this problem have been tabulated in Table 26.

TABLE 26.—TIME OF CONFERENCES AS REPORTED TWENTY-ONE OR MORE TIMES BY SUPERVISING PRINCIPALS

Hour	Frequency of Mention ¹	Percent
After school	254	47.5
Close of recitation.....	72	13.5
Recess	49	9.1
Noon	47	8.8
Free period	39	7.3
Before school	31	5.8
Same day	22	4.1
First opportunity	21	3.9
Total	535	100.0

The data of Table 26 supports the statement by Barr and Burton:

There is no uniformity of practice in regard to the amount of time given to conferences, nor in regard to the time for holding them. The all too common practice is to hold a hurried consultation in front of the room or at the door just as the supervisor is leaving. Recess periods between class intermissions,

¹ There were 79 principals not replying on this point.

noon hours and other odd periods, are often utilized. Obviously little good can result, while much dissatisfaction can be engendered.¹

It has been urged by these authors that supervisors should set aside favorable times when teachers may come for help. Fatigue and the embarrassment of pressing duties do not act as disturbing factors when this is the practice.

TABLE 27.—ACTIVITIES USED BY SUPERVISING PRINCIPALS
TO IMPROVE INSTRUCTION

Activity	Number of Replies
Talks with individual teachers.....	533
Classroom observation	468
Classification and adjustment of pupils.....	446
Teachers' meetings	372
Tests and examinations	320
Demonstration teaching	232
Coaching pupils	126

Table 27 indicates the activities which the supervising principals most frequently use to improve instruction. Other devices mentioned five or more times were: talks with pupils, consultation with parents, and permitting teachers to visit other teachers. Below are listed the eight duties previously given in this chapter as the largest consumers of the principals' time. The rank of these duties as listed in Table 27 is given in parentheses.

1. Conferences with teachers (1)
2. Class visitation (2)
3. Conferences with pupils
4. Tests and measurements (5)
5. Teachers' meetings (4)
6. Conferences with supervisors
7. Helping new teachers
8. Classification of pupils (3)

The supervising principals were asked to state specifically the steps used in helping one teacher in improving her class work. Some examples of the answers to this request are as follows:

Calling attention to and insisting upon specific objectives being set up for each recitation.

Study of individual pupils. Helping various teachers in platoon work to correlate work. Helping to secure better homogeneous groups.

I have helped a teacher analyze a number of English recitations noting interest, initiative, organization and summarization, and checking pupil results. After these conferences, methods of teaching were altered and recriticized.

By talking with her about the method used and by teaching a lesson for her.

By specific help along lines of voice control, lesson planning, assignments and control over method. Also suggesting better ways of disciplining children.

¹ Barr, A. S., and Burton, W. H. *The Supervision of Instruction*, p. 163.

By conference and assisting in planning work.

By advising as to discipline.

By example of being firm but kind in classroom and playground. Keeping a happy atmosphere in class work as well as on the playground.

Have given several teachers suggestions as to better methods than those they were using.

Advising more accurate adjustment of subject matter to the needs and abilities of pupils.

By demonstration teaching showing that well planned work will keep pupils busy, interested and attentive.

The above statements are representative of the replies given in answer to the request for specific supervisory technic. The general nature of many statements was probably due to the few lines offered on the questionnaire to reply to this point. Taken at their face value a majority of the replies indicate that principals are either unable to describe how they give specific supervisory help or else do not give such help. Many principals seem to give aid in the way of general suggestions and criticisms.

VALENTINE'S STUDY OF SUPERVISORY PROCEDURES

Valentine¹ developed a statement of most desirable supervisory procedures by submitting a list to teachers for criticism and vote. The teachers returned 98 usable replies. The first 19 items² together with the number of teachers approving (in parentheses) are as follows:

1. Hold office hours for teachers seeking help (89)
2. Give classroom demonstrations when requested (89)
3. Hold instructional group meetings with new teachers (84)
4. Plan with new teachers individually (83)
5. Advise and assist in the collection of collateral materials, visual aids, etc. (82)
6. Help teachers with broad and suggestive recommendations (81)
7. Hold friendly personal conference with teacher following visit (81)
8. Hold frequent instructional conferences with teacher groups (70)
9. Send out mimeographed lesson helps (67)
10. Encourage invitations from teachers for special visits to their classrooms (67)
11. Send out mimeographed suggestions for reading and self-help (67)
12. Personally give prearranged model lessons at teachers' meetings (66)
13. Inspect and make recommendations concerning physical equipment of classroom (64)
14. Direct classification and instruction to meet individual differences (63)
15. Give spontaneous demonstrations during visit (62)
16. Organize special experimental work in the evaluation of texts and methods (61)
17. Organize inspiration meetings with invited speakers (61)
18. Make silent, friendly classroom visits (61)
19. Train and direct teachers in consistent use of texts (60)

¹ Valentine, P. F. "A Job Analysis of Elementary Supervision," *Journal of Educational Method*, Vol. V, No. V, March, 1926, pp. 279-282.

² The complete list reported in the Appendix should prove suggestive to principals. See page 561.

Below are given the seven means of supervising listed most frequently by supervising principals in Table 27. The figures in parentheses indicate the rank these items received from the teachers of Valentine's study:

1. Talks with individual teachers (7)
2. Class observation (13) (18)
3. Classification and adjustment of pupils (14)
4. Teachers' meetings (8) (12) (16)
5. Tests and measurements (17) (32)
6. Demonstration teaching (2)
7. Coaching pupils (not mentioned)

The holding of office hours, considered of greatest value by the teachers, was not listed by the principals. It is possible that some principals who use this device included it in the general heading "talks with individual teachers" rather than listing it separately. A clear distinction should be made, however, between conferences initiated by the teacher as opposed to those arranged by the principal. It is probably the former that the teachers of Valentine's study had in mind and the latter that the principals of this study wished to indicate.

Demonstration teaching is ranked high by the teachers as a valuable supervisory method. It is given a much less important place by principals. Class observation, given a high place by principals is much less highly estimated by teachers.

DYER'S STUDY OF SUPERVISORY ACTIVITIES

Dyer developed a check list containing 208 duties of a principal which influence instruction directly or indirectly. This list was sent to elementary school principals and 658 replies satisfactory for tabulation were received. The list was also sent to 44 educational specialists who rated the duties in groups of relative importance. The activities rated of greatest importance and performed by 75 percent of the principals reporting are as follows:¹

1. Discusses general principles of teaching
2. Discusses special methods
3. Suggests how to adapt methods to individual differences
4. Suggests how to improve pupils' attitudes
5. Suggests how to improve study habits
6. Suggests how to improve lesson plans
7. Suggests remedial procedure for weak pupils
8. Suggests how to organize routine work
9. Holds individual and group conferences

¹Dyer, William P. *Activities of the Elementary School Principal for the Improvement of Instruction*, Teachers College, Columbia University, Contribution to Education, No. 274, 1927, Chapter IV.

10. Sends teacher to visit
11. Suggests how to improve attendance
12. Makes special promotions
13. Instructs janitor
14. Suggests how to improve discipline

Principals will find suggestions in detailed study of Dyer's list of duties.¹ It lists the duties rated of major importance and desirable for the principal to perform as well as those duties considered undesirable. The individual principal will not wish to follow the recommendations of this study too closely as the special problems in a school will be the determining factors as to the activities which a principal should or should not perform.

COMPOSITE LIST OF PRINCIPAL'S DUTIES

The existence of several lists of duties of elementary school principals suggested the possibility of combining these in a composite list. Such a list is given below. It attempts to include under several heads the most prominent duties which were given in each of ten different sources of information.²

Principals should find this list valuable as a check against the kind of activities which they now perform. They may ask themselves several questions:

1. Am I performing duties not included on this list? Should I continue with these duties?
2. Am I failing to perform duties included on this list which I could do with advantage?
3. Is my division of time among the main topics what it should be?

PRINCIPALS' DUTIES ASSEMBLED FROM TEN SOURCES

I. SUPERVISION

A. Class management

1. Suggests how to improve discipline
2. Assists teachers with daily program
3. Suggests how to organize routine work
4. Inspects and recommends changes in the physical equipment of the room
5. Suggests how to improve discipline

¹ For a complete list of duties reported by Dyer see page 562 of the Appendix.

² Studies used in this connection are listed in the bibliography under these names, the page of the study being indicated in each case: Bryan, C. M., p. 6; Dyer, W. P., pp. 36-52; Hampton, W. O., Table IX; Morrison, J. C., p. 45; Price, L. S., Tables I-VIII; and Valentine, P. F., pp. 279-282. Suggestions were taken from a mimeographed list of supervisory problems by Dr. J. R. McGaughey, Teachers College, Columbia University and a list on pages 288 and 289 of Gist's "Elementary School Supervision." Other sources were the questionnaires of this study and an analysis of the rules of city boards of education made for this Yearbook.

B. Instructional

1. Gives counsel and aid to teachers
2. Discusses general methods of teaching
3. Discusses special methods of teaching
4. Suggests how to conduct various types of lessons
5. Gives demonstration lessons upon request
6. Suggests how to adapt methods to individual differences
7. Suggests how to improve study habits
8. Suggests how to improve lesson plans
9. Suggests remedial work for weak pupils
10. Suggests how to improve pupils' attitudes
11. Sends out mimeographed lesson helps
12. Trains and directs teachers in the use of texts
13. Gives special attention to new and substitute teachers

C. Class visitation

1. Visits teachers as often as possible
2. Encourages teachers to invite visitation

D. Pupil adjustment

1. Interviews pupils
2. Studies home conditions of pupils
3. Examines and grades pupils
4. Demotes or adjusts pupils
5. Makes special promotions

E. Supplementary

1. Cooperates with the supervisors
2. Advises and assists in collecting teaching materials
3. Directs testing and measuring
4. Consults with parents on pupil's work

F. Professional study and improvement

1. Encourages initiative among teachers
2. Organizes experimental work to test texts and methods
3. Holds monthly teachers' meetings
4. Sends teachers to visit
5. Presents model lessons at teachers' meetings
6. Sends out reading and self-help lists
7. Holds office hours for teachers needing help
8. Holds conferences with teachers following visits
9. Encourages professional organizations

G. Curriculum

1. Aids curriculum construction
2. Seeks articulation of subject matter
3. Adapts curriculum to various groups

II. ORGANIZATION AND ADMINISTRATION**A. Pupil control and management**

1. Disciplines pupils
2. Suspends pupils for cause
3. Inflicts corporal punishment
4. Witnesses corporal punishment
5. Approves special detention periods
6. Communicates with parents on child behavior
7. Directs and supervises pupil marching
8. Is responsible for pupils going to and from school
9. Admits pupils to school
10. Classifies new pupils
11. Requires tuition fee of non-resident pupils
12. Excludes pupils suspected of illness

13. Requires health certificates
14. Gives first-aid when needed
15. Approves excuses for absence or tardiness
16. Approves early dismissal of pupils
17. Stimulates attendance through special means
18. Builds up school spirit
19. Provides civic and character training
20. Provides pupil participation in government
21. Signs employment certificates
22. Gives out no list of pupils
23. Requires pupils to pay for damage to school
24. Provides classes for differences in ability

B. General management

1. Inspects and is responsible for buildings, grounds and equipment
2. Is responsible for heating and ventilation
3. Is responsible for sanitary conditions
4. Is responsible for damage or loss
5. Sees that clocks keep correct time
6. Maintains proper care and custody of the flag
7. Requires exits to be unlocked
8. Is responsible for general management and discipline
9. Assigns teachers for building control
10. Is responsible for order and neatness
11. Exercises lunch supervision and lunchroom control
12. Makes rules for building control
13. Provides place and supervision for early arrivals
14. Is responsible for wise organization and administration
15. Enforces rules and regulations of Board
16. Permits no advertising in school
17. Permits no vendors or salesmen in school
18. Permits no solicitation of funds
19. Permits only approved lectures and exhibits
20. Restricts use of the telephone
21. Dismisses classes according to schedules
23. Dismisses school early in emergencies
23. Approves admission of visitors
24. Hears complaints of parents
25. Arranges assemblies and exercises of school
26. Coordinates the work of departments and grades
27. Assists with banking and thrift activities
28. Cooperates with health workers
29. Makes school policies
30. Holds fire drills at least once a month
31. Teaches pupils and teachers the plan of fire drill
32. Tests fire alarm daily

C. Teachers

1. Cooperates in selection of teachers
2. Reports on or rates teachers for superintendent
3. Acquaints teachers with rules of the Board
4. Requires teachers to follow course of study
5. Reports negligent teachers to the superintendent
6. Assigns teachers to grades
7. Stimulates morale among teachers
8. Reports teacher absences daily to central office
9. Secures substitute teachers
10. Provides substitutes with lesson plans

11. Reports on efficiency of substitutes
12. Requires teachers to post daily program
13. Requires teachers to post name outside of classroom
14. Requires teachers to keep records
15. Examines records kept by teachers
16. Reviews correspondence between parents and teachers
17. Requires teachers to ventilate rooms
18. Suggests to teachers how to improve appearance of rooms
19. Suggests proper use of school supplies
20. Distributes special bulletins and orders to teachers
21. Files copy of daily program with superintendent

D. Personal

1. Carries out wishes of the superintendent
2. Secures superintendent's approval on leaving building
3. Notifies superintendent of absence or sickness
4. Engages in no other employment
5. Is at school 30 minutes early in morning
6. Personally visits homes in cases of illness or death
7. Receives and entertains visiting teachers

E. Janitor

1. Supervises and directs the janitor
2. Enforces rules pertaining to the janitor
3. Permits janitor to leave building
4. Reports negligent janitor to superintendent

III. CLERICAL

A. Supplies and repairs

1. Requisitions books and supplies
2. Files annual estimate of required supplies
3. Checks and signs for supplies
4. Files inventory of books and supplies
5. Is responsible for books and supplies
6. Files inventory of school property
7. Returns keys to central office
8. Notifies central office of necessary repairs

B. Reports

1. Receives and checks data of reports
2. Furnishes all reports requested by superintendent
3. Reports to superintendent on the school
4. Reports on fees and school funds
5. Reports on pupil attendance
6. Makes payroll report on teachers
7. Reports corporal punishment to superintendent
8. Reports accidents to superintendent
9. Reports fire drills to superintendent
10. Reports names of non-resident pupils
11. Notifies parents and superintendent of suspensions
12. Reports suspected truants to parents
13. Reports suspected truants to attendance officers
14. Issues transfer blanks

C. Records

1. Keeps records requested by the superintendent
2. Makes record of pupil attendance
3. Keeps record of teacher attendance
4. Keeps data on pupils' names, ages, etc.
5. Keeps data on fire drills

- D. Miscellaneous
 - 1. Answers the telephone
 - 2. Checks and maintains the office files
 - 3. Conducts correspondence
 - 4. Registers new pupils
- IV. TEACHING (regular teaching would vary with specific situation)
- V. MISCELLANEOUS
 - A. Professional
 - 1. Attends meetings called by the superintendent
 - 2. Confers with superintendent and other school officers
 - 3. Attends educational meetings
 - 4. Holds membership in professional organizations
 - 5. Reads educational literature
 - B. Extra-curriculum
 - 1. Sponsors extra-curriculum activities
 - 2. Makes the playground function
 - 3. Assists with school clubs
 - 4. Encourages athletics
 - C. Parent-teacher work
 - 1. Uses the parent-teacher organization in work
 - 2. Secures the cooperation of the parents
 - D. Community
 - 1. Secures cooperation of various agencies of the community
 - 2. Participates in community activities
 - 3. Answers the questions of the public
 - 4. Contributes to school publicity

The committee does not consider the preceding summary of activities as a final list for supervising principals. Although progress has been made in recent years it is not yet possible to speak with finality as to just which duties a principal should perform. It will probably never be possible to set up a final list for activities which all supervising principals should adopt. Special conditions existing in a school will always determine, to a considerable extent, just how a particular principal can secure maximum results.

The preceding list, if properly used, should stimulate principals to take stock of the character of their activities. It should encourage them to continue investigation for ways of improving the efficiency of this important office.

Other studies of the duties of the principalship will be made.¹ The best of these will deserve the careful attention of all who hold this office. Such alertness is essential if all principals are to function on an increasingly higher level of efficiency.

¹ A comprehensive job analysis of the work of the principal is now under way at the University of Chicago, under the direction of W. W. Charters.

SUMMARY AND CONCLUSIONS

This chapter presents (1) the findings of Hampton's investigation of the duties of principals, (2) the time consuming duties reported by questionnaires to the committee, (3) the supervisory activities reported by questionnaires, (4) a list of supervisory activities according to Valentine's study, (5) a list of activities in improving instruction from Dyer's study and (6) a composite list of duties from ten sources.

Hampton's study furnished a list of duties and an average time allotment based upon the diaries kept by a large number of elementary school principals. Hampton raises questions as to the defensibility of the time divisions made by many principals. He recommends better organization and delegation of some responsibilities, so that more time can be given to technical work such as demonstration teaching and curriculum construction.

The report of this study on time consuming duties gives results similar to other studies of this type as to time given to supervisory and clerical work. A study of these duties suggests that principals could improve their general efficiency by a better division of time.

The detailed study of the supervisory activities of principals suggests that the technics used by some principals would be greatly improved by a change of emphasis. Too much time is given to observation of the inspectorial type. Greater emphasis upon such activities as demonstration teaching promise better results and would be welcomed by teachers.

The most desirable supervisory activities according to teachers, as shown in Valentine's study, should suggest new activities for principals. The list of activities of principals from Dyer's study contains many possible duties with a suggestion toward evaluating the relative importance of the same.

A composite list of duties is presented as assembled from a number of sources. No final list of duties can be set up at this time. Each principalship will probably always require special activities to meet special conditions. The question is an open one.

The composite list of activities, as well as the others given in the chapter, should prove of great value, if intelligently used. These studies should lead principals to a more careful budgeting of their time. Data are now available to encourage local associations to make further investigations in terms of local conditions. Only through this continuous search can the various functions be brought to the highest level of efficiency.

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CHAPTER V

DISTRIBUTION OF THE PRINCIPAL'S TIME

SEVERAL studies have been made of the distribution of the principal's time and in other investigations experts have made estimates of ideal allotments. These studies have varied in specific method though classifiable under two groups: (1) estimates by principals or experts, and (2) diaries kept by principals. In the present study principals estimated the division of time for one typical school day. The data thus received have been presented in form comparable with several previous studies.

Number of hours spent at school—Principals are often thought to have a working day of six hours or less. This may be true in specific instances but Table 28 shows eight to nine hours to be a typical working day. These reports included the noon hour.

TABLE 28.—NUMBER OF HOURS SPENT AT SCHOOL BY SUPERVISING PRINCIPALS

Number of Hours	Frequency of Mention
4-5	7
6-7	148
8-9	440
10-11	14
Not reporting	8
Total number of principals.....	617
Median number of hours.....	8.68

The medians for all city sizes were close to the median for the entire group. Eikenberry reported that the high school principal spent 377 minutes or 6.28 hours on the average at school.¹ By securing the average for all groups from Table 51 of Crouch's study we find 6.9 hours as the average school day.² Morrison found the elementary school principal's day in Ohio averaged eight hours.³ All of these studies did not include the lunch hour.

Actual distribution of the principal's time—According to Table 28, the median elementary school supervising principal spends 8.68 hours at work each day. Table 29 presents data as to the distribution of this time among the main divisions of his work in terms of city size.

¹ Eikenberry, D. H., *op. cit.*, page 52, Table 53.

² Crouch, Roy, *op. cit.*, page 252.

³ Morrison, J. C., *op. cit.*, page 43, Table 34.

TABLE 29.—AVERAGE PERCENT OF TIME DEVOTED BY PRINCIPALS TO VARIOUS DUTIES

Group of Duties	City Size						Average
	Under 5,000	5,001 10,000	10,001 30,000	30,001 65,000	65,001 100,000	Over 100,000	
Supervision	35.83	25.50	34.75	33.14	34.07	34.11	33.94
Administration	25.33	27.70	28.27	32.03	26.45	31.73	30.02
Clerical	21.16	21.90	20.16	17.18	22.22	15.99	18.94
Teaching	6.33	1.88	4.54	3.36	3.45	4.57	4.18
Other duties	9.00	10.20	12.18	13.96	13.79	13.79	13.45
Total	97.65	87.18	99.90	99.67	99.98	100.19	100.53

It would be unwise to put too much weight upon the percents indicated for each city size in Table 29, but the general trend has some significance. The two groups which show some influence of city size are those of clerical and other duties. Principals in the largest cities do less clerical work because they are more frequently provided with office helpers. Larger cities usually make more demands for community work, committee work, extra-curriculum activities, and professional study. The similarity in percents given to supervision, administration, and teaching duties does not indicate that city size greatly influences these responsibilities. This is due to the fact that the schools reporting were of various enrolments regardless of city size. A more important factor is school size. Table 30 shows the distribution of the principal's time in terms of school size.

TABLE 30.—AVERAGE PERCENT OF TIME GIVEN TO DUTIES BY SCHOOL SIZE

Group of Duties	School Size					Average
	100 499	500 899	900 1299	1300 1699	1700 2000	
Supervision	31.57	34.99	33.46	39.16	42.50	33.78
Administration	27.06	30.70	34.04	33.00	31.83	30.18
Clerical	20.34	18.18	16.15	11.41	8.33	18.26
Teaching	5.86	3.78	3.12	2.83	.83	4.26
Other duties	14.79	12.25	14.10	14.41	13.16	13.38
Total	99.62	99.90	100.87	100.81	96.65	99.86

Apparently in the larger schools more time is given to supervision and less to clerical work and teaching. Observation and data show that the larger schools are more apt to have clerks. The conclusion is obvious; if superintendents want principals to spend more time in supervision they must release them from less technical work.¹

¹ In Bulletin No. 4, August 1925, Bureau of Educational Research of Cleveland, Ohio, Wm. L. Connor showed the direct influence of clerical assistance on the principal's time distribution. Principals with clerical help gave more time to supervision and less time to office duties than principals without assistants.

It is interesting to compare the results of this study of the distribution of the principal's time with the results from similar studies. Reports have been based on nation-wide figures as well as those collected in local situations. Most investigators asked the principals to estimate the amount of time given to the various duties for a period of a day or week or month. Other investigators, particularly Flowers and Hampton, made an effort to be more exact by having diaries kept over a period of weeks.

The meaning of supervision, administration and similar terms was defined somewhat differently in the various investigations. Several of the studies included teaching principals. This would tend to increase the proportion of time devoted to teaching duties and to decrease that given to other functions such as supervision.

TABLE 31.—ACTUAL DISTRIBUTION OF PRINCIPAL'S SCHOOL DAY REPORTED IN SEVERAL STUDIES

	Super- vision	Adminis- tration	Clerical	Teaching	Other Duties	Total
Present study	33.94	30.02	18.94	4.18	13.45	100.5
Crouch ¹	34.1	33.8	13.5	8.7	9.9	100
Bates ²	36	51	10	0	3	100
Benson ³	34	40	12.5	0	6.5	93
Kuehny ⁴	24.4	43.6	31.1	0	1.9	101
Martin ⁵	19.5	39.3	6.1	22.9	12.2	100
Morrison ⁶	15	16	12	52	5	100
Flowers (Baltimore) ⁷	29.8	41.1	20.6	3.3	5.2	100
Flowers (other cities) ⁷	30	44.8	16	1.7	7.5	100
English ⁸	26.1	43.6	10.2	9.7	10.4	100
Hampton ⁹	20.08	65.36	8.02	3.94	2.60	100

¹ Crouch, Roy, *op. cit.*, page 251, Table 50 computed from medians of total distribution.

² Bates, Guy, "Functions of Elementary School Principal," *Journal of Educational Method*, Vol. IV, pp. 178-184, January, 1925.

³ Benson, J. R., "The Division of the Principal's Time," *Elementary School Journal*, Vol. XXVII, No. 2, October, 1926, p. 94.

⁴ Kuehny, M. S., *Bulletin, Department of Elementary School Principals*, October, 1925, p. 45, adapted from Table 1.

⁵ Martin, W. H., unpublished study of New England principals, 1925—adapted with approval of author. Percentages distorted by inclusion of data on teaching principals.

⁶ Morrison, J. C., *School Principalship in Ohio Cities*, p. 43, Table 35. Includes data on teaching principals.

⁷ Flowers, I. V., *Elementary School Journal*, Vol. XXVII, No. 6, pp. 419-420.

⁸ English, Mildred, *Bulletin, Department of Elementary School Principals*, October, 1927, p. 13, adapted from Table III.

⁹ Hampton, W. O., dissertation for doctorate, *How Public School Principals Use Their Time*, University of North Carolina, 1925-1926, Table X.

In view of the differences in procedure of the various studies it is remarkable that the variations in Table 31 are not greater. The results reported by the present study, Crouch, and Hampton show these ranges in percent of time allotted to the functions indicated:

Supervision: 20.08 to 34.1

Administration: 30.02 to 65.36

Clerical: 8.02 to 18.94

Teaching: 3.94 to 8.7

Other duties: 2.6 to 13.45

Ideal distribution of the principal's time—In the present study the principals stated what they considered an ideal distribution of time. Their replies are tabulated in terms of city size in Table 32.

TABLE 32.—AVERAGE PERCENT OF TIME PRINCIPALS WOULD GIVE TO VARIOUS DUTIES UNDER IDEAL CONDITIONS BY CITY SIZE

Group of Duties	City Size						Average
	Under 5,000	5,001 10,000	10,001 30,000	30,001 65,000	65,001 100,000	Over 100,000	
Supervision	48.00	52.00	51.33	50.47	51.90	52.11	51.56
Administration	19.00	24.11	25.54	25.74	24.64	24.37	24.87
Clerical	10.00	11.11	7.45	6.57	6.54	4.39	5.99
Teaching	7.00	3.88	5.05	5.30	4.08	7.00	5.71
Other duties	16.00	8.77	11.16	12.42	12.44	11.79	11.87
Total	100.00	99.87	100.53	100.50	99.60	99.66	100.00

There is considerable agreement among principals in all city sizes as to the ideal distribution of their time. As city size increases the time they would devote to clerical work is reduced. The comparatively large allotment to teaching in cities over 100,000 in population probably reflects a belief that all principals should do some regular teaching.

The data on the ideal distribution of the school day are tabulated by school sizes in Table 33.

TABLE 33.—AVERAGE PERCENT OF TIME PRINCIPALS WOULD GIVE TO VARIOUS DUTIES UNDER IDEAL CONDITIONS BY SCHOOL SIZE

Group of Duties	School Size				Average
	100 499	500 899	900 1299	1300 1699	
Supervision	51.16	51.59	52.76	44.64	51.24
Administration	22.96	25.47	26.37	31.78	25.04
Clerical	7.54	5.55	4.24	4.64	5.89
Teaching	6.58	5.35	5.26	5.35	5.73
Other duties	12.20	11.80	10.37	13.92	11.76
Total	100.44	99.76	99.00	100.33	99.66

Table 33 shows that aside from a slight increase of time for administration and a reduction of time for clerical work as the schools grow larger there is slight variation by school size. In the large as compared with the small schools, administration apparently reduces the allotment to supervision. The maximum percent estimated for supervision was for schools enrolling approximately one thousand pupils.

We may now compare the distribution suggested as ideal by the principals of this study with the results of other investigations. These data are presented in Table 34.

TABLE 34.—IDEAL DISTRIBUTION OF PRINCIPAL'S SCHOOL DAY GIVEN IN SEVERAL STUDIES

	Super- vision	Adminis- tration	Clerical	Teaching	Other Duties	Total
Present study	51.56	24.87	5.99	5.71	11.87	100
McClure ¹	40	20	10	0	30	100
Bates ²	46	22	7	0	25	100
Morrison ³	38	22	9	21	10	100
Martin ⁴	31.0	33.5	1.5	4.9	29.1	100
Average	43	24	6	6	21	100

¹ McClure, Worth, "The Functions of the Elementary School Principal," *Elementary School Journal*, 21: 500-514, March, 1921.

² Bates, Guy, *op. cit.*, p. 182.

³ Morrison, J. Cayce, *op. cit.*, p. 44.

⁴ Computed from supplementary data submitted with Martin's study of New England principals, see Table 31.

In view of the various technics employed in securing the data, there is reasonable agreement in the studies summarized by Table 34 so far as administration and supervision are concerned. In the other fields of work the variation is considerable, particularly between the estimates from McClure's for other duties and the estimates from the present study. McClure's estimators were college professors urging more community work and professional study for principals completely released from teaching. The estimates from the questionnaires of this study represent the viewpoint of persons faced by practical difficulties who are trying to measure up to present-day educational theory.

TABLE 35.—COMPARISON OF ACTUAL AND IDEAL ALLOTMENTS OF PRINCIPAL'S TIME

	Supervision	Administra- tion	Clerical	Teaching	Other Duties	Total
Actual	33.94	30.02	18.94	4.18	13.45	100.5
Ideal	51.56	24.87	5.99	5.71	11.87	100.0
Difference	17.62	5.15	12.95	1.53	1.58	.5

Table 35 compares the actual allotment of time to the various functions and the recommended allotment under ideal circumstances according to the report of supervising principals of the study. These principals would increase supervision 17.62 percent, reduce administration 5.15 percent, reduce clerical work 12.95 percent, increase teaching duties 1.53 percent, and reduce their miscellaneous responsibilities 1.58 percent. These shifts from the actual to the ideal conforms with present-day educational theory.

Summary and conclusions—The best time allotment for a given community or a particular school cannot be determined by nation-wide studies. The distributions presented in this chapter should prove suggestive to principals everywhere as standards against which they may check their time, but they should never be considered as fixed limits. For example, the reports by the supervising principals of this study indicate approximately 34 percent of their time is given to supervision and approximately five percent to regular teaching. In a particular school it might be best for the principal to avoid regular teaching duties and to devote 40 percent of his time to supervisory functions. The ideal distributions given in the chapter vary considerably in value. The committee believes the standard set by the supervising principals of this study to be an excellent objective for supervising principals. On the other hand, there are many local situations where such an ideal could not be attained and it is under such conditions that the committee urges the use of these data as a starting point for further investigation.

School boards should formulate and support policies designed to help principals in distributing their time wisely. Members of the board should keep themselves alert to progressive procedures in education and cooperate with the superintendent in supplying necessary clerical help and adequate equipment.

The superintendent occupies a strategic position in improving the time distribution of principals. When principals do not realize the opportunities of their positions, superintendents should offer the professional leadership which will develop a better conception of the principals responsibility. Most principals will respond to such leadership, particularly when it is accompanied by an effort to reduce useless reports and to furnish the clerical assistance essential to the wise conservation of the principal's time.

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4. KUEHNY, M. S. "The Effect of Daily Schedules or Programs," *Bulletin, Department of Elementary School Principals*, National Education Association, Vol. V, No. 1, October 1925, pp. 42-51.
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CHAPTER VI

FUNCTIONS OF ELEMENTARY SCHOOL PRINCIPALS AS SET FORTH IN STATE LAWS AND RULES OF STATE BOARDS OF EDUCATION

MANY of the duties of the elementary school principal originate in state laws and rules of state boards of education. In a study¹ of these sources is found this introductory statement:

Our state system of schools is comparatively a young institution. Except in certain New England regions where the free-school idea had been established, the free public school system struggled into existence throughout the north between 1825 and 1850. Some of the southern states made a fair start by the time of the Civil War when their educational development was halted for a period.

Hence, less than one hundred years ago state legislation for the public schools was in its infancy. These legislators could have at best only a vague comprehension of the functions of school officers.²

It is the purpose of this chapter to present a summary of the outstanding data and conclusions from the study by Miss Laura S. Price.

Sources and technic for studying the laws—The investigation was made in 1923, the investigator using the latest school codes available at that time. Each law affecting principals was analyzed under the following general topics: School Attendance; Those Involving the Child Labor Law; General Administration; Health and Sanitation; Miscellaneous; Instruction; Extra-Curriculum Activities.

General analysis of the laws—The analysis of the state law codes revealed 183 specific items affecting principals. These were grouped under the general topics as follows:

General Topic	No. of Frequencies	Percent of Frequencies
School attendance	62	33.8
Involving the child labor law.....	30	16.3
General administration	25	13.6
Health and sanitation.....	23	12.5
Miscellaneous	21	11.4
Pertaining to instruction.....	15	8.1
Extra-curriculum activities	7	3.8
Total	183	99.5

¹Data for this chapter were taken from a master's thesis by Miss Laura S. Price under the title: *Functions of the Elementary School Principal*, Stanford University, 1923. Since the study was made in 1923 from laws available at that time it is not fully up to date.

²Price, Laura S., *op. cit.*, Chapter II.

In discussing the general nature of the legal provisions the investigator wrote:

An examination of the tables will likely impress one with the great number of functions which are not of a professional supervisory nature, but which will consume a large proportion of the time of one who ought to be the educational leader of the school. The legal requirements in many cases seem designed to prevent the exercise of initiative and professional guidance. A principal would get little inspiration for the performance of his work from pursuing the stipulations of the school code of his state. He would be obliged to create the inspirational aspect of his functions.¹

A study of the 183 specific functions showed a duplication in only sixteen items. Eleven states required the principal to sign work permits. In five states the principal was authorized to excuse children for non-attendance and five states required the holding of fire drills. Not more than two states agreed on any other specific functions.

The clerical nature of legal functions—Many of the duties specified for principals are of a type which can be done by a competent clerk. The percent of the duties under the general heads which were clerical in nature follow:

	Percent
School attendance	46.7
Involving child labor law.....	13.3
General administration	0
Health and sanitation.....	43.4
Miscellaneous	52.3
Pertaining to instruction.....	0
Extra-curriculum activities	28.5

The tabulation above indicates that nearly half of the duties falling under attendance and sanitation, and more than half of those under miscellaneous duties are clerical in nature. A detailed analysis of the whole list of 183 functions shows that 30.6 percent of them could be turned over entirely to a clerk. Another 25.6 percent could be performed by a clerk under the principal's guidance.

Summary of laws by state—A summary of the laws by general topics and states makes it possible to compare states. In Table 36 the figures of each column indicate the number of legal functions ascribed to the principal by the given state. For example, Maine has one law on child labor which concerns the principal; Rhode Island has four laws on child labor and so forth.

¹Price, Laura S., *op. cit.*, Chapter II.

TABLE 36.—TYPES OF FUNCTIONS PRESCRIBED FOR THE PRINCIPAL BY STATE LAWS AND THE NUMBER PER STATE

States	School Attendance	Child Labor	General Administration	Health and Sanitation	Miscellaneous	Instruction	Extra-Curriculum
1. Maine	..	1	..	..	..	..	..
2. New Hampshire	..	1	..	..	..	..	..
3. Vermont	..	..	2	..	..	..	..
4. Massachusetts	1	1	..	..	1	..	1
5. Rhode Island	..	4	1	..	..	1	..
6. Connecticut	..	1	..	..	..	..	..
7. New York	..	2	1	4	..	..	1
8. Pennsylvania	4	1	2	4	1	..	..
9. New Jersey	..	4	2	..	1	..	3
10. Delaware	..	..	..	..	3	..	..
11. Maryland	2	..	..	2	..	..	..
12. Virginia	..	..	..	..	1	..	1
13. West Virginia	2	1	..	2	2	..	..
14. North Carolina	2	..	..	..	..	..	..
15. South Carolina	1	..	..	..	1	..	..
16. Kentucky	..	1	..	..	1	..	..
17. Tennessee	1	..	2	..	1	..	..
18. Georgia	4	..	..	..	..	..	..
19. Florida	2	..	..	..	..	..	..
20. Louisiana	..	..	1	5	1	..	..
21. Oklahoma	2	..	..	..	1	1	..
22. Texas	4	..	3	..	2	1	..
23. Ohio	3	1	2	..	..	1	..
24. Michigan	..	1	1	..	1	1	..
25. Iowa	2	..	1	..	..	..	1
26. Minnesota	4	1	..	..	..	1	..
27. Wisconsin	3	..	1	2	..	..	..
28. North Dakota	2	1	..	1	..	1	..
29. Nebraska	3	..	..	..	..	..	..
30. Kansas	1	1	..	..	1	..	..
31. Missouri	..	1	..	..	..	1	..
32. Montana	2	2	1	..	..	..	..
33. Wyoming	1	..	..	..	1	1	..
34. Colorado	..	..	..	2	..	..	..
35. Idaho	2	..	..	..	..	..	..
36. Nevada	..	1	2	1	..	..	..
37. Washington	5	..	1	..	1	3	..
38. Oregon	3	..	1	..	1	..	..
39. California	6	4	1	..	..	3	..
Total frequencies ...	62	30	25	23	21	15	7

There were nine states with no laws specifically prescribing duties for the elementary school principal: Alabama, Mississippi, Arkansas, Illinois, Indiana, South Dakota, Arizona, Utah and New Mexico.

All of the states do not have enactments affecting the principal which can be grouped under the seven general topics used in the analysis. The number of states with laws classifiable under the seven general topics has been shown in Table 37.

TABLE 37.—NUMBER OF STATES WITH LAWS OF THE
VARIOUS TYPES

Type of Function	Number of States
1. School attendance	24
2. Child labor	19
3. General administration	17
4. Miscellaneous	17
5. Instruction	11
6. Health and sanitation.....	9
7. Extra-curriculum	5

Analysis of state board rules—The rules of state boards were secured from five states: California, New Jersey, South Carolina, Texas, and Washington. An analysis was made of sections prescribing functions for the elementary school principal under the four topics: administration, clerical, health, and instruction.

Below is given the percent the number of prescribed duties falling under each of the main topics was of the total number of items. It will be noted that the administrative and clerical duties far exceed those pertaining to instruction.

Function	Percent of Total
Administration	39.1
Clerical	30.4
Health	17.3
Instruction	13.0
Total	99.8

Summary and conclusions—The data of this chapter are taken from a study listing the duties of elementary school principals as set forth in state laws and rules of state boards of education.

(1) The state laws, analyzed under seven general topics, showed a total of 183 duties. The largest percent of these rules were concerned with school attendance, child labor, and general administration. Only 8.1 percent of the duties had to do with instructional phases of the principal's work. The general conclusions based on the state laws are:

(a) Over 50 percent of the 183 legal functions of principals are devised to hold children in school.

(b) A competent clerk could relieve the principal of 30.6 percent of the duties provided for by state law.

(c) The few duplications between states as to prescribed duties indicated that there are no minimum essentials or standards upon which legislation is based.

(d) Not more than 50 percent of the states had legislation on any one of the seven general topics used in classifying principals' duties.

(2) The analysis of state board of education rules included the following states: New Jersey, South Carolina, Texas, Washington, and California. The duties found in these rules were classified under the four general topics: administration, clerical, health, and instruction. The conclusions on the state board rules were:

(a) State board of education rules stress the administrative and clerical phases of the principal's work.

(b) The functions of the elementary school principal dealt with in state school board rules are of a type requiring little training and special ability.

(c) The majority of state boards have not made rules concerning duties of the elementary school principalship.

This chapter does not attempt to state the exact prescriptions a state should make concerning the duties of the principal. Detailed requirements would be a mistake particularly in relation to the professional functions of this office. The following statement from Cubberley states principles which are probably as applicable to legislation affecting the functions of the principal as to the other phases of school legislation:

If we keep clearly in mind the fundamental theory that it is the business of the State to set standards, rather than to give minute direction; to fix by law the general minimum requirements that every community school should meet, leaving minor details to boards or executive officers to determine by uniform regulations; to open the way by authorization and stimulation to communities to exceed the minimum, or to undertake new forms of educational effort; to keep in mind, in all its school legislation, the rapidly changing character of all public education, and consequently to avoid rigid and inflexible requirements; to desire, above all things, results, rather than to force the following of any prescribed method or plan, and hence to grant large freedom to communities in the choice of tools and methods of work and forms of organization, so long as the desired results are obtained; and to have as the ultimate aim of all state school supervision and control the transfer to subordinate units of supervision, as fast as they can be brought up to standard, the control of as many details of organization and administration as can well be delegated—we can then formulate principles of state action in the matter of elementary and secondary education that will seem sound.¹

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2. PRICE, LAURA S. "The Functions of the Elementary School Principal," *Yearbook, 1923-1924, National League of Teachers' Associations*, pp. 46-50. Summarizes Master's Thesis referred to in this chapter.

¹ Cubberley, E. P. *State School Administration*, Houghton Mifflin, 1927, pp. 314-315.

CHAPTER VII

THE DUTIES OF ELEMENTARY SCHOOL PRINCIPALS ACCORDING TO THE RULES OF NINETY-FIVE CITIES

THE rules and regulations of a city board of education embody to a considerable degree the policies of those in charge of the schools. One of the first duties of a new principal is to become familiar with these rules and regulations. There are two reasons for this: (1) The rules often constitute the only written instructions as to the principal's duties in the local system, and (2) the rules include many legal requirements which the principal must enforce.

The committee believed that an analysis of city handbooks would provide data of value in the consideration of the duties of an elementary school principal. A request for copies of city rules was sent to all cities over 30,000 population and to a selected list of smaller cities. The total number of letters was 425. Of this number, 44 cities replied that they did not have printed rules or that the pamphlets were not available for distribution. Data were received from 95 cities representing all city sizes above 2,500 in population.

The rules were analyzed by itemizing and tabulating the frequency of the duties stated in sections on the elementary school principal. General sections of the regulations were read for provisions prescribing direct or indirect responsibilities for the principal. The main topics used in the tabulations were as follows:

- | | |
|-------------------------------------|-------------------------|
| I. Supervisory | III. Clerical |
| A. Class management | A. Supplies and repairs |
| B. Instructional | B. Reports |
| C. Class visitation | C. Records |
| D. Pupil adjustment | D. Teachers |
| E. Supplementary supervision | IV. Teaching |
| F. Professional study | A. General |
| G. Curriculum | B. Specific |
| II. Organization and administration | V. Miscellaneous |
| A. Pupil control and administration | A. Professional |
| B. General management | B. Extra-curriculum |
| C. Teachers | C. Parent-teachers |
| D. Personal | D. Community |
| E. Janitor | |
| F. Fire drill | |

The tabulations presented a miscellaneous collection of duties which were grouped to eliminate unnecessary duplication. After

this refinement the number of duties ¹ were arranged in terms of city size as shown in Table 38.

TABLE 38.—NUMBER OF DUTIES OF ELEMENTARY SCHOOL PRINCIPALS CLASSIFIED UNDER THE GENERAL PHASES OF HIS WORK

General Duty	City Size						All Cities
	Under 5,000	5,001 10,000	10,001 30,000	30,001 65,000	65,001 100,000	Over 100,000	
Supervisory	3	3	18	23	9	36	92
Administrative	20	25	115	147	83	164	554
Clerical	7	10	26	64	46	70	223
Teaching	0	0	1	6	1	2	10
Miscellaneous	0	0	2	10	1	5	18
Total	30	38	162	250	140	277	897

Table 38 shows the largest number of the items under administrative duties and the second largest number under the clerical duties. The preponderance of routine duties is indicated by the percents in Table 39.

TABLE 39.—PERCENT THE NUMBER OF DUTIES IN EACH GENERAL CLASS IS OF THE TOTAL

General Duty	City Size						All Cities
	Under 5,000	5,001 10,000	10,001 30,000	30,001 65,000	65,001 100,000	Over 100,000	
Supervisory	10	8	11.1	9.2	6.4	12.9	10.2
Administrative	67	66	71	58.8	59.3	59.3	61.8
Clerical	23	26	16.1	25.6	32.9	25.3	24.8
Teaching	0	0	1.2	2.4	.7	.7	1.1
Miscellaneous	0	0	.6	4	.7	1.8	2.1
Total	100	100	100	100	100	100	100.0

Table 39 shows the percent of duties falling in each general class. It will be noted:

1. That 86 percent of the duties for all city sizes were concerned with administrative and clerical phases of the principal's work.
2. That only a little over 10 percent of the statements had to do with supervisory work.
3. That approximately 2 percent of the duties were concerned with community work, extra-curriculum activities, etc.

¹This table is based on the number of different items and not on the frequency of each item for the whole group of cities.

Table 40 compares the percent of principal's duties specified by board rules falling under each general class as reported by Boggs¹ and by this study.

TABLE 40.—PERCENT OF DUTIES UNDER EACH GENERAL CLASS

General Class	Percent in Each Class in:	
	Boggs' Study	Present Study
Supervision	10.4	10.2
Administration	62.4	61.8
Clerical	24.7	24.8
Teaching	1.2	1.1
Miscellaneous	1.2	2.1
Total	99.9	100.0

The similarity of the percents of Boggs' report and of the present study indicates the reliability of both. Boggs' investigation based on a study of the rules of 30 cities gives a sampling of duties which is as representative as this study of 95 cities. The only advantage of the larger study is in the larger number of specific duties discovered. Apparently during the seven years between the two studies there have been no radical changes in school board regulations affecting the principal although the concept of the elementary school principalship has developed rapidly during these years.

Regulations in cities over 100,000 in population—The duties prescribed for principals in cities over 100,000 in population were more detailed than those listed for any other city size. In the following list some duplications exist, but too many combinations would have eliminated the essential quality of the regulations.

DUTIES PRESCRIBED FOR ELEMENTARY SCHOOL PRINCIPALS IN
25 CITIES OVER 100,000 POPULATION

Duties	Number of Cities with this Item
I. SUPERVISORY	
A. Class management	
1. Advise and assist teachers with discipline.....	1
2. Assist teachers in making daily program.....	1
B. Instructional	
1. Counsel and aid teachers.....	6
2. Give special attention to new teachers and substitutes....	4
3. Aid teachers in making work more efficient.....	3
4. Regularly supervise instruction.....	2
5. Supervise instruction under direction of Superintendent...	2
6. Examine classes as often as possible.....	1
7. Require one-half hour supervised study with pupils.....	1
8. Call teachers' attention to deficiencies.....	1
9. Show teachers the annual ratings.....	1

¹ Boggs, J. "School Board Regulations Concerning the Elementary School Principal." *The Elementary School Journal*, Vol. XX, No. 10, pp. 730-742 (June, 1920). Percents computed after arranging the 77 duties according to the criteria of this study.

	Duties	Number of Cities with this Item
C.	Class visitation	
1.	Spend time supervising classes.....	3
2.	Visit teachers as often as possible.....	3
3.	Spend most of day in supervision.....	2
4.	Keep record of class inspection and conferences.....	2
5.	Study grades under his supervision.....	1
6.	Check teachers to insure impartiality.....	1
D.	Pupil adjustment	
1.	Demote or adjust pupils.....	3
2.	Examine pupils from time to time.....	1
3.	Examine teachers' estimates of pupils.....	1
4.	Arrange promotions under o. k. of Superintendent.....	1
5.	Cooperate in promotions with teacher.....	1
6.	Study individual, adjust school to needs.....	1
7.	Study pupils through standard tests.....	1
E.	Supplementary supervision	
1.	Cooperate with supervisors.....	2
2.	Cooperate with Superintendent in improving teachers.....	1
3.	Confer with Superintendent and supervisors over school....	1
F.	Professional study	
1.	Hold monthly teachers' meetings.....	4
2.	Hold conferences with teachers.....	3
3.	Arrange visits for teachers.....	2
4.	Require written reports of visits from teachers.....	2
5.	Encourage professional growth in teachers.....	1
6.	Report to Superintendent on teachers' meetings.....	1
7.	Encourage teachers in summer study.....	1
G.	Curriculum	
1.	See articulation of subject matter.....	2
2.	Adapt course of study to community.....	1
II.	ORGANIZATION AND ADMINISTRATION	
A.	Pupil control and management	
1.	Suspend pupils.....	18
2.	Inflict corporal punishment.....	7
3.	Witness or inflict corporal punishment.....	5
4.	Exclude pupils suspected of illness.....	5
5.	Provide place and supervision for early arrivals.....	5
6.	Approve excuses for absence or tardiness.....	4
7.	No list of pupils to be given out.....	4
8.	Responsible for children to and from school.....	4
9.	Require tuition fee receipt of non-resident.....	3
10.	Approve leaving school early.....	3
11.	Require pupils to pay for damages.....	3
12.	Require pupils not to loiter on school grounds.....	2
13.	Inflict corporal punishment with parents' permission.....	2
14.	Admit non-resident students with Superintendent's ap- proval.....	2
15.	Approve admittance of beginners.....	2
16.	Notify parents of pupils making poor progress.....	2
17.	Transfer exceptional children to special school.....	2
18.	Classify pupils on admission to school.....	2
19.	Confer with parents of pupils needing adjustment.....	1
20.	Notify parents two weeks before demotions.....	1
21.	Refer three-years retarded pupils to Superintendent.....	1
22.	Approve admission of pupils.....	1
23.	Refuse admission to pupils with bad reputations.....	1

Cities Item	Duties	Number of Cities with this Item
	24. Send home untidy pupils.....	1
	25. Cooperate in furnishing indigent pupils with clothes.....	1
	26. Supply indigent children with books.....	1
	27. Approve use of pupils for errands in emergencies.....	1
	28. Drop pupils from roll for cause.....	1
	29. Investigate pupil absence or tardiness.....	1
	30. Arrange medical aid for sick children.....	1
	31. Arrange free transportation for certain children.....	1
	32. Require pupils to take physical education.....	1
	33. Restrict delivery of mail to children at school.....	1
	34. Supply pupils with reports on attendance and work.....	1
B. General management		
	1. In charge of building, grounds and equipment.....	17
	2. Responsible for general management and discipline.....	12
	3. Enforce rules and regulations of Board.....	10
	4. Permit no advertising in the school.....	9
	5. Permit no vendors or salesmen in the school.....	9
	6. Assign teachers as necessary to control building.....	7
	7. Restrict the use of the telephone.....	7
	8. Permit no solicitation of funds.....	6
	9. Responsible for order and neatness.....	6
	10. Responsible for heating and ventilating.....	5
	11. Make rules necessary for building control.....	5
	12. Permit approved lectures and exhibits only.....	5
	13. Responsible for wise organization and administration.....	4
	14. May dismiss school in emergencies.....	4
	15. Responsible for sanitary conditions.....	3
	16. Require exits to be unlocked and halls cleared.....	3
	17. Responsible for damages or loss.....	3
	18. Collect damages for school destruction.....	2
	19. Approve school visitors.....	2
	20. Forbid use of tobacco around school.....	2
	21. Authority over all building employees.....	2
	22. Shall regulate the building clocks.....	2
	23. Provide for pupils on stormy days.....	2
	24. May shorten schedule on rainy days.....	2
	25. Organize school	2
	26. Prevent unnecessary interruptions of school work.....	1
	27. Announce beginning of school and recesses by bell.....	1
	28. Know about and check on work done to building.....	1
	29. Sit with committee to review repair needs.....	1
	30. Keep school open one-half hour after dismissal.....	1
	31. Hear complaints of parents.....	1
	32. Arrange "Patrons' day," each year.....	1
	33. Permit no exchange of gifts.....	1
	34. Inspect the school daily.....	1
	35. Require reading of rules beginning each semester.....	1
	36. Keep dogs off the school grounds.....	1
	37. Personally responsible for dismissals.....	1
	38. Test telephone by using it first thing in morning.....	1
	39. Keep copy of Board Rules immediately available.....	1
	40. Designate one day for school savings.....	1
	41. Open school and call roll of teachers at 8:30.....	1
	42. Must see that flag is raised and lowered daily.....	1
	43. Sale of tickets or candy at school by pupils forbidden.....	1
	44. School not permitted to enter outside poster contests, etc..	1

	Duties	Number of Cities with this Item
45.	Report thefts to Superintendent and police.....	1
46.	See that desks are adjusted each year.....	1
47.	Enforce city ordinances on movie machines.....	1
48.	Enforce state laws on health.....	1
49.	Approve special entertainments and programs.....	1
50.	Principal to become familiar with nurse's rules.....	1
51.	Cooperate with Health Department in athletics.....	1
52.	May establish boundaries within district.....	1
53.	Secure Superintendent's approval on entertainments.....	1
54.	Report to Superintendent each term on school progress...	1
C.	Teachers	
1.	Report on all teachers to Superintendent.....	12
2.	Make sure teachers are acquainted with Board rules.....	5
3.	Require posting of daily program in classroom.....	5
4.	Report negligent teachers to Superintendent.....	5
5.	Secure substitute teachers.....	4
6.	Report on efficiency of substitutes.....	4
7.	Require posting of grade, teacher's name, etc. outside class- room	3
8.	Examine records being kept by teachers.....	3
9.	Grant permission to teachers for interviews.....	2
10.	Report accidents to teachers to Board.....	2
11.	Prevent exercise of sectarian influence.....	2
12.	Assign teachers to respective grades.....	2
13.	Enforce the course of study.....	2
14.	Require neat and accurate reports.....	1
15.	Inform Superintendent of vacancies on staff.....	1
16.	Report names of female teachers who marry.....	1
17.	Grant "release slips" when teachers complete work.....	1
18.	May excuse teachers from monthly institute.....	1
19.	Sit in on conferences between parents and teachers.....	1
20.	Approve communications between parents and teachers....	1
21.	Shall not permit teachers to sell supplies to children.....	1
22.	Transmit Superintendent's instructions to teachers.....	1
23.	May require teachers to meet them prior to new term.....	1
24.	Administer oaths to teachers.....	1
25.	Shall equalize housing conditions.....	1
26.	Assign approximately 36 pupils to each room.....	1
27.	Assign approximately same number pupils to each teacher..	1
28.	Report teachers willfully violating rules.....	1
29.	May assign teacher to special lunch duty.....	1
30.	Exclude teachers with possible contagious diseases.....	1
31.	Must register at 8: 30 A. M. and 12: 40 P. M. each day.....	1
32.	Leave school with principal's permission.....	1
33.	Report on student teachers as required.....	1
34.	Dismiss inefficient substitutes.....	1
D.	Personal	
1.	Be at school 30 minutes early in morning.....	7
2.	Must secure Superintendent's approval to leave building..	5
3.	Carry out the wishes of the Superintendent.....	4
4.	Shall engage in no other employment.....	3
5.	Shall not coach pupils for money.....	2
6.	Designate teacher when leaving building.....	2
7.	Be at school 20 minutes early in morning.....	1
8.	Be at school 1 hour early in morning.....	1
9.	Be at school 10 minutes early at noon.....	1

Duties		Number of Cities with this Item
10. Be at school 15 minutes early at noon.....	1	1
11. Be at school 20 minutes early at noon.....	1	1
12. Hold office hours for half hour after school.....	1	1
13. Designate and announce definite office hours.....	1	1
14. Remain at school until pupils are gone.....	1	1
15. Remain at school until 3:30 P. M.....	1	1
16. Remain at school until 4 P. M.....	1	1
17. Report for duty several days before new term.....	1	1
18. Report two days before new term.....	1	1
19. Attend meetings called by Superintendent.....	1	1
20. Shall not use school time for reports.....	1	1
21. Accuracy and neatness required in reports.....	1	1
22. Must be regular and punctual in attendance.....	1	1
23. Be familiar with rules and regulations.....	1	1
24. Give official orders in writing.....	1	1
E. Janitor		
1. Under immediate supervision of principal.....	10	
2. Report negligent janitor to Superintendent.....	7	
3. Enforce rules pertaining to janitor.....	3	
4. Permit janitor to leave building.....	1	
5. Report on janitor's work each month.....	1	
6. Require janitor to be familiar with Board rules.....	1	
7. Direct janitor in making repairs.....	1	
8. Require janitor to test fire hose every 60 days.....	1	
9. Notify business office to send trainer for new janitor.....	1	
F. Fire drills		
1. Hold fire drill at least once a month.....	11	
2. Teach pupils how to move in fire drill.....	5	
3. Hold fire drill twice each month.....	3	
4. Conduct weekly fire drill.....	3	
5. Hold fire drill on first day of school.....	1	
6. Hold fire drill every week then every two weeks.....	1	
7. Hold fire drill twice each quarter.....	1	
8. Designate teachers to fixed posts of duty in fire drill.....	1	
9. Post directions for fire drill in every room.....	1	
III. CLERICAL		
A. Supplies and repairs		
1. Requisition books and supplies.....	11	
2. File inventory of supplies and books.....	5	
3. File inventory of school property.....	4	
4. Responsible for books and supplies.....	4	
5. Notify central office of necessary repairs.....	4	
6. File annual estimate of required supplies, etc.....	3	
7. Check and sign for supplies.....	3	
8. Accountable for all supplies and equipment.....	2	
9. Shall see that books are stamped and numbered.....	2	
10. Keep record of supplies distributed.....	2	
11. Accountable for keys of building.....	2	
12. Account for and issue textbooks.....	1	
13. Forward bills for materials to office.....	1	
14. Order fuel for building.....	1	
B. Reports		
1. Notify parents and Superintendent of suspensions.....	14	
2. Furnish any reports requested by Superintendent.....	13	
3. Make payroll or monthly report on teacher attendance....	11	
4. Report corporal punishments to Superintendent.....	9	

Duties	Number of Cite with this Items
5. Report accidents to Superintendent.....	6
6. Report suspected truants to attendance officer.....	6
7. Issue transfers	5
8. Report monthly on pupil attendance and school needs....	4
9. File a full report with Superintendent each year.....	4
10. Report absentees to parents.....	4
11. Report on fire drills to Superintendent.....	4
12. Report annually on fees and school funds.....	3
13. Report names of non-resident pupils.....	3
14. Report semi-annually on fees and school funds.....	2
15. Report on substitute teachers in time report.....	2
16. Report corporal punishment to parent and Superintendent.	2
17. Mail transfers and data to new school.....	2
18. Report absences to Division of Health.....	2
19. Notify Superintendent of emergency dismissal.....	2
20. Report school damage or loss to central office.....	2
21. Report regularly on school funds to Superintendent.....	1
22. File monthly report on receipts and outlays of school funds.	1
23. Within two weeks make financial statement of school enter- tainments	1
24. Keep funds and report to Business Manager.....	1
25. Notify attendance office of suspensions.....	1
26. Report inter-school transfer by telephone.....	1
27. Report diseases to school physician.....	1
28. Notify Superintendent when employee returns after ab- sence	1
29. Report names of pupils doing damage to school.....	1
30. Report to Superintendent unsatisfactory attendance officer.	1
31. Notify parent of expiration of vaccination card.....	1
32. File daily schedule of school with Superintendent.....	1
33. File registration cards with Superintendent each year.....	1
34. Make written request for rooms for night use.....	1
C. Records	
1. Keep records requested by Superintendent.....	5
2. Keep records of teacher attendance.....	4
3. Keep data on fire drills.....	3
4. Keep record of names, addresses, etc., of pupils.....	2
5. Require that all records be kept accurately.....	2
6. Keep record of transfers, tardiness, etc., of pupils.....	2
7. Keep records from inspection of unauthorized persons....	1
8. Make out working permits.....	1
9. Keep record of unexcused absences.....	1
10. Keep record of habitual truants and incorrigibles.....	1
11. Keep on file recent course of study.....	1
12. Keep vaccination record.....	1
13. Keep record of gifts to school.....	1
14. File final examination papers of pupils for one month....	1
15. Give receipt for payments for damage.....	1
16. Keep on file daily programs of teachers.....	1
D. Teachers	
1. Notify central office of change of address of teachers.....	2
2. Report reasons for teacher's tardiness after four offences...	1
3. Report attendance of teachers daily.....	1
4. Report to Superintendent when teacher does not return from leave	1
5. Report teachers absent two weeks without leave.....	1
6. Supply each teacher with copy of the rules.....	1

	Duties	Number of Cite with this Items
IV. TEACHING		
	1. Shall teach insofar as possible with other duties.....	1
	2. Teach at least one period a day.....	1
V. MISCELLANEOUS		
A. Professional		
	1. Report to Superintendent each year for instructions.....	1
	2. Attend meetings called by Superintendent.....	1
B. Extra-curriculum		
	1. Approve or disapprove athletics.....	1
C. Parent-Teacher Association		
	1. Permit advertisements of Parent-Teacher Association.....	1
	2. Grant use of building to Parent-Teacher Association.....	1

A close study of the items listed in the city rules will raise many questions as to the meaning and the usefulness of many of the statements. Boggs encountered this same difficulty. He stated that fully half of the rules were so vague and general as to be ineffective in influencing the work of the principal.¹

The outstanding weaknesses of the city rules are that some are (1) inconsistent with present day theory, (2) too detailed on points which should be discretionary with the principal, (3) so vague as to be meaningless, and (4) not coordinated with state rules and laws.

Present day tendencies—Correspondence received during the progress of the study revealed that many cities are (1) completely revising their rules and (2) supplementing them with bulletins, handbooks, etc. In revising the rules the following suggestions should be helpful:

BASIC PRINCIPLES IN MAKING CITY BOARD RULES

(a) Local rules should be made to supplement and conform to the state laws and rules of state board of education. City rules often contain several state regulations, but omit others which are equally important. It would be an excellent piece of research for local principal associations to summarize state requirements for inclusion in the rulebook or handbook.

(b) Rules should accord with sound educational theory and practice. Statements of many rules did not include the correct administrative relationship which should exist between various school officials. Present day theory places the special supervisor in the capacity of an expert adviser of the elementary school principal, but many rules have not stated this in terms of progressive educational theory and practice.

(c) Rules should not be too detailed. Many items are so specific as to handicap the principal. For example, a statement that "the principal shall hold a teachers' meeting every two weeks" may lead to many useless, routine meetings to the injury of teacher morale. The emphasis should be upon the positive, professional concept of the principalship. Petty details should be omitted from the rules.

(d) Rules should be clear as to meaning. Many of the statements were so vague or brief as to fail in clearly defining a principal's authority. For example, a simple statement that "the janitor must cooperate with the principal in managing the buildings and grounds" does not definitely authorize the principal to direct the janitor's work. Similar rules for other relationships are so vague as to lead to conflict and misunderstanding.

¹ Boggs, J., *op. cit.*

The following list¹ of duties should prove helpful in revising rules affecting the principal:

I. SUPERVISION

1. Counsel and aid teachers.
2. Give special attention to new teachers and substitutes.
3. Visit classes frequently.
4. Cooperate with superintendent in improving teachers.
5. Cooperate with supervisors in improving teachers.
6. Hold teachers' meetings.
7. Hold individual conferences with teachers.
8. Seek improvement and articulation of the curriculum.
9. Adjust pupils.
10. Make or direct educational measurements.

II. ORGANIZATION AND ADMINISTRATION

1. Suspend pupils for cause.
2. Administer corporal punishment.
3. Excuse pupils suspected of illness.
4. Provide care and supervision of children during non-class hours.
5. Responsible for building, grounds and equipment.
6. Responsible for general management and control.
7. Enforce the rules and regulations of the Board.
8. Permit no unapproved advertising or selling in the schools.
9. Report to superintendent on teachers.
10. Acquaint teachers with rules of the Board.
11. Require posting of program, name, grade on classroom door.
12. Be present at school 30 minutes early each morning.
13. Supervise and direct the janitor.
14. Train pupils and teachers in fire drills.
15. Approve early dismissal of pupils.
16. Make all necessary rules for building control.
17. Approve correspondence between teachers and parents.
18. To direct and supervise records made by assistants.
19. Cooperate with doctors, nurses and miscellaneous school workers.
20. Notify teachers of superintendent's orders.

III. CLERICAL

1. Requisition books and supplies.
2. File inventory of supplies and school property.
3. Report need for repairs to the office.
4. Notify parents and superintendent of suspensions.
5. Furnish reports as required by the superintendent.
6. Check and approve monthly payroll of teachers.
7. Report corporal punishments to the superintendent.
8. Report accidents to the superintendent and parents.
9. Cooperate with the attendance officer.
10. Keep records required by superintendent.
11. Report absentees to parents.
12. Report pupil deportment to parents.
13. Keep and continuously revise the teacher directory.
14. Keep a record of and report to superintendent on all school money or fees.

IV. TEACHING

Supervising principals should exercise the right to determine the amount of teaching that they do.

¹ Suggested by data from this study, Boggs' study and miscellaneous sources.

V. MISCELLANEOUS

1. Attend meetings called by the superintendent.
2. Direct and approve extra-curriculum activities.
3. Meet with and organize parents.
4. Participate in community activities.

Rules on these topics should be stated in terms of the general principles suggested in the first paragraphs of this section. In some communities rules should be added to the suggested list, while in other communities the list could be reduced in size. Differences in local policies, state laws, state board rules and training of principals must necessarily influence the character of the regulations.

A second tendency in a number of cities, has been the development of principals' handbooks and bulletins. In several cases these have appeared as committee reports or yearbooks of the local principal's organization.

The Chicago Principals Club has issued the report of its education committee in two bulletins. These contain discussions on policies of supervision, the use of supervisory technics, the interpretation of tests, the organization of the administration and case studies in supervision. The Second Yearbook published in June 1927 is another example of supplementary supervisory material. This yearbook contains reports of the Committee on Curriculum and the Committee on Supervision.

A yearbook of the Sioux City Administration Club contains the constitution of the organization, an article on financial support of schools, a study of the Americanization problem in Sioux City and a roster of members.

The elementary school principals of Oakland, California, prepared a bulletin in the superintendents' series on the organization and administration of a program of supervision. It contains brief statements and bibliographies on the principal's program of supervision, the faculty meeting, types of visitation, the subject supervisor and the demonstration lesson.

In St. Louis a series of bulletins have been prepared by the supervisors on the general and specific technics of supervision. The four main parts of the series are: (1) general principles of supervision and teaching, (2) specific principles of application in the various subjects and grades, (3) case studies of good teaching in kindergarten and elementary grades, and (4) case studies of good teaching in intermediate and high school grades.

A workbook for principals and supervisors has been prepared in

Los Angeles by an assistant superintendent and a group of principals. The six chapters of the manual are:

- (1) What do I know about the principalship?
- (2) Am I proper material?
- (3) How shall I get and keep the machinery of my school in good working order?
- (4) How shall I make my school a community asset?
- (5) How shall I measure my efficiency as a principal?
- (6) How shall I improve the learning activities in my school?

The development of material supplementing the formal board rules as to principal's duties is highly desirable. Statements of the technical aspects of the principal's supervisory and administrative functions are of particular value. The cooperation of principals and supervisors of school systems should be sought in this connection. The development of this material on a cooperative basis has these advantages: (1) the opportunities offered to principals to express themselves on important phases of their work, (2) the suggestions furnished for an intelligent revision of board rules, (3) the statement of principles governing situations not provided for by formal board rules, and (4) the development of a wealth of practical professional material.

Summary and conclusions—A study of the rules and regulations of city boards of education concerning the duties of elementary school principals indicates that most of these rules are concerned with the administrative and clerical duties of this office. The tangible nature of the demands in these rules has exerted a strong influence in determining the distribution of the principal's time. The percent of the rules falling in each of five general groups are as follows: supervision 10.2, administration 61.8, clerical 24.8, teaching 1.1 and miscellaneous 2.1 percent.

Local board rules affecting the principalship are often weak in that (1) they emphasize the clerical and administrative functions of the principal, often to the submergence of the more professional duties, (2) they are not in agreement with progressive education theory and practice, (3) they are too rigid and too prescriptive in details, (4) they are not fully coordinated with state laws, and (5) they are often too vague and incomplete where clearness is important.

There is underway a wholesome movement to overcome these weaknesses of board rules through the revision of the regulations and the development of supplementary material on the professional aspects of the principalship. Such material, in the form of local handbooks, yearbooks and bulletins, is likely to be of greatest value when the cooperation of local principals' groups is enlisted in its preparation.

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CHAPTER VIII

THE PRINCIPAL AND THE SUPERINTENDENT

A SYSTEM of schools is a complex organization of teachers and supervisory staff for the purpose of educating children. Within this organization there are many relationships involving cooperative action for the maintenance of the system at highest efficiency. Of these relationships one of the most important is that existing between the elementary school principal and the superintendent. The character of this relationship is determined in a large measure by the attitude of the superintendent toward the principalship. A progressive attitude, held by many superintendents, is as follows:

As a whole, the most important executive officer of the system is the one who, actually in the forefront of the work of the school system, directs what goes on in the field and on the firing line. In school parlance he is called the principal. Budgets, administrative systems, plans for selecting teachers, building programs, publicity plans—all exist to make the work of the school possible and the work of the school is the work of its classrooms and its institutional educative contacts with the children. The school is accordingly the operating unit of the system and its head and chief is its principal.¹

The above opinion is substantiated in data received from 215 superintendents of city systems which indicated that more than ninety percent of these officials considered the principal the responsible head of each school unit.

When principals are not recognized as the responsible heads of their schools it is often due to their inability, either through lack of training or initiative, to assume the status which their superintendents would like to see them attain. At the same time there are some superintendents who neglect to train their principals to assume the functions which an ideal conception of the principalship demands.

The questionnaire to elementary school principals sought to ascertain the relationship of supervising principals and superintendents in exercising certain responsibilities. Most of these responsibilities are administrative in nature although several of them bear directly upon the supervisory functions of the principal. The subsequent paragraphs show existing situations as reported by approximately 600 supervising principals.²

¹ Hunter, Fred M. "The Principal and the Superintendent," *Bulletin of Department of Elementary School Principals*, Vol. IV, No. 1, October, 1924, pp. 30-35.

² The differences in totals for the various tables are due to the failure of principals to answer all of the questions.

The selection and assignment of teachers—This responsibility refers to the selection and assignment of teachers to a particular school rather than the general function as exercised for the system as a whole. Some have questioned how far the superintendent may hold the principal responsible for school results if the principal has no voice in the selection of his teachers.

TABLE 41.—SELECTION OF TEACHERS IN SCHOOLS UNDER SUPERVISING PRINCIPALS

Extent of Authority	Number of Replies	Percent
Principal has no voice in assignments.....	154	26.3
Superintendent and principal cooperate in some assignments....	292	49.9
Superintendent and principal cooperate in all assignments.....	127	21.7
Assignment upon principal's recommendation only.....	12	2.1
Total	585	100.0

Table 41 gives the replies as to the selection of teachers. These points should be noted as to the principal's authority:

1. Of the total group 26.3 percent reported no voice in the selection and assignment of teachers to their schools.
2. Approximately 50 percent of the total group were consulted in some teacher assignments.
3. Cooperation in all assignments was reported by 21.7 percent of the principals.

The replies as to the authority for teacher selections were tabulated by city size but the influence of this factor was not significant.

Direction of the janitorial service—It is sometimes true "that the most important individual about any large school building, after the principal, is the school janitor."¹ Situations exist where it is difficult to tell whether the principal or the janitor is in charge of the school. In other cases "over specialization" of the work of building maintenance prevents the principal from requiring certain types of work of the janitor. It is unfortunate when division of duties exist to such an extent that the effective functioning of the school is handicapped.

TABLE 42.—DIRECTION OF THE JANITORIAL SERVICE IN SCHOOLS UNDER SUPERVISING PRINCIPALS

Extent of Authority	Number of Replies	Percent
Principal has no authority.....	15	2.5
Principal advises, no authority to require improvement.....	150	25.3
Principal cooperates through one in charge of janitors.....	5	.9
Principal has full authority.....	423	71.3
Total	593	100.0

¹ Cubberley, E. P. *The Principal and His School*, Chapter XI, p. 209.

Table 42 gives figures on the responsibility of the supervising principals for the direction of the janitorial service. These points should be noted:

1. Approximately 71 percent of the total group reported that they had full authority over their janitors.

2. The first two groups, possessing little or no authority, constitute 27.8 percent of those reporting.

No significant differences of the principal's authority over the janitorial service were apparent in a tabulation on the basis of city size.

Rules governing routine matters—In the control of the school unit it is necessary for the principal to make certain basic rules. These are frequently specific applications of general city rules to the particular school. The need for broad discretionary powers in this regard is essential in the best conception of the principalship, and to the economy of the superintendent's time.

TABLE 43.—AUTHORITY TO MAKE RULES FOR SCHOOL

Extent of Authority	City Size						Total
	Under 5,000	5,001 10,000	10,001 30,000	30,001 65,000	65,001 100,000	Over 100,000	
Principal may make any rules not in conflict with those of board or superintendent	2	6	82	73	67	179	409
Principal may make some rules without consulting the central office	1	2	13	14	16	20	66
Principal may make rules approved by the central office....	..	3	33	21	18	17	92
Principal cannot make any rules in addition to those from central office	1	..	3	2	..	4	10
Total	4	11	131	110	101	220	577

The authority of principals in the making of routine rules has been shown in Table 43. The points to be noted are:

1. Over 70 percent of the total reported that they had authority to make rules, providing they did not conflict with those of the central office.

2. The two middle groups of the table, those under considerable restriction, constitute 27.3 percent of those reporting.

3. It is surprising that some principals, particularly those in the cities over 100,000 in population, report no authority to make rules in addition to those of the central office.

Selection of textbooks and instructional supplies—The selection of textbooks and supplies is closely associated with the instructional phases of a principal's work. Changes in technics of teaching depend frequently upon the availability of teaching materials. For this reason it is important that the principal exercise some authority in the selection of supplies and textbooks. The value of a central purchasing scheme is generally recognized. The problem is that of determining whether practice limits the principal to the materials selected by the central purchasing agency or whether additional requisitions may be made.

TABLE 44.—AUTHORITY TO SELECT TEXTBOOKS AND SUPPLIES

Extent of Authority	City Size						Total
	Under 5,000	5,001 10,000	10,001 30,000	30,001 65,000	65,001 100,000	Over 100,000	
Principal limited to standard materials furnished all schools....	1	6	67	55	64	153	346
Principal may order subject to superintendent's approval	3	4	54	40	23	46	170
Principal may order within fixed monetary limits	..	1	4	..	7	4	16
Total	4	11	125	95	94	203	532

The situation concerning the selection of textbooks and supplies has been indicated by Table 44. It will be noted:

1. Over 65 percent of the principals were limited to the standard materials furnished to all schools.
2. Other groups, those possessing some discretionary powers, approximate 35 percent of those reporting.

The placement of pupils—The grading and placement of pupils are technical functions of school experts. As the head of the school the supervising principal should exercise this responsibility.

TABLE 45.—AUTHORITY FOR THE PLACEMENT OF PUPILS IN SCHOOL

Authority With:	Number of Replies	Percent
Principal	403	69.7
Superintendent	119	20.6
Superintendent and principal.....	21	3.6
Supervisors	16	2.8
Principal and supervisors.....	11	1.9
Principal and teachers.....	8	1.4
Total	578	100.0

The authority of principals as exercised in relation to placement of pupils has been tabulated in Table 45. It should be noted:

1. Approximately 70 percent of the total group reported that authority for pupil grading rested with the principal.

2. In 24 percent of the reports the authority was in the hands of the superintendent or the supervisors.

3. In six percent of the cases the principal shared the responsibility with some other school official.

The tabulations of the data on pupil placement by city sizes did not show this to be an influencing factor.

Authority for daily program of building—The arrangement of the daily program of the elementary school must be influenced by known facts of fatigue, the correlation of subject matter, and the general requirements of the central office. The principal should exercise the final authority for specific applications and adjustments of these general factors to the particular school.

TABLE 46.—AUTHORITY FOR MAKING THE DAILY PROGRAM

Authority With:	City Size						Total
	Under 5,000	5,001 10,000	10,001 30,000	30,001 65,000	65,001 100,000	Over 100,000	
Teachers subject to principal's approval	3	9	110	79	73	169	443
Principal only	1	1	12	20	15	17	66
Superintendent's office	..	..	4	3	4	28	39
Teachers, principal and superintendent	1	..	7	4	6	4	22
Teachers, principal and supervisors	..	..	..	4	2	1	7
Total	5	10	133	110	100	219	577

The report on the making of the daily program has been shown in Table 46. The points to be noted:

1. Approximately 76.8 percent of the principals approved the daily program prepared by their teachers. The first two groups, wherein the authority lies with the principal, constitute 88.2 percent of those reporting.

2. The authorization of the daily program from the central office was relatively more important in cities over 100,000 in population than in cities of a smaller size.

Determination of time allotments—This obligation has shifted between boards of education, superintendent and committees of principals until now it seems to be included in the work of curriculum

committees. It is doubtful whether the principal should be the final authority in this matter although he should be called upon for suggestions.

TABLE 47.—AUTHORITY IN DETERMINING TIME ALLOTMENTS

Authority With:	Number of Replies	Percent
Superintendent's committees	171	34.1
Superintendent and staff.....	103	20.6
State and local authorities.....	70	14.0
Superintendent and principal.....	63	12.6
Principal	48	9.6
State law or state board.....	46	9.1
Total	501	100.0

Table 47 indicates the persons with the authority to determine time allotments. The points to be noted:

1. There is little agreement as to who should exercise this function.
2. The provision in state legislation for fixed periods in certain subjects explains the existence of the state groups in the table.

A tabulation of the data on the authority to determine time allotments showed a marked tendency for superintendents' committees to assume the responsibility in cities over 100,000 in population.

Determination of content of studies—The determination of the content of school studies is becoming more and more a fruitful field for research. Under most conditions, the principal has neither the time nor the training to conduct such investigations, although he should have the right to make certain adaptations to fit his own community.

TABLE 48.—DETERMINATION OF CONTENT OF STUDIES OF ELEMENTARY SCHOOLS

Determined by:	City Size						Total
	Under 5,000	5,001 10,000	10,001 30,000	30,001 65,000	65,001 100,000	Over 100,000	
Teacher committees under superintendent	5	6	73	70	61	160	375
Superintendent only	..	2	27	10	17	12	68
Board of education.....	..	..	14	4	7	19	44
Superintendent and principal....	..	..	5	2	3	4	14
Board of education and superintendent	..	..	6	2	..	3	11
Supervisors	..	..	3	2	4	1	10
Course of study department....	..	..	1	..	1	7	9
Principal only	..	..	3	2	1	1	7
State and local authorities.....	..	..	1	1	1	..	3
Total	5	8	133	93	95	207	541

The authority to determine the content of the school studies rests with many different persons according to Table 48. The points to be noted:

1. In a majority of the cases the authority has been delegated to committees appointed by the superintendent.

2. The development of course of study departments is indicated by the reporting of seven departments in cities over 100,000 in population.

Determination of specific method—The right to determine the specific methods to be used by the teacher bears closely upon the principal's work in improving instruction. The conduct of experimental work requires that the principal exercise this authority.

TABLE 49.—DETERMINATION OF SPECIFIC METHOD TO BE USED IN SCHOOL

Determined by:	Total	Percent
Principal and teachers.....	378	72.3
Superintendent, principal and teachers...	49	9.4
Superintendent only	30	5.7
Teacher only	24	4.6
Supervisors	15	2.9
Superintendent and principal.....	10	1.9
Principal only	8	1.5
Committee on course of study.....	5	.9
Supervisors, principal and teachers.....	4	.8
Total	523	100.0

In Table 49 there has been indicated the persons authorized to determine the specific methods used in the school. The points to be noted:

1. That more than 72 percent of the principals exercised this function in cooperation with the teachers.

2. The wisdom of the situations may be questioned where the superintendent, the principal or the teacher exercises the function without the cooperation of any of the other school workers.

A tabulation of these data by city size indicated that the influence of this factor was negligible.

Summary and conclusions—Table 50 gives a composite picture of the principal's authority on the general powers discussed in this chapter.

It appears that the supervising principal has full authority to direct the janitor, to make building rules and to place pupils. He has little authority in the selection of textbooks and supplies, in determining

time division of studies and in deciding the curriculum content. The selection and assignment of teachers is shared with the superintendent. The determination of specific method and the making of the daily program is shared with the teachers.

TABLE 50.—SUMMARY OF AUTHORITY ON GENERAL FUNCTIONS

Kind of Authority	Most Frequently Mentioned Person or Group Exercising the Authority
1. Selection and assignment of teachers..	Superintendent and principal cooperate in some assignments
2. Direction of janitor.....	Principal has full authority
3. Authority to make rules for school...	Principal may make any rules not conflicting with general rules of system
4. Selection of textbooks and supplies...	Principal limited to standard supplies furnished to all schools
5. Placement of pupils.....	Principal has full authority
6. Making daily school program.....	Teacher with principal's approval
7. Determining time allotments.....	Superintendent's committees
8. Determining content of studies.....	Teacher committees under superintendent
9. Determining specific methods.....	Principal and teacher

In this summary we have a statement of some of the common practices as concerned with the exercise of certain responsibilities by the supervising principal. The principal or head teacher originally exercised little responsibility. His duty was to carry out, in detail, the activities assigned to him by the superintendent. Many principals have had and still have little voice in the selection of their teachers, in placing pupils, in determining methods of teaching and of curriculum content, or even in directing the janitor.

Such conditions are no longer justified either in theory or by best practice. Elementary principals need the opportunities of advising and cooperating with the superintendent. This does not mean the placing of responsibility upon the principal before he is trained to accept it, but rather a gradual evolution through mutual understanding and cooperation.

The essentials of this situation of mutual understanding have been described by Cubberley¹ as follows:

The principal of a school and the superintendent of a school system hold somewhat complementary positions in the administration of a system of public instruction. The superintendent of schools is primarily responsible to the school board and to the people of the whole city for the successful conduct of the whole school system; the principal is primarily responsible to the superintendent for the successful conduct of a single school, or group of related schools. It is primarily the function of the superintendent to think and to plan and to lead; it is primarily the function of the principal to execute plans and to follow and to support. It is also the function of the superintendent of schools to pass upon and decide the more important matters referred to him from the schools and by the school board; it is the function of the principal to decide as many matters of a local nature as is

¹ Cubberley, E. P. *Op. cit.*, p. 19.

possible, and to refer for decision only the more important questions to the central office above. A principal should be able to sense the superintendent's policy, and to carry it out without bothering him continually for details. He should also note the results of the policy in action, and should be willing to call the attention of the superintendent to what seems to him to be needed changes or to danger ahead. Both superintendent and principal must be alike able and willing to shoulder responsibility, to be frank and helpful to one another, and at times each must stand firmly in defense of the other.

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CHAPTER IX

THE PRINCIPAL AND THE SUPERVISOR

THE MOST RAPID and complicated variations in school organization have taken place in cities. It is here that the articulation of the work of the elementary school principal with such officers as the superintendent, the general supervisor and the special supervisor becomes a problem of major importance.

It is the purpose of this chapter to present data on the relationship of the elementary school principal to the supervisors. Practice does not as yet clearly distinguish between the general and special supervisor. Usually, the general supervisor has complete oversight over all schools or a particular grade level of schools without limitation as to the specific subjects taught. He secures his authority directly from the superintendent and carries on his work chiefly through the principals. In practice he may be called an assistant superintendent, deputy superintendent, district superintendent, district principal, director or supervising principal. There may be variations in the authority of persons acting under these titles, but their relationship to the principal is in a general supervisory capacity. A new development along this line is the appointment of "directors" of elementary schools. Sometimes these officers are persons with administrative experience in elementary schools and are thereby fitted to improve the elementary schools of a given city by working through the elementary school principals.

The special supervisor is an expert in a specific field or subject of instruction who works directly with the teachers. In progressive educational theory he does not have administrative authority from the superintendent, but serves as the expert advisor of the principal and instructor of teachers. In practice these persons may be called supervisors of art, music, penmanship, physical education, health instruction, vocational education and so forth.

The relationship between principals and special supervisors— There have been cases of incomplete coordination of activities between principals and special supervisors. One cause of this condition has been the lack of definite assignment of duties to the special supervisor. Thune reported on this point after a study of questionnaires from supervisors as follows:

Another noticeable feature about the replies of the supervisors is that the supervisor is quite free to assume whatever duties are deemed best. Being left

free to choose their duties, so frequently in accordance with their own conception of duties, shows that school administrators delegate broad discretionary power to the special supervisor to do whatever is necessary to produce educational results.¹

The right to "broad discretionary power" has certain advantages, particularly in new positions seeking complete development. On the other hand this freedom has not worked out to complete satisfaction because it has not been guided into proper channels. Misdirected efforts have often prevented the complete cooperation which should exist between special supervisors and principals.

Furthermore, broad discretionary power has contributed to the habit of many supervisors of engaging in administrative duties when they were employed primarily for supervisory work. Superintendent Cody of Detroit has reported:

Sixty percent of the time of a supervisor is given to administrative duties, about sixteen percent to supervisory work, about twenty percent to research and adjusting courses.²

To discover the understanding principals have of their relationship to special supervisors the question was asked, "Do you have any responsibility for the subjects for which special supervisors are employed?" Space was given for the principals to state the nature of the responsibility. All questionnaires were tabulated for supervising principals in cities over 65,000 in population.

TABLE 51.—IS THE PRINCIPAL RESPONSIBLE FOR THE SPECIAL SUBJECTS?

Answer	School Size					Number of Replies ³	Percent
	Under 500	501 1000	1001 1500	1501 2000	Over 2000		
Yes	59	137	26	7	2	231	72.6
No	16	22	3	..	..	41	12.9
Not definite	3	30	4	2	..	39	12.3
Blank	1	6	..	..	..	7	2.2
Total	79	195	33	9	2	318	100.0

Table 51 indicates the replies of supervising principals to the question of their responsibility for the special subjects. It will be noted:

1. Over 72 percent of the principals had some responsibility for the special subjects.

2. Forty-one or 12.9 percent felt no responsibility for the special subjects.

¹ Thune, Elmer T. *The Place and Functions of Supervisors of Special Subjects in City School Systems*, M. A. Thesis, University of Washington, 1926, p. 42.

² Cody Frank. "Why Is A Supervisor," *Educational Administration and Supervision*, Vol. VI, No. 2, February, 1920.

³ Only 318 of the 617 supervising principals were in cities over 65,000 in population.

3. The remaining 14.5 percent were not sure of their responsibility or did not answer.

TABLE 52.—TYPE OF SUPERVISING PRINCIPAL'S RESPONSIBILITY FOR THE SPECIAL SUBJECTS

Answer	School Size					Total	Percent
	Under 500	501 1000	1001 1500	1501 2000	Over 2000		
Carry out the supervisors directions or policies.....	35	62	7	1	..	105	33.0
General checking of the teachers	5	30	5	1	..	41	12.9
Advisory	3	2	..	..	..	5	1.6
Cooperative	15	30	6	2	1	54	17.0
Principal fully responsible.....	1	32	10	4	1	48	15.1
Blank	20	39	5	1	..	65	20.4
Total	79	195	33	9	2	318	100.0

Table 52 indicates the type of responsibility supervising principals reported for the special subjects taught in their schools. It will be noted:

1. Approximately 80 percent of the total group made some reply as to their responsibility for the special subjects. Twenty percent did not answer the question.

2. More than 30 percent of the supervising principals understood their responsibility as "carrying out the wishes of the special supervisor."

3. The "cooperative" and "principal fully responsible" relationships account for 102 or 32 percent of the group.

The relationship between principals and general supervisors—A study of returns of the 318 questionnaires from supervising principals indicates that the general supervisor is less likely to be disturbing to routine of the school than the special supervisor. Usually these general supervisors visit infrequently and by working through the principals are able to accomplish their objectives without disturbing the regular school program.

TABLE 53.—NUMBER OF SUPERVISING PRINCIPALS VISITED BY GENERAL SUPERVISORS

Answer	Total	Percent
Yes	244	76.7
No	68	21.3
Blank	6	2.0
Total	318	100.0

According to Table 53, 244 or 76.7 percent of those reporting receive supervision from general supervisors. Table 54 shows the relationship existing between general supervisors and supervising principals. It will be noted:

1. Over 44 percent considered their relationship with the general supervisor as "cooperative" in nature.
2. Only nine principals considered themselves as "final authorities" in dealing with general supervisors.
3. Over 38 percent did not state their relationship to the general supervisor. A tabulation of these data by school size shows the influence of pupil enrolment to be negligible.

TABLE 54.—RELATIONSHIP BETWEEN GENERAL SUPERVISOR'S WORK
AND THAT OF SUPERVISING PRINCIPALS

Relationship	Total	Percent
Carry out supervisors directions or policies.....	37	11.6
Intermediary between teachers and supervisors..	3	.9
Adapt general plans to particular school.....	4	1.3
Advisory	1	.3
Cooperative	142	44.7
Principal has final authority.....	9	2.8
Blank	122	38.4
Total	318	100.0

A tabulation of these data by school size shows that none of the principals in schools enrolling more than 1000 pupils consider their relationship with general supervisor as that of "carrying out" instructions.

A study of the preceding tables reveals a possible suggestion for improving the coordination of work between principals and special supervisors. Many principals understand their responsibility for the special subjects to be that of "carrying out" instructions of the supervisor. With the general supervisors the principals understand their relationship to be "cooperative" in nature. It should not be impossible to expect the application of the term "cooperative" to the relationship between special supervisors and principals. To secure this would mean (1) that many principals should inform themselves on the technics of the special subjects, and (2) that special supervisors should rely upon the judgment of principals in supervising the special subjects.

Seattle, cooperative supervision—Cooperation in the Seattle schools has been promoted by "the bi-weekly principals' meetings called by

the superintendent, and the regular monthly professional meeting of the Seattle Principals' Association."¹

At these meetings both principals and supervisors are given opportunities to discuss frankly and in detail their many problems:

Each supervisor had a meeting of her own at which she was to sell the work she is supervising to the principals. Outlines and charts were presented. The talks were exceedingly interesting and enlightening. The supervisors claim their profit was as much as, if not in excess of, that gained by principals. It resulted in their getting their work better organized and gaining confidence in themselves in being better able to defend it.²

The further working out of the meetings show that there are not many "taboo" or hushed subjects for discussion:

The over zealous supervisor is here restrained. It is here that every principal knows personally as well as professionally every supervisor. He comes to realize more completely the problems of the supervisor, appreciating more fully the importance of the rôles played by them. He loses the narrowness that is apt to be his if this opportunity of change of ideas is not provided. He is also more apt to give a supervisor a more respectful hearing on matters pertaining to his own building. It is this intimate acquaintance, this sympathetic and generous feeling toward each other that makes it possible to solve those overlapping functions in a manner quite generally satisfactory.³

The keys to the whole problem are: that discussion brings out facts, facts properly assembled make information, information leads to understanding, and understanding results in mutual cooperation. Meetings where frankness is not basic or where principals and supervisors are not sure of the plans of the other group do not meet the criteria laid down by this article.

Detroit, a training program—Two factors at work in Detroit which have changed the supervisory program, (1) the rapid growth of the city and (2) the organization of district principals.

So it happened, as it has happened in other cities that the supervisory visits of the principal tended to partake largely of the nature of a tour of inspection in which the general condition of things were noted, suggestions of a general nature were offered, and occasionally a device or method observed elsewhere was passed along, while the actual improvement of instruction was by mutual consent turned over in large part to the supervisors of the various subjects.⁴

¹McIlravy, F. D., "The Right Relationship of Cooperation Between the Elementary School Principal and Supervisors," *Bulletin, Department of Elementary School Principals*, Vol. IV, No. 1, October 1924, p. 37.

²McIlravy, F. D., *ibid.*, p. 37.

³McIlravy, F. D., *op. cit.*, p. 38.

⁴Birkham, George, "The Right Relationship of Cooperation Between the Elementary School Principal and Supervisors," *Bulletin of Department of Elementary School Principals*, Vol. III, No. 3, April, 1924, p. 166.

With the growth of the city it became impossible for the supervisors to make enough visits, hence it became essential for the principal to assume more supervisory responsibility.

With this in mind the administration proceeded to formulate plans to develop a set of objective standards in each subject whereby the quality of instruction might be judged and through the medium of the district principals to train the elementary principals of the city in the use of these standards.¹

The initiative in the development of the technic of supervision in each case has been taken by the supervisor. She assembles those definite factors which seem to her to make for the success or failure of a recitation in her particular subject. She attempts at all times to avoid vague intangible terms and presents only those items which are definite and observable.

In penmanship, for instance, she does not ask us to draw upon our imagination to search out and capture that most elusive character in the realm of pedagogy, "self-appraisal," but she points out certain eye movements which tell us a volume concerning this important factor in education.

After the supervisor has completed her "Items for Observation," she presents the material to the sixteen district principals, who after careful study and experimentation in their own building, suggest such changes, eliminations, or additions as seem advisable. The items are then revised to meet the criticisms offered and a series of observation lessons are planned at which the entire group of district principals under the supervisor and the head of the department of supervision apply the items to actual classroom situations. Following each lesson a meeting is immediately held in which the various points are considered, and an attempt is made to harmonize the judgments of the various members of the group relative to the evaluation of each item in the lesson.²

After the district principals have been trained they in turn must train the elementary school principals of their own district. In time this basic information is looked for among the teachers as evidence that the many principals have passed the training along. In this way the position of principal is dignified, his local school knowledge is capitalized and he is endowed with the confidence of preparedness.

Nor does this arrangement as worked out in Detroit detract from the dignity of the position of supervisor. It rather enables her to use her time more economically and to better advantage. She remains the expert in her field with a knowledge and grasp of her speciality that the principal cannot hope to have. Instead, however, of making the rounds from building to building and from teacher to teacher and instead of spending her time in rooms where she is not needed, she is now called in as the specialist to work only in that place or places where problems have arisen which are beyond the technical knowledge of the principal. By this saving of her time she is given the opportunity to apply herself to the larger phases of her work—namely, experimental research in methods and course of study material.³

The Detroit scheme has merit in the series arrangement of several factors: (1) the supervisors teach the principals to look for certain things in the special subjects, (2) through this knowledge principals

¹ Birkham, George, *op. cit.*, p. 166.

² Birkham, George, *op. cit.*, p. 167.

³ Birkham, George, *op. cit.*, p. 168.

are able to assume practically full supervision of their own building, (3) through this release from general supervision supervisors are able to become experts who are called upon only in the more technical situations. None of these shifts reduce the dignity of the positions concerned. The principal becomes more expert in his supervision while a great deal of the petty routine of travel, checking of teachers, and the like, is minimized for the supervisor.

Attitudes of superintendents on the supervisor-principal relationship—Superintendent Fred Hunter of Oakland, California, has set forth his attitude as follows:

The most difficult rôle which the principal is called upon to assume is that of manager of special supervisors working in his building. A school system organized upon right lines places the authority of the local school under a single headship—that of the principal. All supervisors and special officers of instruction should come to the local school as technical experts in their respective lines. They are the functionaries of the superintendent's office in highly specialized fields. However, unless clothed by special order from the superintendent's office with executive and administrative authority they have none in the local school. They are sent to become supervisory experts under the direction of the principal while within his school. The principal is held finally responsible for the type of instruction in his school. He is expected to make full use of the technical experts provided by the school system in lines in which he is not so expert. It is the business of the supervisors upon going to his school to report to his office, and it is his fault or the fault of the relationship between himself and the superintendent if they do not. From that moment they are at his disposal to help in the development of curriculum methods and technic of instruction among his teachers and in the classrooms. At his suggestion they will make frequent use of demonstration lessons. Like the principal himself they will relieve themselves of the cloak of authority except in case of emergency. They will undertake the same rôle of natural leadership that the principal himself assumes. The principal should regard them as his best advisers along all technical lines represented by them. The superintendent so regards them. A large part of the success of the school in its use of the very highly specialized curriculum which modern education has developed will depend upon the way in which the principal thus manages his special supervisory force.¹

In Detroit the supervisor's functions have to do with: research, training and field work. The functioning of the principal and supervisors has been described as follows:

The plan for supervisory visits on call is based upon the assumption that the supervisors, with the assistance of teachers and principals will set up general and specific standards to be used by principals in judging the quality of the work done by teachers under their direction. In these activities of the principals, a distinction is made between teacher-direction and teacher-training.

No principal is expected to have expert knowledge of the content and teaching technic of the various subjects or to give expert assistance to teachers. This is the province of the specialist. However, principals are expected to have such general knowledge of the technic of teaching, and of the content of the

¹ Hunter, Fred M., "The Principal and the Superintendent," *Bulletin of Department of Elementary School Principals*, Vol. IV, No. 1, October, 1924, p. 33.

various subjects as to give general direction and assistance to teachers, to judge the quality of work done, and to direct teachers to sources of information, or to examples of good teaching within the building, or within the district.¹

Superintendent T. W. Gosling of Madison, Wisconsin, has sounded a warning in his statement that the principal should be held accountable for results when he disregards the advice of supervisors. The statement of complete relationship is interesting.

In a well-organized school system the principal is the direct representative of the superintendent in his school; he has full charge of the school and is responsible to the superintendent for his official conduct. The principal occupies a commanding position in the school system. He is the field officer directly responsible for the educational campaign in his district.

Supervisors, on the other hand, are the special advisers of the superintendent in matters of policy relating to their departments. They are the experts to whom the superintendent must look for assistance in making decisions with regard to matters on which he needs technical and professional advice.

The superintendent may assign supervisors to specific tasks in the various school buildings of the city. When a supervisor enters a school building, he comes within the jurisdiction of the principal of the school and should not undertake to make any radical changes or to introduce any policies without the knowledge and consent of the principal. It is only by an arrangement of this kind that a conflict of authority can be avoided.

Just as the supervisor is the technical adviser of the superintendent so should he be the technical adviser of the principal. Both superintendent and principal will do well to lean heavily on their technical advisers. As the superintendent may disregard the supervisor's advice because he is convinced that there is a better way to proceed than the one suggested, so may the principal disregard the advice of the supervisor. It should be clearly understood, however, that when the principal fails to accept the advice of the supervisor on those matters in which the supervisor is acting on the instruction of the superintendent, the obligation rests on the principal to explain his procedure and to show that his way is the better.²

Attitudes of college professors on the principal-supervisor relationship—According to Cubberley³ the fundamental principles underlying the relationship of the principal and supervisor are these:

1. In the organization and administration of a school building the principal is in control, and changes in organization should not be made by special supervisors without his consent, and would best be made by his specific orders.

2. When the special teacher or supervisor enters his building to work, he or she comes under the professional supervision of the principal, and the relationship now established lies somewhere between that of a teacher in the school and that of a visiting superintendent.

3. The prime purpose of the special supervisors is to train the regular teachers, where this is possible, to do the special work, and to this end the special supervisor stands in much the position of an assistant principal whose function is that of improving instruction within the school.

¹Spain, Charles L., "A Statement of Policy concerning the Supervision of Instruction," *The Detroit Journal of Education*, Vol. 3, May, 1923, pp. 393-394.

²Gosling, T. W., "The Adjustment of the Duties of the Supervisor to those of the Principal," *Elementary School Journal*, Vol. 26, September, 1925, pp. 18-21

³Cubberley, E. P., *op. cit.*, pp. 421-422.

4. The principal, conversely, should keep closely enough in touch with plans and work of the special supervisors to enable him to promote efficiency in the work, and to help his teachers in planning their teaching of the special subjects.

5. Special teachers who enter the building to do special teaching service, while in the building must be regarded as teachers in the school, and as subject to the same regulations and supervision as are other teachers.

6. The supervisor should usually reach the building before the opening of school, should inform the principal of his presence, should see that any changes in program desired meet with his approval, and in most cases should have a conference with the principal before leaving. If a teacher needs help, the supervisor should confer with her also.

The above principles cover the basic relationships, but the usual difficulty is that such topics are not discussed freely between principals and supervisors. Frequently the superintendent assumes that these principles are understood by the persons concerned simply because they have been presented in a formal meeting. This assumption has no merit in fact for actual situations must be considered in order that the implications of the principles may be fully applied. It is this frankness of discussion which is basic to the successful relationships attained in Seattle and Detroit.

McGaughy has traced the line of school administrative authority from the people of the state through the superintendent to the principal. His statement of relationships between school officials of a local school system is as follows:

School organization can be defended only if it is a means to an end, never if an end in itself. Always it must facilitate among teachers, principals and supervisors, that cooperation which is absolutely essential to good teaching and effective learning in the classroom. If school organization is effected with this one end in view, the historic and alleged "conflicts" between supervisors and building principals are completely impossible. Let us follow the line of authority as it should lead from the unit of government which has complete and final jurisdiction in all matters of public education down through the several intermediate agencies.

The courts have ruled repeatedly that education is a function of the state. The sovereignty of a state is vested in all of the people of the state. The will of the people of this sovereign state must be made effective through some body to which they delegate authority. This body is commonly known as a State Board of Education. It should choose its own executive officer who shall carry out the policies which the state board adopts. This officer and his staff of helpers constitute the State Department of Education. This is the administrative unit which puts into effect the will of all of the people of the state.

The major part of the authority and responsibilities delegated to the State Board and its executive Department is in turn delegated to the people of each local unit of school administration. Practically all state boards of education retain the authority to determine certain minimum standards which must be met by all of the public schools of the state. With the exception of these standards practically full authority for the organization and maintenance of public schools is delegated to the people of each local area.

To local boards of education is delegated the authority in school affairs handed down to the local area by the people of the whole state. The policies of the local board must be put into effect by an executive officer. He should be trained

technically and professionally to work out the practical details of public school organization and procedure. This executive officer is the local superintendent of schools. The local board of education exercises the authority delegated to it by the state in three ways: (1) By determining the general education policies for the local area; (2) in choosing and supporting the superintendent of schools who shall make these policies effective; and (3) by assuring itself that the superintendent of schools carries out its policies successfully and practically. The superintendent of schools in his official position as the sole executive officer of the local board of education therefore faces the necessity of administering the authority and responsibilities delegated by the people of the state to the people of the local unit of administration. The superintendent exercises this authority by delegating full responsibility for the educational program offered in each school building of the system to the principal of that building—subject, of course, to the educational and administrative safeguards necessary to guarantee that the general policies of the board of education shall be carried out and that the school system shall function effectively as a whole and not as a group of small disjointed units. In order that the superintendent may be justified in holding the principal fully responsible for the success of the educational program in his building this principal must be given full authority over the classroom teachers who cooperate with him in making this success possible.

If the school system is sufficiently large it will be found necessary for the superintendent of schools to have one or more administrative representatives who are commonly called assistant superintendents of schools. In such cities the line of authority passes from the superintendent of schools to the assistant superintendent of schools and from him to the principal. In some cities there are corresponding administrative officials known as associate superintendents or deputy superintendents. Occasionally there is a deputy principal interposed between the assistant superintendent and the building principal. The organization of these administrative positions in no way changes the direction or "singleness" of the line of authority between the superintendent of schools and the building principal. The principal is then responsible to the superintendent of schools through one or two intermediate administrative agents.

We now have established the straight line of authority which characterizes sound public school organization. It reaches directly from the people of the state or commonwealth as the sovereign group directly responsible for public education, through the state board of education to the people of the local area and their representative board of education, through the superintendent of schools and the building principal directly to the teacher and the pupil in the classroom. It is now our problem to determine where the elementary supervisor belongs in this organization.

It is at once clear that the supervisor must not be given authority over the classroom teacher. In that case the teacher would have to endure the confusion and embarrassment of being responsible to two different authorities and neither the supervisor nor the principal would be able to hold her accountable for the success of her service. The same sort of reasoning precludes the possibility of placing the supervisor at any point in the single line of direct authority which must characterize sound organization.

The most successful solution is that of organizing the elementary supervisors of the school system as a staff of the superintendent of schools. If there be an assistant superintendent in charge of elementary schools the elementary supervision staff will be directly responsible to that official. This staff of supervisors then acts as a service bureau to the superintendent or to one of his assistants just as the bureau of research should do.

Under this organization the relationship of the supervisor to the building principal is conducive to supervision of the most constructive and effective kind. The supervisor is without power or authority to make demands upon the principal or any one of his teachers; the principal, therefore, cannot be embarrassed

or confused in accepting full responsibility for the educational program within his school. The supervisor must be an adviser and sympathetic helper, working in full cooperation with the principal and the teachers if she is to succeed in her position. The relationship between a teacher and a good supervisor is most delicate and is subtly affected by conditions of apparently minor importance. The supervisor who is in a position to make demands or to exercise authority is at once placed under a serious handicap as an inspiring, constructive adviser and helper of either principals or teachers. It is in this sense that a "conflict" between a supervisor and building principal is completely impossible under a sound plan of organization. In the administrative sense, the principal can *never* be wrong.¹

Summary and conclusions—This chapter has presented facts on the official relationship existing between principals and supervisors as reported by approximately six hundred supervising principals.

The data of the chapter indicate that further research is necessary to establish the principles to govern the relationship between principals and supervisors. Present practice does not indicate any great amount of agreement as to what this relationship should be.

According to the arbitrary definition of this report and a certain percent of cities the general supervisor, also known as assistant superintendent, etc., is usually a supervisory official with administrative authority from the superintendent. He works through principals in improving instruction.

The special supervisor as defined in this report and as found in some cities is a technical adviser of the principal. Interviews with principals indicate that they want special supervisors without administrative authority to assist them in supervising penmanship, music, art, and other specialized fields.

The majority of principals reported their work with general supervisors as "cooperative" in improving instruction. The most frequently mentioned relationship with special supervisors was "carrying out instructions." There were evidences in the replies of principals of uncertainty as to the exact official relationship.

One reason for lack of coordination between principals and supervisors has been the indefiniteness of the assigned authority. This has been particularly true of special supervisors who have assumed administrative authority belonging to principals.

Examples of cities were given where conferences between supervisors and principals have cleared up the delimitations of authority and coordinated the types of activities. The committee believes that such conferences would prove of value in most situations.

¹This statement is from a communication of February 1, 1928, from J. R. McGaughy, Professor of Education, Teachers College, Columbia University, New York City.

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CHAPTER X

THE PRINCIPAL AND THE COMMUNITY

ONE IMPORTANT DUTY of the elementary school principal is the establishing of contacts with the community. Each year finds more superintendents looking upon the school as a unit and upon the principal as the directive head of that unit. The principal must know his school and his community if he is to influence them in functioning effectively in child development. In the largest sense the principal is the connecting link between the school system and the parents of the community. The relationship has been thus described by Superintendent Susan M. Dorsey of Los Angeles:

Perhaps the principal has never thought of himself as an interpreter, yet this is one of his most important functions. The many-sided relations with community, board of education, superintendent, teachers, and children create situations where it is possible for the principal to so interpret the board of education to the community and the school; to so interpret the superintendent to the community and the school; and finally to so interpret the teachers and education itself, to the community as to create an atmosphere of understanding or dissatisfaction.

The principal who has the ability and disposition to interpret to the teachers in his school and to the community the policies and desires of the board of education in such manner as to secure acceptance and even approval has rendered a great service. Especially is this true when the controlling board is forward-looking and advocates advanced movements that call for more funds from the public and increased service from teachers; then the principal has his *great opportunity* to interpret the needs so as to win the approval and support of both teachers and community for the proposed forward movement.¹

This chapter will deal with the community activities of approximately six hundred and fourteen supervising principals.² It presents data on such activities of principals both inside and outside of their schools.

Functions held in the school—The supervising principals were asked to state the number of school functions held at night in their respective schools. These evening meetings are frequently the only opportunities offered principals for contact with both the mothers and the fathers of the school pupils.

¹ Dorsey, Susan M. "Principals as Interpreters," *Bulletin, Department of Elementary School Principals*, Vol. V, No. 2, January 1926, pp. 90-93.

² Only 614 of the 617 replies could be tabulated by city size.

TABLE 55.—NUMBER OF FUNCTIONS HELD AT NIGHT IN SCHOOLS UNDER SUPERVISING PRINCIPALS

Number of Events Each Year	City Size						Total
	Under 5,000	5,001 10,000	10,001 30,000	30,001 65,000	65,001 100,000	Over 100,000	
No answer or none.....	3	6	55	34	16	68	182
1- 2	2	1	33	17	16	51	120
3- 4	..	3	15	19	22	44	103
5- 6	..	1	17	15	11	27	71
7- 8	..	..	5	10	4	5	24
9-10	..	..	5	6	12	18	41
11-12	1	..	2	3	7	6	19
13-14	..	..	2	2	3	2	9
15-16	..	..	4	2	6	7	19
17-18	..	..	1	..	..	1	2
19-20	..	..	..	2	..	4	6
21- 50	..	..	1	2	2	6	11
51-100	..	..	1	1	2	..	4
101-120	..	..	..	1	1	1	3
Total number of prin- cipals	6	11	141	114	102	240	614
Percent holding events	50.0	45.5	61.0	70.2	84.3	72.0	70.4

Table 55 indicates the number of school events held in schools in cities of various sizes. The points to be noted are:

1. Those reporting events constituted 70.4 percent of the total number returning the questionnaire.

2. The median number was 3.81 events for those answering the question.

Data not shown in the tables indicated that approximately 51 percent of the principals had presided from one to fifty-five times at these functions. A study of the percent in terms of city sizes indicated that the schools of the larger cities have more events.

✓ *Time spent in community work*—It requires regular devotion to community work to establish an effective relationship. The amount of time cannot be determined by arbitrary methods for the demands of each community must be met in terms of its own problems. The number of hours devoted by supervising elementary school principals to community work has been shown by Table 56. It will be noted:

1. Over 64 percent of the principals reported some time given to community work. It is surprising that 35.8 percent of the principals did not report any time given to community work.

2. The medians for the various city sizes range from 1.70 hours per week to 2.5 hours with a tendency toward smaller amounts of time in the largest cities. The median for the whole group was 1.96 hours per week.

TABLE 56.—HOURS PER WEEK DEVOTED TO COMMUNITY WORK BY SUPERVISING PRINCIPALS

Hours per Week	City Size						Total
	Under 5,000	5,001 10,000	10,001 30,000	30,001 65,000	65,001 100,000	Over 100,000	
No answer or none.....	1	2	53	34	37	93	220
Less than one.....	..	..	..	3	2	5	10
1-3	4	8	60	40	35	94	241
4-6	..	1	21	21	20	33	96
7-9	..	..	2	5	5	6	18
10-12	1	..	3	7	2	4	17
13-15	..	..	..	3	..	2	5
16-18	..	..	1	1	..	1	3
20	..	..	..	..	..	2	2
25	..	..	1	..	..	..	1
60	..	..	..	..	1	..	1
Total no. of principals..	6	11	141	114	102	240	614
Median no. of hours..	2.5	2.31	1.88	2.5	2.03	1.70	1.96

Community activities of supervising principals—The types of activities in which the supervising principals participate are of interest. There were 125 more or less separate movements mentioned of which 68 were of general community interest regardless of race, creed or sex. These 68 activities could be grouped as follows:

Type of Activity	Example of Type	Frequency of Mention
Welfare	Community Chest Drive.....	24
Health	Child Clinic	15
Improvement	Chamber of Commerce.....	15
Child Recreational	Scouts	9
Educational	Parent-Teacher Association	3
Thrift	Thrift Drive	2
		68

The five most frequently mentioned movements of general interest were:

(1) The American Red Cross, (2) The Community Chest Drive, (3) Parent-Teacher Association, (4) The Junior Red Cross, (5) Boy Scouts of America.

Other prominently mentioned types of work were: church, church auxiliary, foreign relief and school alumni. None of these restricted groups were mentioned as frequently as the American Red Cross and the Community Chest. This fact suggests that the community activities of the majority of principals tend to be broad in scope.

The question asking principals to list general community activities in which they were interested proved to be a "catch-all" for

seven hundred and thirty items. It was almost impossible to classify these activities into related groups, but fully 30 percent of the six hundred principals mentioned work connected with their respective churches.

✓ *Social-civic organizations*—Principals were asked to list the names of the social-civic clubs of which they were members. This question tended to overlap with the one on "community work."

TABLE 57.—NUMBER OF SOCIAL-CIVIC CLUBS FOR PRINCIPAL

Number per Principal	Number of Replies	Percent
0	291	47.4
1	192	31.3
2	79	12.9
3	38	6.2
4	12	1.9
5	2	.3
Total number of principals....		614
Median number of clubs.....		1.08

The number of social-civic clubs reported per principal has been shown in Table 57. More than 52 percent indicated membership in one or more social-civic clubs. The median for the total group approximates one organization. A tabulation of these data by city sizes did not indicate significant influence by this factor.

The six most frequently mentioned organizations were: (1) The Women's Club, (2) Chamber of Commerce, (3) League of Woman Voters, (4) Women's City Club, (5) Business and Professional Women's Club, (6) Improvement Association.

None of the most frequently listed clubs were for men only, although four of the six were restricted to women. Only two percent of the total group reported the names of service clubs such as the Kiwanis or Lions' Club. The tabulation revealed that the men were scattered among clubs of many diversified names and interests while the women principals tended to concentrate in fewer organizations.

Summary and conclusions—This chapter has studied the community contacts of elementary school principals as indicated by, (1) the number of evening programs held at the school, (2) the number of hours given to community activities, (3) the types of community welfare movements in which principals take part and (4) the memberships in social-civic organizations.

A majority of the principals reported that evening meetings were held in their schools. More than fifty percent of these meetings were

presided over by the principal. A relatively larger percent of the principals in larger cities reported meetings in their schools than did the principals in smaller communities. The median number of meetings reported by the total group was approximately four events a year.

The principals reported a median of 1.96 hours a week devoted to community work. A tabulation by city size showed the smallest median in the largest city group. The amount of time which should be given to community affairs cannot be determined finally by any general standard. In some communities principals will need to give more time to this work than in other communities. It is a sound principle that community work should not be so great in its demands that it interferes with a principal's efficiency in his school.

The majority of principals take an interest in many community movements. These include organizations of general interest such as the American Red Cross, and organizations of a specific interest such as clubs and churches. The committee believes an interest in activities of broad scope is desirable.

The information on social-civic organizations indicated that the median number of memberships per principal was approximately one. A study of the complete list of organizations showed the women principals concentrated in a few organizations, while the men held memberships in several groups. It was surprising not to find the luncheon clubs, such as Kiwanis and Lions', mentioned by more principals. These organizations have given individual principals the advantages of community contact, while providing the school system a means of disseminating school publicity.

To emphasize the importance of community contacts to the principal and through him to the schools in general we may quote again from Superintendent Dorsey.¹

It is the peculiar responsibility of principals—and here I must add the teachers, also—constantly to interpret the *function of public education*.

In no surer way can there be established in the minds of the people a conviction of the necessity of the American public school and the peril of any abatement of its activities. . . . Every plan and undertaking, every proposed expenditure, should be matter of common knowledge and, what is more important, matter of perfect understanding, in order to secure the sympathetic cooperation of the public, or make sure that objections are reasonable. An attitude on the part of school people that theirs is the business of managing the schools; that it is hopeless to expect people in general to comprehend the aims and proposed outcomes of education, is a trifle presumptuous, for a part of the business of educators is to make what they are doing comprehensible to all whose support is needed for the enterprise.

¹ Dorsey, Susan M., *op. cit.*, pp. 92-93.

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CHAPTER XI

ASSISTANTS OF THE SUPERVISING PRINCIPAL

CIRCUMSTANCES frequently force elementary school principals to devote time to duties which could be performed by persons with less training. Superintendents have sought to correct this situation by providing supervising principals with vice-principals or assistants to the principal, and office clerks. These assistants have been of material aid, although the complete solution of the problem will be brought about through, (1) the reduction of routine clerical work to a minimum, (2) the training of principals in the best use of assistance, and (3) the provision of adequate assistance.

This chapter will present data concerning the assistant or vice-principal, and the office clerk.

Selection of assistant principals—According to the replies of supervising principals, assistant principals are usually selected by the superintendent acting alone. The order of authority in selection was as follows: (1) superintendent only, (2) principal, (3) school board, and (4) superintendent and principal cooperatively. This order of authority held consistently for all city sizes. There was a tendency in cities over 100,000 in population for school committees and assistant superintendents to participate in the selection.

Basis of selection of assistant principals—The returns did not indicate concrete or well standardized requirements on the matter of selection. In cities under 100,000 in population the training required was "that of the teacher," while in cities over 100,000 in population there was a tendency toward a local or a state supervisory credential in addition to preparation for teaching. The preference in all city sizes was for women rather than men.

The requirement as to type of previous experience was either "teaching" or "elementary school teaching," while other types were not mentioned more than one or two times.

Experience of assistant principals—The median age of those for whom data were submitted was 39.4 years. The median ages for principals were: teaching principals, 38.96 years for men and 43.15 years for women; supervising principals, 43.85 years for men and 48.45 years for women. The median number of years of experience of assistant principals was 12.25 years, or approximately half as many years as the median for supervising principals.

Assignment of assistant principals according to school size—Superintendents are often faced with the problem of deciding the school size which justifies the assignment of an assistant principal. Practice is one criterion in deciding what this assignment should be. Table 58 shows present practice in the assignment of assistant principals to schools under supervising principals. It will be noted:

1. The percents at the bottom of the table are not based on enough cases to draw final conclusions, but we may conclude that the larger schools are more likely to have assistant principals.

2. All schools with four or more assistant principals enrolled at least 1300 pupils.

3. The median school of those with one vice-principal enrolled 740.6 pupils.

TABLE 58.—NUMBER OF ASSISTANT PRINCIPALS IN SCHOOLS UNDER SUPERVISING PRINCIPALS

Number of Assistant Principals	Enrolment of School						Total
	100 to 499	500 to 899	900 to 1299	1300 to 1699	1700 to 2099	2100 and Over	
1	14	55	24	4	4	1	102
2	5	6	4	0	0	0	15
3	0	3	3	2	0	0	8
4	0	0	0	1	0	0	1
5	0	0	0	0	1	0	1
6	0	0	0	0	1	0	1
Total	19	64	31	7	6	1	128
Percent of schools with assistant principals ..	10.6	22.8	33.7	45.8	100	100	22.2

Distribution of the assistant principal's time—The authority to assign duties to assistant principals usually rests with the principal of the particular school. The persons most likely to possess this right in order of frequency of mention are: (1) principal, (2) superintendent and principal, and (3) superintendent.

TABLE 59.—COMPARISON OF THE AVERAGE PERCENT OF TIME GIVEN BY ASSISTANT PRINCIPALS, TEACHING PRINCIPALS, AND SUPERVISING PRINCIPALS TO CERTAIN GENERAL DUTIES

Type of Position	Super- vision	Administra- tion	Teaching	Clerical	Miscella- neous	Total
Assistant	5.11	10.40	67.02	12.13	5.35	100.01
Teaching	9.89	9.78	65.39	8.99	6.14	100.19
Supervising	33.94	30.02	4.18	18.94	13.45	100.53

The distribution of the assistant principal's time directly influences the time allotment of the principal. In specific instances the work of the assistant reflects the alertness of the principal toward the need of supervision.

Table 59 shows the average percent of time given to general phases of work by certain school officers. It will be noted:

1. A major portion of the assistant principal's time is given to teaching duties.

2. A relatively high percentage of the time of assistant principals is devoted to clerical duties.

3. The comparison shows the teaching principal giving more time to supervision and less time to teaching, administration and clerical work than the assistant principal.

Possibilities of the assistant principalship—The committee believes that the assistant principalship has two purposes (1) the assisting of the principal in such a way that certain functions of the elementary school may be performed effectively and (2) the provision of a means for training future elementary school principals.

From visits to a number of schools the field worker concludes that these two functions are only being partially realized in schools employing assistant principals. Observations show that vice-principals may be classed as follows: (1) those doing chiefly supervisory work with some duties in administration, (2) those engaged chiefly in administration with some duties of a supervisory and clerical nature, and (3) those giving most of their time to teaching, but with administrative and clerical responsibilities.

The first type of assistant principal who does chiefly supervisory work, helps materially to improve the teaching work of the school as he is usually selected because of his teaching ability. This scheme of organization offers excellent possibilities for the performance of the directive work of the school as well as providing training for future principals. The danger, as shown by observation, is that principals will surrender all of the supervision to these assistants while devoting most of their time to routine matters. Perhaps as an evolutionary process this will not be preventable, but at the present time it means the deterioration of individual principals.

The second type or administrative vice-principal offers to the principal considerable opportunity to devote time to supervision. At the same time the work under this plan can be made an excellent training for future principals. The danger of this type of organization lies in the failure of the principal to assign worthwhile duties to his assistant. Cases have been observed where assistants spent a full day counting books, handing out supplies, answering the telephone and similar routine work. Superintendents may be expected to suggest that a clerk at a lower salary would be as effective in such situations.

The third type or teaching vice-principalship offers possibilities for training future principals. This plan may be of limited value if the assistant does not have an opportunity to secure adequate experience in the more intricate phases of supervision and administration. In observation of practice, the field worker found teaching assistants carrying full teaching loads and with free periods or after school time given over to office work. Usually those office duties consist of petty administration and clerical duties which one could learn to do without special training.

Number of paid clerical workers—The number of clerks which should be assigned to a school of a given size is often a perplexing problem. It is of value to know present practice in schools under supervising principals.

TABLE 60.—NUMBER OF FULL-TIME CLERKS IN SCHOOLS UNDER SUPERVISING PRINCIPALS

Number of Clerks	City Size						Total ¹	Percent
	Under 5,000	5,001 10,000	10,001 30,000	30,001 65,000	65,001 100,000	Over 100,000		
One	0	0	15	36	11	107	169	27.6
Two	0	0	2	0	0	7	9	1.4
Three	0	0	1	2	0	0	3	.5
No answer or "none" ..	6	11	123	76	91	126	433	70.5
Total	6	11	141	114	102	240	614	100.0

Table 60 indicates the number of clerks assigned to schools under supervising principals. It will be noted:

1. Over 70 percent of the principals did not report full-time paid clerks.

2. Only 1.9 percent of all those answering this question had more than one full-time clerk.

3. There is a marked increase in number of clerical assistants with an increase in city size. In cities over 100,000 in population 44.5 percent reported full-time clerks.

The influence of school size is of more immediate interest to principals and superintendents, for in the large schools there are many duties of a routine nature which should be handled by a trained clerk rather than by the teachers or the principal.

The percents at the foot of Table 61 are not based on enough cases to be taken as fully representative. However, the percents do show

¹Tables in this chapter are based upon the replies of 614 supervising principals which could be classified by city size.

a tendency toward a greater probability of clerks in the larger schools. Only 29.2 percent of the most typical and largest group of schools, those with 500 to 899 in enrolment reported clerks.

TABLE 61.—NUMBER OF FULL-TIME CLERKS BY SCHOOL SIZE

Number of Clerks	School Size							Total
	Under 100	100 499	500 899	900 1299	1300 1699	1700 2099	2100 and Over	
One		21	80	44	7	4	..	156
Two		..	2	3	3	1	1	10
Three		..	..	2	..	..	..	2
No answer or "none"...	1	158	199	43	6	1	..	408
Total	1	179	281	92	16	6	1	576
Percent which number with clerks is of total	0	11.7	29.2	53.3	62.5	83.3	100	29.2

In some cities, where full-time help could not be supplied, an effort has been made to meet the need through part-time help. This system offers a solution for those situations in which the schools enroll relatively few pupils.

TABLE 62.—NUMBER OF PART-TIME CLERKS REPORTED BY CITY SIZE

Number of Clerks	City Size						Total	Percent
	Under 5,000	5,001 10,000	10,001 30,000	30,001 65,000	65,001 100,000	Over 100,000		
One	1	1	8	18	25	34	87	14.1
Two	0	0	4	2	2	2	10	1.6
Three	0	0	0	1	0	0	1	.2
No answer or "none" ..	5	10	129	93	75	204	516	84.1
Total	6	11	141	114	102	240	614	100.0
Percent which number with clerks is of total	16.6	9.09	8.5	18.4	26.5	15.0	15.9	

Table 62 gives data on the number of part-time clerks in schools under supervising principals. It will be noted:

1. Only 15.9 percent of those reporting are provided with part-time, paid clerks.

2. Assuming that none of these part-time workers are in the same schools with full-time clerks (which is not strictly true) we still have only 45.31 percent of the supervising principals with paid helpers.

A tabulation of these same data in terms of school size brought out the fact that part-time help is most frequently employed for schools enrolling from 900 to 1299 pupils.

Incomplete returns of hours per week given by these part-time workers did not show any significant differences between school sizes. The median was 11.84 hours or approximately two and one-half (2.38) hours per school day. In practice such an allotment would approximate a half day of employment in each school.

Chief duties performed by clerical help—In most situations the assignment of duties to school clerks is in the hands of the principal. Principals vary widely as to the assignment of specific duties because of the differences in ability of the helpers and the differences of opinion as to how much responsibility a clerk should have. Tabulations in this section were based on reports of 294 supervising principals who mentioned 1020 items. After some grouping there resulted the twenty most frequently mentioned duties indicated in Table 63.

TABLE 63.—MOST IMPORTANT DUTIES PERFORMED BY
CLERICAL HELP

Clerical Duty	Frequency of Mention
1. Supplies, books and stockroom.....	149
2. Reports	146
3. Telephone	105
4. Typing and stenographic work.....	77
5. Records	65
6. Attendance	59
7. Correspondence	56
8. Mimeographing	47
9. General office and clerical work.....	40
10. Filing	36
11. Banking	33
12. Messenger	31
13. Enrolment	27
14. Milk program	24
15. Receive callers and parents.....	17
16. Library work	16
17. Bells	10
18. Cafeteria	10
19. First aid treatment.....	9
20. Summaries and tabulations.....	8

Morrison¹ found in Ohio for all elementary school principals that the nine most frequently delegated duties were:

- | | |
|-------------------------------|----------------------------|
| 1. Attendance (6) | 6. Answering telephone (3) |
| 2. Correspondence (7) | 7. Mimeographing (8) |
| 3. Keeping records (5) | 8. Filing (10) |
| 4. Distributing supplies (1) | 9. General office work (9) |
| 5. Preparation of reports (2) | |

The figures in parentheses show the ranking of these items in the present study. If the item "typing and stenographic work" in

¹ Morrison, J. C., *op. cit.*, Table 31, p. 40.

Table 63 had been included with "correspondence" the first nine items in both studies would have been the same.

Attitude of principals toward adequacy of help—If principals themselves are not awake to the need for clerical assistance one can hardly expect to find the superintendent responsive in the matter. The attitude expressed by Table 64 does not seem reassuring in indicating a demand for more help on the part of supervising principals. It will be noted:

TABLE 64.—ATTITUDE OF PRINCIPALS TOWARD ADEQUACY OF CLERICAL HELP

Answer	Number of Replies	Percent
Present help not adequate.....	244	39.7
Present help considered adequate..	233	37.9
No answer	137	22.4
Total	614	100

1. Although 70.6 percent of these supervising principals are without full-time assistants only 39.7 percent expressed dissatisfaction with the arrangement. Of the whole group 68.8 percent have schools enrolling 500 or more pupils and 74.2 percent are in cities over 30,000 in population.

2. More than 20 percent failed to answer the question.

Attitude of superintendents toward clerical help for principals—Three general attitudes were found among superintendents on the problem of clerical help for principals, (1) the problem is not important enough for immediate consideration, (2) principals would not make use of clerks commensurate with the additional cost, and (3) clerks should be provided in so far as conditions permit.

The first two attitudes should be questioned. Clerical assistance is essential to the effective functioning of the principal. A principal who cannot use or does not need clerical help is probably functioning at a low level. A training program for principals should in time lift the character of their activities to the level where clerical help is essential. Superintendents may wisely work toward such an objective. It should be the aim to provide assistance to principals as rapidly as they demonstrate their ability to use it effectively.

Assignment of clerks in terms of school size—In Table 61 the median pupil enrolment of schools with one clerk is 785 pupils, for schools with two clerks it is 1299 pupils. Sargeant concluded in a study of clerical assistance that there should be a full-time clerk for every building with fifteen teachers¹ or an enrolment of approximately 600 pupils.

¹Sargeant, Ide G. "Report of Committee on Educational Progress," *Bulletin, Department of Elementary School Principals*, October 1923, p. 36.

A tabulation of questionnaires in this study for cities over 100,000 in population shows the median school enrolment for one clerk assignments to be 791 pupils and for two clerks to be 1499 pupils.

Ideal assignment of clerks according to superintendents—In 1927 a questionnaire was sent to city superintendents asking for their opinion as to the size of the ideal elementary school and the number of full-time clerks that should be assigned to this school. The replies from fifty-three cities of more than 100,000 population proposed ideal schools enrolling from 500 to 2099 with the median at 1055 pupils. Forty-two superintendents advocated one clerk, while eleven superintendents thought two clerks were essential in the ideal school. Thirty-nine superintendents proposed ideal schools of less than 1300 pupils with one full-time clerk in every case.

Basis on which clerks are assigned to schools—In March, 1927, the Division of City Schools of the United States Bureau of Educa-

TABLE 65.—BASIS FOR ASSIGNMENT OF SCHOOL CLERK IN CITIES OVER 100,000 POPULATION

Determined by number of teachers:	Number of Cities Replying
Less than 10 teachers.....	1
10-15 teachers	8
16-20 teachers	4
21-25 teachers	4
Total	17
Determined by number of pupils:	
500 pupils	1
800 pupils	2
900 pupils	2
1000 pupils	2
1200 pupils	1
Total	8
Clerical assistance for all schools.....	3
Platoon schools only.....	1
No clerks	11
Total	15
No rule, or no reply.....	15
Grand Total	55

tion sent a questionnaire to fifty-five cities over 100,000 in population to determine the basis used in assigning clerks to schools. The

returns from this questionnaire as to clerk assignment have been shown in Table 65. This table indicates eight cities assigning one clerk to every school with 10 to 15 teachers. There were two cities in which a clerk was assigned for each unit of 800 pupils. The median was 14.5 for those systems assigning clerical assistance on the per teacher basis. The median was 950 pupils for cities making assignments on the enrolment basis.

The training of elementary school clerks—Experimentation will discover the best training for elementary school clerks. In general the three types of persons found in clerical positions are : (1) part-time high school pupils securing practical experience while attending school, (2) young women trained in commercial high schools or business schools, and (3) the teacher-clerk, frequently without business office training.

(1) The part-time high school pupil assigned to the elementary school principal's office frequently proves unsatisfactory. The girl forced by circumstances to accept this work at the pittance offered cannot be depended upon to be regular in attendance, nor qualified by training or personality to assume the responsibilities assigned.

Observation of this system in practice has revealed a few promising situations, but in the majority of cases the principal trains someone for her next employer. It is questionable whether the advantages to the principal are worth the time given in making the clerk competent.

(2) The trained office clerk, a product of intensive training in stenographic and clerical work, has proven successful in many places. Usually these people are chosen by the superintendent on the basis of training and personal qualifications. The assistance of a trained person is invaluable in the taking of dictation, typing letters, multigraphing bulletins, as well as the many other responsibilities of filing, record keeping, making reports and managing the office.¹

Minneapolis has a system for securing capable persons of this type which might prove suggestive to other cities. The system has been described¹ as follows:

Students in the commercial courses of our senior high schools who are interested in the position of a clerk in the elementary schools begin to plan for this work during the last year of their school work. Classes in office training are maintained; and for those pupils who are preparing for school positions, the problems of the school office, the forms and reports of the school system, the routine of the school month, and the specific requirements of Civil Service examinations are taken up. Occasionally pupils in these classes have an opportunity of working in the office of the high school which they are attending, and still less frequently of going out into the adjacent elementary schools for observation and practice.

¹ Quoted from a letter by Superintendent W. F. Webster, 1927.

We have been successful in introducing an element which is not usual. Before clerks are allowed to take the examination, they must present themselves to a committee of principals who examine them in regard to their personal characteristics, and eliminate those persons from the group who they think would not make good clerks. Only those who promise success are allowed to take the technical examination for clerks in the city schools.

School clerks are assigned to the elementary school buildings on the following basis:

Number on Roll in School	Days Weekly
Under 250	1
250- 500	2
500- 750	3
750-1000	4
1000 and over	5

(3) The teacher-clerk system is operating in many cities with varying degrees of satisfaction. Many school administrators believe this system to be most useful because the training of the clerks as teachers gives them a better understanding of the work of the school.

In places where the system has been unsatisfactory the reason may be attributed to the constant shifting of persons from teaching to clerical work and back again. Such moving about frequently makes a good teacher into a poor clerk. Dissatisfaction also results when teacher-clerks have not been trained to take dictation or perform other essential clerical work. It is not impossible to find a principal typing letters, while teacher clerks are administering the routine details of the school.

Several of the largest cities require teacher-clerks with both professional and business training. Under such conditions the principal could not ask for better service, but in these cases the salaries offered are considerably higher than those paid to typical clerks.

Summary and conclusions—This chapter assumes that superintendents are anxious to have elementary school principals give the maximum time to the technical rather than the routine work of the schools. More time could be secured for supervision and other technical work by, (1) reducing the number of reports and similar demands required of principals, (2) providing principals with assistance in accordance with their needs, and (3) training principals to make full use of the help provided and to capitalize on the free time secured.

The chapter presents data upon assistant principals in elementary schools. Superintendents have no generally accepted standards of selection for this position. The most common requirement is teaching experience, although large cities often require administrative experience. The median assistant principal, according to the questionnaires, is 39.4 years of age and has had 12.25 years of educational experience.

The median school of those with one assistant principal enrolled approximately 740 pupils. The range of the middle fifty percent of the schools with one assistant principal was from 583 pupils to 1025 pupils. Schools with three or more assistant principals had a minimum enrolment of 1300 pupils.

The time distribution reported in the questionnaires showed assistant principals devoting most of their time to teaching. The average percents of time devoted to certain general duties were: 5.11 to supervision, 10.40 to administration, 67.02 to teaching, 12.13 to clerical work and 5.35 to miscellaneous duties.

On the basis of observation, the field worker concluded that there were three types of assistant principals when classified upon the basis of their primary function. These types are: (1) supervisory, (2) administrative, and (3) teaching. From the point of view of training future principals the first two types offer the greatest possibilities. The classroom responsibilities of the teaching assistant often prevent him from participating in the technical phases of the principal's work. The administrative assistant seems to be the most effective in releasing the principal for supervision. The supervisory assistant is best in terms of immediate classroom help for teachers. All of these plans for assistants assume the training of principals in making the best use of released time.

The data of this chapter on clerical helpers indicate the tendency is to assign some clerical help to schools with fifteen or more teachers or in schools enrolling from 500 to 1300 pupils. Schools between 500 and 700 in enrolment are frequently given part-time help. Two clerks are found in schools enrolling between 1000 and 2000 pupils.

Observation shows that there are three types of persons serving as school clerks, (1) young girls with little or no office training, (2) young women with secretarial training, and (3) teachers with or without office training. The opinion of principals expressed to the field worker was that teachers with secretarial training were the best office help, with trained stenographers as the second choice.

Observation shows the lack of competent clerks in many cities to be due to the low salaries which make high training requirements impossible. A salary of \$40 a month automatically limits a city to persons with little or no office training. A better plan is to pay adequate salaries and to demand trained candidates.

Superintendents often find it convenient to adopt arbitrary schedules in assigning clerks to schools. This may not always prove to be a wise procedure. A clerk should not be assigned to a school because of the enrolment so much as the promise that the assistance will improve the principal's work. The important steps in the development

of a program of clerical assistance are, (1) the principal must show a need for help, (2) the superintendent must assist the principal in capitalizing upon the new arrangement, and (3) the principal should be able to show the superintendent tangible evidence of improved work.

The following statement may well become the goal of superintendents and elementary school principals:

The school with an office clerk.—Only the larger schools may be expected to be provided with an office clerk, but where such a helper is provided she can be made very useful. In a school of a dozen to fifteen teachers a clerk ought to be provided, beginning with those schools where there are principals who can use a clerk to the best advantage and gradually extending the plan. She can handle the supply room, deal with many pupil cases, get rid of callers the principal should not waste time on, answer the inquiries of many parents and make engagements for the principal with others, answer the telephone, reply to much of the mail, make and file records, fill out requisitions, compile many of the school reports, execute many directions from the principal as to work or people to call up and see, remind the principal of things to be done in case he forgets, and manage the office and answer inquiries in his absence. Of course the larger the school the more there will be to be done, but with a good clerk on the one hand and a principal who knows how to use helpers on the other, the principal ought on an average to give sixty percent of the time the school is in session to educational and supervisory work.¹

The committee desires to emphasize two points in regard to the training and selection of office clerks: first, the clerk should have stenographic and some professional training. Probably the ultimate solution of this problem will be courses in normal schools in preparation for a state certificate. Secondly, the educational authorities should have the final authority in selecting office clerks. The civil service board of the municipal government should not appoint clerks. This board may assist by preparing a list of the most promising candidates, but the final selection, appointment and assignment should rest with the school board and the superintendent.

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¹ Cubberley, E. P. *The Principal and His School*, pp. 191-192.

CHAPTER XII

THE ELEMENTARY SCHOOL PRINCIPAL'S OFFICE

THE PRINCIPAL'S OFFICE is a physical device used in the management of the school just as the blackboard is a device used in the instruction of children. If the blackboard is too small or otherwise unsatisfactory it renders the teacher's work less effective. An office not suited to the principal's work similarly handicaps his functioning.

This chapter will present (1) data on offices as reported by supervising principals,¹ (2) plans and discussion of typical offices, (3) plans and discussion of standard offices, and (4) a statement of certain minimum essentials for the elementary school office.

The rooms of the office—The questionnaire asked whether an office was provided. This question does not seem absurd after one has seen the desk spaces used by some principals.

TABLE 66.—NUMBER OF SUPERVISING PRINCIPALS WITH OFFICES

Answer	City Size						Total	Percent
	Under 5,000	5,001 10,000	10,001 30,000	30,001 65,000	65,001 100,000	Over 100,000		
Yes	5	11	140	114	99	238	607	98.9
No	1	0	1	0	1	1	4	.6
No answer	0	0	0	0	2	1	3	.5
Total	6	11	141	114	102	240	614	100

Table 66 indicates the number of supervising principals with offices. It will be noted:

1. More than 98 percent of the principals were provided with an office.

2. Four principals reported that they did not have an office.

The number of rooms in office suite is significant, particularly in a large school where the office activities tend to increase. The minimum number of office rooms we should expect in a school under a supervising principal would be two, consisting of a waiting room and a conference room.

¹ Data based on 614 replies classifiable by city size.

Table 67 shows the percent of schools of different enrolments with various numbers of rooms in the office suite. It will be noted:

1. Over 66 percent of the supervising principals replying had offices consisting of one room, although more than 69 percent of these principals were in charge of schools enrolling five hundred or more pupils.

2. Larger schools show a tendency to have more than one room to the office.

3. Approximately 27 percent of the schools had two rooms in the office. Morrison found 82.1 percent of the principals in Ohio with one-room offices and 16.5 percent with two rooms.¹

TABLE 67.—PERCENT OF SCHOOLS OF VARIOUS ENROLMENTS HAVING VARIOUS NUMBERS OF ROOMS IN OFFICE SUITE

Number of Rooms	School Size							Total
	Under 100	100 499	500 899	900 1299	1300 1699	1700 2000	2100 and Over	
1 .....	.....	76.2	65.7	58.2	50.0	50.0	....	66.9
2	100 ²	19.2	28.4	35.2	37.5	33.3	100 ²	27.3
3 .....	....	2.9	5.4	6.6	6.25	16.7	....	4.9
4 .....	....	1.7	.5	....	6.25	....	....	.9
Total ..	100	100	100	100	100	100	100	100

The conference room is of particular value to the supervising principal as a place for professional study as well as for private discussions. Elsewhere in this study the data have indicated that conferences with teachers, parents and pupils were outstanding duties of the principal. A private room is essential to satisfactory conferences.

TABLE 68.—NUMBER OF SUPERVISING PRINCIPALS WITH CONFERENCE ROOMS

Answer	Number of Replies	Percent
Yes	284	49.1
No	295	50.9
Total	579	100

Table 68 shows the number and percent of supervising principals with conference rooms. Although 69.3 percent of the whole group were principals of school enrolling 500 or more pupils only 49.1 percent reported private conference rooms. City size was not a significant influence in determining the possession or lack of private conference rooms.

¹ Morrison, *op. cit.*, p. 4, Table 32.

² Only one school of this group replying, hence this percent is meaningless for schools of this size.

Purposes for which office is used—Supervising principals were asked to report the use made of their offices. The answers to this question indicated very clearly the inadequacy of many situations. Those responsible for building plans should realize that while the omission of clinics and other special rooms may save a small sum of money, it renders the principal less efficient by crowding his office with activities which belong elsewhere.

TABLE 69.—PURPOSES FOR WHICH THE PRINCIPAL'S OFFICE IS USED

Purposes	Frequency of Mention
1. Waiting room	420
2. Storage and supply room.....	281
3. P. T. A. committee room.....	205
4. Library	204
5. Medical room	180
6. Rest room	102
7. Conference room	101
8. General administration	73
9. Telephone	18
10. Teachers' meetings	16
11. Class recitations	5
12. Lunch	3

Other items mentioned once were: truant officer, thrift machine, student teachers, personal books, assembly hall, kitchen and professional study.

Tabulations in terms of school size showed a marked reduction of undesirable activities in the principal's office for schools above nine hundred enrolment. These larger schools are better equipped. Special rooms are available for clinics, library work, parent-teacher committees, lunch and rest rooms. A "storage room," while legitimately a part of the office suite, should be so placed as not to interfere with private conferences or study.

The largest number of schools fall in the group with 500 to 899 enrolment. Of these 14.8 percent used the office for rest room purposes, 29.4 percent used it for P. T. A. committees, and 33.6 percent for library purposes. These activities should be provided for in special rooms separate from the principal's office.

Equipment of principal's office—Furniture, typewriters, and other mechanical devices are essential office equipment. To the extent that a principal is not provided with such equipment his time is deflected from supervision to the more tangible demands of administrative and clerical work.

The most frequently mentioned articles of equipment for principal's offices have been shown in Table 70. It will be noted:

1. Although there were 614 replies to this question, the most common equipment, the city telephone, was not available to 28 supervising principals.

2. The slide rule and the calculating machine were mentioned fewer than 15 times although these are valuable tools in present day administration and supervision.

3. Even the typewriter, so essential in a modern elementary school, was not immediately available to 271 principals.

TABLE 70.—EQUIPMENT OF THE OFFICE OF SUPERVISING PRINCIPALS

Equipment	Number of Replies
1. City telephone	586
2. Book case	530
3. Filing case	455
4. Bulletin board	406
5. Typewriter	343
6. Mimeograph	278
7. Hectograph	213
8. Program clock	209
9. Building telephone	207
10. Desk	74
11. Safe	42
12. Adding machine	33
13. Chairs	30
14. Table	28
15. Mail boxes	18

Morrison¹ found in Ohio that the eleven most frequently mentioned items of equipment were:

1. Book case (2)
2. City telephone (1)
3. Bulletin board (4)
4. Typewriter (5)
5. Mimeograph (6)
6. Hectograph (7)
7. Building telephone (9)
8. Filing case (3)
9. Adding machine (12)
10. Mimeoscope (not mentioned)
11. Slide rule (17)

The figures in parentheses indicate the rank for these same items in the present study.

These same data were tabulated in terms of school size to determine the influence of this factor. In the case of the city telephone there was no evidence of discrimination between schools of different

¹ Morrison, J. C. *op. cit.*, p. 41, Table 33.

sizes. All other items, such as filing cases and typewriters, showed a marked increase in number with increase of school size. The most adequate equipment was reported by schools enrolling nine hundred or more pupils.

A conclusion from Morrison is appropriate at this point:

One can scarcely conceive a professionally minded school principal who would not need a book case in his office. In this day a typewriter is essential even though there may be no stenographic assistant. To keep school records adequately, filing cases are imperative. A school without telephone service connection with its community scarcely belongs to this quarter of the 20th century. For the principal trained to make a scientific evaluation of his own work, a slide rule and calculating machine are invaluable. There is little doubt but that a principal's efficiency is determined somewhat by the office equipment provided for him and the utilization he makes of it.¹

Typical office arrangements—As a part of the field work study was made of the offices visited. It was expected that desirable office plans and standards of equipment would be found.

After visiting forty-five elementary school principals in several large cities one is struck by the failure of school architects to observe minimum essentials as to the arrangement and location of offices. Some offices were found in the basement, while others were on the third floor. A majority of the offices were located somewhere near the front entrance. In several instances the location was at one end of the building some distance from the main entrance.

This condition has been due to a failure of those in authority to realize the importance of the office and to consider its placement with the same care bestowed upon classrooms. After the classrooms have been located, the principal's office shares with the supply rooms, storage rooms and janitors' closets in utilizing vacant spaces.

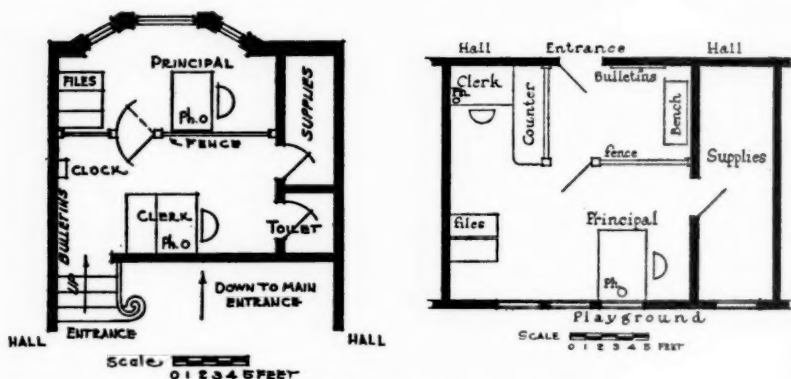
The primary uses of the office should determine its location and equipment. The office of the elementary school is used for administrative and clerical work, supervision, receiving parents and visitors, and study and work by the principal.

The administrative and clerical functions involve record keeping the telephone and the general management of the school. It is desirable that such work be located near the center of the building. The supervisory work requiring more or less reflective judgment and unhurried conferences could well be located some distance from the main stream of school activity. Contacts with parents usually involve comparatively short periods. It is more convenient for the visitor if the office is easily accessible from the entrance. The fourth function, study and work, requires a place of quiet and freedom from disturbance.

¹ Morrison, J. C. *op. cit.*, p. 42.

It is clear that two purposes of the office would be fulfilled by an accessible location, while two would be best cared for by a more remote location. These conflicting demands can be met by having a centrally located office consisting of several rooms, or by having an administrative office centrally located and a "workroom" office located on the second or third floor. Plans indicating both arrangements are given and discussed in the following paragraphs. Twelve office plans will be presented with some discussion as to their merits and weaknesses. These are not offered as ideal plans but as examples of the better types found in visits to forty-five elementary schools.

Plan 1 is a one-room office which is located on a mezzanine floor directly above the main entrance. The school enrolls a thousand pupils. The plan has merit in that the office is located centrally, conveniently arranged and has good lighting. The defects are the dis-



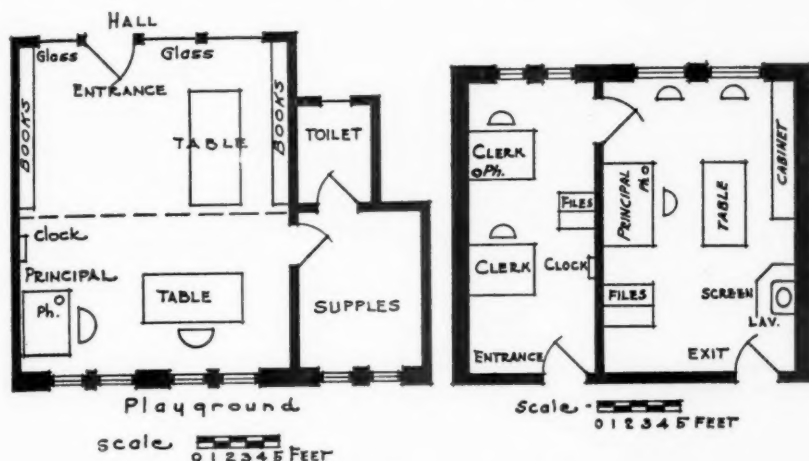
PLANS 1 AND 2.—TYPICAL ONE-ROOM OFFICES

turbances of main entrance noises and the lack of privacy for conferences. The plan could be improved by replacing the fence with a glass partition which would not seriously reduce the light while giving the principal a satisfactory conference room.

We find in Plan 2 a general office room with a supply closet immediately adjacent. This office is located on the side of the hall opposite the front of the building and a few steps to the right of the main front entrance. The total pupil enrolment of the school slightly exceeds twelve hundred. In this plan we find a conveniently placed supply room; the central location of the office in the building and the counter and fence arrangement for the clerk. The defects are that the supply room should be on the other side next to the clerk and away from the principal, the waiting area does not permit any segregation of visitors and pupils, and the principal does not have

privacy for conferences. The plan could be improved by substituting a glass partition for the fence.

In the case of Plan 3 we have an office located on the first floor immediately opposite the main entrance. The main room of the office was large enough to devote one corner to the professional library. The school enrolment totaled eight hundred. The plan has some merit in that the office is conveniently located, the general arrangement is fairly satisfactory since there is no clerical assistant, and the glass partition between the hall and the office gives the principal some supervision over visitors entering the building. The defects are seri-

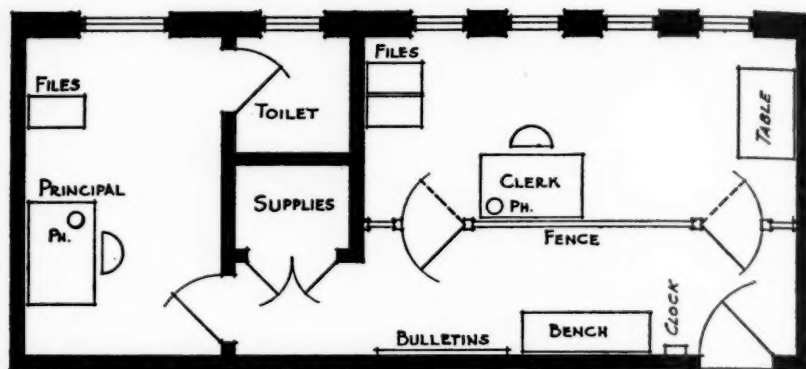


PLANS 3 AND 4.—TWO-ROOM OFFICE SUITES

ous in that the absence of a waiting room prevents privacy for conferences, and the main room is too large for practical purposes. If a glass partition were placed across the office so as to include the clock and the entrance to the supply room the arrangement would be improved for the principal.

Plan 4 includes two rooms which provide for the clerks as well as the principal. The office is located on the first floor opposite one of the secondary entrances. The pupil enrolment of the school averages twenty-four hundred. The merits of this plan are, the convenient location near an entrance to the building, the provision of a private office for the principal, and the exit from the private office. The most serious defects of the plan are the inadequate waiting space, and the crowded working area for the two clerks. From the point of view of needed working space the two offices could be reversed with improvement.

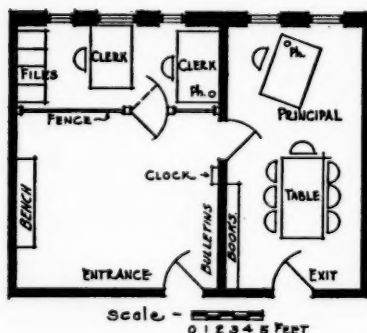
In Plan 5 we have an office on the first floor immediately to the right of the front entrance. The arrangement includes two rooms with supplementary spaces. This school enrolls six hundred pupils.



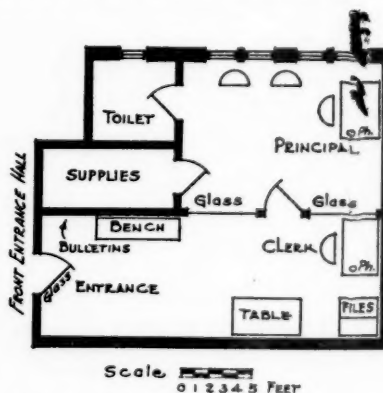
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PLAN 5.—TWO-ROOM OFFICE SUITES

The advantages of the two-room arrangement over the one-room plans presented previously are the private conference room for the principal, and the additional space for those who are waiting. The defects of the plan are the lack of sufficient light in the principal's office from the single window, and the omission of a private exit from the principal's conference office.



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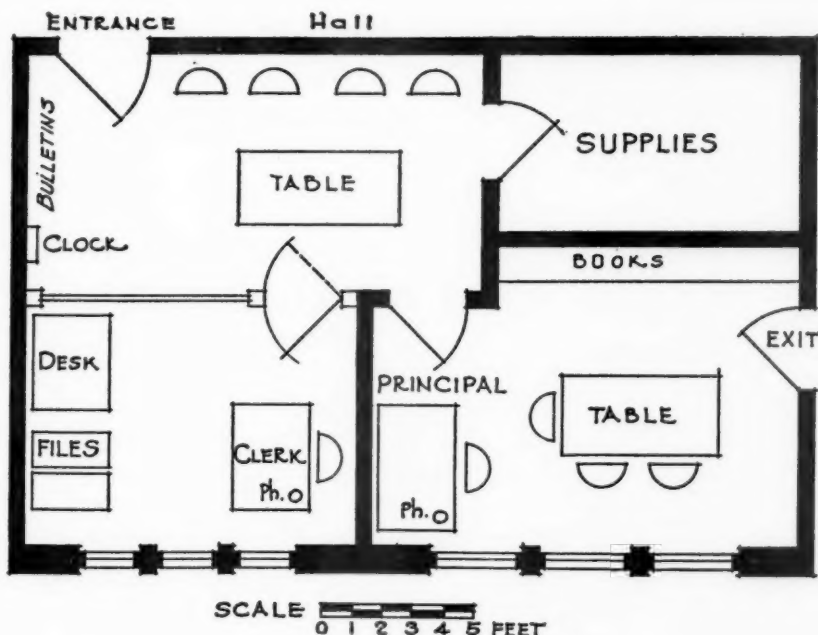
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PLANS 6 AND 7.—TWO-ROOM OFFICE SUITES

The arrangement of Plan 6 has several advantages. It is located on the inner side of the first floor hall at a juncture of one of the wings with the main building. The building accommodates approximately eighteen hundred pupils. The plan has merit in that the

principal has a private office, and adequate waiting space for pupils and visitors. The only defect of the office is its remote location from the main entrance.

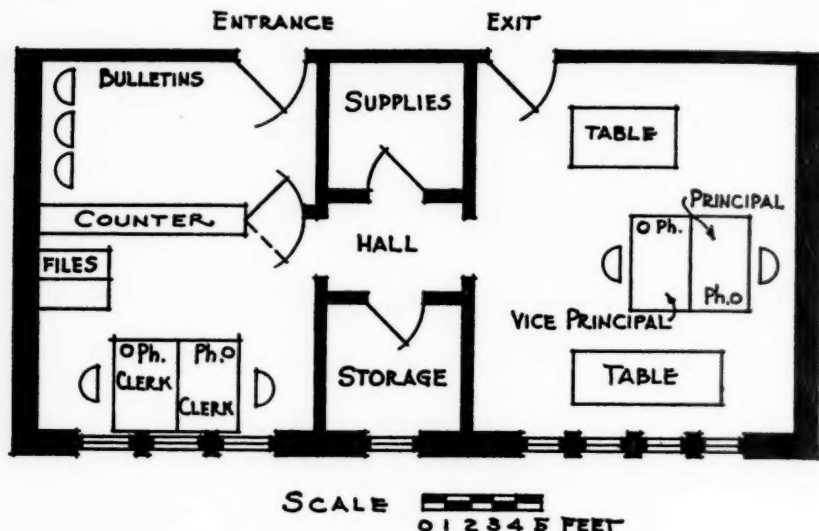
Plan 7 represents a good type of office for the elementary school principal. It is located on the first floor to the left of the main entrance. The school enrolls approximately seven hundred pupils. The strong points of the plan are the location near an entrance, the use of glass in partitions, and the careful internal arrangement. The most serious defect is the entrance to the supply room which should open into the outer office rather than in the principal's conference room.



PLAN 8.—TWO-ROOM OFFICE SUITE

In Plan 8 we have an office with the supply room opening into the reception room. This suite is located on the first floor near one of the main entrances. The school enrolment totals nearly nine hundred pupils. The merits of this plan are the private conference room for the principal, the waiting room space for visitors and pupils, and the exit from the principal's conference office. There are no serious defects which make this plan unsatisfactory or impractical.

Plan 9 represents one of the largest areas devoted to the principal's office of any of the plans presented. The school enrolls twenty-

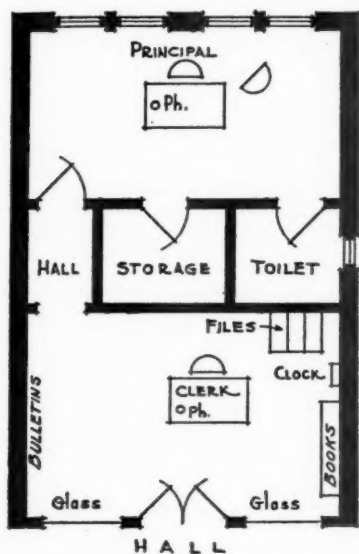


PLAN 9.—Two-Room Office Suite

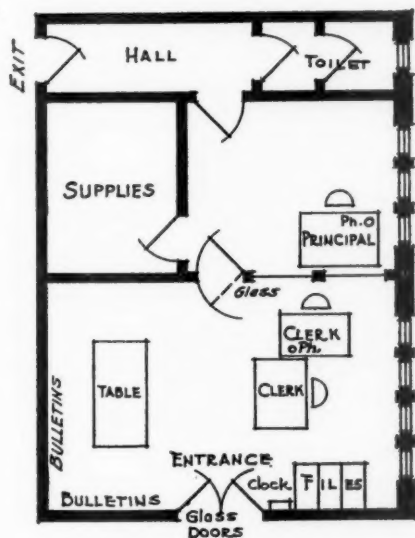
four hundred pupils. The plan does not have any serious defects in arrangements. In location it is found to be somewhat remote from the main entrance though quite satisfactorily placed so far as the building as a whole was concerned. It would be better for the principal and vice-principal to have separate offices.

The drawing submitted as Plan 10 represents an unusually attractive office arrangement. This office is located on the outer side of the corridor of the first floor. The enrolment of this school totals eight hundred pupils. This plan is found to be practical and satisfactory so far as internal arrangement is concerned. The chief weakness of the arrangement is that the clerk's office has to be lighted artificially or by means of a skylight. In this particular case the arrangement is being used in a one-story building where the lighting from above is feasible.

One of the most complete offices visited is presented as Plan 11. This is used in a school accommodating two thousand pupils who are housed in a two-story building. The office is placed on the inner side of a corridor at the juncture of a wing with the main building. Plan 11 is found to be an entirely satisfactory arrangement, with the single exception that it would be preferable for the supply room door to open into the clerk's office. The use of glass doors is commendable.

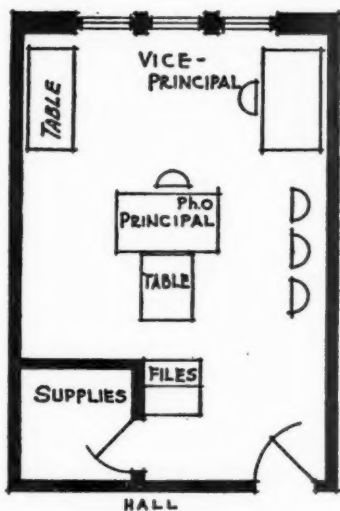


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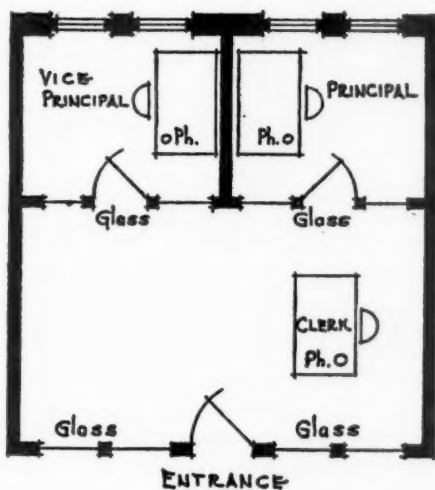


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PLANS 10 AND 11.—LARGE OFFICE SUITES



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PLAN 12.—STUDY AND ADMINISTRATION OFFICES

In Plan 12 we probably have the most ideal arrangement of all. The school enrolls two thousand pupils. This plan consists of one office for administration purposes on the first floor near the main entrance and one room for conferences and professional study on the second floor. The internal arrangements of the two offices are not unusually original although they are conveniently planned. The uniqueness of the whole scheme is the division of the offices in such a way as to capitalize more fully upon the principal's time. Under such an arrangement of workrooms the principal could adhere to a schedule of office hours and work hours which would make his accomplishments more effective. The total space devoted to the two separate offices is not materially larger than that required for a two-room office suite.

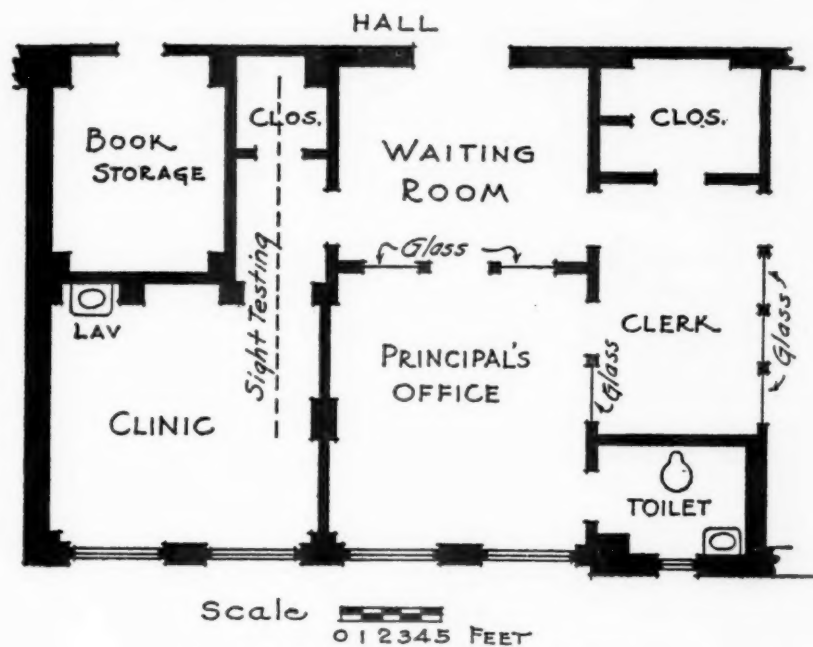
Recent developments of office plans—In recent years more attention has been given to the internal arrangements and convenience of elementary school offices. In several instances committees of principals have designed standard office plans in cooperation with architects, thereby combining professional and structural requirements. The product of this combined thought has been such a large step forward that it was considered wise to present illustrative plans.

In the following section are presented several plans selected from a number made available by cities having large building programs in progress. These plans will suggest minimum essentials for the office of a modern elementary school. It is not expected that the plans will be used without modification in terms of local needs.

The plan used in San Francisco has several desirable features. The advantages are a private conference office for the principal, separate office for the clerk, location of storage closets so they may be reached without passing through the principal's office, the location of the clinic near the office for emergency cases, and the use of glass in partitions wherever possible. The particularly unique feature of the plan is the provision for the clerk to serve in the dual capacity of clerk and librarian. In schools where formal library classes are not held throughout the day the plan should prove feasible.

Possible improvement of the San Francisco plan would be to move the clerk's office toward the inner wall and alongside of the waiting room. The displaced closet would then be put next to the toilet. There would be a counter arrangement between the clerk's office and the waiting room to facilitate the reception of visitors and to give better control over those waiting for the clinic. The door between the principal's office and the waiting room should be moved three

feet toward the clinic where it would serve chiefly as an exit. The route for visitors would then be past the counter in the clerk's office and into the principal's office. Exit after conferences would be made from the principal's office into the waiting room. This proposed change does not affect the clerk's relationship with the library.

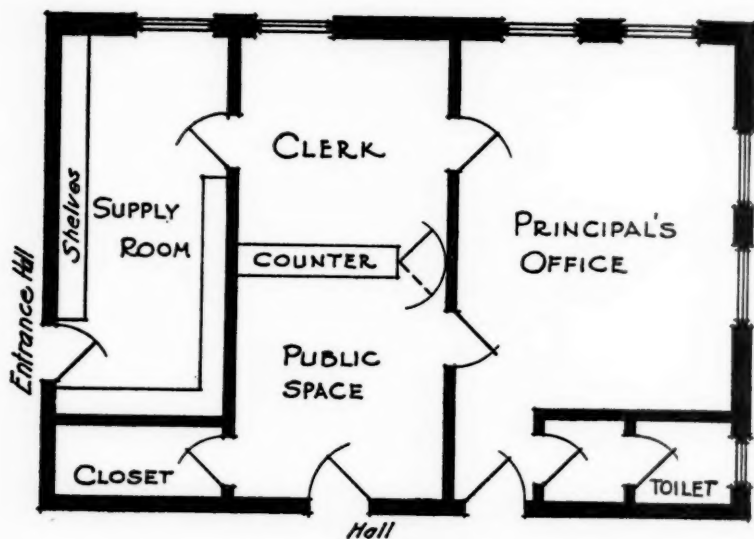


PLAN 13.—SAN FRANCISCO STANDARD OFFICE

The arrangement for the elementary school office which was received from Los Angeles has been used in several buildings with slight modification. The advantages of the plan are, the private office for the principal, the exit from the principal's office, the counter arrangement for the clerk, the location of the supply room in relation to the principal's and clerk's offices, and the second entrance or delivery door to the supply room.

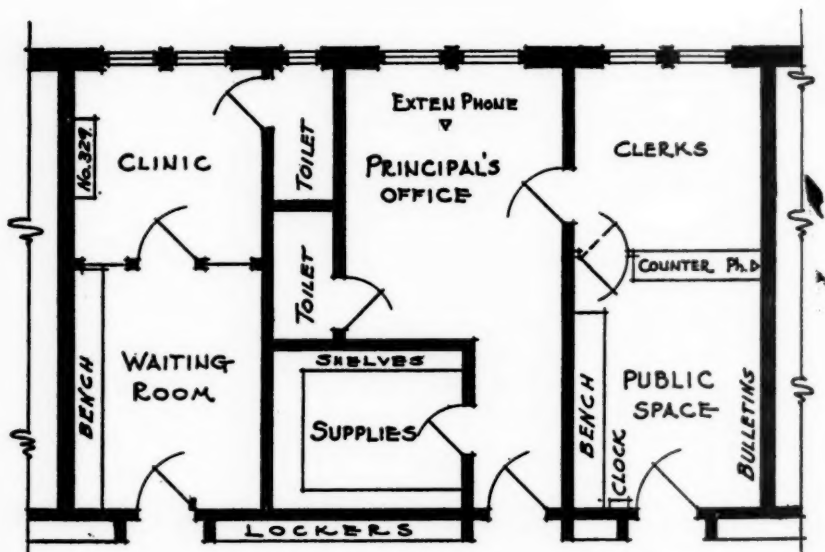
There are no serious defects in the Los Angeles plan from an administrative point of view. It is probable that the closet would be of more value as a part of the supply room. It is debatable whether the clinic should be located as a part of the administrative unit, but some provision should be made for first-aid cases.

The office unit and clinic from the Denver schools have proven highly satisfactory according to reports from that city. The advan-



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PLAN 14.—LOS ANGELES STANDARD OFFICE

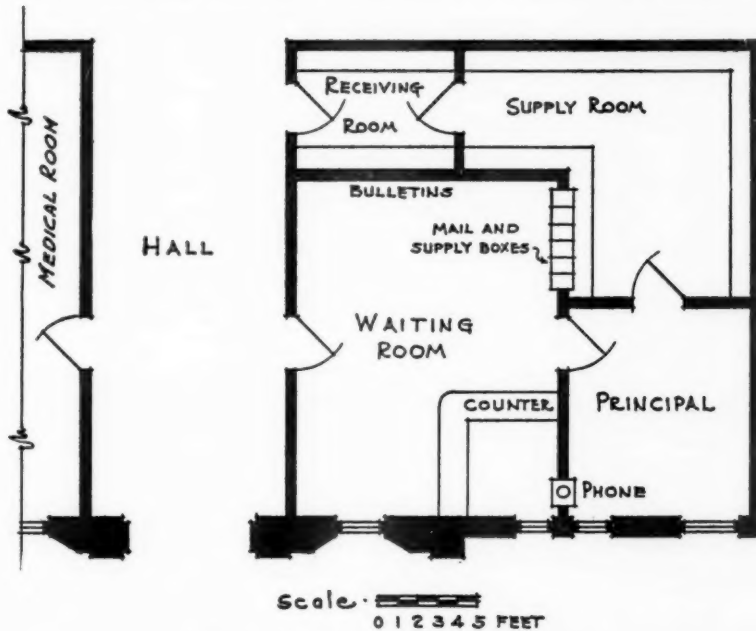


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PLAN 15.—DENVER STANDARD OFFICE

tages of the plan are, the private conference office of the principal, the exit from the principal's office, the counter arrangement of the clerk's office, and the convenience of the clinic for first-aid cases.

It would be an improvement on this plan to provide an entrance into the storage room which would eliminate passing through the principal's office. This could be done by means of a corridor door into the storage space or by moving the storage room next to the public office with an entrance opening into this space. Either provision would eliminate possible interruptions of conferences by the clerk as well as keeping delivery workers out of the principal's office.



PLAN 16.—FRESNO STANDARD OFFICE

The Fresno plan represents the combined work of school people and architects. It is designed primarily for schools enrolling from 500 to 1000 pupils. The general advantages of the plan are the compact and the convenient arrangement, the private office of the principal, the counter arrangement for the clerk, and the convenient location of the medical room. Several unique features of the plan are, the teachers' mail and supply boxes which can be filled by the clerk from the supply room side, the supply receiving room, and the omission of the toilet from the office suite.

There were certain unique features of the standard plans which require further comment. These were: (1) the use of clear glass partitions, (2) the location of the clinic near the office, (3) the cork bulletin board in the waiting room, (4) the mail and supply boxes for teachers, (5) the supply receiving room, and (6) the elimination of the toilet from the office suite.

(1) The use of clear glass in office partitions has three advantages, (a) a better diffusion of light through the whole office area, (b) the improved supervision of the office by the clerk and (c) the elimination of causes for criticism and idle gossip of private conferences. (See the San Francisco Plan.)

(2) The location of the clinic near the offices gives the principal immediate supervision over emergency cases, while eliminating such work from the office. Most principals find that the inspection of children after accidents not only insures the proper care, but protects the school from charges of negligence. (Refer to plans of San Francisco, Denver and Fresno.)

(3) The bulletin board in the waiting rooms serves to keep the public informed as well as to convey directions to teachers and pupils. During the field work the investigator was struck by the practical value of the bulletin board in transmitting information to visitors and school. (See Denver and Fresno plans.)

(4) The mail and supply box arrangement for teachers has proved particularly convenient. This consists of boxes approximately 10 inches high, 12 inches wide and 15 inches deep with locked doors on the waiting room side. The teacher carries a key to the box on the same ring with her room keys. Mail, supplies and notices are placed in the boxes by the clerk from the supply room side. (See the Fresno plan.)

(5) The supply receiving room is designed to save the time of the principal, the clerk and the school delivery men. When the school truck arrives with books or supplies the delivery men place them in the receiving room where they may be checked by the clerk at her convenience. The outside doors of the receiving rooms of all schools are keyed to the same master key which is carried by the delivery clerk. This arrangement makes it unnecessary for the principal or clerk to open doors and take time away from other work. (See Fresno plan.)

(6) Observation has shown many arrangements of the toilet facilities of principals' offices to be such as to render them useless during the busy hours of the day. Unless a double room arrangement is planned, as in the Los Angeles scheme, it would be best for the toilet

to be omitted and a lavatory only provided. In schools where this is done, facilities for men and women teachers are located near the office. These extra toilet rooms provide for school visitors in a convenient manner.

ESSENTIALS OF THE PRINCIPAL'S OFFICE

1. Location of office.

It should be easily accessible to the main entrance while conveniently placed for the administration of the school. The first floor front is recommended for the majority of schools.

2. Rooms of the office.

No elementary school should be provided with an office of less than two rooms. One room should be large enough for the clerk, waiting space and general administrative purposes. The other room should be the principal's private conference room.

It is desirable that the supply and book storage rooms form a part of the administrative unit or be adjacent thereto. The clinic should be immediately available for emergency cases.

3. Space of the office.

Internal arrangement of the office is more important than total floor area. An area approximating the size of one classroom (23' x 33') should prove ample for schools enrolling from five hundred to one thousand pupils. Larger schools would require additional space for assistants, while permanently smaller schools could be cared for with a smaller office area.

4. Internal arrangement.

The clerk's area should be located so as to control the waiting room and entrance into the principal's office. The principal's office should provide for uninterrupted conferences. The conference office should be provided with a separate exit. The use of glass doors and panels in the administrative unit is recommended.

Supply and storage rooms should be available through the clerk's room and not through the principal's office. The supply room needs a delivery door in addition to the one opening into the administrative unit.

5. Heating and lighting.

The administrative unit should be provided with a separate auxiliary heating system in the clerk's and principal's offices. This would make those rooms comfortable after school and on non-school days.

Windows of sufficient size to admit adequate light and close enough to the floor to permit a view of the street or playground. Adequate artificial fixtures to provide a minimum of ten lumens on the principal's desk.

6. Equipment.

a. Built-in features.

A wardrobe cabinet should be provided in both the principal's office and the clerk's office.

A counter or fence arrangement would prove of assistance to the clerk in administering the demands on her office.

Cork bulletin boards for announcements should be provided in the waiting room.

Teachers' boxes are recommended which open through the wall from the supply room into the waiting room. These may be filled by the clerk from the supply room side.

A key cabinet for the room keys.

b. Furniture and equipment.

A flat-top desk, a letter file, a book case and several chairs for the conference room.

A typewriter desk, a small table, a vertical letter file, several record files and chairs for the clerk's office.

Minimum equipment: Typewriter, waste baskets, mimeographing machine, city telephone, program clock and a slide rule.

Other desirable equipment: A calculating machine and a safe.

Summary and conclusions—This chapter has shown: (1) the inadequacy of many elementary school offices, (2) the plans and discussions of typical offices, (3) the plans and discussion of standard offices and (4) a summary of minimum essentials for offices.

The purpose of the chapter has been to emphasize the importance of adequate facilities to the efficient functioning of the principal. One-room offices are frequently the center of so many activities which preclude their use for the more important purposes of conferences and uninterrupted study. Many principal's offices lack the items of equipment long recognized as essential to economical work.

The plans and discussions brought out some of the typical weaknesses and some of the essential merits in arrangement of office suites. The summary of minimum essentials in office planning should prove of value in improving existing offices and in preventing serious errors in the future. It is expected that these standard recommendations will be modified in terms of local needs.

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CHAPTER XIII

THE TEACHING PRINCIPAL OF ELEMENTARY SCHOOLS

THIS YEARBOOK deals mainly with supervising principals, a term used arbitrarily in this study to designate those having 75 percent or more time free from regular teaching duties.

The following chapter, however, is given over to a presentation of facts concerning teaching principals. The title teaching principal is used in this study to include those whose questionnaires indicated less than 75 percent of their time free from teaching duties. Data will be given for teaching principals as to their age, experience, types of schools presided over and division of time. Comparisons will be made with similar information for the supervising principals. A total of 479 teaching principals replied to the inquiry representing all sizes of cities, although a majority are from communities of more than 30,000 in population.

TABLE 71.—ENROLMENTS OF SCHOOLS UNDER TEACHING PRINCIPALS

Number of Pupils	Geographical Sections									U. S.
	New England	Middle Atlantic	East North Central	West North Central	South Atlantic	East South Central	West South Central	Mountain	Pacific	
Under 100 ...	11	3	3	3	10	..	..	1	4	35
100- 299 ...	38	26	43	12	11	6	5	11	35	187
300- 499 ...	21	36	26	15	8	1	8	4	16	135
500- 699 ...	6	15	7	4	5	2	3	1	4	47
700- 899 ...	2	2	1	1	1	1	1	..	3	12
900-1099 ...	..	1	..	2	..	..	..	1	..	4
1100-1299 ...	..	..	..	..	1	..	..	..	..	1
No answer ..	19	9	9	5	5	..	1	2	8	58
Total no. of schools	97	92	89	42	41	10	18	20	70	479
Median no. of schools	247.37	369.45	272.09	346.67	245.45	266.67	387.50	245.45	254.29	287.70

Enrolment of schools under teaching principals—Table 71 presents by geographical sections the enrolments of schools under teaching principals. It will be noted:

1. The range in medians is from 245.45 pupils in the Mountain section to 387.50 pupils in the West South Central section. The median for the whole group was 287.70 pupils.

2. An item of interest is the number of teaching principals in charge of schools enrolling over 500 pupils.

The overlapping is considerable between the school enrolments of Table 71 for teaching principals and the enrolments of Table 1 for supervising principals. The median pupil enrolments of schools under teaching and supervising principals were 287.70 and 632.32 respectively.

TABLE 72.—TYPE OF SCHOOL UNDER TEACHING PRINCIPALS
Geographical Sections

Type of School	New Eng- land	Middle Atlan- tic	East North Central	West North Central	South Atlan- tic	East South Central	West South Central	Moun- tain	Pa- cific	U. S.
Kindergarten—5	1	1	4	1	..	..	..	1	2	10
1-5	3	13	3	1	5	..	..	2	5	32
Kindergarten—6	13	1	16	7	4	..	2	4	19	66
1-6	23	31	19	22	5	3	5	3	16	127
Kindergarten—7	..	..	6	2	10	..	..	..	2	20
1-7	10	18	13	1	9	2	2	..	..	55
Kindergarten—8	3	..	3	3	..	..	..	1	6	16
1-8	14	3	4	4	1	2	5	2	8	43
Kindergarten—9	2	..	..	..	..	..	..	..	..	2
1-9	3	1	..	..	..	..	..	..	..	4
Miscellaneous	23	15	10	1	6	3	3	6	9	76
No answer	2	9	11	..	1	..	1	1	3	28
Total	97	92	89	42	41	10	18	20	70	479

Table 72 indicates the grade combinations of schools under teaching principals. It will be noted that:

1. Schools including the kindergarten or first grade through the sixth grade are the most frequent types. The same was true of schools under supervising principals.

2. The second largest group were those schools including the kindergarten or first grade through the seventh. In the case of the supervising principals schools terminating with the eighth grade formed the group second in size.

3. Only 25.2 percent of the teaching principals reported schools including the kindergarten. Supervising principals reported kindergartens in 51.6 percent of their schools.

The age of teaching principals—Table 73 presents a comparison between the median ages of teaching and supervising principals. In eleven of the possible eighteen comparisons by geographical sections the median supervising principal is older than the median teaching principal. The ranges of the ages for the two groups were from 20 to 69 years for teaching principals and from 25 to 74 years for supervising principals.

TABLE 73.—MEDIAN AGES OF TEACHING AND SUPERVISING PRINCIPALS

Type and Sex	Geographical Sections									
	New Eng-land	Middle Atlan-tic	East Cen-tral	West Cen-tral	South Atlan-tic	East South Cen-tral	West South Cen-tral	Moun-tain	Pa-cific	United States
Teaching (men)	37.81	35.63	38.75	50.00	42.50	42.50	40.00	52.50	39.00	38.96
Supervising (men)	47.25	41.67	43.06	46.25	39.17	35.00	41.25	45.00	42.75	43.35
Teaching (women)	45.42	44.00	46.41	39.58	39.50	48.75	42.50	51.67	40.00	43.85
Supervising (women) ..	50.42	48.13	48.50	52.50	48.18	55.00	35.00	46.00	47.50	48.45

The proportion of men to women among the teaching principals is approximately one to three; in the case of supervising principals it was approximately four to six.

Total education experience—Table 74 presents a comparison between the median years of educational experience of teaching principals and the median experience of supervising principals. It will be noted that:

1. The median number of years for supervising principals of the whole group exceed by 3 years the experience of the teaching principals.

2. This approximate difference of three years holds for all geographical sections excepting the West South Central and the Mountain sections.

Though not shown in the table, the range in years of experience for teaching principals was from 1 to 45 years, while that for supervising principals was from 1 to 51 years.

TABLE 74.—NUMBER OF YEARS OF EXPERIENCE IN SCHOOL WORK

Medians	Geographical Sections									
	New Eng-land	Middle Atlan-tic	East Cen-tral	West Cen-tral	South Atlan-tic	East South Cen-tral	West South Cen-tral	Moun-tain	Pa-cific	United States
Teaching principals	23.07	20.73	22.22	20.50	16.90	20.00	19.50	26.50	16.19	20.44
Supervising principals ..	27.70	23.50	25.58	27.10	20.75	22.00	17.50	22.38	21.79	23.84

Number of years as a principal—Table 75 compares the median number of years as a teaching principal with the medians of the supervising principals. It will be noted that:

1. The medians show more years for supervising principals in all geographical sections, excepting in the East South Central area. The median for the whole group of supervising principals exceeded that of the teaching principals by 3.31 years.

2. The range in years of experience as a principal for teaching principals was from less than one to slightly over thirty years, while

that for supervising principals was from less than one to over forty years.

TABLE 75.—MEDIAN FOR NUMBER OF YEARS AS A PRINCIPAL

	Geographical Sections									
Medians	New Eng- land	Middle Atlan- tic	East North- Central	West North- Central	South Atlan- tic	East South- Central	West South- Central	Moun- tain	Pa- cific	United States
Teaching principals . . .	7.24	7.83	6.85	6.91	6.00	9.60	7.00	8.00	5.20	6.83
Supervising principals . .	14.82	10.86	8.83	12.75	7.75	8.80	7.71	9.33	8.71	10.14

Number of years in present position—Teaching principals were asked to indicate the number of years that they had been in their present positions. This information would supplement the previous section in determining whether the teaching principalship is merely a training position for supervising principals.

TABLE 76.—MEDIAN NUMBER OF YEARS IN PRESENT POSITION

	Geographical Sections									
Medians	New Eng-land	Middle Atlan-tic	East North Central	West North Central	South Atlantic	East South Central	West South Central	Moun-tain	Pa-cific	United States
Teaching principals . . .	5.00	4.67	5.48	4.00	4.67	6.67	4.80	5.33	3.13	4.59
Supervising principals . .	8.36	5.08	5.44	4.17	5.33	4.00	4.60	6.67	4.00	5.50

Table 76 indicates the median number of years teaching principals have been in their present position as compared with supervising principals. The range in medians for the teaching principals was from 3.13 years to 6.67 years, while that for the supervising principals was from 4.00 years to 8.36 years. An examination by geographical areas shows little differences in the medians for each area excepting in the case of New England.

The complete tabulation, not given here, shows the range in the distributions for the supervising principals as extending over 40 years, while that for teaching principals is approximately 30 years.

TABLE 77.—PERCENTAGE OF PRINCIPALS WITH DEGREES

Position	Not Classified	Doctorate	Master	Bachelor	None or No Answer	Total
Teaching principal	2	4	1.6	17.5	80.3	100
Supervising principal	1.0	1.0	15.0	30.0	53.0	100

Degrees held by teaching principals—Table 77 compares the teaching and supervising principals as to the percent holding college degrees. It will be noted that:

1. Approximately 20 percent of the teaching principals possess a degree as compared with 47 percent of the supervising principals.

2. The relatively larger percentage of supervising principals with the master's degree probably reflects the growing belief that this degree is essential for this group of school officers.

The number of hours spent at school—It is of value to know approximately how many hours the teaching principal spends at school. Table 78 indicates the total number of hours spent at school according to city sizes. It will be noted:

1. The report for cities of all sizes as to total time spent at school closely agree. This may be explained by the miscellaneous collection of school sizes in each city size group. A tabulation of these same data by school sizes shows a range in hours from 8.50 to 8.79, the shortest median time being for the largest schools.

2. The comparison of the medians for teaching and supervising principals does not show significant differences.

TABLE 78.—NUMBER OF HOURS SPENT AT SCHOOL

Number of Hours	City Size						Total
	Under 5,000	5,001 10,000	10,001 30,000	30,001 65,000	65,001 100,000	Over 100,000	
Under 4	..	..	..	..	1	..	1
4- 5	..	..	2	..	..	..	2
6- 7	9	5	45	20	9	13	101
8- 9	21	15	173	72	22	37	340
10-11	3	1	9	5	..	4	22
12-13	..	..	1	..	1	..	2
Total	33	21	230	97	33	54	468
Median for teaching principals	8.71	8.73	8.79	8.79	8.59	8.76	8.76
Median for supervising principals	8.80	8.63	8.83	8.72	8.85	8.47	8.68

Distribution of the teaching principal's time—As in the case of supervising principals, the teaching principals were asked to estimate the amount of their time devoted to supervision, administration, teaching, clerical and miscellaneous duties.

The average percent of time devoted by teaching principals to certain functions has been shown in Table 79. It will be noted that:

1. As the school increases in size the percent of time devoted to teaching decreases, while the time devoted to administration, clerical duties and supervision increases.

2. It is interesting to compare the division of time in schools of different sizes. Comparing the schools of 100 to 499 in enrolment with those over 900 in enrolment, the reduction in the time devoted to teaching is from 64 to 47 percent. This increase in free time results in an increase of but two percent in the allotment to super-

vision. The gains in the allotments to administrative and clerical duties are much larger than this. Considered as a whole, the table suggests that as teaching principals are relieved from teaching, they tend to use the time thus made available for administrative and clerical duties, rather than for work directly designed to improve instruction.

TABLE 79.—AVERAGE PERCENTAGE OF TIME GIVEN TO CERTAIN DUTIES BY TEACHING PRINCIPALS

Type of Duty	School size				Total
	Under 100	100-499	500-899	900-1299	
Supervision	5.94	10.14	12.00	12.50	10.03
Administration	6.28	9.98	11.19	22.50	9.90
Teaching	77.66	63.75	60.60	47.50	64.42
Clerical	4.75	9.65	10.96	17.50	9.43
Other duties	5.22	6.56	5.38	0.00	6.22
Total	99.85	100.08	100.13	100.00	100.00

Ideal distribution of the teaching principals' time—The questionnaire asked those serving as teaching principals to indicate an ideal distribution of their time. This distribution was grouped under the general heads of supervision, administration, teaching, clerical and miscellaneous duties.

TABLE 80.—AVERAGE PERCENTAGES OF TIME UNDER IDEAL CONDITIONS FOR TEACHING PRINCIPALS

Type of Duty	School Size				Average
	Under 100	100-499	500-899	900-1299	
Supervision	19.90	33.83	41.51	38.75	34.00
Administration	10.62	17.60	17.65	22.50	17.20
Teaching	56.33	30.24	22.37	25.00	30.90
Clerical	6.48	8.10	8.65	8.75	8.07
Other duties	6.67	10.23	9.52	5.00	9.83
Total	100.00	100.00	100.00	100.00	100.00

Table 80 gives the average percents of the ideal distributions suggested by teaching principals. The amount of time devoted to teaching has been reduced materially in all school size groups as compared with the actual distribution. A considerable portion of this freed time has been applied to supervision. This is shown in Table 81,

TABLE 81.—COMPARISON OF AVERAGE AND IDEAL DISTRIBUTIONS OF TEACHING PRINCIPAL'S TIME

Distribution of Time	Supervision	Administration	Teaching	Clerical	Other Duties	Total
Actual	10.03	9.90	64.42	9.43	6.22	100.00
Ideal	34.00	17.20	30.90	8.07	9.83	100.00

which shows that teaching principals would cut the allotment to teaching in half, slightly decrease the time to clerical duties, double the time for administration, triple the supervisory time, and materially increase the time for miscellaneous duties.

Summary and conclusions—The teaching principal, according to this study, is one who devotes over twenty-five percent of his time to regular teaching duties. He is most often in charge of a school including grades from kindergarten or one to six, and enrolling approximately 288 pupils. His age approximates thirty-nine years, during which time he has had about twenty years of school experience; approximately seven years as an elementary school principal, and almost five years in his present position. Approximately two in every three teaching principals in this study are women. More than 80 percent did not have a college degree. The most typical report was the bachelor's degree.

The teaching principal's day totals over eight and one half hours, divided approximately as follows: 64.43 percent to teaching, 10.03 percent to supervision, 9.90 percent to administration, 9.43 percent to clerical, and 6.22 percent to miscellaneous duties.

The teaching principals indicated that under ideal circumstances they would like to revise their school day by reducing teaching duties from 64 to 30 percent of their time and by increasing the allotment to supervision and administration.

The actual time distributions show that the allotment to regular teaching decreases as school enrolment increases. The time thus made available is allocated principally to administrative and clerical duties rather than to supervision.

The teaching elementary school principal of this study presides over a school usually less than 300 in pupil enrolment. The small amount of time free from teaching in such a school is usually too little to allow adequate time within a reasonable working day to legitimate administrative and clerical duties. The more important functions, concerned with the improvement of instruction, get practically no attention.

The committee believes this situation to be inherent in the small school. The existence of schools of small enrolment in a community is likely to hinder the development of a corps of trained and professionally minded supervising principals. Small schools may be necessary in certain situations due to sparsity of population or a number of other factors. Too often, however, such schools under teaching principals are the outcome of the short-sighted pressure of patrons anxious to have a school building in the immediate neighborhood. A wiser

policy is to recognize the desirability of the school enrolling from 800 to 1000 or more, and to locate buildings of this type so that all homes will be within a reasonable distance of such a building. A forward looking building program makes such a policy practical as well as desirable.

It will probably always be impractical from an economic point of view to hope to pay the principal of a school with small enrolment a salary that will attract a person of training and ability. Nor will it be possible to relieve the principal of the small school of teaching duties that he may perfect himself in the technical functions so essential to highest school efficiency.

The success of the movement to develop the professional office of the supervising principal will to a large extent depend upon the leadership of superintendents and school boards in educating school patrons as to the desirability of the large as opposed to the small school unit.

SELECTED REFERENCES

1. CROUCH, ROY. "The Status of the Elementary School Principal," *Fifth Year-book, Department of Elementary School Principals*, National Education Association.
2. MORRISON, J. CAYCE. "The School Principalship in Ohio Cities and Exempted Villages," *Ohio State University Contribution in School Administration*, No. 2, May 15, 1926, pp. 9-58.

CHAPTER XIV

AN INVESTIGATION OF SUCCESSFUL ELEMENTARY SCHOOL PRINCIPALS

IN AN ATTEMPT to secure information as to factors making for success in the elementary school principalship, a field worker visited and closely studied forty-five principals of outstanding ability.

The procedure in selecting principals was to ask the superintendent of schools to nominate several "successful" supervising principals from among those in his school system. The field worker visited principals on the superintendent's list and in several instances principals nominated by their fellow workers.

In visiting the school the field worker went directly to the principal's office. Most principals understood from the superintendent that they were simply to explain the work of the school and answer questions for the field worker. During the interview the field worker endeavored to secure data upon the principal's personal traits through an observation of the way he directed the school and from the answers made to certain questions. Questions were based upon an interview form, although it was often necessary to abandon the taking of notes to secure a natural attitude from the principal being interviewed. The length of the visits varied from forty-five minutes to four hours.

It is the purpose of this chapter to present data based (1) upon observation and notes taken during the visits, and (2) upon replies of 27 of the selected principals to a questionnaire. Comparisons have been made between these twenty-seven principals and the unselected group of approximately 600 supervising principals.

The superintendent on factors of success—The first reaction of the majority of superintendents was that the study was endeavoring to isolate many intangible factors. These intangible factors were usually summed up under the term "personality" and were considered to be the influences which determined success or failure. They felt that a principal might have experience and training to an ideal extent, but could not be considered successful unless he could "meet people," "get along with teachers," "understand children," "pacify parents," or possessed other qualities of tactfulness.

It was interesting to note the change when one considered an individual principal. Usually the interviewer would request the superintendent to point out the reasons why certain principals were placed on the selected list. The use of the term "personality" dropped to a minimum and was replaced by such statements:

1. She has the parents behind the school.
2. He is exceptionally good on pupil adjustment.
3. She helps her teachers with classroom problems.
4. He is energetic—gets things done.

These statements represent the "key" phrases used to describe four individual principals. It is obvious that a principal in a practical situation is "successful" in the eyes of his superintendent for some specific ability. Meanwhile, back in the recesses of the superintendent's mind, are some vague qualities which he seeks to find in candidates considered for employment.

In Chapter XIX, it was shown that superintendents have certain standards in employment which they cannot describe minutely as to meaning or relative value. It is possible to group these standards under four general headings, (1) personality, (2) training, (3) experience, and (4) special abilities. Probably most superintendents would list these in the above order of importance, although many would place either training or experience first in importance. In greater detail these basic factors would be as follows:

(1) *Personality*

- Can he convince the parents of his ability to manage the school?
- Does he handle school-home differences tactfully?
- Can he inspire confidence on the part of teachers?
- Can he work as a part of a complicated school system?
- Does he love and understand children?

(2) *Training*

- Has he had a well-rounded experience in educational theory?
- Has he had specialized training along technical lines of educational work?
- Does he hold an advanced degree in education?
- Has his basic academic training been broad?

(3) *Experience*

- Has he had several years of educational experience?
- Has his educational experience been varied between teaching and administrative work?
- Has this experience broadened his viewpoint in a way which will be an advantage in his work?

(4) *Special abilities*

- Does he have specialized training of value to the school system?
- Can he participate in various community activities?
- Can he stimulate pupil activities of a specialized nature?

The questions under the above major items indicate a few of the factors which superintendents consider to be influential in determining

success as an elementary school principal. An individual might be weak in one or two items and still be considered a successful principal. Superintendents emphasize the factor of "personality" when thinking in general terms of the demands of the principalship. This is probably due to the greater difficulty of improving personal deficiencies than of atoning for the more tangible shortages in training or experience.

Size and type of school—There were twenty-seven principals of the selected group who returned questionnaires in satisfactory form for tabulation. Two-thirds of this number were in charge of schools organized along traditional lines, while one-third were from principals of platoon schools. The grades included in these schools were:

Grades	Number of Schools
K-5	1
1-5	1
K-6	7
1-7	1
K-8	10
1-8	4
K-9	2
K-12	1
	27

The largest single type of school included grades from the kindergarten through the eighth, with the kindergarten through the sixth next in frequency. The most frequent type among the unselected group of supervising principals was the kindergarten through the sixth grade type.

The enrolments of the selected schools varied widely. The range was from 425 pupils to 2400 pupils, with the largest group from 700 to 899 and the median at 1120 pupils. In the unselected group the median school enrolled 632 pupils.

Educational experience—The experience of principals was secured in three parts: (1) total educational experience, (2) total experience as an elementary school principal, and (3) number of years in present position.

The total educational experience of the selected group has been compared with the total experience of the unselected group of supervising principals:

	Range in Years	Median
Selected group: 10 to 44.....		22.0
Unselected group: 1 to 51.....		23.84

The total years of experience as an elementary school principal was approximately the same for the two groups:

	Range in Years	Median
Selected group:	2 to 36.....	10.57
Unselected group:	Less than 1 to over 40.....	10.14

The number of years in the present position indicates to a large measure the stability of the principalship. The selected and unselected groups may be compared as follows:

	Range in Years	Median
Selected group:	1 to 26.....	5.56
Unselected group:	Less than 1 to over 40.....	5.75

In the case of all forms of experience the ranges of the unselected group were wider than those of the selected group, but the medians were approximately the same. On the basis of these figures it is hardly possible to distinguish the selected group from the unselected principals. Valuable as experience may be, it is evidently not a factor in distinguishing the outstanding from the unselected principal.

The question then arises as to whether the type or quality of previous experience was an influence in placing these principals among the more successful. They had held 4.21 different positions prior to the present one, as compared with 4.15 positions on the part of the unselected group. There were 44.4 percent of the selected principals who had some form of high school work. The positions held immediately preceding the present one have been indicated in Table 82.

TABLE 82.—TYPE OF PREVIOUS WORK OF SELECTED PRINCIPALS

	Number of Principals Reporting
1. Elementary school principal.....	9
2. Elementary school teacher.....	4
3. High school teacher.....	3
4. Junior high school teacher.....	2
5. High school principal.....	2
6. Normal school instructor.....	2
7. High school department head.....	1
8. County superintendent	1
9. District superintendent	1
10. Teaching elementary school principal.....	1
11. Assistant elementary school principal.....	1
Total	27

The largest percent of the selected group had been elementary school principals prior to the present position. The three largest groups among the unselected principals were: elementary school

principals, assistant principal and superintendent. A relatively high percent of the selected principals entered the elementary school principalship from high school positions and small superintendencies. Several of them said it was necessary to secure their early experience in the higher paid branches of educational work until they could have a principalship. Admitting that varied experience is of value, the question arises whether these selected principals might not have found their early experience more valuable had it been secured in the elementary school field.

A further study of the influence of experience among the selected group was made by correlating experience with salary and experience with responsibility as expressed by school enrolment. The correlations were as follows:

1. Salary with total education experience.....	.26
2. Salary with total experience as a principal.....	.24
3. Salary with experience in present position.....	.20
4. Enrolment with total educational experience.....	.02
5. Enrolment with total experience as a principal...	.21

These correlations must be interpreted in the light of the few cases involved and the fact that the "rank difference method" of computation was used. The coefficients show that the relationships were not marked. Crouch¹ found a correlation of .268 between salary and teaching experience.

It is obvious from the above correlations that number of years of experience had little relationship with success as determined by salary or by responsibility. In other words, these selected principals were not paid for many years of experience nor given larger schools because of these years of experience. Yet the complete data showed that no one in the selected group had less than ten years of experience.

Age among selected principals—Age has frequently been cited as a necessary factor in success. It implies experience, poise and maturity. A comparison may be made between the selected group and the unselected group as follows:

	Range in Years	Median
Selected group: Men 32 to 60.....		40.6
Women 44 to 61.....		52.5
Unselected group: Men 25 to 74.....		43.35
Women 25 to 74.....		48.45

The outstanding group does not contain anyone younger than thirty-two years as compared with the twenty-five year limit of the unselected group. The medians, however, do not indicate significant

¹ Crouch, Roy, "Status of the Elementary School Principal," *Fifth Yearbook, Department of Elementary School Principals*, Vol. V, No. 4, July, 1926, p. 271.

differences. One may conclude that the period of greatest distinction is from 32 to 60 years of age for the men principals and from 44 to 61 years for the women.

The correlation between salary and age for all of the selected group was .09 and .13 between school enrolment and age. Crouch reported a correlation of .269 between salary and age. These correlations show that age is not a determining factor in securing higher salaries or greater responsibilities. The one outstanding fact was that none of the selected principals were under 30 years of age.

Dependents of the selected principals—Data reported by the six women of the selected group showed that none of them were married. Four of this number did not have dependents of any kind, one had one person totally dependent and one person partly dependent, while the sixth principal had two persons partially dependent on her. The median number of total dependents among the unselected women principals was 2.01 persons.

Of the selected men principals only one of the twenty-one was entirely free from dependents. There were an average of 1.5 children per man principal, 2.6 total dependents and .85 partial dependents. The average man of this group must support himself and approximately three other persons. The median number of total dependents for the unselected men principals was 2.59 persons. It is not evident from these data that the selected principals have achieved success through a lack of dependents as the number of dependents among both selected and unselected principals is approximately the same.

Salary and expenditures—The salaries of the selected group of principals covered a wide range due to the different salary schedules and school enrolments. Data on cost for the necessities of life and cost per individual member of the family were gathered, and these are presented in Table 83.

TABLE 83.—RANGE OF SALARY AND EXPENDITURES OF SELECTED PRINCIPALS

Salary Range	Median Salary	Range of Total Amounts for Necessities	Median	Range per Individual Family Member for Necessities	Median	Range for Recreation and Study	Median
\$2500 to \$6499	\$4093.30	\$1200 to \$5250	\$2517.80	\$400 to \$2700	\$859.10	\$100 to \$1500	\$777.50

Table 83 shows the range of salary and expenditures of selected principals to be wide. An examination of the whole distribution shows some influence of geographical location, the cities in the Mid-

dle Atlantic states being higher than those of the Middle West and South. A consideration of specific individuals shows that a principal in the Middle West may spend more than an individual living in New York City. This variation may be explained by the personal factor of taste and desires.

There was a correlation of .58 ($\pm .09$) between size of city and the salaries of principals in the selected group. The correlation between salary and total expenditures for necessities was .73 ($\pm .06$). There was little correlation between salary and amount spent per individual member of the family, as shown by the coefficient .28.

A study of the six hundred unselected elementary school principals shows a median salary of \$2714.29 as compared with \$4093.30 for the selected group. The median amount expended for necessities by the unselected principals was \$1750 as compared with \$2517.80 for the smaller group.

Collegiate degrees—Twenty-three of the selected group held the bachelor's degree or higher. There were three women and one man without college degrees.

Degrees do not indicate the extent of an individual's knowledge but they do give some idea of professional interest and growth. The fact that a large percent of the selected group have the master's degree or higher is significant. A comparison of the percent of each type of degree held by both the selected and unselected groups has been indicated in Table 84.

TABLE 84.—PERCENT OF PRINCIPALS HOLDING COLLEGE DEGREES

	No Answer or None	Not Classified	Bachelor	Master	Doctor	Total
Selected	14.8	0	25.9	51.9	7.4	100
Unselected	53	1	30	15	1	100

In Table 84 the large group with the master's degree indicates a high degree of training on the part of the selected group. Correlations were not worked out for the relationship between salary and training, but a study of the distribution shows those receiving the highest salaries as possessing the master's degree or better. The four persons without any degrees were approximately \$700 below the median for the group.

Crouch reported a correlation of .306 between training and salary. He said: "This is encouraging although somewhat low. It suggests that the better trained principals are receiving the higher salaries."¹

¹ Crouch, Roy, *op. cit.*, p. 271.

Division of school time—The outstanding principals were asked to indicate the total amount of time spent at school, including the lunch hour. The estimates ranged from 7 to 9 hours per day with a median of 8.76 hours. The median for the whole of the unselected group of principals was 8.68 while the median was 8.47 hours for cities over 100,000 in population.

Estimates were made by the selected group as to the percents of their time devoted to the various phases of their work. These have been compared with the average of the unselected principals in Table 85.

TABLE 85.—COMPARISON OF AVERAGE TIME DISTRIBUTIONS

Group	Supervision	Administra- tion	Clerical	Teaching	Other Duties	Total
Selected	36.30	35.38	12.01	2.86	13.80	100.35
Unselected	33.94	30.02	18.94	4.18	13.45	100.53

Table 85 shows the average selected principal spending more time in supervision, administration and miscellaneous duties than the average unselected principal. This time is secured by greater freedom from teaching and clerical duties.

After estimating the actual time distribution, the selected principals were given an opportunity to suggest an "ideal" distribution of time. Some of these estimates showed considerable originality but the averages of the whole group presents a reasonable standard. The standard set-up by the selected group has been compared in Table 86 with the ideal distribution suggested by the unselected principals.

TABLE 86.—COMPARISON OF AVERAGED IDEAL TIME DISTRIBUTIONS

Group	Supervision	Administra- tion	Clerical	Teaching	Other Duties	Total
Selected	47.3	27.1	5.5	7.4	12.7	100
Unselected	51.56	24.87	5.99	5.71	11.87	100

According to Table 86 the selected group reduced the amount of time which they would give to administration and clerical duties and increased that given to supervision and to teaching. This tendency may have been due to the full time supervisory assistants of several of the selected principals. The constant tendency for all groups of supervising principals to advocate more of their time for regular teaching duties is worthy of further investigation.

Time consuming duties—The twenty-seven selected principals were asked to indicate the six duties consuming the largest portions of

their time. There were 129 duties in all, which have been grouped as indicated in the following list:

Function	Number of Replies
<i>Supervision</i> (31.1 percent of total duties)	
1. Conferences with teachers.....	13
2. Classroom visits	10
3. Supervision of instruction.....	8
4. Conferences with supervisors.....	3
5. Training new teachers.....	2
6. Technic of instruction.....	1
7. Testing and classifying.....	1
8. Pupil placement	1
9. Making informal tests.....	1
	—
	40
<i>Administration</i> (55.1 percent of total duties)	
1. Conferences with parents.....	14
2. Discipline	10
3. Visitors	8
4. Management	8
5. Conferences with pupils.....	6
6. Playground supervision	3
7. Caring for new pupils.....	3
8. Inspection of building.....	2
9. Building maintenance	2
10. Course of study committees.....	2
11. Programing	2
12. Principals' meetings	2
13. Advising the attendance officer.....	1
14. Inspecting the lunchroom and lunches.....	1
15. Checking records and reports.....	1
16. Checking test results.....	1
17. Program for special weeks.....	1
18. Laying out clerical work.....	1
19. Committee work	1
20. Spreading good cheer.....	1
21. Comparisons of school data.....	1
	—
	71
<i>Teaching</i> (.8 percent of total duties).....	1
<i>Clerical</i> (9.3 percent of total duties)	
1. Clerical work	3
2. Correspondence	3
3. Supplies	2
4. Making reports	2
5. Giving information	1
6. Telephone	1
	—
	12
<i>Miscellaneous</i> (3.9 percent of total duties)	
1. Cooperating with the community.....	3
2. Extra-curriculum activities	2
	—
	5

The above list shows a preponderance of administrative duties, many of which should not be among the duties receiving large portions of time. Omitting such general items as "management," we find that the six most frequently mentioned specific duties were:

1. Conferences with parents.
2. Conferences with teachers.
3. Classroom visits.
4. Discipline.
5. Visitors.
6. Conferences with pupils.

These six duties include five of the first six time consuming duties of the unselected group. The only difference between the two lists was that "visitors" figured more prominently with the selected principals and "reports" with the unselected principals. We must conclude then that the duties requiring the most time do not vary between these two groups, although there may be considerable variation in the effectiveness with which these duties are performed.

Supervisory activities—The emphasis on supervision raises questions as to the specific methods used by principals in this work. For one particular week the selected group of principals reported from zero to one hundred classroom visits, with the median at 9.85 visits. The unselected principals' reports showed a median of 11.97 visits. The median length of the visits was 19.6 minutes for the selected group and 21.21 minutes for the unselected group. Both groups were approximately equally divided on whether notes should or should not be taken during class visits. A check of the number of visits reported by the selected group of principals showed that not more than 50 percent of the visits were followed by an interview with the teacher. The conclusion must be that the class visit has found less favor as a tool in supervision among the selected principals than among the unselected principals.

In another question the selected principals were asked to indicate the ways in which they made the greatest efforts to improve instruction. In order of frequency of mention the list was as follows:

- | | |
|--|-----|
| 1. Individual talks with teachers..... | (1) |
| 2. Classification of pupils..... | (3) |
| 3. Teachers' meetings | (4) |
| 4. Classroom observation | (2) |
| 5. Tests and examinations..... | (5) |
| 6. Demonstration teaching | (6) |
| 7. Coaching | (7) |

The figures in parentheses indicate the rank of these same means by the unselected group of principals. The two ranks are similar, but it should be noted that "classroom observation" was mentioned

less frequently by the selected group than by the unselected group. This confirms the statement made immediately above that observation has a less favorable place in the estimation of the selected principals. Nor is this a matter of grave concern, for "classification of pupils" and "teachers' meetings" have a more important rank than with the unselected group. The other technical devices are beginning to secure their rightful places while the seriously abused "observation" or inspectorial visit is assuming its proper rôle. Principals are realizing that there are other effective technics in supervision besides many short classroom visits.

Relationship with the superintendent—There exists the possibility that the outstanding principals discussed in this chapter had attained their prominence through greater freedom of action. To secure data along this line, the selected group was asked to indicate their understanding of certain administrative relationships. The results from the twenty-seven selected principals corresponded almost exactly with the majority vote of the unselected principals. This has been reported in another chapter in the relationship between the principal and the superintendent but will be summarized here.

1. Teacher selection and placement—a majority of the selected group felt that they had little or no voice in this matter. The unselected group was more confident of its authority to cooperate with the superintendent in this work.

2. Direction of the janitor—the principal has full authority.

3. Determination of content of school subjects—has been delegated to teacher committees appointed by the superintendent.

4. Determination of time to be devoted to studies—has been left to committees appointed by the superintendent.

5. Determination of specific method to be used in teaching—a cooperative function between principal and teachers.

6. Rules governing routine matters—may be made by the principal if they do not conflict with rules of the superintendent or board.

7. The daily program of the school—made by the teachers, subject to the principal's approval.

8. Selection of textbooks and supplies—the principal is restricted to the standard supplies furnished to all schools.

9. The promotion and placement of pupils—the final authority lies with the principal.

The conclusion from this return is that the majority of the selected principals do not exercise any more authority along certain lines than do the majority of the unselected principals. If the work of the selected principals tended to make them more successful than the unselected group it was due to the quality of functioning, not to the extent of their authority.

Professional study—In recency of summer school attendance the selected group did not show any material advantage over the six hundred unselected principals. Both groups showed that approxi-

mately 51 percent had been in attendance at summer school since 1923. The four most frequently mentioned universities by the selected group were: Columbia, Chicago, New York, and California.

The unselected principal indicated that professional magazines are among the most popular devices for those desiring to train themselves in service.

The professional magazines mentioned most frequently by the selected principals have been listed immediately below. The figures in parentheses indicate the rank as to frequency with which these same magazines were named by the unselected group of principals.

1. The Elementary School Journal..... (2)
2. Journal of the National Education Association.. (1)
3. Journal of Educational Method..... (3)
4. Teacher's College Record..... (6)
5. Journal of Educational Research..... (10)
6. School and Society..... (17)
7. American Educational Digest..... (9)

The general cultural values obtained from reading widely are as essential to a teacher as the specific returns of professional reading. The selected group of principals indicated the non-professional magazines which they were reading as shown in the list below. The figures in parentheses indicate the rank of these same magazines among the unselected group.

1. Literary Digest (1)
2. National Geographic (2)
3. Atlantic Monthly (5)
4. American (3)
5. Saturday Evening Post..... (4)
6. World's Work (8)
7. Time (not listed before)

There are many helpful professional books which have proven of value to principals during the past year. The books listed at the end of this paragraph were mentioned two or more times by the twenty-seven selected principals. The figures in parentheses indicate the rank of the same books among the unselected principals.

1. Barr and Burton, Supervision of Instruction.... (5)
2. Cubberley, E. P., The Principal and His School.. (1)
3. Anderson, Barr and Bush, Visiting the Teacher at Work (4)
4. Anderson and Davidson, Reading Objectives
(not listed before)
5. Kilpatrick, The Foundations of Method..... (6)
6. Twenty-sixth Yearbook, National Society for the
Study of Education..... (not listed before)

Professional organizations have proven of value in directing individual principals toward professional advancement and study. The

selected group of principals indicated a higher degree of interest in the local and state associations than the unselected principals. The point of greatest contrast with the unselected group was in the national associations. There were 92.5 percent of the selected group who were members of the National Education Association as compared with 77.2 percent of the unselected supervising principals. Exactly 66.6 percent of the selected principals were members of the Department of Elementary School Principals of the National Education Association as compared with 22.1 percent of the unselected principals.

Community relationships—Meetings held at night in schools are usually the school functions which a majority of the community may attend. There were 59.2 percent of the selected group who reported evening meetings in their schools. Out of a total of 172 meetings only 32.1 percent were presided over by the principal. The unselected principals reported evening events in 70.3 percent of their schools. The median number of meetings for the selected group was 7.05 while that for the unselected group was 4.82 events.

Theory advocates that a principal devote some of his time to community work. The median number of hours given by the outstanding principals to this work was 2.5 hours per week while the unselected group gave 1.77 hours. There were 64.2 percent of the unselected principals who gave some time as compared with 85.1 percent of the selected group.

The types and kinds of clubs and community activities engaged in by the selected principals did not vary greatly from those reported for the unselected group. The American Red Cross, The Junior Red Cross, and the Parent-Teachers Association were mentioned most frequently by both groups. The median number of social-civic clubs of which the principals were members, was 1.08 organizations for the unselected principals and 5.7 for the selected group.

The miscellaneous forms of community activities of the selected group of principals showed many items concerning "churches," "libraries," "poor children," and other items of a similar nature. It was not possible to classify these so as to make comparisons with the unselected group of principals.

Results of the rating scale—A rating scale was devised to secure judgments upon the principals who were visited by the field worker. This scale was designed to distinguish between individuals in regard to personal qualities. The field worker endeavored during his visits to see the principal in a number of relationships or through questions

to bring out the person's attitude on various matters. After leaving the school the field worker made out a rating sheet for the individual who had recently been interviewed.

The data on the rating scale is presented with an acknowledgment of the subjective nature of rating schemes. It was necessary, however, to attempt to isolate the personal factors which go to make a principal outstanding and the rating scale offered the most objective device available to the field worker.

The rating scale was used for the forty-five principals who were visited personally. Each principal was rated from one to five on each of the qualities listed below. A rating of five was the highest and a score of one was the lowest possible on each item. A perfect rating on the twenty items would have given a total score of 100 points. A majority of the forty-five selected principals were scored between 75 and 85 points. It seemed to the field worker that "average" principals scored below 75 while those scoring above 85 seemed "exceptional" in ability.

A study of the ratings of the highest fifteen principals showed the items of the scale to be ranked by total scores in the order given below. The order of the traits is probably an indication of the relative importance of the traits to success in the principalship. The rank of the items in order of highest score was as follows:

1. Easy for adults to approach.
2. Remarkably pleasant voice and distinct speech.
3. A real teacher through his interest in children.
4. Wins admiration for his tact.
5. Enthusiastic believer in teaching as a profession.
6. Friendly toward the children of the school.
7. Well poised and self possessed.
8. Sincere in speech and action.
9. Interested in the community.
10. Energetic and enthusiastic.
11. Modest pride in work and achievements.
12. Prompt in judgments.
13. Cautious or reserved in word and action.
14. Creates impression of an advancing principal.
15. Good physique and bearing.
16. Mentally alert.
17. Happy attitude toward life.
18. Dresses with neatness and taste.
19. Well informed on professional matters.
20. Possesses a developed sense of humor.

A study of the total scores on each item for the forty-five principals showed the first ten items to be the same as above, although "interest in children," "sincerity in speech and action" and "interest in the community" moved toward higher ranks. The distribution

of the total scores on all qualities for the forty-five principals was as follows:

Total Score	Number of Cases
90-95.....	1
85-89.....	5
80-84.....	10
75-79.....	17
70-74.....	7
65-69.....	3
60-64.....	1
55-59.....	1
	45

Summary and conclusions—This chapter has set forth data in regard to certain selected or successful elementary school principals. Through comparison of these data with similar facts from a large unselected group of principals it was expected that certain "clues to success" would be suggested.

In summary we may present the following tabulation:

Items	Selected Principals	Unselected Principals
1. Size of school (median).....	1120 pupils	632 pupils
2. Type of school (mode).....	Kindergarten through eighth	Kindergarten through sixth
3. Total educational experience (median).....	22 years	23.84 years
4. Experience as a principal (median).....	10.57 years	10.14 years
5. Years in present position (median).....	5.56 years	5.75 years
6. Number of previous positions (median).....	4.21	4.15
7. Age (median) { men	40.6 years	43.35 years
women	52.5 years	48.45 years
8. Salary (median)	\$4093.30	\$2714.29
9. Cost of necessities (median).....	\$2517.80	\$1750
10. Cost for recreation and study (median).....	\$777.50	\$403.91
11. College degrees (mode).....	M. A.	A. B.
12. Holding of evening meetings (percent).....	59.2	70.3
13. Hours in community work per week (median)	2.5	1.77
14. Membership in civic clubs (median).....	5.7	1.08
15. Department of Elementary School Principals, N. E. A. (percent).....	66.6	22.1
16. National Education Association (percent)...	92.5	77.2

Other bases of comparison show that (1) both groups have practically the same number of dependents, (2) the recent experience of both selected and unselected principals was an elementary school principalship, although most of the selected group had experience in high school work, (3) the members of the selected group give a larger

percent of their time to supervision and administration and less to clerical work and teaching than do those in the unselected group, and (4) the selected group shows a more active interest in local, state and national professional organizations than the selected principals. The differences between the two groups was particularly noticeable in the percents of those who are members of the Department of Elementary School Principals and of the National Education Association.

It would be most unwise to attempt to draw general conclusions from each item upon which data have been submitted. For example, since we do not know the value of experience beyond a limited number of years we cannot make conclusions on the basis of the differences between the selected and unselected principals. There are, however, certain facts worth noting:

1. The median school under the selected principals enrolled approximately 1000 pupils as compared with a median school of 632 pupils under the unselected group. This factor may be over-emphasized for there are many outstanding principals in schools enrolling fewer than 1000 pupils. On the other hand, with larger enrolments, expenditures for equipment are more easily justified, clerical assistance is more likely to be provided, and opportunities for experimentation are more easily arranged. In other words, one may do many things with equipment and incentives to experiment which will place one among those persons achieving an unusual success.

2. The outstanding principals reported a median salary of \$4093.30 as compared with \$2714.29 for the unselected group. This difference may be due to many factors apart from a person's value as an elementary school principal. At the same time, one who receives an adequate salary will be able thereby to provide himself with recent professional literature and summer school training. These two means are generally accepted as being among the best to lift one from mediocre performance.

3. The majority of the selected principals possessed the master's degree while the most typical degree among the unselected group was the bachelor's. The value of advanced training for elementary school principals has not been statistically measured, but every day observation proves that wise training may improve the functioning of an educational worker. Advanced collegiate training is tangible proof of interest and of potential ability.

4. In the division of time, the significant difference was that the selected principals gave less time to clerical work and regular teaching than the unselected principals. This substantiates the generally observed fact that a principal secures greatest recognition through

his achievements in supervision, administration and miscellaneous work (*i. e.*, community activities). Good work in the clerical and regular teaching duties are essential to an efficient school, but these are not the primary functions for which principals are employed. The outstanding principals tend to reduce these activities to a minimum, in order to secure time for more technical supervisory work.

5. The selected principals took more active interest in community work than the unselected group of principals. This was shown by the amount of time devoted to community affairs and the number of memberships in social-civic organizations. Observation of several of these selected principals showed them making valuable contributions to their communities, while at the same time bringing their schools before the public in an admirable manner.

These five general lines suggest ways in which an elementary school principal may achieve greater distinction. In the cases of salaries, size of schools and division of time the superintendent must give considerable assistance, but even in these problems and the remaining two, the greatest need is for individual and cooperative work on the part of principals themselves.

Data were not available for comparing the selected with the unselected principals on the rating scale, but there was considerable variation between the selected principals themselves. It should be noted that two of the most important qualities among the 45 principals were "an interest in the lives of children" and "sincerity in speech and action." Principals should find considerable value in checking themselves on the particular personal qualities as found among the first fifteen selected principals. The importance of these qualities among the outstanding principals should be suggestive to those who seek to improve themselves.

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CHAPTER XV

CASE STUDIES OF OUTSTANDING PRINCIPALS

IN THE FOLLOWING chapter case studies of successful elementary school principals are presented. These are one of the results of the visits by the field worker to forty-five elementary school principals designated by their superintendents as "successful" in the work.

These reports are not complete descriptions but short exposures secured by one visit. An effort has been made to set forth the distinctive quality, skill or work of the one described.

Case Study 1—The school enrolled 780 pupils and had a faculty of 22 teachers. The district population consisted largely of Italians. Clerical help was not provided for the principal. He had experienced ten years of school work of which four years was in the capacity of an elementary school principal.

The greatest contribution of this principal is that of adjusting the individual to school situations. Age, grade, studies, tests and measurements are all used with a philosophy which ties them together in a program of school improvement. In a letter to the field worker he wrote:

I might start out by saying that school has closed and the pupils have gone home, but not far in the distance I can hear the din and hum of the Italian Village in which our school is located. This may not seem related to educational work, but it is a part of my philosophy to think that the sounds in our school and the community are like the sounds from the motor in a car. These sounds seem to be measures of emotional conditions and states in the school and in the individual. I do not like to ignore these seemingly little things.

During the past four years an intensive effort has been made in the school to reduce retardation. Such efforts required the use of many standard tests to locate learning difficulties. The health program has been worked out for the purpose of correcting physical defects which might cause trouble. Frequently such effort has called for personal visits to parents and continued pressure until results were secured. In many instances results have been secured from knowledge gathered outside of school:

I learn many things about our children on the street when I go to school and when I leave the building. The children who meet me and those who walk away from school with me frequently give the keys to their interests and their prejudices. Of course they would not tell about their teachers, but it sometimes seems that in an innocent and undirected conversation with a child, I learn more about the child's teacher than I would in an hour's visit at the teacher's room.

I have tried to point out a knowledge of pupils as we accumulate that knowledge apart from the classroom. I never feel that I know a child until I know that child away from school and until I know about his home. In my work I meet frequently and in close relationship at least one hundred and fifty children outside of school. I coach all sports, and I learn much when my baseball teams sneak me down some back alley to a baseball diamond. Then our track teams and dodge ball teams bring us into close understanding. We have a squad of fifty basket ball players, and in my schedule of activities this fall, I find that I have officiated at one hundred games of basket ball. Here is a wonderful opportunity to know the boys.

The principal has retained a close contact with classroom activities. He has thought of himself as a teacher even though called a principal. As such he had to be in a position to help the teachers with individual pupils and specific situations:

My original assumption is that I must know what these individuals do in the classroom, and I check the results of many tests every week. I have this very day evaluated the results of specific reactions of individuals to at least two hundred tests. These specific reactions may be nothing more than marks for individual pupils on spelling tests, or they may be results of objective tests on our courses of study in any subject. The medians of these tests alone mean little. I must weigh and consider the result of each test for each pupil. Much of this can be done hurriedly but some has to be done very carefully. If there is any place whatever for praise or condemnation it must come after reflection, consideration, deliberation, and conference, and then too we must not forget that the pupil has a sense of justice. We must remember that face values alone on tests could kill our individual and so we look farther for underlying causes and conditions.

Case Study 2—The school enrolled 2000 children under the direction of 58 teachers. The district was heavily congested with a population of Jewish and Polish people. Two teacher-clerks had been assigned to assist the principal. The principal was a woman who had served in educational work for 41 years, with the last 26 years as an elementary school principal.

This principal is enjoying the dividends which come to a woman who has dedicated herself unselfishly to a school for over twenty-five years. She might well have been the one described by Edwin Markham when he wrote:

They who can smile when others hate
Nor bind the heart with frosts of fate,
Their feet will go with laughter bold
The green roads of the Never Old.

Over twenty-five years ago she took charge of this school in a district where there were "myriads of children on narrow streets crowded with pushcarts, and houses filled with foreigners speaking an unknown tongue." At that time: "it was a wee bit of a school. We only owned for ourselves ten rooms on the first floor and six rooms in the annex where more than fifty boys were crowded into that small ill-lighted place."

The school grew so rapidly and a new building was constructed next door. Special methods, new curriculums, special classes came into vogue and were fitted into the scheme. Today the school represents "a large public school in all of its varied activities—reading, writing, arithmetic, music, drawing, dancing and the drama. It matters not which topic of the curriculum is the popular one, we have always been ready to step out upon the stage for exhibition."

During the years the steady influence of the school has permeated through the children to the parents of the community. The Junior Red Cross has been one avenue through which contact has been made. The actual value of such guidance cannot be estimated, though it is significant that these foreign parents paid more than \$250,000 for Liberty Bonds largely because of the school's stimulation. The more lasting influences of peace-time have proven more difficult to measure though they should be none the less real.

The personal qualities of this woman have made possible her great service to this school. These qualities come out in a letter to the children, parents, and teachers from their "principal" friend:

And from a "golden haired" principal my labors have brought me without sorrow to the end of twenty-five years, and with silver hair to match the brightness of the years that we have spent together—Our School and I.

I wish this issue of "Our School" could afford to print the history of our days' work, as the many days have rolled by filled to the brim with busy-ness and happy-ness and hopefull-ness. I wish that I might take you with me as my thoughts travel from one year to the next, and remind you and myself of the people we have met, the places we have been, and the pageants we have prepared. The procession would be as gay as any happy caravan could be, traveling out into the world with high hopes and plenty of courage and enthusiasm.

My journey with "Our School" has been a happy one, gay with the bright colors of success, and comfortable because of the complete understanding that has always existed among us all, children and teachers and parents. We have understood one another and have never wasted any of the precious days in brooding over imagined wrongs.

I sometimes think when the hours are filled to the brim with the irritating concerns that keep a principal busy, that it would be pleasant to close the office door and shut out these irritating concerns. But, oh, how much I would have missed! How little of the child life of this big school would I have known, how different would have been my knowledge of the hope and fears and aspirations of the teachers.

And so I close this personal reminiscence with the words of our office motto. It is so true that I want every one who knows "Fifteen" to know the secret of the happiness of its twenty-five year old principal. She believes that,

God is the only employer, and that
Work is divine expression and
Infinite love recompense.

Case Study 3—The school population amounts to 3000 pupils in grades from the kindergarten through the ninth. The teaching staff consists of ninety persons including two teacher-clerks in the office.

The school district contains many negro and foreign families who reside under congested living conditions. The principal has been in public school work for 44 years during which time he has served 24 years in his present position.

Over thirty-three years ago as a young man he assumed his first elementary school principalship. Today he is principal of a large metropolitan school, teaches a Sunday class of men and participates in many community activities. His hair is now white but he moves with vigor and decision befitting a man of fewer years. According to his own words the most important thing for his own personal happiness is daily prayer. Simply a request to do a little better today than in the past and to make the world a little better place for all.

Without doubt the personal life of this principal is reflected in his daily contacts. As we moved about the school he seemed like a kindly parent who sympathizes with one child, questions another, and casts a benediction over all which was returned in the smiles of the children.

His school fairly overwhelmed one by its size and complexity, yet there were many evidences of good organization. The pupil accounting system was one of the best of any school visited. Almost any item of personal data or school data which one might wish about a child may be brought to sight from the card catalogue. But even if the catalogue failed the principal's memory probably would not for he was able to interpret several card records by recalling that John's poor record several years ago had been due to an attack of measles.

The devices which he used in supervision may be listed as follows:

1. Room visitation; not according to a schedule.
2. Inspection of teaching plans.
3. Individual conferences.
4. Subject conferences.
5. Small group conferences.
6. Departmental conferences.
7. General staff conferences.
8. Written suggestions
 - a. Books to read.
 - b. Policy to be followed.
 - c. Tests to be given.
 - d. Encouragement of cooperation.

In discussing supervision and the successful management of an elementary school he said:

Our highest success will depend upon the development of the individual teacher and the intelligence and faithfulness with which our school plans and methods are followed.

He emphasized the necessity of building up the individual teacher. In education generally we have admitted the individual differences

between pupils, and this should suggest to principals the differences between teachers. Methods or devices which prove successful with one teacher do not necessarily succeed with another teacher. The success of an elementary school principal depends greatly upon his assistance to the individual teacher.

Case Study 4—The school included grades from the kindergarten through the eighth with an enrolment of 1800 pupils. There were 50 members of the teaching staff. The principal was assisted by a supervisor of instruction and two office clerks. The community was a mixture of many nationalities living under conditions involving many moral hazards. The principal had served in the elementary school field for more than 28 years.

The school has rendered remarkable service to the community in which it is located. Faced on every side by "Little Italy," "Little Russia" and many other racial groups it has tried to lift the children and parents from their old nationality into the new American citizenship. To outward appearances it is a typical, well administered city elementary school with its achievement tests, modern textbooks, special classes, lunch rooms and other facilities. The complete effect of a school, however, must be judged by the technic of its application to the community in which it is located.

The educational rights of children were insecure in this community where moral law has been constantly violated. Boys and girls of immature age have been permitted to drift into various forms of vice and crime. Parents have become lost in the meanness of their own status and have forgotten the possibility of providing an improved status for their children. In remedying such a state of affairs this principal has given heavily of his time and energy. The children were observed closely by their teachers for signs of poor health, abuse or lack of sleep. When evidences of these were discovered the case has been followed by the principal into the home and where necessary he called upon the services of the police, juvenile court, health nurse and other officials.

For over two hours this man recounted story after story illustrating the opportunities which he had experienced in settling divorces and quarrels which threatened to divide homes. The educational rights of children had been saved in many instances. Naturally, the question arose as to whether the regular social agencies should not have been expected to do this work. The principal felt otherwise, for many of the agencies were so swamped that the necessary immediate action would not have been forthcoming. Furthermore, the interest of these agencies was largely impersonal and was concerned chiefly

with the adjustment of adults. The principal on the other hand moved quickly upon a given situation with the rights of the child foremost in mind. Adjustments were made in terms of improved opportunities for children.

One cannot always select a single personal trait in an individual which has made him eminently successful in a given position. This principal had the personal wisdom and the school facilities so that he was free to devote himself to the community work. However, there was something in the way he impressed one with his absolute sincerity, tolerance of sinners and human understanding. Such qualities of personality could only be the result of many years of experience and reflective thinking. He had taught school since he was sixteen years of age with every type of school forming a part of his total experience. While in the university Harry Thurston Peck, the brilliant teacher of classics, exerted a profound influence on his life. Perhaps in the following quotation we may find something which explains the secret of his influence:

Life is so important that we cannot overestimate its value. Everyone should make the best possible preparation for life and self-development, but in this preparation there are no short cuts.

Case Study 5—The school enrolled about 1000 pupils under one form of the platoon school organization. There were 31 members of the faculty. The school community represented a typical residential section of a large city with few foreigners. The principal was a woman who served many years in various capacities in the elementary school field.

The platoon school organization had been adopted by this woman principal as the best for her school and community.¹ She became a thorough believer in the system, but was not blinded to the necessity of constantly improved organization. She recognized as one of the objections to the platoon organization, the possibility of emphasizing subjects in place of the development of children. The best preventive of this condition has been "correlation"—or the pooling of all subjects in the interest of child development activities.

Committees of teachers were organized to suggest ways of room cooperation. Many printed forms have been used which bring the library reading, classwork and the auditorium into mutual working conditions. A correlation chart in the hall was designed to keep everyone informed of the activities which were going on. Every teacher has realized the dangers and has tried to anticipate mistakes. The result is a successful school where splendid opportunities are offered for varied experiences.

¹ This statement is not an argument for or against platoon schools.

There were evidences that the principal employed similar methods of work in other phases of her many activities. Briefly the steps which she has proven effective are: (1) Study the new device, (2) believe in it after it has been adopted, (3) learn all about it in current literature, (4) adapt it constantly to the situation, (5) recognize its weaknesses and compensate for them, and (6) check the results.

Case Study 6—The enrolment of the school totaled 700 pupils. There were 19 teachers on the faculty and one full-time clerk. The community was populated chiefly with typical American families. The woman principal had served 24 years as an elementary school principal out of a total teaching experience of 34 years.

At first she would not tell about herself or the work of her school, evidently awed by the fact that the interviewer had come from a distance. Then gradually she drifted into her favorite subject—children. She told how wonderful it was to be a teacher. It was particularly satisfying to thrust responsibility upon children and see them meet expectations.

It was this principle, "the development of responsible citizens through responsibility," which led this woman to establish a system of school government. Her school needed someone to plant flowers, to improve the walks, to control traffic, to enforce good behavior and to help with a hundred other problems. These duties were not thrust back upon the classroom teacher nor did the principal attempt to assume the full load herself. Rather she taught the fifth grade pupils the essentials of self-government and so on down until even the first grade carried a participating membership in the school community. This pupil government was not artificial, for as we moved around the school several pupil officials asked for advice on certain problems. Her usual answer was: "That is your responsibility. Call together your staff and after you have your plans I shall be glad to help you put them into effect." It would have been easy in most cases to have given definite instructions for the child-problems were trivialities to an adult, but she practiced the principles of her preaching. It is easy for one to talk about "no impression without expression" to teachers and parents, while failing to follow this principle in practice.

The working out of the system was pleasant to see. When one washed his hands in the lavatory a boy stepped up with a paper towel. After thanking him for the courtesy I inquired why he had done this. He answered:

I am a member of the committee on school supplies. It is my work to teach the boys who use this room that they must take only one towel. Then when they finish to throw the towel into the waste container.

This was typical of the answers of a score of children whom I interrogated away from the hearing of their principal. They liked the freedom from teacher-made rules, they liked the chance to show what they could do and more than anything else they enjoyed the trust which was placed upon them.

At first one might think that there was nothing remarkable in this school and its administration. Yet many schools are so machine-like that self-governments exist only in name and attractive schemes lack vitality. A device can be most successful in producing changes among humans when it is "made alive" by personal touches. The key to the success of this system of school government and of this attitude of freedom among children was the spirit of the principal. She stands back of everything, not actually carrying the responsibility, but guiding, influencing and encouraging until the pupils proceed with confidence born of a developed sense of responsibility. Her school was an example of a school reflecting its leadership.

Summary and conclusions—The purpose of this chapter has been to indicate something of the personal elements encountered by the field worker in his contact with elementary school principals. The persons described could be duplicated many times in communities throughout the United States. It is a wonderful thing for education that personalities exist who may give to children many appreciations and values not secured in ordinary instruction.

On the basis of a rating scale¹ the outstanding personal qualities of these six individuals were:

1. An interest in and love for children.
2. Friendliness—easy for adults to approach.
3. Modulated voices, but distinct speech.
4. Friendly and unhurried with children.
5. Sincerity in speech and manner.
6. Tactfulness.

There were several other personal qualities which were observed in the interviews:

1. A belief in the value of the principal's work.
2. A willingness to sacrifice personal convenience.
3. An open mind toward developments in scientific technics.
4. An interest in the local community.
5. A recognition of the most important phases of the principal's duties.

The schools under these principals had these characteristics:

1. The evidences of good organization and administration.
2. A cooperative spirit among the teachers.
3. The evidences of adjustment to community demands and needs.
4. The use of progressive school methods and technics.

Principals should consider these items of value in checking their own schools for worthy objectives for future effort.

¹ See Chapter XIV for a further discussion of the personal rating scale.

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CHAPTER XVI

FEATURE WORK OF SUCCESSFUL SCHOOL PRINCIPALS

AS THE FIELD worker went from school to school he noted methods of organization or ways of doing things which he observed. Many of these which should be helpful to other principals have been described in this chapter. Every school principal is anxious to know how things are done in other schools. It is to help answer this spirit of inquiry, not to suggest ideal standards, that the following brief descriptions are submitted.

A school paper—A school paper may be a strong unifying force. With this thought in mind the principal gathered together a group of interested children and a class teacher for the purpose of launching a project which would make this contribution to the life of the school.

To get the work under way the principal and teacher selected the staff for the paper from among members of the 5th and 6th grades. Each year a new staff is selected in the same manner excepting in the case of the editor-in-chief who must have served as an assistant editor.

The assignments on the staff are as follows: Editor, Assistant Editor, News, Sports, Literary, Music, Who's Who, Exchange, Art, Business Manager and Circulation managers. One or more pupils are assigned to each responsibility according to the need.

Material for the paper may be written by the staff, teachers or pupils. It is gathered together by the staff from all of these sources although many articles are delivered to the "contributors' box" which hangs near the principal's office.

The staff and advisory teacher review the material before submitting a sample edition to the principal. He may make any desirable changes before turning it over to his clerk for mimeographing. The paper is published every calendar month of the school year with some particular holiday of the month as the basic motive. The subscription price is twenty-five cents per year and brings in approximately one hundred dollars which is spent for paper, stencils and miscellaneous materials. This money is banked in the name of the school and may be drawn on by the principal.

Samples of contributions are as follows:

(Under Who's Who)

In Miss Hill's class the only one to get 100 on Mr. Michael's spelling test was Madeline Cooke.

(Under Sports)

The classes of 6A2 and 6B1 played a game of dodge ball on December 2. The score was 5-0 in favor of 6B1. The game was won fairly and squarely. Good sportsmanship was shown by both classes.

Judging from the contents of the paper it serves the following purposes: (1) A motivating force for class work, (2) a medium of expression for groups and individuals, (3) a stimulating device for the teachers and (4) a unifying force through various appeals to the whole school.

The parents appear to be much interested in the paper and look forward expectantly to each issue. It has helped materially in developing a community pride as well as a community consciousness and has developed a closer contact between the school and the home.

The paper has been an influence in stimulating the pupils to greater endeavor, especially in the subjects of Fine Arts and English. Through its general appeal and popularity it has become one of the most useful projects developed by the school in recent years.

Pupil government—School situation—over 600 pupils from a typically American community. Relatively few children from foreign families. School organization of the traditional type without departmentalization of subjects. Pupils in attendance from the kindergarten through the fifth grade.

The form of government resembles the commission type of city government with the Mayor and representatives of the various functions. The elected officers are as follows: Mayor, Tax Commissioner, Street and Bridge Commissioner, Fire and Police Commissioner, Water Commissioner, and Judge.

This group forms the Council and with the principal forms the directive body for the appointed officers. Any child who wishes may turn his name in as a candidate. If the teacher of the room approves the name is sent on to the office where the principal's approval entitles it to be printed on the ballot. An effort is made to see that there are at least four candidates for each office.

After candidates have been approved, a week is devoted to the campaign and election. Candidates make speeches at assemblies, during the oral English period and sometimes on the school yard. Posters and placards are made during the art period. One candidate was able to get together enough amateur musicians to form a band.

On election day school starts about half an hour early. Ballots are passed to each room or precinct where they are distributed to qualified voters.

In order to be a qualified voter one must have paid the five cent poll tax. This tax serves to remind parents to pay the state poll tax

as well as providing the school with an emergency fund. After ballots have been distributed the teacher explains how a ballot should be marked. The following indicates a sample ballot:

OFFICIAL BALLOT FOR THE NOMINATION OF ELECTIVE OFFICERS

PLEDGE: I am a citizen-pupil of Eastwood School, and pledge myself to abide by the decision of the election, and to support the nominee.

MAYOR

1. Billie Lathy
2. Gwendolyn McPherson
3. Jack Buck
4. Jack Mayer

TAX COMMISSIONER

1. Antoinette Martin
2. Kathrine Hogan
3. Arlene Kelley
4. Virginia Lake

(And so on for other offices)

When the voting is completed the ballots are sent to the principal. One room assumes responsibility for the counting under the supervision of the principal and the candidates. Officers are installed at a school assembly near the end of the week. The total time given to the nominations, campaign, election and installation takes most of the free time of the first week of each term.

Shortly after the election the Mayor calls a meeting of the Council to approve the list of appointed officers. The proposed list of appointed officers is made by the principal and Mayor, from among those defeated for the elective offices. The following includes the appointed officers of the school:

1. Physical education assistant, one of each sex to help teachers in exercise periods.
2. Lunch room managers, two for each lunch period who keep tables in order and assist in administration of the lunch room.
3. Emergency assistant, usually a Boy Scout, to give first aid treatment to the injured.
4. Business manager, makes any small building repairs.
5. Street superintendent, constructs sidewalks on the school yard.
6. Park superintendent, plants, arranges and cares for shrubbery of the school yard.
7. Health officer, one of each sex who supervises care of toilets.
8. Captains of police, maintain order on school ground.
9. Special police, messengers for the principal.
10. Traffic officers, assist in controlling the streets around the school.
11. Sanitary officers, responsible for yard and building neatness.
12. Secretary, appointed by Mayor to keep the minutes of the Council.

The above group of appointed officers meets the last period every Monday with the Mayor and commissioners. Problems of school dis-

cipline, community projects and special activities may be brought before this group by any teacher or child. Frequently cases of disobedience to school rules are brought before this group for reprimand. Usually the principal is present at the meetings although business may be conducted in her absence with the understanding that she exercise final approval.

The system has been in operation for eight years. Teachers and pupils expressed satisfaction with it, feeling that it was far better than full faculty control. The interviewer talked with several of the officers when no one else was present to influence their opinion. In every instance the pupil seemed to know the duties of his particular position and was interested in discharging them in a most satisfactory manner. All evidence pointed to a well controlled school with unusually varied opportunities for expression in concrete civic enterprises.

Fife and drum corps—An interesting device in the hands of a wise principal is a fife and drum corps which appeals to the "make believe" tendency in boys. This particular organization consists of fifty boys distributed from the third grade to the eighth grade of a large elementary school.

The corps is fully uniformed in white duck sailor suits, white leggings and white sailor (pancake) hats and black silk ties. The uniforms were made in the school by the sewing classes under the supervision of the domestic art teacher, the board of education furnishing the material. The material for the fifty uniforms cost about \$200 but the girls of the school saved at least \$400 on labor charges alone, in making the suits.

All boys are eligible provided they are interested enough to make good. Each boy must buy his own bugle, which costs about \$3.50 or his own fife which costs \$2.00. The drums are the property of the school. The cost of these was \$75.00 for six kettle drums and one bass drum.

The class meets for instruction one day a week after school. A professional instructor is engaged to teach the fifers and drummers at \$5.00 for each class session. The buglers are instructed without cost by the principal. The money for the instruction on the drums comes from the general school fund raised by entertainments.

The corps has participated in public parades for the past six years, such as Armistice Day, Memorial Day, Flag Day, and Boys' Day. In one of the Rotary Club parades the corps won two first prizes. On several occasions the organization has been called upon for municipal celebrations and school or playground events.

The value of the corps has been summarized by the principal as follows:

1. It has helped to establish a school spirit.
2. It has given all pupils a pride in the school.
3. It has served to advertise the school.
4. It has drawn the parents close to the school and made them feel proud of its work.
5. As the corps is called upon to serve the community, the lads are taught to appreciate the privilege of serving, as all good citizens should.
6. The corps is trained to play for drills of the entire school in physical training work.
7. Members of the corps graduate but return from high school to join in all parades, thereby giving an opportunity to display their loyalty.
8. Two hundred girls participated in making the uniforms; pupils of the art classes designed and painted the drum bands.
9. Some splendid musical talent has been discovered through the pupils' work in the corps.
10. Problem cases of discipline have been solved through interesting lads in the corps. Once a lad has become interested, a threat of suspension is effective.

Correlation in a platoon school—A school organized on the platoon basis with several teachers for each class may lack unity between departments both as it concerns individuals, classes and the school as a whole. Some principals recognizing the difficulty have set up various administrative schemes to secure complete correlation. The plan described below is the best scheme of those seen by the field worker.

DEVICES TO AID IN CORRELATING THE WORK OF THE SCHOOL

1. *Correlation Committee*—This committee consists of teachers from every grade level of the school and from the special subjects. The chairman of the group is the director of the auditorium. From time to time the committee meets with the principal to discuss ways and means of uniting the school. They are responsible for the selection of the school motto which serves in a practical way to motivate the work in all rooms.

2. *Correlation chart*—A piece of wall board, ruled into appropriate spaces and decorated, serves as the school bulletin for correlation purposes. Space is available for every room to show on a small note just what it is doing to contribute toward the school motto or what contribution it is making to the work of another room. Teachers are not required to put anything on the chart, but the demands of the pupils usually result in compliance. Examination of the notes disclosed the recency of the helpfulness between rooms and subjects.

3. *Printed forms*—(a) Report to auditorium—A report form, $8\frac{1}{2} \times 11$ ", is issued to every teacher weekly by the director of the auditorium. On this report the teachers indicate work that is ready

or in preparation which might be of value to the auditorium work. These offers are worked into the auditorium activities and schedule for the following week. When the particular class comes for its auditorium period the auditorium teacher capitalizes upon the training of the special or home room. In a similar way the regular class teachers are often able to use the projects from the auditorium in their own work. The important thing is that the various activities are written down on paper and receive definite scheduling.

(b) Report to the library—Blanks are furnished to each teacher upon which requests may be made for library assistance. With these blanks the librarian knows the subjects and problems in which each class is interested. As each class comes to the library she is able to make available the useful references and to be of assistance to the pupils in supervising their study.

This report also assists the librarian in working with the teacher. Frequently the librarian is in position to suggest the use of mounted pictures, slides and supplementary material which the regular teacher would find helpful. It is the printed form which makes this correlation organized and continuous.

Training the Parent-Teacher Association—In many school situations the Parent-Teacher Association is left to its own devices as long as it does not interfere with the principal and his policies. One principal conceived the idea that he was not only responsible for the training of teachers in service but for the training of his parent-teacher association for service. The first step in such a program was to make himself an active participating member. He became a member of the Executive Committee from which strategic position he was in touch with the policy formation. Through this position he arranged for a series of meetings based on the following:

(1) To outline a program of discussions covering three or four years.

(2) To consider practical phases of present day education with a view of developing an understanding of why many things are done now which were not done a few years ago in the schools. This involves a consideration of:

- (a) New movements in education.
- (b) The relation of the present school organization to education.
- (c) Classroom procedures with their implications to the home.

(3) To consider the larger general objectives of all education as shown in educational theory and philosophy.

Where outside speakers were available these were secured but in many instances the principal welcomed the idea of presenting the subject himself. The plan has been successful in increasing paren-

tal interest in the school work of their children that the same type of program is contemplated for the future. Basically, the idea aims to eliminate ignorance on subjects which might result in misunderstanding between the two mutually dependent forces—the home and the school.

Personal trait questionnaire to parents—Believing that the parents have something to offer in the education of their children and desiring to arouse their interest in the work one principal sent the following letter to the school patrons:

AN UNUSUAL CALL FOR YOUR AID

Perhaps you have never been called upon for help of the kind asked for in this letter. I hope that you will read this letter through to the end so that you will understand just what we would like to have you help us do.

You rightfully expect your child to be taught reading, writing, arithmetic, spelling, language, geography, drawing, music, etc., but the school aims to do more for the child than merely train him in these subjects. There are other elements in the training of a good citizen that we are at all times stressing.

Just here is where you come in and this is the reason for sending you this request. What are some of the most important qualities of character that you would like your child to have developed?

Will you help us make a list of desirable traits of character we should train in the school? In order to make the meaning clear I will start the list with honesty, dependability, etc.

The responses from this questionnaire were tabulated for presentation at a meeting of the Parent-Teacher Association. This was followed by a discussion on the part of those present. The five qualities named most frequently by the parents were: obedience, truthfulness, cleanliness, respectfulness, and kindness. There was a total of 94 traits mentioned.

From these data the principal expects to make a revised list which will be sent to the parents for them to rank in the order of importance. The results of this second response will be tabulated with suggestions to both parents and teachers as to ways in which the home and school may cooperate in the work. Another outcome of this will be a rating scale of personal traits which will be used to supplement the regular report cards.

Someone has said that one of our greatest needs is the "twenty-four hour" school. Not twenty-four hours of formal school work, but twenty-four hours in which nothing would be permitted to destroy the constructive things which the school was setting up. In other words, the home and school must be brought into a mutual understanding of the work of child development. The basis of this understanding is largely information.

Keeping parents informed—One principal desiring to capitalize parental approval of the school work of the children of his school has devised several letters to keep parents informed. These letters suggest ways in which the parents may be helpful with the school work. A sample of this type of letter is as follows:

MY DEAR

We desire to congratulate you upon the fact that has been elected to membership in the Good Writing Club of the Emerson School. We think that this distinction is worthy of your attention.

To belong to this club a child must keep his writing up to or better than the standard for his grade.

Continuation of membership in this club depends upon the improvement in writing as progress to higher grades is made in the regular studies.

We are sure that you will take pleasure in assisting us in this method of encouraging your child to become a good writer.

Very truly yours,

..... Teacher
..... Principal

A school play—A school play is written each year by the 6th grade as a part of the regular work in English. The project involves a great deal of reading, searching for materials, and written composition correlated in a most interesting manner.

After deciding upon the topic, the character, or phase of history to be dramatized, the entire group reads and gathers together all available material, such as books, references, pictures, etc., bearing on the topic. The entire story is briefly discussed by the class, and the play planned. The possibility or the impossibility of dramatizing the various parts of the story, as well as the best method of portraying the selected phases, are considered. The central and the supporting characters are then enumerated as well as the general outline of the plan, with the consecutive scenes so arranged as to bring out the plot of the story, gradually working up to a climax which the children expect to be the most exciting point.

Having finished the outline of the play as a whole, the first act or scene is then discussed as a group project. The purpose of the introductory scene, as well as the number and type of characters necessary to realize the purpose, is then discussed and each individual is assigned the task of planning the action as he or she thinks it should be.

Then follow the lines, or speaking parts, of each character. These are written each night by the pupils as home work and each pupil works out the scene as he thinks it should be. The next day the pupils read the scene as they have written it. The work of individuals is discussed until the class is prepared to write the scene as

an oral exercise. This procedure involves both oral and written English. Each scene is constructed in a similar manner.

After the 6th grade has written the play in final form it becomes a project for the whole school for purposes of dramatization. Usually the composition work is completed in the first half of the second semester of the 6th year and the play is prepared for production by June.

When "Richard, the Lion-Hearted" was produced, there were over one hundred and fifty children in the cast. Costumes were made by the sewing classes. Weapons of warfare were made by the boys in manual training or borrowed from interested lodge organizations. Before the project was completed many outside agencies of the community were actively interested or serving in an advisory capacity. The art classes devoted a great deal of time to designing costumes, scenery and posters. Composition classes wrote articles for the school and the city newspapers. In every conceivable way the work of the classrooms was motivated by the play. This resulted in a school interest which has been of such value that the idea has become established as an annual event.

The principal and community relationships—The principal of a school attended almost entirely by colored and Italian children, became conscious of acute social maladjustments among the pupils of his school. The problem led him to work with and interest several organizations in the improvement of conditions. For instance, the Junior League, a group of young society women, was induced to establish and finance a Community House for the neighborhood, under the direction of a trained worker. The center was located directly across the street from the school and the principal was made the general adviser of its activities.

Fortunately in this particular city the representatives of the various welfare organizations met in a central committee through which all activities were directed. Through his membership in this group the principal has been able to render expert service. So valuable have his services become that recently he was elected president of this directive group. This serves not only as a personal reward but gives to the group a broader and less biased leadership than could be rendered by any representative of a particular organization.

Starting a school library—The school library has been found in many places to be an important tool in the teaching process. Many schools have found it to be more difficult to obtain funds for the work.

In this particular case the school is located in a so-called "poorer" section of the city where most of the population is Italian and colored. In studying the intellectual needs of the children the lack

of good books became evident. A survey conducted by the school showed that there were practically no worthwhile books for children in the homes. The funds available for this work, as in most schools, were not equal to the needs.

The platoon teacher of literature agreed to become responsible for the library and joined with the principal in an effort to add to the number of books. Through his contact with various community agencies the principal was able to interest one organization in collecting books from among its members. These books were carefully checked and unsuitable volumes discarded by the teachers. The interest aroused in the organization which had made the donation of books increased until they were willing to contribute over one hundred dollars per year for the purchase of new books. The money from this source has been used by the principal in building up those sections of the library which were needed in the work of the school. Through these gradual additions a library of over 3000 volumes has been gathered together.

A card invoice—A principal who has received an envelope containing only a part of the records of a recently transferred child will appreciate the value of receiving a list of the records available. In this city each child has several cumulative record cards. When the child transfers to another local school these records are placed in an envelope and mailed to the new school.

FIGURE I.—CARD INVOICE

Pupil		
From Franklin School		Date
To		School
	Card Enclosed	Has None
1. A. P. Card 2. Intelligence Card 3. Orthopedic Card 4. Health Card 5. Weight Card 6. Dental Card 7. Report Card 8. Bank Book 9. Birth Certificate Filed		

Frequently these cards are not complete, which makes it necessary to ascertain by phone or letter whether additional cards will be available. To prevent misunderstanding and error this principal has secured a printed card invoice.¹

When the child planning to transfer comes to the office the clerk writes an official transfer permit. Then all of the records are gathered together and itemized on the "card invoice" form. One copy is mailed in the envelope to the new school while the other copy is filed in the original school. This gives both schools a record of the available cards with the fixing of custodial responsibility. In this way "floating" duplicate cards are reduced to a minimum.

Classification and promotion index—Standard tests have been adopted by this school for use in grading and classifying pupils. At the same time considerable reliance is placed on the teachers' estimate of ability as may be shown by the following methods:

Kindergarten—Children grouped on the basis of intelligence tests and teachers' estimate. Promotion to first grade work based largely on teachers' judgment of ability to do first grade work.

First, second, and third grades—Grading and classification based on intelligence score, mental age, or I. Q., reading score, and teachers' judgment. No effort is made in years 1-3 to combine these into a single index.

Fourth through eighth grades—Grading, classification, and promotion based in these grades upon Mental Age, Educational Age, and Pedagogic Age (Teachers' Judgment). These three measures are averaged to give a measure called "promotion age." For example, A. B.'s mental age on the National Intelligence Test is 137 months; educational age on the Stanford Achievement Test is 132 months; Pedagogic Age derived from teachers' estimate is 134 months. Promotion Age is $\frac{137 + 132 + 134}{3} =$

134 months. This means that A. B. in terms of capacity, proven educational accomplishment, and his teachers' judgment, is qualified for the grade that includes children 134 months of age. In the particular city concerned this is the average finishing age for 5A (low) children. Therefore a promotion age of 134 indicates that A. B. is ready to enter the high 5th grade.

¹In this connection, the chapter of the report of the Committee on Uniform Records and Reports, dealing with pupil records and which presents a cumulative record card will be of particular interest. This report by a committee of the Department of Superintendence of the National Education Association will shortly be printed as an issue of the Research Bulletin.

This three-fold estimate is used in grading and classifying children finishing these grades, high third, low fifth, high sixth, and high eighth. The reason for these grading points is that all rapid advancement of pupils occur between 4A and 6B. The bright class beginning 4A does 4A, 4B and 5A in two terms; the next rapid class is organized at the end of 5A and covers 5B, 6A, and 6B in a year. This permits bright children to gain a year. Rapid advancement is not allowed below the 4A or above the 6B. Classes below 4A and above 6B are classified into slow, normal, and bright groups. An enriched curriculum is provided for the bright sections rather than rapid progress.

The principal was asked how he arrived at Pedagogic Age through the teachers' rating. He stated that he had tried out two methods—ranking and percent ratings—and that percent ratings when given with judgment furnished the better measure.

The teachers' estimate of ability is secured in terms of months as follows: The city research division informs the principal of the average age in months of the graduates from each grade for the city. The city average is taken at the passing mark of 70 percent and each child judged in terms of whether he is equal to, above or below passing. For example, the average age for 5A graduates might be 134 months. The fifth grade teacher takes this as 70 percent and decides that John Smith is just passing in her estimation or he is $\frac{7}{10}$. A child rated 80 percent would be $\frac{8}{10}$ of 134 months, etc. This gives an age rating for each child that can be added to his mental age and to his educational age.

Classification within each grade is determined by a brightness index arrived at as follows:

- (1)
$$\frac{M. A. + E. A. + Ped. Age}{3} = \text{Promotion Age}$$
- (2)
$$\frac{\text{Promotion Age}}{C. A.} = \text{Promotion Quotient (Brightness Index)}$$

Children are classified on the basis of the promotion quotient. The final plan is the result of experimentation involving extensive intelligence testing and use of batteries of achievement tests for over a period of ten years. The plan as outlined above has been in operation in a large city school for over six years. It offers many advantages over plans based upon intelligence tests or achievement tests alone.

An examination record card is kept for each child. Successive ratings are entered as a child progresses from the low first grade. The

card has space for thirty-five records on the front and the reverse: The face of this card is shown in Figure II.

FIGURE II.—EXAMINATION RECORD FORM¹

EXAMINATION RECORD																	
Pupil's name										Birth							
Father's name										Nationality							
Mother's name										Nationality							
Date	GR.	Tests	C. A.	Intelligence			Achievement				Teacher's Estimate				Summary Assignment		
				Sc.	M. A.	I. Q.	Sc.	X	WSc.	E. A.	E. Q.	A. Q.	T. E.	Rank	PdA	PrA.	P. Q.	Ass.

¹ The meaning of the abbreviations on this card are as follows: Gr., grade; C. A., chronological age; M. A., mental age; I. Q., intelligence quotient; E. A., educational age; E. Q., educational quotient; A. Q., accomplishment quotient; T. E., teachers estimate; Sc., score; WSc., weighted score; PdA., pedagogical age; PrA., promotion age; P. Q., promotion quotient; Ass., assignment, and X, kind of examination.

Record and follow-up of problem cases—In handling discipline in a large school it is essential to have a system of records. These records are invaluable for follow up purposes and when properly systematized may relieve the principal for other work.

Every child sent to the office for misbehavior of a serious sort carries with him Card No. 1, which informs the office of the offense.

FIGURE III.—PUPIL'S DISCIPLINE RECORD

1		
DISCIPLINE		
Room	Class	Date
Name		
Reported for		
Teacher		

A record of this is made upon the office card which is cumulative from year to year. The office card is shown in Figure IV.

FIGURE IV.—OFFICE RECORD OF DISCIPLINE

DISCIPLINE				
Name	Address	Tel.		
Father	Business Address	Tel.		
Mother	Work	Hours		
Brother	Age	School Record—Conduct		
Sister	Age	Work		
Date of Birth.....	Phy. Defects			
Date	Grade	Complaint	Disposition	Teacher

In case the offense is so serious that the child needs to be checked for several days he may be given Card No. 2 or Card No. 3. These cards are similar and provide spaces for a daily check of school activities for the benefit of the home and the office.

FIGURE V.—PUPIL RECORD FOR ONE WEEK

2 DISCIPLINE					
Name	Date.....				
Class					
Day	Effort	Work	Conduct	Office	Parent's Signature
1					
2					
3					
4					
5					
Teacher					

Where the offense has been of such a nature that the pupil has been suspended from his class he is required to carry Card No. 3 which resembles Card No. 2, in most details. Card No. 4 is given to him after the office is assured of improved spirit. This is a larger form similar to No. 2, but providing spaces for two weeks of checking.

Under some conditions a more detailed report of school work as well as discipline may be necessary. In these cases Card No. 5 is used either daily, weekly or monthly according to need.

FIGURE VI.—HOME REPORT ON BEHAVIOR

5										
DISCIPLINE—WORK										
Date										
DEAR SIR—MADAM :										
In order that you may follow more closely the work of your son—daughter										
..... this notice will be sent to you daily—weekly—										
monthly for one week—month—term.										
A means excellent (90%–100%); B+ means good (80%–89%); B means fair (70%–79%); C means poor (50%–69%); D means very poor (below 50%). Your cooperation will greatly aid us in making the work more successful. Please examine, sign and return this report.										
Respectfully yours,										
....., Principal										
Pupil Grade Teacher										
Day-Week-Month ending	Arith.	Gram.	Read- ing	Comp.	Spell- ing	Geog.	History	Aver- age	Con- duct	Parent's Signature
1										
2										
3										
4										
5										

The record keeping for the office may be handled in part by the clerk, but in most instances notations are made by the principal at the time of the interview with the pupil. This type of record tends to become more indispensable the larger a school becomes. With schools

under one thousand the number of cards might be less although the principle of checking would be the same.

A health program—The program in this school divides itself into three parts: (1) nutrition, (2) classroom teaching and (3) the health club.

(1) *Nutrition*—Every morning it is possible for children to purchase a bottle of milk at the morning recess. Particular emphasis is placed upon those children who have been designated by the nurse as being seriously underweight.

(2) *Classroom teaching*—The teachers emphasize health habits rather than health knowledge. Considerable attention is given to the morning inspection of hands, teeth, posture and neatness. Health information is taught through posters, plays, rhymes and recitations on health facts. The members of the Health Club are given public recognition before the other pupils.

(3) *Health Club*—Membership in the Health Club depends upon physical fitness. The nurse notes all physical defects of teeth, tonsils, etc., and until these are corrected she will not recommend a child for the Health Club. She also visits the home of every candidate to see if he practices health habits when away from school. The physical education teacher must certify as to a candidate's ability in running, jumping, climbing and other tests of fitness. The classroom teacher reports on the observance of health habits in the classroom.

In September of each year every one begins again to win membership in the Health Club. By the end of the year at least 50 percent of the school are wearing badges indicating membership and have learned the following pledge:

I cannot be happy or helpful to others without health. I will therefore learn and practice the rules of healthful living. I will keep my mind and body clean. I will work or play out of doors at least two hours each day. I will sleep 8 or 10 hours each night with windows open. I will brush my teeth, clean my hands, face and finger-nails and comb my hair regularly. I will not use tobacco in any form. I will not drink coffee, tea, or other drink that would injure my mind or body. I will eat fruit and vegetables and drink milk to build up a strong body. I will do this for the honor of Garfield School, and that I may enjoy life and better serve my community.

The activities of the Health Club are under the direction of the school nurse and the principal. From time to time assemblies are held for the members of the Health Club. The program includes talks, recitations and plays by members of the club. At irregular intervals the school health paper, known as the Health Club Booster, is issued, containing rhymes, editorials and drawings by individual pupils. The editing of the paper is done by the school nurse, while the duplicating work is done by the school clerk. Through these and

similar activities the idea of healthful living is kept before the whole school.

Informal teachers meeting—For a principal to change the conversation of the lunch period from a discussion of personal affairs to the consideration of professional problems is an achievement. Particularly is this true where the teachers enjoy the new topics although not feeling bound to refrain from a certain amount of social talk.

One principal has felt for sometime that it was a good thing for teachers to reconsider some of the basic principles of teaching which they had learned in teacher training institutions. For example: What does the statement "No impression without expression" mean to us today? What illustrations from our daily work show the practical working of this principle?

With this thought in mind the idea was presented to the teachers. It met with their approval and a committee of three was appointed to discuss the matter further with the principal. The committee recommended a course of action which was adopted:

1. The faculty was divided into four groups of approximately six teachers each. All groups contained a miscellaneous assortment so far as grades or teaching subjects were concerned.

2. These groups were assigned to the same table every day for lunch. At the first meeting of the groups chairmen were chosen to preside over the discussion at each table.

3. It has been the business of the chairman to start the discussion, change its direction, stir up non-participating teachers and to summarize conclusions.

4. From time to time the principal may call together the chairmen for a discussion of the functioning of the scheme.

5. All groups to finish the discussion by 12:30 P. M. This should permit at least 10 minutes for the work.

At the first meeting of the chairmen various books and possible plans of procedure were considered. Final decision was for the University of Wisconsin pamphlet "Better Teaching" which presented brief, clear statements of basic teaching principles. Every teacher was provided with a copy of the pamphlet and was expected to read the next assignment, averaging about one page, prior to each discussion. At the lunch table everyone was given an opportunity to tell what the principle under consideration meant in terms of her grade and to cite examples of the same.

The interviewer participated in one day's activities, to find the scheme working admirably. Comments were rapid, varied and brief. Discussion was thoroughly informal with a resulting eagerness to participate on the part of the most reticent teacher.

Lecture course for teachers—In addition to monthly meetings held chiefly for administrative purposes and sectional meetings held at irregular intervals, one principal gave a lecture course each semester. Attendance on the part of the faculty was not compulsory. The program for the Fall semester 1926-27 was as follows:

LECTURE OUTLINE OF OBSERVATION AND CRITICISM COURSE
SEPTEMBER-JANUARY 1926, THURSDAY 4: 10-5: 55 P. M.

I. Sept. 30	Organization. Course Outlined Assignments, etc.	The Principal
II. Oct. 7	Basic Principles of Teaching and Learning	The Principal
III. Oct. 14	Questioning	The Principal
IV. Oct. 21	Lesson Types; Teaching Standards; Evaluation of Results.....	The Principal
V. Oct. 28	Reading. Oral Reading in Primary Grades	
	Oral Reading Demonstration.....	Teacher 1B
	Oral Reading Demonstration.....	Teacher 3B
VI. Nov. 4	Reading. Silent Reading in Primary Grades	
	Silent Reading Demonstration.....	Teacher 2B
VII. Nov. 11	Reading. Teaching of Poetry and Memory Gems	
	Teaching of a Poem Demonstrated...	Teacher 4A
VIII. Nov. 18	Reading. Speed in Silent Reading	
	Speed Lesson in Grammar Grades Demonstrated	Teacher 5B
IX. Dec. 2	Comprehension in Silent Reading	
	Comprehension Lesson Demonstrated.	Teacher 6B
X. Dec. 9	Reading. Organization in Silent Reading	
	Organization Lesson Demonstrated...	Teacher 5B
XI. Dec. 16	Reading. Test Lessons in Silent Reading	
	Test Lesson Demonstrated.....	Teacher 8A
XII. Dec. 23	Vocabulary in Reading	
	Vocabulary Lesson Demonstrated....	Teacher 7B
XIII. Jan. 6	Spelling. Test Lesson Demonstrated..	Teacher 6B
	Study Lesson Demonstrated.....	Teacher 5A
XIV. Jan. 13	Geography	Teacher Demonstrator
	Lesson Demonstrated	From a book company
XV. Jan. 20	Composition	The Principal
XVI. Jan. 27	Grammar	The Principal

Training of teachers in service—The training of teachers in service is based on these assumptions: (1) That the principal has by the nature of his position and training a comprehensive perspective of the school as a whole, and (2) that the sharing of experiences will be mutually beneficial.

At the beginning of the term, the teacher finds in her mail box a list of meetings scheduled for the term. This list contains the subject selected for each term, the date of the meeting, the hour and the place. These meetings are planned to cover professional subjects and are not administrative in character. Administrative problems are dealt with through mimeographed bulletins or special meetings called for the purpose.

Care is taken to make the list of topics selected inclusive enough to be of value and interest to all teachers, whether kindergarten, primary, or grammar. The purpose of outlining the meetings in advance is two-fold: (1) To acquaint the teacher with the subjects and their sequence, (2) to allow her opportunity to prepare material that relates to the assigned topic.

The ordinary interval between meetings is two weeks. Outlines for the succeeding session are distributed at the conclusion of each meeting. These serve to guide and stimulate thought along definite and desired lines. A stenographic report is made of each meeting, which is summarized and mimeographed for each teacher. Meetings are held at 12 o'clock. They were originally scheduled for immediately following the close of school, but results showed that teachers who had spent one hour in traveling to school and seven hours in the school building (all teachers remain in the building during lunch period) were in no condition either to stimulate or be stimulated.

Often one topic is scheduled to cover two and sometimes three meetings. When this is done particular effort is made to see that there is sufficient interest and material to make each session of value.

The primary purpose of the meeting is to stimulate discussion and participation. Obvious ways and means are used to accomplish these ends. On one occasion the following was handed to each teacher:

John, a member of a "gang" has been very troublesome in school. He is lazy, often impudent, and on one occasion swore at his teacher; plays truant and has been troublesome in previous grades. His teacher declares he is a nuisance and that he should be expelled from school. What do you think?" (Stark's Every Teacher's Problems.) The subject of the meeting was "Boys and Their Gangs, and School Spirit."

At another meeting the subject of which was "School Attendance" the following question was on the board when the teachers entered the room: "Should a teacher be willing to be rated on the attendance of her class?"

When the occasion warrants it, sub-committees are appointed to investigate further. Results have been satisfactory. A school pride has been developed and professional interest stimulated. Teachers seem to enjoy the exchange of viewpoints, participation and discus-

sion are quite general. A direct result is that more teachers are enrolled in university work this year than ever before in the history of the school.

Supervisor of instruction—The problem of proper assistance for the elementary school principal has been met in a unique way in one city by the appointment of a supervisor of instruction in each large school.

Usually a woman experienced in teaching in grades one to four is chosen for the work. Her training may or may not include higher academic degrees but in all cases must be more than that of the typical elementary school teacher.

Selection of the supervisor of instruction is made by the superintendent from among superior teachers. These may or may not be actually teaching in the system at the time they are chosen.

Up to the present the policy has been to place them in school with pupil enrolment of 700 or more. Usually the exact assignment of work is left to the principal of the school but with the distinct understanding that administrative and clerical duties should be reduced to a minimum.

With this freedom of assignment most principals have chosen one of the following divisions of the work:

Principal	Supervisor of Instruction
1. All administration.	All supervision.
2. Administration of whole school and supervision of grades, 4, 5, and 6.	Supervision of kindergarten and grades 1, 2 and 3.
3. All administration and supervision of school with particular responsibility for arithmetic and special subjects.	Supervision of reading, geography, history and language work for whole school.

The above represents types, but does not include all of the possible combinations, particularly with reference to subject assignment. One principal has described his division of duties as follows:

Regarding the division of duties between myself and the supervisor of instruction in the building it is difficult to be exact. In general the principal attends to all matters of administration, the supervisor to all supervision. For instance, I have not entered a classroom in three years for the expressed purpose of supervising except at the special request of some teacher to see special work.

There are some duties where both supervisor and principal work together, such as making out examinations, classification and promotion, teacher rating, ordering of supplies and books, and faculty meetings.

The supervisor in my building is experienced and trained in the making of and arrangement for programs for public presentation at assembly periods. Consequently she takes all responsibility for that work. She also is responsible for the school part of the program in the Parent-Teachers' Meetings. She also has all the work in connection with the written plans of teachers.

The principal takes entire charge of the assembly; all routine matters in connection with repairs and maintenance of grounds and building; all matters of discipline outside of the classroom; relations with parents, and other outside institutions; supervision of janitorial force; arrangement of schedules; all matters pertaining to the teaching force in the school in their relations with each other; school boy patrol; etc.

A great deal depends on the character and ability of the supervisor assigned to a principal.

Administration and supervision of a school—In one school the principal has divided the responsibility by assigning detailed supervision to the vice-principal while the principal is responsible for the administration and general supervision. The vice-principal spends most of her time in strictly supervisory work. Petty administrative and clerical duties are taken care of by the teacher-clerks who have been assigned to the office.

In improving instruction the vice-principal keeps in close touch with the principal. If after several observations it seems wise to re-organize certain grades or to re-assign teachers the two leaders meet for a conference. Ways and means for improving the situation are discussed until a plan of procedure has been decided upon. This plan is executed by the vice-principal.

Under this scheme the bulk of the supervisory work falls upon the vice-principal. In this particular case the principal maintains a close contact by means of frequent conferences. With the time thus released the principal devotes much thought to the solution of social and community problems which are pressing in his particular school.

Teacher committees—Many principals use teacher committees in the solving of problems in connection with the elementary school. Most of these committees have assignments in regard to (1) the administration of the building or (2) the revision of the teaching materials.

One principal has adopted slightly different tactics of developing committees which will contribute more specifically to the learning process. Among these committees was one to improve the study habits of the pupils of the school. Besides a report at teacher's meeting with many helpful suggestions the committee developed a list of "study helps" for the use of pupils. These follow:

Study Helps—If you will follow carefully the suggestions given below, you will save time in getting your lessons, will understand your work better, and will remember what you learn longer.

I. Have a definite time and place for studying. Your study room is sacred to your work. Make yourself and every one else understand that.

II. Be sure that your room is well ventilated. Avoid having the light shine directly into your eyes.

III. Have nothing on table but necessary tools. Do not play with them.

IV. Understand lesson assignment.

V. Start work promptly and vigorously.

VI. Read the lesson through carefully, picking out the important topics before beginning your study. Fix these topics in your mind, grouping the essential details around each thought.

VII. Remember that each day's lesson is only a part of a greater whole, therefore, review, review, review!

VIII. Use study helps, dictionary, maps, illustrations, reference books, foot-notes, etc.

IX. Do not waste time over what you cannot understand; but first be sure that you cannot understand it.

X. Be independent. Individual study is honest study.¹

Teacher participation in administration—It has been urged from various sources that the classroom teacher should voice some opinion in the organization and administration of the school. One principal tries to get this result through special assignments. Every teacher has several assignments of both a teaching and administrative nature. For example: Miss Smith is the regular teacher of section one of the low first grade, the "model teacher" of silent reading for the first grade and a member of the school committee on Teacher Social Activities.

Another teacher may be the home room teacher of section three of the high seventh grade, a teacher of history in the departmentalized classes, the "model teacher" of history for grade seven and eight and a member of one or more school committees.

Every teacher has a regular teaching assignment either by grade or subject. In addition to this she is made a "model teacher" for one subject of either grades 1 to 3, 4 to 6, or 7 to 8, depending on the regular teaching assignment. As a "model teacher" she is expected to become versed in the technic, vocabulary and research of that particular field so as to present demonstration lessons upon demand. These demands may be for the benefit of a weak teacher, the general teachers' meeting or for the benefit of visitors.

In addition to these teaching assignments, she may be assigned to committees of the school charged with some administrative responsibility. As such she functions as a committee member along with several other members of the faculty. Several of the committees in the school are: General Organization, Monitors, Service League, and Banking. The group meets with the principal, who is *ex-officio*, a member of all committees in deciding school policies or in laying out a plan of action for the whole school. Through this type of organization no teacher need feel that her own classroom represents the limits of her endeavors.

¹ A full development of several of these helps will be found in Whipple's, *How to Study Effectively*, Public School Publishing Company (1927).

Faculty committees—One principal has organized his faculty into committees for active participation in the administration of the school, as he said: "to help them think in terms of the whole school."

The principal appoints every teacher to a committee according to her fitness for the particular work. These committees meet at the call of the chairman, discuss school problems and report in writing to the principal. Where the problems merit wider discussion the committee may be asked to present their recommendations at a teachers' meeting.

Problems originate in teachers' meetings, with the principal, with individual members of the faculty, or with the committee. Unless the matter is of an emergency nature it is referred to a committee for consideration and recommendation.

The principal reports that the system has been of considerable assistance. Several committees have not been active, but those which have taken the work seriously have made splendid school cooperation and improvement. The following committees are found in this school:

Management and Behavior—Programs, attendance, classroom management, discipline and character education.

Professional Advancement—Extension and Summer Schools, educational meetings, book and magazine reviews, teachers meetings.

Social—Pupil welfare, P. T. A., flower fund, Campfire Girls, Boy Scouts, etc.

Financial—Thrift, auditing school accounts, ways and means of raising and spending money.

Building and Grounds—Care of building, decoration, playgrounds.

Health—Health habits, Health Club, safety, school lunches, sanitary conditions.

Entertainment—School entertainment, special day programs, graduation, concerts, etc.

Athletics—Games, track, badge tests, playground games, showers.

Summary and conclusions—The chapter presents a number of examples of how principals have organized phases of their work or have initiated special school activities. These include special class activities, democratic school administration and supervision, school projects, teachers' meetings and other problems in the multiple functioning of the principal.

The examples given do not necessarily represent ideal practice in every case. It would be a mistake for a principal to attempt to apply these precedures without preliminary consideration of the special conditions of his school. The descriptions given should be suggestive to the principal who is anxious to discover new ways of increasing the social contribution of his school.

CHAPTER XVII

THE IMPROVEMENT OF PRINCIPALS IN SERVICE

WITH A PROFESSION making as rapid advances as education it is becoming increasingly important to keep in touch with new developments of school technic. An idea of how supervisory principals keep this contact may be secured by tabulations showing (1) recency of summer school attendance, (2) professional magazines read regularly, (3) professional books read during the past year, (4) general magazine reading, (5) educational meetings attended outside of the city, and (6) the number of hours spent on home study or school work.

Recency of summer school attendance—The remarkable growth in summer school enrolments during the past few years has been a source of pride to educators.¹ It evidences keen interest in personal improvement among members of the profession. Elementary school principals should be interested in the part which their group is taking in this general movement.

TABLE 87.—REGENCY OF SUMMER SCHOOL ATTENDANCE
BY SUPERVISING PRINCIPALS

Recency	Number of Replies	Percent
Within 3 years.....	320	51.9
4, 5 and 6 years.....	75	12.1
Over 6 years.....	91	14.8
No answer	131	21.2
Total	617	100.0

Table 87 shows the recency of attendance at summer school by the supervising principals² of this study. It will be noted:

1. Over 51 percent of the total group had attended summer school within the past three years.
2. Approximately 21 percent failed to answer the question.
3. A total of 64 percent had been in summer school within the past six years.

¹ See table page 257 of Journal of the National Education Association, November 1927.

² Tables in this chapter are based on the replies of 617 supervising principals.

A tabulation of these same data by city size did not indicate any positive trend toward more or less attendance by principals in the larger cities. A tabulation by geographical sections indicated no significant influence of this factor.

Professional magazines read regularly—Many principals keep contact with educational progress through professional reading during the school year. The opportunities along this line have extended so rapidly that there is scarcely a specific interest which has not been met by professional literature.

There were 576 principals who listed 2061 titles of magazines. A tabulation by city sizes of the number of magazines mentioned per principal shows similar distributions and medians. The median number was 3.99 magazines.

Sixteen professional magazines with national circulations mentioned eighteen or more times have been tabulated in Table 88.

TABLE 88.—PROFESSIONAL MAGAZINES MOST FREQUENTLY READ BY SUPERVISING PRINCIPALS

Name of Magazine	Frequency of Mention
1. Journal of the National Education Association.....	355
2. Elementary School Journal.....	249
3. Journal of Educational Method.....	115
4. Normal Instructor and Primary Plans.....	114
5. Journal of Education.....	85
6. Bulletin, Department of Elementary School Principals.....	80
7. American Educational Digest.....	74
8. Teachers' College Record.....	63
9. Primary Education—Popular Educator.....	58
10. Journal of Educational Research.....	35
11. Childhood Education	27
12. Child Welfare	24
13. Journal of Geography	24
14. School and Society.....	21
15. Elementary English Review.....	20
16. Progressive Education	18

Table 88 gives the names of the professional magazines read by supervising principals. It will be noted:

1. The Journal of the National Education Association was taken or read regularly by 57.5 percent of the supervising principals returning the questionnaire. Morrison reported 33 percent for Ohio.¹ Crouch reported 94.2 percent for the principals included in his study but his questionnaire was sent only to members of the Department of Elementary School Principals.²

¹ Morrison, J. C. *op. cit.*, p. 32, Table 21.

² Crouch, Roy. *op. cit.*, p. 250, Table 49.

2. The Elementary School Journal was second in popularity with 40.2 percent. Morrison found that it was being read regularly by 25 percent of the Ohio principals.¹ Crouch reported 74.0 percent in his study.²

3. The present study indicates the Journal of Educational Method as being third in frequency of mention with 18.6 percent. Crouch shows it in fourth place in his study with 44.4 percent.³

The seven most frequently mentioned professional magazines of national circulation in Morrison's study⁴ in Ohio were:

1. Journal of the National Education Association..... (1)
2. Normal Instructor (4)
3. Elementary School Journal..... (2)
4. Journal of Educational Research..... (10)
5. Journal of Education..... (5)
6. Primary Education (9)
7. Popular Education (now with Primary Education). (9)

The figures in parentheses indicate the rank of these magazines in this study. A tabulation of these data by geographical sections indicated wider reading in New England, East North Central, South Atlantic and Pacific areas.

Non-professional magazines taken or read regularly—An additional clue to activity of the principal in keeping up with community affairs is indicated by the non-professional magazines read regularly.

There were seventy-eight principals who failed to mention any magazines, but the 539 who answered the question named 1920 titles.

TABLE 89.—NON-PROFESSIONAL MAGAZINES MOST FREQUENTLY
READ REGULARLY BY SUPERVISING PRINCIPALS

Name of Magazine	Frequency of Mention Number of Replies
1. Literary Digest	284
2. National Geographic Magazine	226
3. American Magazine	180
4. Saturday Evening Post	122
5. Atlantic Monthly	109
6. Harper's Magazine	69
7. Good Housekeeping	67
8. World's Work	65
9. Ladies' Home Journal	60
10. The Nature Magazine	46

Table 89 shows the non-professional magazines subscribed for or read regularly by supervising principals. It will be noted:

¹ Morrison, J. C. *op. cit.*, p. 32.

² Crouch, Roy. *op. cit.*, p. 250.

³ Morrison, J. C. *op. cit.*, p. 32, Table 21.

1. The Literary Digest was read regularly by 46.03 percent of the supervising principals returning the questionnaire. Morrison reported 44 percent for Ohio.¹

2. The National Geographic Magazine was read by 36.6 percent of the principals. In Ohio it was read by 46 percent.²

3. The American Magazine was read by 29.2 percent of the group. Morrison reports 56 percent for Ohio principals.²

A tabulation of these data by geographical areas showed certain sections of the country reading more widely than other sections; these were: New England, East North Central, South Atlantic and Pacific.

In Ohio, according to Morrison's study,² the following non-professional magazines were most frequently read:

1. The American Magazine.....	(3)
2. The National Geographic.....	(2)
3. The Literary Digest.....	(1)
4. The Saturday Evening Post.....	(4)
5. The Atlantic Monthly.....	(5)
6. The Ladies' Home Journal.....	(9)
7. The Pathfinder.....	(27)
8. Good Housekeeping.....	(7)
9. The Woman's Home Companion.....	(15)
10. The World's Work.....	(8)

The figures in parentheses indicate the rank of these same magazines in this study.

Most helpful books read during the past year—Another index of the professional interest of elementary school principals is the list of most helpful books read during the past year. Since the questionnaires were mailed early in the calendar year 1927 this would include the school year 1925-1926 and up until the early months of 1927. Of the total group of 617 supervising principals only ten failed to name any books. The total number of individual books named approximated three hundred and the average named per individual was two.

When tabulated by city sizes the median number of books ranged from 2.63 to 3.00 without any tendency in favor of cities of a particular size. The median for the whole group was 2.79 books.

Table 90 lists the books reported as useful by supervising principals. It will be noted:

1. More than 17 percent of the principals had read "The Principal and His School," by Dr. Ellwood P. Cubberley.

¹ Morrison, J. C. *op. cit.*, p. 33, Table 22.

² *Ibid.*

TABLE 90.—HELPFUL BOOKS RECENTLY READ BY SUPERVISING PRINCIPALS

Name of Book	Frequency of Mention
1. Cubberley, The Principal and His School.....	94
2. Gist, Elementary School Supervision	85
3. O'Shea, The Child: His Nature and His Needs.....	42
4. Anderson, Barr and Bush, Visiting the Teacher at Work.....	35
5. Barr and Burton, Supervision of Instruction.....	33
6. Kilpatrick, Foundations of Method.....	31
7. Burton, Supervision and the Improvement of Teaching.....	33
8. Buckingham, Research for Teachers	16
9. Burnham, The Normal Mind	16
10. Bobbitt, How to Make a Curriculum	13
11. Stark, Every Teacher's Problems.....	13
12. Cubberley, Public School Administration	13
13. La Rue, The Child's Mind and the Common Branches.....	12
14. Moore, The Primary School	11
15. Parker, Types of Elementary Teaching and Learning.....	10
16. Stone, Silent and Oral Reading	10

2. The five most frequently mentioned books were published in 1923, 1926, 1924, 1925, and 1926 respectively.

In Ohio, Morrison¹ found the five most helpful books for the school year 1924-25 were as follows:

1. Cubberley, The Principal and His School
2. Stark, Every Teacher's Problems
3. Stone, Oral and Silent Reading
4. Burton, Supervision and the Improvement of Teaching
5. Wilso, Kyte and Lull, Modern Methods in Teaching

All of these books, excepting the last one, were among the fifteen most frequently mentioned books of this study. The last book was listed by four supervising principals in this study.

Membership in professional organization—The purpose of professional organizations is to improve the attitudes and resources of the individual. Through personal contacts and exchange of information it is possible to receive a type of training hardly procurable in school or by other means.

There were five hundred and ninety-seven principals who mentioned one or more professional organizations of which they were members. Altogether there were two thousand five hundred and eighteen names mentioned or an average of over four organizations per individual. These organizations included every type from the local reading association through state organizations up to the national associations.

¹ Morrison, J. C. *op. cit.*, p. 31.

The three most frequently mentioned local organizations were: The teachers' association, the principals' club and the local parent-teacher association. The two state groups most frequently noted were: The state teachers' association and the state principals' organization.

There were 461 or 77.2 percent of those reporting who were members of the National Education Association. The Department of Elementary School Principals of the National Education Association was mentioned by 22.1 percent of the total group. Other groups mentioned were: The National Society for the Study of Education, National Association of Parents and Teachers, and the Department of Superintendence of the National Education Association.

Attendance at professional meetings outside of city—Professional meetings offer to school workers many opportunities to keep abreast of progressive movements and new developments. Attendance at meetings outside of the city was taken as another index of professional attitude among supervising principals.

TABLE 91.—ATTENDANCE OF SUPERVISING PRINCIPALS AT PROFESSIONAL MEETINGS DURING 1925-1926

Type	New Eng- land	Middle Atlan- tic	East North Cen- tral	West North Cen- tral	South Atlan- tic	East South Cen- tral	West South Cen- tral	Moun- tain	Pa- cific	U. S.
County	11	6	8	0	12	0	5	1	0	43
State	34	15	88	13	39	7	16	20	10	242
National	11	6	35	12	16	5	8	4	6	103
Foreign	1	0	1	1	1	0	0	0	0	4
Non-classified ...	4	2	2	1	2	0	0	0	2	13
No answer	56	35	36	13	35	7	3	21	67	276
Total	120	64	170	40	105	19	32	46	85	681

Table 91 indicates the attendance of supervising principals at educational meetings outside of the city. It will be noted:

1. The state meeting is the type most frequently mentioned for the group as a whole.

2. Of the group returning the questionnaires 58.2 percent attended some type of meeting held outside of their local community. A tabulation of these data by geographical sections did not show that the influence of this factor was significant.

The time spent on study or school work outside of school day—It has been generally recognized that the classroom teacher's time for work does not stop with the closing of the school day. Is this also true for principals?

TABLE 92.—HOURS PER WEEK SPENT ON STUDY OR SCHOOL WORK IN ADDITION TO REGULAR SCHOOL DAY

Number of Hours	City Size						Total ¹
	Under 5,000	5,001 10,000	10,001 30,000	30,001 65,000	65,001 100,000	Over 100,000	
No report or none.....	0	0	18	15	14	21	68
1 to 5.....	3	7	56	27	30	51	174
6 to 10.....	2	2	38	43	42	100	227
11 to 15.....	0	1	18	19	11	43	92
16 to 20.....	0	0	7	8	3	16	34
21 to 25.....	0	1	1	1	1	6	10
26 to 30.....	1	0	1	0	1	1	4
31 to 50.....	0	0	2	1	0	2	5
Total	6	11	141	114	102	240	614
Median	6.00	4.93	5.69	7.74	6.83	8.40	7.43

Table 92 shows the number of hours spent on study or school work outside of the regular school day. It will be noted:

1. The median supervising elementary principal spends 7.43 hours per week in study or school work in addition to the regular school day. According to Chapter V, Table 28, the median school day is 8.68 hours which would make the daily time devoted to school work approximately ten hours on a five-day basis.

2. At least 88.9 percent of the whole group devote extra hours to school work.

3. There is some tendency for the principals in the larger cities to devote more time to extra work than the principals in smaller cities.

A tabulation of these same data by school size shows the medians indicated in Table 93.

TABLE 93.—MEDIAN NUMBER OF HOURS SPENT ON OUTSIDE SCHOOL WORK

	School Size					Total
	Up to 499	500 899	900 1299	1300 1699	1700 and up	
Median	7.42	7.81	6.74	6.63	8.40	7.47

This shows a tendency for the principals of the largest schools to devote more time on work outside of school hours. However, the differences between schools of various sizes is not great.

Morrison² reported that the median elementary school principal in Ohio gave 9 hours per week to professional study and school work. This is 1.6 hours more than reported by the supervising principals of this study.

¹ Only 614 of the 617 replies could be classified by city size.

² Morrison, J. C. *op. cit.*, p. 46, Table 38.

Professional articles—Statistical data are not available on the number or kind of professional articles written by principals of this study, although observation shows that outstanding principals contribute to professional magazines as a means of self-improvement.

Superintendents realizing the value of written statements frequently require principals to submit detailed descriptions of the work of their respective schools. The Long Beach schools require principals to report periodically upon their supervisory activities. In Philadelphia principals file statements of their own activities and the work in the buildings under their direction. Data from these reports are used by the superintendent in a newsletter circulated among all principals.

Professional magazines are constantly searching for well-prepared articles of interest to elementary school principals. Editors of professional magazines report a scarcity of worthwhile articles on administration and supervision.

Summary and conclusions—The chapter has presented data bearing upon the means the elementary principal may use for the purpose of self-improvement. These are, (1) summer school work, (2) reading of professional and non-professional literature, (3) membership in professional organizations, (4) attendance at educational meetings, and (5) writing professional articles.

Of the supervising principals of this study 51.9 percent had been to summer school within the past three years. The median principal subscribes for or reads regularly approximately four professional magazines. The three magazines most frequently mentioned were, (1) The Journal of the National Education Association, (2) The Elementary School Journal, and (3) The Journal of Educational Method.

Non-professional magazines are of value to school people in keeping them in contact with the public as well as providing diversion from more technical literature. An average of two such magazines was mentioned by each principal. The two magazines most frequently mentioned were, (1) The Literary Digest, and (2) The National Geographic.

Approximately three books were mentioned per principal in reply to the request for the names of the most helpful books read during the past year. The three books mentioned most frequently were: "The Principal and His School" by Cubberley, "Elementary School Supervision" by Gist, and "The Child; His Nature and His Needs" edited by O'Shea.

Membership in professional organizations indicates professional interest and desire for growth. Only 17 supervising principals of a group of 614 failed to mention at least one professional organization. Local teachers' associations, principals' clubs and the parent-teacher association were among those prominently listed. Over 77 percent of the group held memberships in the National Education Association; 22.1 percent were members of the Department of Elementary School Principals of the National Education Association.

Attendance at professional meetings outside of the city was reported by 58.2 percent of the supervising principals. The majority of these meetings were state-wide in scope.

Home study and school work done outside regular hours amounted to 7.43 hours per week for the median principal. On the basis of a five-day week this would make the total day of the principal, including the lunch period, equal to approximately ten hours. The number of extra hours of service increases slightly in the larger communities and school enrolments.

The committee calls the attention of elementary school principals to the desirability of writing professional articles. Principals should not become so absorbed in routine activities as to fail to set down in writing the procedures and results of research. The necessity of describing experiments in concise and understandable statements is excellent personal training and tends to clarify thinking. Furthermore, first-hand, practical articles of this sort are among the most potent factors in improving the work of other principals.

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CHAPTER XVIII

THE ORGANIZATIONS OF ELEMENTARY SCHOOL PRINCIPALS

IN THE PRECEDING chapter data have been presented as to ways elementary school principals improve themselves in service.

This chapter discusses professional organizations as a factor in professional improvement. The movement will be discussed under the following three heads, local, state, and national.

LOCAL ASSOCIATIONS

Purpose of local organizations—One of the most promising means of developing and training principals in service is the local principals' association. Such an organization offers the individual principal opportunities for training, service to the profession and personal study. The making of every principal a student of his work assures the improvement of instruction as nothing else can do.

This purpose has been stated in many forms in the constitutions of the local organizations. One good statement is from the Omaha constitution:

The purpose of this organization shall be: (1) to promote the cause of education and to make a contribution thereto; (2) to stimulate professional growth and good fellowship among school people; and (3) to provide ample opportunity for discussion and experimentation in the field of pedagogy.

Sources of data—A circular letter was sent to all cities over 30,000 in population to discover the extent of local organization. Replies indicating some form of organization were received from

TABLE 94.—TYPES OF PRINCIPALS' ORGANIZATIONS

Type of Organization ¹	City Sizes		Totals
	Under 100,000	Over 100,000	
Elementary School Principals.....	14	17	31
Elementary-Junior High Principals.....	7	3	10
All principals of city.....	21	22	43
Totals	42	42	84

123 out of approximately 300 cities. Clubs apparently open to anyone engaged in the school work were eliminated, reducing the list to 116 organizations primarily for principals. A questionnaire was sent

¹In subsequent tables the terms "elementary," "elementary-junior high" and "all" are used to designate types of organizations given in Table 94.

to this group of 116 to ascertain the form of organization, nature of meetings and other information. The following material is based upon a total of 84 replies or a 72 percent return.

Names of associations—There were 13 varieties of names among the combined elementary-junior high groups and 13 kinds among the organizations for all principals.

TABLE 95.—NAMES MOST FREQUENTLY USED TO DESIGNATE PRINCIPAL'S ORGANIZATION

Name	City Size		Totals
	Under 100,000	Over 100,000	
I. Elementary School Organizations			
Elementary Principals' Club.....	3	4	7
Elementary School Principals' Association.....	1	3	4
Elementary Principals' Association	2	1	3
Elementary School Principals' Club	1	1	2
Principals' Association	2	1	3
Principals' Club	2	2	4
II. Elementary-Junior High Organizations			
Principals' Association	2	2	4
Principals' Club	1	..	1
Elementary School Principals' Council.....	..	1	1
III. All Principals			
Principals' Club	8	10	18
Principals' Association	3	7	10
Principals' and Supervisors' Club.....	2	..	2

Table 95 indicates frequent use of the term "elementary principals' club" instead of "elementary school principals' club." The former term is shorter but the omission of the word "school" is not desirable.

The term "principals' club" is the one in greatest favor in organizations including all principals. City size does not significantly influence the name of the organization.

Frequency of meeting—The frequency of meeting is indicative of the degree of professional interest and the opportunities for growth. Meetings held once or twice a year can hardly provide the stimulation needed.

In addition to those in Table 96, the other periods of meeting mentioned were five times a year, six times a year, when called, two times a year, eight times a year, and every two months.

TABLE 96.—FREQUENCY OF MEETING OF PRINCIPALS' ORGANIZATIONS

Frequency of Meeting	Type of Organization	City Size		Totals
		Under 100,000	Over 100,000	
1 a month.....	Elementary	8	13	21
	Elementary-Junior High	5	1	6
	All	11	14	25
2 a month.....	Elementary	1	..	1
	Elementary-Junior High	1	..	1
	All	6	1	7
4 times a year.....	Elementary	1	2	3
	Elementary-Junior High	..	..	..
	All	..	2	2
Total		33	33	66

Table 96 shows that twenty-one of the thirty-one elementary school principals' organizations prefer the monthly meeting. Approximately the same preference exists for the more general principals' associations. The influence of city size upon the frequency of meetings is negligible.

Hour of meeting—The hour of meeting may limit the attendance of professional organizations. Not many replies indicate that principals' meetings are considered of sufficient professional importance to warrant the use of school time.

TABLE 97.—HOURS OF MEETING OF PRINCIPALS' ORGANIZATIONS

Hour	Type of Organization	City Size		Totals
		Under 100,000	Over 100,000	
3:00	Elementary	1	1	2
	Elementary-Junior High	..	..	..
	All	1	2	3
3:30	Elementary	1	2	3
	Elementary-Junior High	1	..	1
	All	2	2	4
4:00	Elementary	3	4	7
	Elementary-Junior High	2	..	2
	All	3	6	9
4:15	Elementary	1	3	4
	Elementary-Junior High	..	2	2
	All	3	..	3
6:00	Elementary	3	2	5
	Elementary-Junior High	..	1	1
	All	6	6	12
Evening	Elementary	..	..	..
	Elementary-Junior High	1	..	1
	All	3	1	4
Noon	Elementary	..	1	1
	Elementary-Junior High	..	..	..
	All	2	..	2

In addition to those in Table 97, other hours mentioned were "11:00," "1:30," "2:30," "5:00," "5:30," and "Saturday morning." This variety indicates an attempt to adjust the time of meeting to the wishes of the principals of each community.

The most frequently chosen hour for afternoon meetings is 4:00 P. M. with 4:15 P. M. as second preference. These hours indicate an "after school" meeting which must be limited by the approach of evening activities. The evening and noon meetings are an interesting development. In most of these cases the meeting begins with a meal followed by a program of considerable length. Such meetings have the advantages of stimulating attendance, good fellowship and an unhurried period for the program.

School system control over the local associations—The control of the local superintendent and board over the principals' organizations varies between communities. Data were sought on this point through the following questions:

1. How are your meetings usually called?
2. What is the real "driving force" back of the organization?
3. Who arranges a typical program?

TABLE 98.—METHOD OF CALLING MEETINGS OF PRINCIPALS' ORGANIZATIONS

Meeting Called	Type of Organization	City Size		Totals
		Under 100,000	Over 100,000	
Regular schedule	Elementary	11	9	20
	Elementary-Junior High	5	1	6
	All	15	15	30
By association officers....	Elementary	2	7	9
	Elementary-Junior High	..	2	2
	All	6	6	12
On schedule and deputy superintendent	Elementary	..	1	1
	Elementary-Junior High	..	..	..
	All	..	..	..
On schedule and superintendent	Elementary	1	..	1
	Elementary-Junior High	..	..	..
	All	..	..	..
By superintendent	Elementary	..	..	..
	Elementary-Junior High	2	..	2
	All	..	1	1

Table 98 shows that there were only three cases where the superintendent's office assumes responsibility for calling meetings of the principals' organizations. This is an indication that the organizations reporting are sufficiently strong to arrange their own meetings.

The most common procedure is to have a regular schedule of meetings. In a considerable number of cases the association officers "call" the meeting which implies irregularity in the holding of meetings.

TABLE 99.—DRIVING FORCE BACK OF PRINCIPALS' ASSOCIATIONS

Real "Driving Force"	Type of Organization	City Size		Totals	
		Under 100,000	Over 100,000		
Officers of association.....	Elementary	9	13	22	59
	Elementary-Junior High	3	3	6	
	All	13	18	31	
Superintendent and officer of association	Elementary	2	1	3	7
	Elementary-Junior High	..	..	..	
	All	4	..	4	
Members and officers....	Elementary	2	2	4	8
	Elementary-Junior High	1	..	1	
	All	1	2	3	
Superintendent	Elementary	1	..	1	7
	Elementary-Junior High	2	..	2	
	All	2	2	4	

Table 99 shows the officers of the local association are the prepotent influence in the organization. It indicates that the superintendents are in the background. The leadership comes from the principals.

TABLE 100.—PERSONS RESPONSIBLE FOR PROGRAM OF PRINCIPALS' ORGANIZATIONS

Who Arranges Program	Type of Organization	City Size		Totals	
		Under 100,000	Over 100,000		
Committee	Elementary	9	12	21	55
	Elementary-Junior High	5	..	5	
	All	14	15	29	
Officers of association.....	Elementary	..	2	2	8
	Elementary-Junior High	1	..	1	
	All	..	5	5	
Officers and committee...	Elementary	..	1	1	4
	Elementary-Junior High	..	..	..	
	All	1	2	3	
Superintendent	Elementary	2	..	2	6
	Elementary-Junior High	2	..	2	
	All	2	..	2	
Superintendent and committee	Elementary	1	1	2	2
	Elementary-Junior High	..	..	..	
	All	..	..	..	
Superintendent and officers	Elementary	1	..	1	3
	Elementary-Junior High	..	..	..	
	All	2	..	2	
Assistant superintendent and committee	Elementary	..	1	1	1
	Elementary-Junior High	..	..	..	
	All	..	..	..	
No answer	Elementary	..	1	1	5
	Elementary-Junior High	1	1	2	
	All	2	..	2	

Table 100 confirms the preceding conclusion as to the relationship of the superintendent of principals' organizations. It indicates the existence of leadership and the exercise of responsibility among the principals themselves.

In general, we may conclude from Tables 98 to 100, that the organizations reporting are motivated by and function for the development of principals. They are not merely a part of administrative machinery of the superintendent.

Type of meeting—The predominating activity of the meetings of these organizations is indicated in Table 101.

TABLE 101.—NATURE OF MEETINGS OF PRINCIPALS' ORGANIZATIONS

Kind of Activity	Type of Organization	City Size		Totals
		Under 100,000	Over 100,000	
Professional	Elementary	5	3	8
	Elementary-Junior High	3	1	4
	All	7	5	12
Business	Elementary	1	1	2
	Elementary-Junior High	..	1	1
	All	1	1	2
Mixed	Elementary	8	13	21
	Elementary-Junior High	3	1	4
	All	13	15	28
Social	Elementary	..	..	..
	Elementary-Junior High	1	..	1
	All	..	1	1

Purely professional meetings, and meetings of the "mixed" type predominate. It is possible to divide meetings between business and professional activities, but the hazards of such divisions are great. Too often routine which could be settled by written or phone communication is allowed to consume time at meetings reducing the enthusiasm available for the professional program. The meeting wholly given over to a well prepared professional program promises the greater return in most situations.

Two organizations exist for social purposes only. In one case the group meets with the superintendent for professional study, but without formal organization.

Annual dues—The financial status of an organization determines the extent and kind of its activities. Small fees usually mean a treasury designed to meet the petty expense of notices of meetings, programs and so forth. Substantial dues permit the financing of research studies, the publishing of reports and similar activities.

TABLE 102.—AMOUNT OF ANNUAL DUES OF LOCAL ORGANIZATIONS

Amount of Dues	Type of Organization	City Size		Totals
		Under 100,000	Over 100,000	
Less than \$1.00	Elementary	3	1	4
	Elementary-Junior High ..	..	..	..
	All	3	..	3
\$1.00	Elementary	4	6	10
	Elementary-Junior High ..	2	..	2
	All	4	6	10
\$2.00	Elementary	..	1	1
	Elementary-Junior High ..	1	1	2
	All	3	5	8
\$3.00	Elementary	1	..	1
	Elementary-Junior High ..	..	..	..
	All	..	2	2
\$4.00	Elementary	..	..	..
	Elementary-Junior High ..	..	..	..
	All	..	1	1
\$5.00	Elementary	..	4	4
	Elementary-Junior High ..	..	1	1
	All	1	2	3
\$10.00	Elementary	..	2	2
	Elementary-Junior High ..	..	..	..
	All	1	2	3
Proportionate to income..	Elementary	..	1	1
	Elementary-Junior High ..	..	..	..
	All	2	..	2

According to Table 102 there were 24 organizations without dues of any kind. Several of those listed as "less than \$1.00" collect a small assessment from time to time.

The majority of the treasuries could not finance any considerable program of study or investigation. In most cases the incidental expenses of the organization probably consume most of the income.

The smaller fees predominate in the cities under 100,000 in population. The elementary school principals' organizations do not have large fees of \$5.00 and more excepting in cities over 100,000 population.

Some organizations levy a due in proportion to income. An example of this was one requiring "one-eighth of one percent of the yearly salary" which is probably fairer than a fixed due at the present time. When salary schedules make fewer distinctions between school sizes and type of schools a fixed due for all members is justified.

Activities of local associations—The activities of a local association are indicative of the value of the organization to the individual member. Most groups are engaged in discussing or investigating problems relative to the work of the elementary school principal.

The answers to a question as to the topics of programs could not be tabulated by individual items. The replies are grouped under general headings in Table 103 according to the frequency of mention.

TABLE 103.—TOPICS ON PROGRAMS OF PRINCIPALS' ASSOCIATIONS

Topics	Total Each Item	Grand Total	Topics	Total Each Item	Grand Total
1. Curriculum	18	18	5. Parent-Teacher Ass'n...	1	1
2. Health work	3	3	6. Administration and organization	..	25
3. Supervision	16	53	a. Card systems	4	..
a. Use of tests.....	5	..	b. Management	7	..
b. Pupil adjustment ..	9	..	c. Physical equipment.	3	..
c. Methods and devices	7	..	d. Clerical help	4	..
d. Teacher rating	3	..	e. Length of school day	2	..
e. Promotions	3	..	f. Platoon schools	3	..
f. Guidance	3	..	g. Lunch rooms	1	..
g. Character development	4	..	h. Attendance	1	..
h. Relationships with supervisors	2	..	7. General welfare	..	11
i. Faculty meetings ..	1	..	a. Salary schedules ..	4	..
4. Extra Curriculum	1	3	b. Pensions	3	..
a. Athletics	1	..	c. Professional ethics .	1	..
b. School publicity ..	1	..	d. Legislation	3	..
			8. General duties of Prin.	3	3

Supervision is the item most frequently mentioned with curriculum second. Other outstanding topics are problems of pupil adjustment, methods and devices, management, and use of standard tests. In a larger sense these are all phases of supervision and by their frequency of mention indicate the present trend of elementary school thought.

Typical programs collected from many cities show an interest in similar problems. An important characteristic of these programs is that the principals themselves lead the discussion of the various problems. This is an application of the teaching principle that "there is no impression without expression."

An interesting program, showing the balancing of professional and social interests, is one of Council Bluffs, Iowa:

November. Business meeting.

December. Social meeting.

January.

1. Supervision time spent in supervision and the improvement of teachers.
2. Discipline.
3. Current problems of the month.

February.

1. Self-improvement through self-rating.
2. The retarded child.
3. Current problems of the month.

March.

1. Measuring the results of teaching.
2. Methods and devices.
3. Current problems of the month.

April.

1. Public school problems.
2. Rating and ranking of teachers.
3. Current problems of the month.

May.

1. Social meeting with Superintendents and high school principals.
2. Dinner.
3. Dramatization: "Modern Phraseology of Pedagogy."

Some organizations have supplemented their discussions with research investigations in which each member has assisted in collecting data. In Sioux City, a study was made of the nationality of school children with the purpose of locating the extent and need for Americanization. The principals of Canton, Ohio, made a study of departmentalization of classes below the ninth grade in other than platoon or junior high schools. In Dayton, Ohio, the group made a study of their needs in record keeping, office hours, clerical help, assistant principals and office equipment. Other organizations reported similar activities the results of which are of general value if issued in printed or mimeographed form. A loss results when studies by principals' organizations never reach a form suitable for distribution. To eliminate this loss of valuable data, several organizations have begun to publish yearbooks.¹

Other avenues of publication are the educational magazines most frequently read by principals and particularly The Bulletin of the Department of Elementary School Principals of the National Education Association.

STATE ASSOCIATIONS

Purpose of state organizations—Most state organizations for elementary school principals have three purposes: (1) To multiply the opportunities for individual responsibility and service to the profession, (2) to furnish the individual member with information and tools for his work and (3) to stimulate the organizations on both sides—local and national.

The importance of these lines of activity from the state point of view has not been fully realized although the situation improves each year. If there is truth in Dr. Winship's statement that, "the best chance of improving the elementary schools of America is to improve the elementary principals of America," then the state organization has an important contribution to make.

¹ See page 225 of this Yearbook.

Sources of data—An inquiry was sent to all secretaries of state teachers' associations to secure information on the state elementary school principals' associations. These letters endeavored to discover whether elementary principals' associations existed or whether there was a movement in this direction.

Number of state associations—State associations of elementary school principals are in process of formation throughout the country. According to Table 104 the outlook is brighter in 1927 than reported by Chase in 1925. Chase was able to say that "it appears from the returns that five or six states have some kind of associations for elementary principals."¹ The increase from "five or six" to eighteen organizations is significant.

TABLE 104.—EXTENT OF DATA COLLECTED ON STATE ORGANIZATIONS

Geographical Section	Number of States	Number of Elem. School Prin. Organ.	Number Without an Elem. Prin. Organization	No Information
New England	6	3	3	0
Middle Atlantic	3	1	2	0
East North Central.....	5	3	1	1
West North Central.....	7	3	2	2
South Atlantic	8	3	5	0
East South Central.....	4	1	2	1
West South Central.....	4	2	2	0
Mountain	8	0	8	0
Pacific	3	2	1	0
United States	48	18	26	4

In the states without formal organization there were five replies which indicated activity among elementary school principals either in the state section on elementary education or the general organization for principals.

After an investigation of state organizations in 1925, Chase reported:

Our school systems are state in origin and state in control and are likely to remain so. Our laws and standards are from the state. Does it not follow that our most effective form of principals' organizations should be state-wide? We shall need the inspiration and support which can come from the great national body, but the state groups should represent the power to accomplish changes, because our schools are state-controlled.

Unquestionably, the difficulty of such a task would vary in different sections. I believe the need for such a group of principals working together is the same everywhere—what could be accomplished would doubtless vary more than the need.¹

¹Chase, L. S. "The Importance of State Elementary Principals' Associations," *Bulletin, Department of Elementary School Principals*, October 1925, pp. 29-30.

Professional activity in the states—The question was asked as to professional activity in the states among elementary school principals. In other words, although there may not be an organized association the presence of a marked professional movement toward organization should be a hopeful indication of greater professionalization.

TABLE 105.—PROFESSIONAL MOVEMENT AMONG ELEMENTARY SCHOOL PRINCIPALS

Geographical Section	Number of States	Any Organized Professional Movement in State?		No Report
		Yes	No	
New England	6	3	3	0
Middle Atlantic	3	1	1	1
East North Central.....	5	3	1	1
West North Central.....	7	4	0	3
South Atlantic	8	4	1	3
East South Central.....	4	1	2	1
West South Central.....	4	2	1	1
Mountain	8	3	5	0
Pacific	3	3	0	0
United States	48	24	14	10

Table 105 indicates that at least fifty percent of the states are being touched by some organized movement among elementary school principals. Six states reported that state organization would be reached within a short time.

Statements of leaders—Those named as active leaders by the state secretaries were asked to describe the work in their states. It is not possible to quote these at length but the following is indicative of what is going on.

From Virginia:

The movement toward professionalization in Virginia has not gained very much headway. Several of us have been working for a Department of Elementary School Principals in our State Association but have been unsuccessful thus far. However, I believe we shall succeed very soon. I think such an organization would do more than anything else to speed up professionalization.

Minnesota seems to be placing emphasis on supervision:

The movement in Minnesota seems to be toward educating principals to be supervisors of grade work. By this I mean, the preparation of principals to become supervisors in fact as well as in name. Our principals are taking work at the University and through correspondence courses which will eventually make them good supervisors in all grade subjects. The tendency in the past had been that principals were such in name only and had very little supervising ability. The principal, to hold his position successfully, will have to know school methods thoroughly and know something also of mechanics of school finance.

Organization is well under way in North Carolina:

The organizing of the elementary principals of this state into a State Association has not only caused the principals to realize more seriously the many

problems confronting them but has helped to increase interest and fellowship. There are, at present, four district units of the State Association. The district units have been holding mid-winter conferences and from information furnished, have been doing a very fine piece of work, from the standpoint of professional study and research. After our State Meeting in Raleigh, the second in the life of the Association, there will be a more progressive and systematic program of work.

From California¹ there comes the following report:

For several years there has been agitation for a state organization of elementary school principals, working along similar lines to that of the high school principals association. Last May (1927) in Fresno a representative group of elementary principals met to discuss plans for organization. A proposed constitution was adopted. The State Council of Elementary Principals will hold its first meeting during the pre-Easter week of 1928.

South Dakota has made splendid progress:

In November, 1925, at our state meeting held at Mitchell a group of about thirty principals met to discuss plans for organizing a department of elementary principals and supervisors in connection with the State Association. We organized and elected officers. The first meeting was held November, 1926, at Sioux Falls. Dr. Blair, president of the N. E. A., was our guest at luncheon and talked on the opportunity such an organization provided for furthering professional growth among its members. The Elementary School Principals' and Supervisors' Round Table is now a part of the State Educational organization with a place on the official program.

Oklahoma is looking forward to some definite activities:

Our state meeting has just closed. An excellent program was planned and carried out for the Principals' Section. During the program . . . urged that we plan for a year's program that might be so organized and executed as to be a real contribution in the field of education. That for the exchange of such ideas that might thereby be developed a Yearbook be published. A committee was appointed to forward this thought.

Alabama is making progress in spite of the fact that most of her principals are regular teachers:

In our State Association meetings we are getting a little way with discussions and orations. We are just in the beginning. Birmingham has taken the lead and is working as fast as a following can be developed.

In Michigan² the movement has resulted in a state organization:

Superintendents are more and more looking to the elementary school principals as being responsible for all the activities of their respective schools. They are expecting the principal to know the needs and to have in mind real ways in which the supervisor may assist. Elementary principals are being looked upon as the local representatives of the superintendent and the Board of Education. They are conducting studies in which progress made by experimental groups is being compared with that made by controlled groups and the best procedure ascertained.

The elementary school principals, realizing their big field of service, have organized a State Association. They will have a program on January 14, and another on April 29, and they are working on a Yearbook.

¹ *Sierra Educational News*, "Elem. Sch. Prin. of Calif.," Vol. XXIII, No. 10, December, 1927, p. 591.

² The first yearbook of the Department of Elementary School Principals was issued in August, 1927, under the editorship of Jessie M. Fink.

New Jersey has a strong state organization which is making some definite contributions:

The Elementary School Principals of New Jersey are taking some definite steps to make some definite advance in the matter of standards and training for the elementary school principalship. Our state association has definitely gone on record as favoring at least one year's special training for the elementary school principalship above the two-year normal course.

North Dakota illustrates Chase's statement that local conditions would determine the actual development of the movement:

It is in a pioneer stage in our state due perhaps to the newness of the state itself and necessarily its development along educational lines. The school systems as yet are so small that the need of special grade training has scarcely been felt.

A report¹ from Nebraska indicates recent organization:

A group of very enthusiastic principals from various parts of the state met at the Chamber of Commerce rooms in Lincoln for luncheon December 10. Out of this meeting developed a Nebraska branch of the Department of Elementary School Principals of the National Education Association.

Though the reports from some states are not so optimistic as might be desired, fifty percent of the states are being influenced as a whole by some form of professional activity among elementary school principals. More than one third of the states have a state section or organization specifically designed to further the professional study of elementary school principals.

THE NATIONAL ORGANIZATION

Purposes of organization—The national organization exists for three purposes, (1) the stimulation of the individual principal in self improvement, (2) the fostering of local and state organizations, and (3) the welding of all elementary school principals into a self-respecting, trained group.

Development of the organization—Prior to 1920 a national organization of elementary school principals existed only in the dreams of a few leaders. During the fall of 1920 and the early winter of 1921 groups of principals in New Jersey, Texas and The University of Chicago gave serious consideration to the formation of a national organization. Representatives of these groups met in February, 1921, in Atlantic City at the convention of the Department of Superintendence. The preliminary organization at Atlantic City was approved the following summer when the National Education Association at Des Moines admitted the new group as a department.

¹ *Nebraska Educational Journal*, "Elem. Prin. Organization," Vol. VIII, January, 1928, No. 1, p. 29. The temporary chairman was Miss E. Ruth Pyrtle, past president of the Department of Elementary School Principals of the National Education Association.

Activities of the organization—The activities of the Department of Elementary School Principals have increased in value and significance each year. Briefly, the general types of activities have been, conventions, publications, and committee investigations.

(1) The Department has met as a part of the National Education Association each summer and again at the winter meeting of the Department of Superintendence. These meetings have been characterized by well planned general assemblies, discussion groups, committee reports, and social events.

(2) The publications of the Department have received wide-spread acceptance for the contributions they have made to the field of elementary education. The two regular publications are: *The Bulletin*, which is issued quarterly in October, January, April and July; and *The Yearbook*, which is the April edition of the *Bulletin*. Both publications contain a wealth of general and specific material on the work of the elementary school principal.

(3) The committees of the Department have made excellent contributions to the general work of the organization and to the thinking of the individual members. The following committees have been active: (1) The Committee on Educational Progress, (2) The Committee on Enrolment, (3) The Committee on Cooperation with Civic Bodies, (4) The Committee on International Relations, and (5) The Committee on Standards and Training. The work of these committees may be traced through the reports in the *Bulletin* and in the *Proceedings of the National Education Association*.

SUMMARY AND CONCLUSIONS

General—This chapter has presented data on local, state, and national organizations of elementary school principals. The primary purposes of these groups are: (1) To give opportunities for individual expression, (2) to increase professional interest and personal study, (3) to broaden individual and group view-points and (4) to weld individuals and groups into a self-respecting body. In addition, all three organizations exist to discover the truth and to spread that truth as widely as possible.

Local—The majority of the local associations, replying to a questionnaire to cities over 30,000 in population, were for combined groups of elementary and high school principals. The most frequently mentioned title was either "The Principals' Club" or "The Elementary Principals' Club." Meetings are usually held once each month under the direction of the officers of the organization. The

most frequent hour of afternoon meetings is 4:00 P. M., and that for evening meetings is 6:00 P. M. In the majority of these evening events the program includes a dinner or a part of the time is given to social affairs.

The most common type of meeting consists of a mixture of business, professional and social activities. The second most frequently mentioned type of meeting was the strictly professional type. In these meetings the most frequent subject of discussion was some phase of supervision.

Dues of the local associations range from a few cents to approximately ten dollars. In most cases amounts of this nature have been levied for miscellaneous purposes and not with the idea of furthering extensive study or research projects.

Reports were not complete as to the special activities of local associations. Incomplete returns reveal some research projects and publications of considerable merit. One apparent need is to make the reports of these investigations available for general distribution.

State associations—State elementary principals' associations are being rapidly developed. In most instances the group exists as a section of the principals' department or as a part of the elementary school division. It was reported in 1925 that approximately six state elementary school principals' associations had been formed as compared with eighteen associations in 1927.

Up to the present the activities of the organizations have been limited chiefly to annual programs and discussion. With some of the stronger groups, such as New Jersey, Ohio, and Michigan, an official bulletin is published which contains reports of committees, results of investigations and data of general value to elementary school principals. When this stage of development has been reached by more state organizations the stimulating influence of the principals organizations will be continuous from the local through the state to the national association in improving the professional status and training of elementary school principals.

National organization—One of the most rapidly growing departments of the National Education Association is the Department of Elementary School Principals. From its inception in 1921 it has sought through meetings, publications and committees to arouse educational workers to the potentialities of the elementary school principalship. Its leadership has constantly summoned the membership to "work unselfishly in the interest of all principals."¹

¹ Gist, Arthur S. "The President's Message," *Bulletin, Department of Elementary School Principals*, Vol. VII, No. 1, October, 1927, p. 3.

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CHAPTER XIX

LOCAL STANDARDS IN THE SELECTION OF ELEMENTARY SCHOOL PRINCIPALS

STANDARDS AND SPECIFICATIONS for the selection of elementary school principals have received careful study in recent years. We are more fully realizing the truth of the oft repeated phrase "the school reflects the principal". One of the major avenues for improving the elementary school is that of raising the quality and training of elementary school principals.

The improved status of elementary school principals will come about through the voluntary development of a high professional spirit by principals and the imposition of advanced requirements on the part of local and state authorities.

This chapter¹ reports the local standards for the selection of elementary school principals in cities of the United States.

GENERAL DATA ON LOCAL STANDARDS

Source of local standards—In considering local standards it is of particular importance to know the source of the standards. Present day educational theory states that elementary school principals should be directly responsible to the superintendent of schools. It naturally follows from this that the superintendent should be the one to select the people who are to administer the schools.

Table 106 shows the present practice in assigning authority for the selection of elementary school principals. It will be noted:

1. That 34.8 percent of the superintendents replying select their elementary school principals without assistance.

2. There were 50.5 percent who shared this responsibility with the Board of Education.

3. Without doubt many superintendents confused the term "select" with "elect" which are the two steps in choosing a new employee. Usually the superintendent recommends (or selects) a candidate who is formally approved (or elected) by the Board. In this light, the combining of the first two groups of the table would indicate that 85.3 percent of those replying actually choose their appointees with the Board confirming the action.

¹ Data secured from 215 questionnaires representing all city sizes and states. In some instances only 198 were answered so as to lend themselves to statistical treatment.

TABLE 106.—THE AUTHORITY FOR THE SELECTION OF THE ELEMENTARY SCHOOL PRINCIPALS ARRANGED BY CITY SIZES

Place of Authority	City Size						Total
	Under 5,000	5,001 10,000	10,001 30,000	30,001 65,000	65,001 100,000	Over 100,000	
1. Superintendent	6	4	12	29	4	14	69
2. Board on Superintendent's nomination	5	5	27	32	15	16	100
3. Board and Superintendent from list made by city examiners....	0	0	0	0	0	5	5
4. Board only	0	0	1	2	0	0	3
5. Board upon recommendation of Committee on Teachers and Superintendents	0	1	1	1	1	0	4
6. Board and Superintendent upon recommendation of Ass't Supt....	0	1	2	2	0	1	6
7. Superintendent and staff	0	1	0	1	0	7	9
8. No answer	0	1	0	1	0	0	2
Total	11	13	43	68	20	43	198

4. In the larger cities the superintendent tends to have assistance from subordinate officers or a board of examiners.

5. In general we may conclude that the selection of appointees for the elementary school principal in the majority of the cities is a duty of the superintendent. Hence, the superintendent should be the one to know most intimately the standards used in the selection of candidates in his city.

In considering the matter of standards the following divisions were used: (1) Kind of previous experience, (2) number of years of experience, (3) degrees and training, (4) sex, and (5) other qualities. Superintendents were asked to note under the various headings the requirements used in their system.

Requirements as to type of experience—Superintendents were asked to indicate the type of previous experience required for candidates for the elementary school principalship.

TABLE 107.—KIND OF PREVIOUS EXPERIENCE REQUIRED BY SUPERINTENDENTS OF THOSE APPOINTED TO ELEMENTARY SCHOOL PRINCIPALSHIPS

Kind of Experience	City Size						Total
	Under 5,000	5,001 10,000	10,001 30,000	30,001 65,000	65,001 100,000	Over 100,000	
1. Varied experience of all kinds.	0	0	2	2	2	6	12
2. Successful teaching	1	1	12	11	1	11	37
3. Elementary teaching	4	3	14	12	3	4	40
4. Teaching and Administration	2	2	7	17	7	11	46
5. Administration	1	3	3	11	3	4	25
6. Teacher training	0	0	0	0	0	1	1
7. Normal school or college graduates	0	0	0	2	0	2	4
8. No requirements	2	1	3	8	2	2	18
9. No answer	3	2	2	5	3	0	15
Total	13	12	43	68	21	41	198

Table 107 gives the replies. It will be noted:

1. The first four groups considered under the general heading of "teaching experience" amount to 63.1 percent of those replying.

2. That 20.2 percent require that this teaching experience be in the elementary school field. Candidates with high school experience are not mentioned specifically.¹

3. Teaching and administrative experience together was mentioned by 23.2 percent of the replies.

4. Administrative experience is required by 35.9 percent of those answering.

5. Apparently college or normal school graduates without experience are not in demand. Only four superintendents mentioned this as a source of supply for elementary school principals.

6. One sixth (16.7 percent) of the superintendents do not have any requirements as to previous experience judging by those answering "nothing definite" or failing to answer at all.

7. The fact that with all of the city sizes the distributions are scattered over the various kinds of experience would indicate that superintendents hold similar opinions regardless of size of cities.

Requirements as to number of years of experience—There has always been debate as to the amount of experience one should have before entering a principalship. No research studies have come to the attention of the committee which would answer this question for the principalship. Some would agree with the following statement:

I yield to no one in respect for skillful teaching, but I am quite certain that long and successful experience as a teacher not infrequently constitutes a real disqualification for the principalship.²

Table 108 indicates present practice as to number of years of experience required of appointees to the elementary school principalship. It will be noted:

1. There were 49 superintendents or 42.2 percent of those requiring experience indicated five years was their standard. This amount of experience is the only one mentioned by all city sizes.

2. Nearly three fourths (74.1 percent) of those stating requirements specified from two to five years of experience. Most states with specific standards for elementary school principals, require from zero to five years of experience.³

¹ See Chapter XIV in which it was shown that a majority of the outstanding principals had secured their teaching experience in the high school field.

² Judd, Charles H. "The Possibilities of the Principalship," *Bulletin, Department of Elementary School Principals*, April, 1926, p. 131.

³ See page 400 of this Yearbook.

3. The median is 5.30 for the whole group of those specifying from 1 to 10 years.

4. There were 41.4 percent who did not state definite requirements or failed to answer the question. This indicates a large group without minimum requirements or fixed opinions.

TABLE 108.—NUMBER OF YEARS OF EXPERIENCE REQUIRED BY SUPERINTENDENTS OF THOSE APPOINTED TO ELEMENTARY SCHOOL PRINCIPALSHIPS

Years of Experience	City Size						Total
	Under 5,000	5,001 10,000	10,001 30,000	30,001 65,000	65,001 100,000	Over 100,000	
1. Varied (several, etc.).....	0	0	0	2	2	3	7
2. 10 years, at least.....	1	0	0	2	2	2	7
3. 9 years, at least.....	0	0	0	1	0	0	1
4. 8 years, at least.....	0	0	3	0	1	2	6
5. 7 years, at least.....	0	0	0	0	0	2	2
6. 6 years, at least.....	0	0	1	2	0	1	4
7. 5 years, at least.....	2	3	12	20	5	7	49
8. 4 years, at least.....	0	0	3	3	0	4	10
9. 3 years, at least.....	0	0	4	5	1	2	12
10. 2 years, at least.....	2	3	4	4	0	2	15
11. 1 year, at least.....	1	0	0	1	0	1	3
12. No requirements	4	5	15	25	6	9	64
13. No answer	1	1	4	7	1	4	18
Total	11	12	46	72	18	39	198

Requirements as to sex—Studies made in various parts of the United States indicate that the majority of elementary school principals are women.¹ The replies of superintendents do not indicate any general tendency to limit opportunities to the principalship either to men or women.

TABLE 109.—REQUIREMENTS AS TO SEX OF APPOINTEES TO THE ELEMENTARY SCHOOL PRINCIPALSHIP

Sex Preferences	City Size						Total
	Under 5,000	5,001 10,000	10,001 30,000	30,001 65,000	65,001 100,000	Over 100,000	
Either (or both)	3	7	25	34	16	31	116
Men	2	2	0	8	0	2	14
Men preferred	1	0	3	4	0	1	9
Women	3	2	6	3	1	1	16
Women preferred	0	0	0	1	0	0	1
Not definite	1	1	3	4	4	4	17
No answer	3	0	6	14	0	2	25
Total	13	12	43	68	21	41	198

¹ Morrison, J. Cayce. "The School Principalship in Ohio Cities and Exempted Villages," *Ohio University Bulletin*, May, 1926, pp. 14-15. Martin, Wm. H., "The Status of the Elementary School Principal in New England," unpublished report New England Association of Superintendence, November, 1923, p. 7.

Table 109 indicates the practice of superintendents on this point. It will be noted:

1. Of those answering the question, 76.9 percent stated "either" or "not definite" which would indicate emphasis on individual merit regardless of sex.

2. The number with fixed opinions were about equal with fourteen for the men and sixteen for the women.

3. An inspection by city sizes of those with preference for one or the other groups does not indicate the existence of a preference for men in the larger cities.

Requirements as to training—Emphasis on training has improved the work of classroom teachers. The same purpose is back of the emphasis on sound training for elementary school principals.

TABLE 110.—TRAINING AND DEGREES REQUIRED BY SUPERINTENDENTS OF THOSE APPOINTED TO THE ELEMENTARY SCHOOL PRINCIPALSHIP

Type of Training	City Size						Total
	Under 5,000	5,001 10,000	10,001 30,000	30,001 65,000	65,001 100,000	Over 100,000	
Normal school or college graduation (2, 3, or 4 yrs.).....	3	5	20	26	7	13	74
Normal school or college graduation plus professional training.....	0	0	5	4	1	3	13
Bachelor's degree	3	1	5	15	6	17	47
Bachelor's degree plus professional training	1	1	3	4	2	3	14
Master's degree	0	0	0	2	0	1	3
Nothing definite	3	3	8	12	3	1	30
No answer	3	2	2	5	2	3	17
Total	13	12	43	68	21	41	198

Table 110 shows the replies of superintendents as to their training requirements for appointment to the elementary school principalship. It will be noted:

1. The three groups: Those "not answering", "nothing definite", and "normal or college graduation" represent 61.1 percent of those returning the questionnaire. All three groups indicate a lack of definiteness in requirements as "normal or college graduation" might mean from 2 to 4 years without professional courses particularly designed for principals.

2. The definite requirements of bachelor's or master's degrees included 35.3 percent of those answering the question.

3. The mode for those with definite requirements is the bachelor's degree with forty-seven cities. This group and those requiring "bachelor's degree plus professional training" are 33.7 percent of

those answering the question. Evidently the bachelor's degree represents the most definite and frequently used standard at the present time.

Requirements of miscellaneous qualities—A space was left on the questionnaire for "other qualities" which the superintendents might care to suggest. It was expected that most of these miscellaneous items would be concerned with the personal qualities sought for in appointees.

TABLE 111.—MISCELLANEOUS TRAITS SOUGHT BY SUPERINTENDENTS IN THOSE APPOINTED TO THE ELEMENTARY SCHOOL PRINCIPALSHIP

Personal Quality	Frequency of Mention
1. Personality	52
2. Leadership	25
3. Executive ability	24
4. Tact	20
5. Administrative ability or experience.....	9
6. Character	9
7. Fitness to deal with others.....	9
8. Physical	8
9. Initiative	7
10. Spirit of cooperation.....	7
11. Common sense	7
12. Intelligence	7
13. Teaching ability	6
14. Sympathy	4
15. Humor	4
16. Successful experience	4
17. Nothing definite	77

Table 111 indicates the qualities which superintendents look for in candidates for the elementary school principalship. It will be noted:

1. Personality was mentioned by fifty-two superintendents as a requirement for appointment to the principalship.

2. Most of the other traits mentioned may be considered as phases of personality.

STANDARDS AND SYSTEM OF SELECTION IN CERTAIN CITIES

Introduction—The largest cities of the United States have had a very difficult problem because of the large number of applicants, the complexity of the school system, the operation of political influence and the limited amount of time which the superintendent may devote to personnel problems. In the solution of these problems some of the larger cities have developed standards and systems for the selection of all appointees to the schools. The next section of this chapter will

present information on the systems used in Washington, Boston, Newark, Philadelphia, St. Louis, Chicago, and New York.

The Washington system—Washington has a Board of Examiners made up of the Superintendent of Schools (Chairman); the Chief Examiner (Executive Secretary); and four members of the staff representing the teaching and administrative groups of the system. The last four are appointed by the Superintendent to serve without additional remuneration.

Each year all teachers and principals are given an opportunity to qualify for the eligible list of administrative principals. This involves an application giving detailed information relating to eligibility for the position. The information on each candidate is grouped and evaluated according to the system of points:

Item	Total Point
A. Recorded Success in Teaching.....	240
Determined by the five official discriminated ratings in the office of the Superintendent immediately preceding September 1, 1927: Exceptionally strong—50; Excellent—40; Very good—30.	
B. Educational Preparation	150
Educational courses over and above graduation from normal school or educational courses over and above two years of college training, taken within the past fifteen years will be credited, 10 credits per course viz.:	
1. Courses in educational administration.....	50 points
2. Other courses in education.....	100 points
In lieu of 50 of the above 100 points allotted to other courses in education a maximum equivalent may be obtained by taking a written test not to exceed 30 minutes in length on modern educational theory and practice.	
C. Administrative Ability	300 ¹
1. Success in school management.....	100 points
2. Educational leadership of teachers.....	100 points ²
3. Relations with school officers.....	50 points
4. Relationship with patrons of school.....	50 points
D. Professional Interest and Growth.....	100 ³
1. College credits for courses taken for self-improvement.....	50 points ⁴
2. Approved educational plans or investigations for school betterment	20 points
3. Travel	20 points
4. Affiliations with educational associations.....	10 points
E. Physical Vigor and Health.....	30
F. Civic Interest	50
G. Personal Equipment	130
Total	1,000

¹Teaching Principalship—250; ²Teaching Principalship—50; ³Teaching Principalship—150; ⁴Teaching Principalship—100.

The name of an applicant will not be certified to the Board of Education unless he makes 700 or over out of the 1000 points.¹

The list of eligibles as determined by the above evaluation plan is ranked by groups of five for the Superintendent. He may recommend for appointment anyone in the highest group who in his opinion is best fitted for a particular vacancy. Each group must be exhausted before the next lower group is considered.

The names of those not receiving appointment at the beginning of a year remain on the list until June 30. A new set of applications is received during the first week of June for consideration for the eligible list of the ensuing year.

The Chicago system—The Board of Examiners in Chicago² is an administrative and executive body. They are empowered to employ such experts as they deem fit and necessary. In conducting oral examinations, a committee of fifteen was made up of the Superintendent of Schools, five assistant superintendents, two examiners, two district superintendents, one high school principal and four elementary school principals, all selected on the basis of ability to determine the general fitness of the candidate for the position to be filled.

There is no rule, however, stating that the committee must be composed of fifteen members or that any definite number of elementary principals, etc., must be selected as members of this committee. It was selected on this basis in order to secure different points of view in determining the general fitness of the candidates.

The final score on the candidate for the principalship is made up on the following basis:

- I. Written examination (Value 3)
- II. Personal examination (Value 3)
 - A. Personal oral test
 - B. Evaluation of past records
 - C. Evaluation of a written supervisory report

The written examination is a comprehensive test of knowledge along academic and professional lines. The personal oral test consists of a talk before the Board of Examiners on an assigned topic. These topics may be illustrated by the following:

Responsibility. What are the bases of placing responsibility for success or failure of pupils on the teachers? How would you, in charge of a school, conduct it in accordance with these principles?

¹ Superintendent's Circular, May 2, 1927, Washington, D. C.

² This section describes the system in existence at Chicago in 1927. Information was secured from the Secretary at the Board of Examiners. Whether this same plan is in operation at present is not known. See "The Trial of Superintendent McAndrew," *School and Society*, Vol. XXVII, No. 683. January 28, 1928, p. 101.

Economy. You are sent to a school which has the reputation of wasting money. How would you proceed to correct the fault?

Teacher Ethics. Matthew Walsh says in his book *Ethics of the Profession*: "The Teachers' Boarding House is the Cemetery of School Morale."

Personal gossip is educational poison. Discuss the passage and propose remedies.¹

At the conclusion of the talk the committee is permitted to ask the candidate questions to ascertain his knowledge and ideas of the duties of a principal. Each member of the committee makes a rating which is combined with the other ratings in determining a committee average. The basis for the independent ratings are as follows:

1. Topic—value of thought—25 percent
2. Oral presentation—clearness, organization and good English—25 percent
3. Personality—address, self-possession, poise, dress, energy, and power—25 percent
4. Availability, character, and general fitness (including age, but excluding record)—25 percent²

The personal record consists of teaching experience, training, ratings, credentials, and testimonials. The committee members make independent ratings of these records which are combined in an average. This committee average and the one secured from the ratings of the oral test are combined with a mark given by an examiner on the written report of a supervisory visit to an elementary school. A final average is secured by weighing the personal oral six points, the personal record one point and the written report of a visit one point. This weighted average constitutes the final oral rating of the candidate and counts one third toward the total mark. The total mark is a combination of the final oral rating with the score on the comprehensive written test.

All successful candidates are arranged on an eligible list in the order of the standing which they obtained in the examination. This list is reported by the Board of Examiners to the Superintendent's office. The Superintendent is not required to follow the ranking in making appointments although this is usually done.

Newark system—The final rating on candidates for the principalship is determined by a Board of Examiners consisting of the following: The Superintendent of Schools, two assistant superintendents, one high school principal, two elementary school principals and one clerical secretary. Before being eligible for consideration as an elementary school principal a candidate "must possess at least five years" successful experience as a teacher, of which two years shall

¹ From topics used in April, 1926, examinations.

² Appraisal sheet, Principal's Eligible List, Chicago Public Schools, 1927.

be as principal of a graded school, or as vice-principal of a grammar school in the city of Newark, or as head assistant or head of department in a high school in Newark.¹

Candidates are given both an oral and a written examination. The subjects for the written examination² are as follows:

- (1) For college graduates (no exceptions)
 - a. Psychology
 - b. Theory and practice of teaching
 - c. School management
 - d. History of education
 - e. Manual training
 - f. Principles and practice of kindergarten
- (2) For normal school graduates. (For those who have graduated from an approved four years' high school course and an approved two years' normal school course.) All above and
 - a. Advanced English
 - b. Mathematics (advanced algebra, or plane and solid geometry)
 - c. Science (one of the following: astronomy, botany, chemistry, geology, physical geography, physics, zoology)
 - d. One of the following:
 - History (including ancient, medieval and modern)
 - Science (a science in addition to the one selected under "c")
 - Art (music and drawing)
- (3) For holders of a vice-principal's license in Newark, Section 1, and the following:
 - a. Advanced English
 - b. Mathematics (advanced algebra, or plane and solid geometry)
 - c. Science (a science in addition to the one taken for the vice-principal's license)³

After considering the tests and data submitted this group concurs on a final rating. The maximum allowances which are made each type of evidence are as follows: Scholarship, 50 percent; experience, 25 percent; and personal fitness, 25 percent. Successful candidates are granted an "elementary school principal's certificate" and their names placed upon the eligible list.

The list of eligibles is rearranged twice each year after the examinations. Candidates are appointed in order from the list by the Superintendent of Schools.

The Boston system—Information on candidates for the elementary school principalship in Boston is placed on file with the assistant superintendent in charge of teacher promotions. Certain parts of the information is evaluated by the Board of Superintendents in determining a composite score on each applicant.

¹ Bulletin, Superintendents Office, Newark, N. J., 1926.

² All candidates for the principalship must take examinations on the subjects listed under (1) below. The average grade on all tests must be 75 percent or more. Candidates with college records may substitute the same for the examinations required under section (2) for normal school graduates.

A candidate for the principalship must have served three years outside of the city as a principal or four years as a submaster within the city. The total for all previous experience must not be less than seven years.

The application blank for candidates requires information under seven general heads. These general headings with the points allotted¹ to each is as follows:

	Maximum Value
I. Educational preparation, and teaching and executive experience.....	100
A. Educational preparation ²	(40 points)
1. Normal school graduation	
One year	(3 points)
Two years	(6 points)
Three years	(9 points)
Four years	(12 points)
2. College graduation	
Without professional courses.....	(12 points)
With professional courses.....	(15 points)
With one year Normal.....	(18 points)
3. Graduate School A. M. (inc. year 1921-22)	
Non-Professional courses	(8 points)
Professional courses	(12 points)
4. Graduate School A. M. earned degree (subsequent to school year 1921-1922)	
Graduate courses creditable toward A. M. degree of 300 hours	(24 points)
(Credit of 2 points per course of 30 hours each will be allowed candidates who have not obtained the A. M. degree or its equivalent. The maximum credit for both the courses and the degree is 24 points.)	
5. Graduate school degree beyond A.M., or its equivalent	(24 points)
B. Teaching and Executive Experience (Quantitative only)	(60 points)
1. Teacher in elementary, high or normal school, or in college (approved teaching experience).....	(30 points)
2. Approved executive, administrative and supervisory experience	(30 points)
a. Principal (superintendent)	(30 points)
b. Assistant principal	(15 points)
(Sub-master, master's assistant, assistant director, primary supervisor.)	
c. Head of department	(10 points)

¹ Candidate A, a college graduate with professional courses and an M. A. degree would receive points as follows: (1) college graduation with professional courses, 15 points; (2) M. A. degree, 24 points. Total score of 39 out of 40 points allowed for educational preparation. Evaluate other experience or qualities in a similar manner.

² If normal school courses have been credited to award a degree deductions will be made as will least reduce the point allowance of candidate either for normal school graduation entire or for a degree.

Maximum
Value

- d. Principal, Evening School or Summer Review School, Assistant Director or Primary Supervisor (5 points)
 This additional credit for Assistant Director and Primary Supervisor applies only to persons to these ranks who are credited under "(b)" for experience in a different rank.
 NOTE.—Other items of approved experience under this head will be evaluated and credited, but the maximum credit shall not exceed 30 points. Evidence of all items of outside experience for which credit is desired must be submitted, if not already on file.
- II. Administrative, Supervisory and Executive Experience (Qualitative) 200
 For service as
 A. Submaster or Master's Assistant
 or
 Member of Supervisory Staff(150 points)
 B. Submaster or Master's Assistant in charge
 or
 Principal of an evening school
 or
 Principal of a summer review school
 or
 Member of Supervisory Staff.....(50 points)
 C. Head of Department
 Supervisor of Playgrounds.....(20 points)
 NOTE.—Other items of approved executive experience, not covered above, may be evaluated and credited under A, B, or C, but credit will be allowed in not more than two groups. The maximum credit may not exceed 200 points.
- III. Professional interest and growth..... 200
 Major. Educational Courses(100 points)
 NOTE.—Maximum credit will be given for the completion of five 30-hour courses of college grade, taken within the last ten years, provided that three of these five courses must have been taken within the five-year period immediately preceding and including the year of rating, and that not more than two of them have been taken in any one school year.
 Courses credited under III may not be credited under I.
- Minors
 1. Professional cooperation(100 points)
 NOTE.—Maximum credit will be allowed for three substantial items during the twelve years immediately preceding and including the year of rating.....(30 points)
 2. Education literature (last two school years).....(24 points)
 3. Cultural courses not offered for promotional credit; travel; or both. The equivalent of at least four 15-hour courses is necessary for maximum credit.....(20 points)
 4. Outside activities(16 points)
 NOTE.—Four substantial items during the twelve years immediately preceding and including the year of rating are necessary for maximum credit.

	Maximum Value
5. Educational associations (10 points)	
NOTE.—Membership during the current school year is required. Maximum credit will be allowed for three items. Not more than one local item will receive credit.	
IV. Personal characteristics and teaching ability.....	500
A. Merged mark by two assistant superintendents, current year	(375 points)
B. Three prior ratings by assistant superintendent in charge	(75 points)
C. Current rating by principal or director	(50 points) ¹
Total score	1,000

As one check upon the personal characteristics and teaching ability of candidates, the principals under whom they are working are asked to submit a four page report. These estimates are not in terms of numbers, but simply statements of "estimates on the basis of your own observation of and experience with the candidate". Principals are urged to be "exact and discriminating" and to report "in as great detail as possible". The statements so submitted are evaluated by the Board of Superintendents and credited according to the rating scheme noted in IV-C above.

The points upon which the principals make observations are as follows:

- I. Personal qualifications.
 1. Regularity in the performance of school duties. 2. Punctuality. 3. Personal neatness. 4. Energy. 5. Enthusiasm. 6. Courtesy. 7. Tact. 8. Judgment. 9. Self-control. 10. Dignity. 11. Personal leadership. 12. Initiative. 13. Loyalty. Special comments
- II. Professional qualifications.
 1. Conspicuous qualities of general scholarship. 2. Evidence of thorough scholarship in specialty. 3. Use of English. 4. Enunciation. 5. Progressiveness. 6. Originality. 7. Professional leadership in the school. Special comments.
- III. School management.
 1. Discipline. 2. Fairness. 3. Personal interest in pupils' welfare. 4. Personal influence on pupils. 5. Care of room. 6. Accuracy in keeping school records. 7. Cooperation. Special comments.
- IV. Classroom instruction.
 1. Daily preparation. 2. Conscientiousness. 3. Teaching pupils how to study. 4. Definiteness of aim. 5. Participation of class. 6. Interest of class. 7. Personal interest in individual pupil. 8. Progress of class. 9. Use of approved methods. 11. Effectively organized questions. 12. Proper selection of subject matter. Special comments.²

The data indicated by the above forms are placed on file with the assistant superintendent in charge of teacher promotions. Certain portions of it are evaluated by the Board of Superintendents in order

¹ From form 168, Boston Public Schools.

² Board of Superintendent's Circular No. 15, 1925-26, Boston Public Schools.

to arrive at a composite score. The eligible list is a ranking of candidates in the order of their total scores. When a vacancy occurs the Board of Superintendents recommends the next highest applicant who is qualified both by sex and rating for the particular position. Women principals are assigned to schools with the first six grades while men are assigned to intermediate and eighth-grade schools.

The New York system—In New York a Board of Examiners of seven members administers the system of examination. These examiners represent one of the highest trained groups of its type in the United States. To be eligible for examination for the position of Examiner one must meet the following qualifications:

(1) A graduate of a college or university approved by the University of the State of New York, and has had at least five years of successful experience in the teaching or in the supervision of public schools since graduation; or (2) a holder of a superintendent's certificate issued by the Commissioner of Education under regulations prescribed by the Regents of the University of the State of New York, and has had at least ten years' successful experience in teaching, or in public school administration, or equivalent educational experience approved by the Commissioner of Education.¹

Then follows a severe civil service examination designed to test range of information on general cultural and educational matters. The result of this has produced a board of skilled experts, possessing the research ability associated with the doctor's degree.

The body of Examiners has worked somewhat independently of the Superintendent's office in developing examinations, giving tests and preparing lists of those eligible to appointment to any licensed position in the schools. Examinations for the elementary school principal's license is given every three years. The eligible list each time being sufficient to care for the vacancies during that period. Candidates must be from 25 to 46 years of age to be eligible for the examination. Other points of eligibility as to training and experience are as follows:

Conditions of Eligibility: To be eligible to enter the examination for license as principal in elementary schools, the applicant must have the qualifications under paragraph (a) or (b) following. No applicant will be admitted to this examination who will not have met in full the conditions of eligibility before February 1, 1925.

(a) Graduation from a college or university recognized by the Regents of the University of the State of New York, six years' successful experience as a regular teacher in public schools, and in addition thereto two years of satisfactory experience either in supervision or in teaching in grades of the seventh year or higher in a public elementary school, or in classes in high schools or of high school grade. The Master's degree in arts or sciences, given as a result of graduate work in a university, may be accepted in lieu of one year of the required six years' experience in public schools. The Doctor's degree in philosophy or science, given as the result of graduate work in a university, may be accepted in lieu of two years of the required six years' experience in public schools.

¹ Notice of examination "Examiner. Board of Education," issued by Municipal Civil Service Commission (1921).

(b) Graduation from an approved normal or training school and successful experience in teaching in public schools for at least eight years, and in addition thereto two years of satisfactory experience in supervision, together with the successful completion of not less than 180 hours of satisfactory, university or college courses in pedagogical subjects.

Only regular teaching experience on a per annum salary will be accepted as satisfactory experience under either clause (a) or clause (b).¹

The full examination consists of oral and written questions concerning the professional and cultural knowledge of the candidate. The general phases of the complete examination are as follows:

I. A professional examination in three papers, embracing (a) methods of teaching; (b) history and principles of education; and (c) school management.

II. English and general information. (A test in general culture and intellectual equipment, based upon English and American literature, grammar, rhetoric, history, civics, general science, and other subject matter that pertains to the cultural equipment of a principal of elementary schools.)

III. Teaching and executive ability and personality, as evidenced by oral and teaching tests, studies and reports respecting both regular and volunteer activities.

IV. Applicants will also, unless exempted,² be required to pass, upon notice at a later date, an examination in two of the following:

Group B. Logic and psychology

Group C. Algebra, geometry and trigonometry

Group D. Physics, chemistry, physiology and hygiene

Group E. Physical and mathematical geography, United States history and civil government

Group F. A language and its literature, *viz.*: Latin, French, German or Spanish³

Additional requirements are that the Board of Examiners may require a candidate to pass a physical examination and no person shall be employed who is not a citizen or declared his intention of becoming a citizen.

In expansion of Item III in the above notice it may be said that the candidate is required to take an oral and a written examination in professional educational subjects. The oral examination is a "rather severe test of one's ability to stand up under fire, to speak correct idiomatic English, and to look and act the part of a principal".

The written examinations consist of both the theme and short-answer type. Two questions from the qualifying English and Civics Test³ were:

(a) Criticize, point by point and as a whole, the following piece of writing, and
(b) rewrite it in satisfactory form (12).

¹ Board of Examiners, Notice of 1924.

² No applicants are exempted from examination on topics I, II and III. College graduates are exempted from examination on subjects listed under IV. Applicants presenting 60 hours of college work on each group under IV may be exempted from examination on these subjects.

³ Test of November, 1924.

Iago thought that the surest way to take vengeance on Othello, was to interrupt the marriage between Desdemona and him, and accordingly on the night of the elopement, he aroused Brabantion, not himself, but he persuaded Roderigo, a friend of his to do it for him, and told him the fact of the elopement; but Iago was too late that time, for Othello was already married.¹

Explain rather fully five of the following: (15)

- | | |
|-------------------------|---|
| (a) Freedom from search | (e) Electoral plan, with provision for proceeding in case of failure to elect |
| (b) Right to bear arms | (f) Tonnage and navigation laws |
| (c) Strict construction | (g) Direct nominations |
| (d) Delegated powers | |

A general information test was based on the multiple-choice scheme:

Henry Adams: 1. Novelist. 2. Secretary of state. 3. Revolutionary leader.
4. Historian.
Francis Bacon: 1. Utopia. 2. Defense of Poesy. 3. Religio Medici. 4. Novum Organum.²

A test in the history and principles of education required chiefly explanations or descriptions as follows:

1. With respect to each of five of the following terms as used in education (1) explain briefly its meaning, using diagrams where appropriate; (2) show briefly its practical significance in or for education: (15)

- | | |
|--------------------|--|
| (a) Mental set | (e) Correlation of traits |
| (b) Mental complex | (f) Curve of learning |
| (c) Behaviorism | (g) Normal curve of distribution (Theoretical probability curve) |
| (d) Project | (h) Transfer of training |

2. Answer A; also either B or C:

A. Thus, before the Middle Ages began, the three great contributions of the ancient world which were to form the foundation of our future western civilization had been made.—Cubberley.

Explain these contributions. (9)

B. . . . the glorious period of the Greek mind is commonly and rightfully assumed to have come to an end about the time of Aristotle's death. Why did the Greeks not go on, as modern scientists have gone on, with vistas of the unachieved still ahead of them?—James Henry Robinson.

Suggest in brief an answer to this question. (8)

C. We are thus (today in America) nearly repeating the breakdown of the Athenian mores (folkways) at the time of the Sophists.—William Heard Kilpatrick.

Briefly elucidate the parallelism with reference to both causes and conditions. (8)²

Under the test in "school management" we find the following questions:

1. (A) State four matters of class routine which may properly be made uniform throughout grades 5A to 8B. (2)

¹Qualifying test, 1924. New York City.

²History and Principles Examination, 1924, Board of Examiners, New York City.

- (B) Give reasons for requiring uniformity in the matters mentioned. (4)
(C) State three classroom procedures in which it is not wise to require uniformity throughout the grades names. Give reasons. (6)
2. Assume that one speech improvement teacher has been assigned to a school of 1500 pupils four afternoons per week. Outline the arrangements to be made by the principal for the proper organization and supervision of this teacher's work. (8)¹

The test in "methods of teaching" included questions of the following general type:

1. Outline the sequence of steps and the method of teaching division in common fractions. Justify the procedure you recommend.
2. (a) Discuss on a psychological basis the extent to which oral reading work in the primary grades may or may not be contributory to later efficiency in silent reading. (8)
(b) Formulate a series of rules of practice to govern the teaching of reading in primary grades with a view to the ultimate development of efficiency in silent reading. (8)²

In addition to the written examinations and an oral examination there is a report sheet which is sent to persons in position to know something of the candidates success in school work. As with all such blanks there are certain subjective limitations, but frequently information is secured which is of excellent supplementary value to the various examinations.

Candidates are assigned to an eligible list according to the test results and the list continues in force until exhausted. Appointments to vacancies are made in the order of the eligible list. All appointments are temporary, but may be made permanent before or at the close of the third year of service.

The Philadelphia system—The efficiency standing of candidates for the principalship is reached through discussion by the Rating Board which meets annually in the month of March for this purpose. The Rating Board is made up of the Superintendent of Schools, the Associate Superintendents, and the Assistant District Superintendents. In the course of the year schedules are made for an exchange of visits by the district superintendents, so that the entire Rating Board may have as full a knowledge as possible of the qualifications of the candidates.

All appointments and promotions to elementary school principalships are made from eligible lists carefully prepared for the purpose. As there are two classes of principals (Class A and Class B), depending on the size of the schools, there are two eligible lists, one for appointment to the smaller type principalship and the other for the promotion of principals from the lower to the upper class. Class A

¹ School management examination, 1924, Board of Examiners, New York City.

² Methods of teaching examinations, 1924, New York City.

schools are those containing from ten to thirty-three divisions; Class B schools are those with thirty-four or more divisions.

Ratings on the eligible list for appointment to a Class A principalship are made up of three elements: The average made in the qualifying examination, the efficiency mark revised annually by the Rating Board, and credits for college work. The examination referred to is held annually in the month of February and consists of a written element (a paper on school administration, one on school supervision, and a thesis on a current educational topic) and an oral element based on personal interviews with the candidates conducted by the Superintendent of Schools and a committee of Associates. Credits for college work are combined in the rating on the basis of a definite mathematical formula. The examination mark is weighted so that it has a decreasing value from year to year while the candidate is still waiting assignment.

Persons on the eligible list for promotion to Class B schools include all the present Class A principals. No formal examination is required for promotion from one class to the next, but such promotion is made in order of standing on the eligible list. This standing is based upon the efficiency rating agreed upon by the Rating Board at its annual session together with allowance for college credits. The outline used in rating personal efficiency is as follows:

SUPERVISION AND ADMINISTRATION

I. Supervision.

1. Teacher training.
 - a. Helpfulness toward new teachers.
 - b. The principal as interpreter of curriculum.
 - c. The principal as demonstration teacher.
 - d. Encouragement of teachers, initiative.
 - e. The conduct of teachers' meetings.
2. Methods of instruction.
 - a. Lesson planning.
 - b. Establishment of standards of achievement.
 - c. Encouragement of pupils' initiative.
 - d. Formation of habits in pupils.
3. Methods of discipline.
 - a. Character of incentives.
 - b. Methods of punishment.
 - c. Character development.
 - d. The spirit of the school.
4. Inspection of school work.
 - a. Knowledge of conditions.
 - b. Testing results of instruction.
 - c. Application of results of tests.
 - d. Reaction of teachers and pupils.

II. Administration.

1. Organization.

- a. Grading and distribution of pupils.
- b. Preparation of program.
- c. Distribution of administrative functions.

2. School movements.

- a. Entrance and dismissal of pupils.
- b. Assembly.
- c. Recess.
- d. Fire drill.

3. Office efficiency.

- a. Records and reports (Accuracy, neatness, promptness)
- b. Files.
- c. General business efficiency.

4. School property.

- a. Care of plant.
- b. Oversight of janitorial service.
- c. Attractiveness of rooms and corridors.

5. School supplies.

- a. Judgment in ordering.
- b. Distribution.
- c. Care of supplies.

6. Cooperation.

- a. With teachers.
- b. With supervisors of special branches.
- c. With other school officials.
- d. Team work in the school.

7. Relations with community.

- a. Dealings with parents.
- b. Community activities.
- c. General attitude of community.

Personal Factors. (To be taken into account, not separately, but as related to the functions outlined above.)

- | | |
|-------------|------------------------------------|
| 1. Health | 6. Judgment |
| 2. Vigor | 7. Open-mindedness |
| 3. Industry | 8. Attitude toward criticism |
| 4. Tact | 9. Ability to see what is going on |
| 5. Sympathy | 10. Leadership ¹ |

Since 1925, the requirement for appointment to an elementary school principalship has been a college degree secured from an approved college or university.

St. Louis system—In St. Louis the work ordinarily performed by the Board of Examiners is conducted in a cooperative manner by the Assistant Superintendents, Director of Personnel, Director of Tests and Measurements, and the Director of Hygiene. Additional help of other officials may be required from time to time. This has the advantages of flexibility and keeping the superintendent in close touch with qualifications of candidates.

After a study of the rating schemes of many cities the Division of Tests and Measurements devised the following form to be used in calculating and recording a final score:

¹ Circular of information, School District of Philadelphia, February 1, 1921.

This plan is used in evaluating the training and experience of all applicants—both teachers and principals. When an individual asks for consideration for the position of elementary principal his records, carefully evaluated into a preliminary score, are placed among those with similar aspirations.

When a vacancy occurs in a principalship the superintendent may send for the records of as many of those standing near the top of the preliminary list as he desires. Each one is called before a committee of three, usually assistant superintendents or directors, where he is examined "with reference to personal characteristics, professional ideals, etc. The oral examination grade serves to eliminate these applicants, one at a time, beginning at the head of the list, until there is found an applicant who possesses suitable personal qualifications."¹

The form used by members of the oral examining board in reporting their judgments is as follows:

FIGURE IX.—RATING FORM, ST. LOUIS PUBLIC SCHOOLS

.....Name of Applicant	
REPORT ON EXAMINATION OF APPLICANT	
Date	
I have examined in accordance with your request the above named applicant for the position of.....	
My judgment of the applicant's general fitness is indicated by a mark (X) placed after the appropriate phrase in the following list:	
1. Outstanding in ability and fitness	☐
2. Qualified but not outstanding	☐
3. Doubtful or not qualified	☐
Signed	
Examiner	

¹ *Public School Messenger*, Vol. 23, No. 2, p. 16, January, 1926. St. Louis Public Schools.

Through years of cumulative records, values have been assigned to various amounts and degrees of training. In like manner various units of experience have been assigned relative values. To the values which this data assumes, when considering an individual candidate, the rating secured in the oral examination is added. This makes a final composite score which determines the relative position a name assumes on the eligible list. The one assigned in a particular school situation is the individual, among the three highest, whom the superintendent considers to be the best qualified.

Summary and conclusions—Data have been presented in this chapter upon the local standards and requirements for those appointed to the elementary school principalship. The chapter has been divided into two main sections, (1) general data on requirements of cities over 30,000 in population and (2) specific data on the selective systems of certain cities.

(1) The general data on the requirements of cities were secured from a questionnaire mailed to cities over 30,000 in population. The returns indicate that the superintendent is primarily responsible for the selection of elementary school principals. There was a tendency for this selection to be influenced or controlled by other school officials in the largest cities.

The outstanding requirements mentioned by superintendents were as follows:

Item of Inquiry	Requirement
1. Kind of previous experience.....	Teaching and administrative (majority)
2. Number of years of experience.....	5.30 years (median)
3. Sex	Either sex (majority)
4. Training and degrees.....	The A. B. degree (mode)
5. Miscellaneous traits	Personality (particularly "leadership" and "executive ability")

From the data presented in the chapter it seems that there exist few definite standards for the selection of elementary school principals. Many cities have not been forced by circumstances to adopt definite requirements. When a vacancy occurs "the judgment of a good superintendent"¹ is exercised and someone chosen to fill the position. If external factors are not operating, the appointee will usually be some classroom teacher of experience who meets people easily and directs their activities with tact.

(2) The specific data on systems in use for the selection of principals were presented for the following cities: Washington, Boston, New York, Chicago, Newark, Philadelphia, and St. Louis. The summary of these data follows:

¹ Quotation from one of the superintendent's replies.

SUMMARY OF SEVEN SYSTEMS FOR SELECTION OF ELEMENTARY SCHOOL PRINCIPALS

Features of System	Systems Which Include Features Indicated
I. Directing body	
A. Special board of examiners.....	New York
B. Board, consisting of Superintendent and staff	Washington, Philadelphia, St. Louis, Newark, Boston and Chicago
II. Preliminary requirements for candidates	
A. Age	
1. Twenty-five to forty-six.....	New York
B. Experience in local school system.....	New York, Newark, Boston, Washington
C. Total years of teaching experience	
1. Five years	Newark
2. Seven years	Boston
3. Six to eight years.....	New York
D. Bachelor's degree or equivalent.....	Philadelphia, New York
III. Basic factors considered in candidates	
A. Oral examination and rating.....	Newark, Chicago, Philadelphia, St. Louis, New York
B. Written examination in academic studies.	New York, Newark (excepting college graduates), Chicago
C. Written examination in professional studies	New York, Philadelphia, Newark, Chicago, Washington (certain cases)
D. Evaluation of general college units.....	New York, Philadelphia, Newark, Chicago, Boston, St. Louis
E. Evaluation of specific professional training	St. Louis, Washington
F. Evaluation of general professional training	St. Louis, Washington, Boston, New York
G. Evaluation of teaching ability and experience	New York, Boston, Chicago, St. Louis, Washington
H. Evaluation of professional interest.....	Boston, Washington
I. Evaluation of membership in professional organizations	Boston, Washington
J. Evaluation of travel.....	Boston, Washington
K. Evaluation of civic interests.....	Boston, Washington
L. Evaluation of health.....	Washington, New York
M. Age	St. Louis
N. Sex	Boston (in certain schools)
O. Special rating of immediate superior.....	Boston
IV. Appointment from eligible list	
A. In order of score.....	New York, Chicago, Philadelphia, Newark, Boston (see sex)
B. From three highest.....	St. Louis
C. From five highest.....	Washington

It is in the largest communities that the standards and selection systems have been most fully developed. A study of these systems reveals sound principles of selection of value in all cities. Smaller communities may not be situated so as to develop complicated organizations or detailed standards, but the importance of careful selection is none the less great. Adaptations of the methods given in detail in this chapter should prove of value in all communities regardless of size.

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CHAPTER XX

STATE CERTIFICATION OF ELEMENTARY SCHOOL PRINCIPALS

IN THE EARLY YEARS of the American colonies teachers were secured from many sources. The demands of the time have been described by Cubberley as follows:

The licensing of teachers was carefully looked after insofar as religious faith was concerned, though private teachers usually were unlicensed. Where this was done locally, as in New England, the minister usually examined the candidate thoroughly to see that he was "sound in the faith." Little else mattered.¹

The church influence also existed in the other colonies, for the compelling motive of the time was to recruit the churches through instruction. The control of the church continued through the colonial period.

Since the colonial period school growth has been marked by the extension of state control over education. The certification of teachers represents one phase of control which is usually accepted as a state function.

The growth of state certification has exercised considerable influence in raising the standards of training among teachers. It was because of this influence that a study was made of the status of state certification of elementary school principals. Inquiries were written to state superintendents of schools requesting information as to state requirements affecting certification of elementary school principals. The material received was analyzed and grouped for presentation in this chapter. A check was made against a recent bulletin² of the United States Bureau of Education to which the reader is referred.

The chapter presents data on the states without special certificates affecting the elementary school principal, and on the states with certificates affecting the principal.

States without special certificates—A letter was sent to all state departments of education asking them for information concerning the certification requirements for elementary school principals. Quotations taken from four letters follow:

¹Cubberley, E. P. *Public School Education in the United States*, Houghton Mifflin, 1919, p. 35.

²United States Bureau of Education, *Bulletin 1927, No. 19*. "State Laws and Regulations Governing Teachers' Certificates." Government Printing Office, Washington, D. C.

In reply to your communication, I advise that there are no state board rules, statute regulations, application forms or examinations pertaining especially to the examination, certification, and professionalization of elementary school principals.

Our statute regulations make no mention of qualifications for principalship and though I take it for granted that many of the cities of the state do not have either formal or informal standards, I know of no study that has been made of such conditions.

We have been planning to begin the certification of these principals, but have not yet done so. Ordinarily, a person who is a graduate of a four-year institution plus one summer school for renewal and five years teaching experience may serve as an elementary principal. Sometimes principals of less training are employed. So far as I know, no definite standard and requirements have been set up for this particular work.

The State Board does not differentiate between the elementary school teachers and the elementary school principals.

The above statements could be duplicated in the replies from many states to show that no policy exists for the state certification of principals. The states without special certificates affecting the elementary school principal are: Arizona, Arkansas, Colorado, Florida, Georgia, Idaho, Illinois, Iowa, Kansas, Louisiana, Maine, Massachusetts, Michigan, Minnesota, Mississippi, Missouri, Montana, Nebraska, Nevada, New Hampshire, New Mexico, New York, North Dakota, Ohio, Oklahoma, Oregon, Pennsylvania, Rhode Island, South Carolina, South Dakota, Tennessee, Texas, Vermont, Virginia, Washington, West Virginia, and Wisconsin.

In the above 37 states one does not need a special certificate to be an elementary school principal. In several states, it is necessary for one to hold the highest grade elementary school teaching certificate¹ and to meet certain additional minor requirements.² In those states not specifying the highest elementary school teaching certificate for principals, we may assume that any certificate would be sufficient. An example of the nature of these minimum conditions for entering the principalship may be illustrated by the following:

Class B Provisional certificate.

1. Required training.
 - a. Graduation from a four-year unaccredited high school and attendance at two summer schools, or
 - b. Examination with a minimum grade of 85 percent.
2. No teaching experience required.
3. Subject for examination: Arithmetic, algebra, geometry, high school English, general history, general science, methods and education.
4. Minimum age 18 years.
5. Certificate valid for two years.³

¹ Iowa, Louisiana, Minnesota, Nevada, North Dakota, South Dakota and West Virginia.

² Minnesota requires two years of teaching experience and six semester hours in elementary school administration in addition to the highest teaching credential.

³ According to a letter from the state department and the state law of Georgia.

Similar requirements exist in other states, but the above quotation is sufficient to indicate the possibility of persons serving in the principalship with little or no specific preparation for the position.

Special state certificates—The states with special certificates affecting the elementary school principalship represent many different requirements.¹ The states issuing these special credentials are: Alabama, California, Connecticut, Delaware, Indiana, Kentucky, Maryland, New Jersey, North Carolina, Utah and Wyoming.

These special certificates may be divided into five general groups, (1) general administration and supervision, (2) general administration, (3) general supervision, (4) elementary school supervision and (5) elementary school principal. Data will be presented for each state as to the following.

I. *General requirements*—Those general requirements for all teaching certificates and credentials.

II. *Special certificate requirements*—The specific requirements for certification for the elementary school principalship.

Kentucky issues certificates "valid for any position of administration or supervision in the Commonwealth." These certificates and the general requirements underlying them are as follows:

- I. General requirements
 1. Minimum age 18 years
 2. Must give proof of good moral character
- II. Special certificate requirements
 - A. Standard certificate for administration and supervision
 1. Training required: Completion of standard 4 year college training (including 12 credits in education) and in addition standard college credit for 6 semester hours in public school administration and supervision
 2. Four years' experience
 3. Valid for 4 years
 4. Renewable for 4 years on presentation of satisfactory evidence of successful teaching experience and may be extended for life on credit for 12 additional semester hours' work in education subjects and 3 years' teaching experience
 - B. Provisional certificate in administration and supervision
 1. Training required: 64 credits (including 12 in education) from an institution of at least junior college rank and in addition standard college credit for 6 semester hours in public school administration and supervision
 2. Four years' experience
 3. Valid for 4 years
 4. Renewable for 4 year periods on 32 semester hours of additional credit in standard college.

¹Data have been presented on the certificates as described in official state bulletins, but the extent of the enforcement in each case is not known. Furthermore, no report is made of the types of teachers' certificates upon which the special certificates are superimposed.

Alabama has a general credential for school administration and supervision for superintendents, assistant superintendents, supervisors, high school principals and principals of all schools with ten or more teachers. The requirements follow:

- I. General requirements
 1. Minimum age 16 years
 2. Proof of good moral character
 3. Examination or course in physical and health education (after 1928)
- II. Special certificate requirements
 - A. Class B certificate in administration and supervision
 1. Training required: Graduation from a standard normal school plus 1 year of approved college training or equivalent
 2. Evidence of 3 years of teaching
 3. Valid for six years
 4. Renewable for 6 years upon fulfillment of one of the following:
 - a. Four years' experience and 4 years' reading circle work
 - b. Twelve weeks' college or university work in administration and supervision
 - c. Membership in both state and national educational associations for the 6 years covered by certificate and attendance at their annual conventions for 4 out of the 6 years
 - B. Class A certificate in administration and supervision
 1. Training required:
 - a. Graduation from a standard college plus 1 year of approved graduate work in education or equivalent, or
 - b. Graduation from a standard college or equivalent
 2. Experience
 - a. Evidence of 3 years of teaching in (a) above, or
 - b. Six years in (b) above
 3. Valid for 6 years
 4. Renewable on fulfillment of one of the following (See requirements under Class B certificate above)

In Wyoming a principal does not need more than a Class A elementary school certificate, if serving under a superintendent of schools. If not under a superintendent the principal must have an Administrative III credential which is also issued to superintendents of districts not maintaining an accredited high school. The requirements are:

- I. General requirements
 1. Minimum age 18 years
 2. Examination of course in United States and State Constitutions
- II. Special certificate requirements
Administrative credential No. III
 1. Training required: Completion of 2 years, 90 term or quarter hours college or normal work including 15 term or quarter hours professional training and 5 term or quarter hours in administration or supervision
 2. No experience required
 3. Valid for 3 years
 4. Renewed for 3 year periods upon 7½ term or quarter hours of credit in professional subjects for each renewal.

California¹ has a general administration credential based upon the general teacher's credential. The administration credential is required of superintendents and principals in schools of five or more teachers.

I. General requirements

1. Applicants must produce evidence that they are of good moral character
2. Applicants must be citizens of the United States or have declared their intention of so becoming
3. Present physician's certificate of health and freedom from physical defects
4. Proof of experience, ability and training
5. Examination or course in United States Constitution

II. Special certificate requirements

School administration credential

1. Training required: Hold a valid teacher's certificate or life diploma. In addition to training for teacher's certificate, 15 or more units in certain school administration courses.
2. Experience
 - a. Seventeen months of teaching
 - b. Seventeen months of teaching and 5 months of administrative experience
3. Valid for 2 or 5 years
4. Renewed upon same requirements as the credential upon which certificates are issued is renewed

Utah has put into effect a general administrative credential for all school administrators. There are three grades of credentials, (1) diploma in school administration, (2) certificate in school administration (advanced training) and (3) certificate in school administration (elementary training). The last credential was designed with relatively low requirements to provide for the administrators now in the service. These certificates are issued for schools of all grade levels. The requirements follow:

I. General requirements

1. Applicants for diplomas must be 23 years of age
2. Give satisfactory evidence of moral character
3. Give satisfactory evidence of freedom from disease

II. Special certificate requirements

A. Administration certificate—(elementary training)

1. Training required: Completed 2 years of normal school or college work, including 18 quarter hours' educational work that may be applied toward diploma in school administration; and completed 4 year high school
2. Successful experience as a Superintendent in Utah
3. Valid for 2 years
4. Renewable on presentation of 9 quarter hours of approved college or normal school credit leading toward a diploma in administration

B. Administration certificate—(advanced training)

1. All requirements (excepting experience) listed under diploma
2. No experience required
3. Valid for 5 years
4. May be exchanged for life diploma in high school administration after 5 years' experience

¹ New revisions of all California credentials will be effective September 15, 1928.

C. Diploma in school administration

1. Completed a four-year college course or its equivalent with a minimum of 54 quarter hours in professional educational courses. Work in education must include courses in history of education, educational administration, supervision of instruction, science of education, secondary education training, school hygiene and sanitation, and advanced educational psychology and may include not more than 12 quarter hours in such related subjects as sociology, logic, ethics, and civics
2. Five years in school administration or supervision, at least 2 years in Utah
3. Valid for life
4. Life, providing holder does not permit 5 years to elapse without being regularly employed in teaching or supervising.

In Connecticut one may be an administrative principal of an elementary school under a superintendent or supervising agent when holding a permanent or limited normal school certificate. Those principals devoting full time to supervision must hold at least a "limited" supervisor's certificate. This certificate is also issued to superintendents, assistant superintendents, supervisor and high school principals. The requirements are as follows:

I. General requirements

1. Must be at least 18 years of age
2. File satisfactory testimonials as to moral character
3. File physician's certificate of freedom from disease or physical defect which might interfere with success as a teacher
4. Proof of experience, ability and training
5. Examination or course in hygiene (elementary teachers)

II. Special certificate**A. Permanent supervisor's certificate**

1. Training same as for limited supervisor's certificate
2. Experience, 3 years as a supervisor
3. Life
4. No renewal necessary

B. Limited supervisor's certificate**1. Training required:**

- a. Connecticut permanent normal school certificate or permanent secondary certificate, satisfactory testimonials of executive ability, and examination prior to beginning his second year of employment. (Exemption from examinations in subjects included in certificates presented may be had in any of the following ways: (a) Evidence of approved college or university courses subject to specific requirements of various classes of certificates, (b) records from approved higher institutions or from approved summer schools of completion of course of study in any subject required for any grade of certificate, provided record of same be submitted under seal or affidavit of institution subject to specific requirements of various classes of certificates, (c) Permanent state certificate granted in another state by examination if such certificate is equivalent to Connecticut certificate desired, (d) Valid Connecticut State certificates issued prior to July 1, 1922, for subjects included in such certificates) or
- b. Graduation from approved college or university and proof of fitness for certificate

2. Teaching experience
 - a. Three years' teaching and 1 year as principal or supervisor of school employing at least 5 assistant teachers, or
 - b. Three years as principal or supervisor of a school or schools.
3. Valid for 3 years. Has a persistence of 3 years, providing applicant passes examination in school organization, including Connecticut school law and Connecticut school history, at a scheduled examination prior to his beginning his second year of employment.
4. May be made permanent after 3 years' experience as a supervisor.

In New Jersey there exist three possible situations, (1) a principal under a superintendent may be qualified by a permanent elementary teaching certificate, (2) a principal of any elementary school or schools of a district employing nine teachers or less, who is not under a local superintendent or supervising principal may be qualified by a permanent elementary teaching certificate and (3) all other elementary principals must hold both a permanent elementary teaching certificate and a supervisor's certificate. The supervisor's certificate is issued for schools of all grade levels. The requirements follow:

I. General requirements

1. Minimum age 18 years
2. File testimonials of moral character
3. File certificate of health and freedom from disease
4. Give proof of ability, experience and training

II. Special certificate requirements

A. Permanent supervisor's certificate

1. Training required:
 - a. Limited supervisor's certificate and additional professional work as indicated
 - b. New Jersey first grade state teaching certificate considered a permanent supervisor's certificate
2. Experience
 - a. Three years' supervisory experience on a limited supervisor's credential
 - b. Not stated for (a) above
3. Life
4. Renewal not necessary

B. Limited supervisor's certificate

1. Training required:
 - a. Hold a New Jersey Permanent Secondary or Elementary Certificate and certificates of credit of collegiate or university grade in academic or educational professional subjects equivalent to 12 semester hours
 - b. Or be a graduate of an approved college or university
2. Teaching experience
 - a. Have had at least 3 years' experience in teaching, and have been principal, supervisor or helping teacher for a least 1 year in a school employing 5 assistant teachers
 - b. Or have been principal or supervisor for at least 3 years of a school or schools employing 9 or more teachers
3. Valid for 3 years

4. May be made permanent after 3 years' successful experience as a supervisor and completion of 6 semester hours' approved work in an approved college, university or normal school, or equivalent, in subjects pertaining to school administration and supervision.

Maryland issues a certificate in elementary school supervision which is required of elementary school supervisors and assistant superintendents. Another certificate for administration and supervision is issued for schools of all grade levels. The requirements follow:

I. General requirements. Minimum age 18 years

II. Special certificate requirements

A. Certificate in elementary school supervision

1. Training required:

- a. Completion of standard 4-year high school course or equivalent and 2 years' work in standard normal school or equivalent
- b. Graduation from a 4-year standard college, course to include (or in addition to) 1 year in education

2. Four years' experience

3. Valid for 3 years

4. Renewable upon evidence of successful experience and professional spirit

B. Certificate in administration and supervision

Training required: Graduated from standard 4-year college course or equivalent and 1 years' graduate work in education at standard institution or equivalent training. Work in education should include school administration, supervision, and methods of teaching

2. Two years' experience

3. Valid for 3 years

4. Renewable upon evidence of successful experience and professional spirit

An elementary school principal's certificate is provided for in North Carolina. It is issued to elementary school principals only. The requirements follow:

I. General requirements—Proof of good health

II. Special certificate requirements

A. Elementary school principal's certificate

1. Training required: Graduation from standard A grade college in the academic or scientific courses, including 18 semester hours of professional credit required for grammar grade A or primary A certificates and in addition at least one unit of credit from an approved summer school or equivalent in college credit showing specialization in administration and supervision of the elementary school

2. Three years' teaching within past 5 years

3. Valid for 5 years

4. May be made valid for life upon 5 years' experience as principal and credit for three 5-hour courses in an approved summer school, or equivalent college credit specializing in city or rural school administration and supervision

B. Provisional elementary school principal's certificate

1. Training required: Grammar A or primary teacher's certificate, Class A

2. One year of teaching

3. Valid for 2 years

4. May be converted into elementary school principal's certificate when requirements for that certificate are met

Delaware has a certificate for elementary school principals in all schools with three or more teachers, including the principal. It is not issued to other school officials. The requirements follow:

- I. General requirements
 - 1. Minimum age 20 years; 18 in case of candidates for provisional certificates
 - 2. Physician's certificate of freedom from disease.
- II. Special certificate requirements
 - A. Elementary school principal's certificate
 - 1. Training required:
 - a. Two years of standard normal school plus one-half year of professional courses (includes work in elementary school methods, supervision and administration) at a recognized college or university
 - b. Equivalent academic or professional work in a recognized college or university
 - 2. Three years of teaching experience
 - 3. Valid for 3 years
 - 4. Renewable for 3-year periods on evidence of successful experience and professional spirit

The requirements in Indiana are among the most differentiated and exacting of the states with special requirements. In schools with fewer than eight teachers a first grade elementary teacher's license is required for one acting as principal. Schools with more than eight teachers require a principal with some form of an elementary school principal's license. These certificates are issued only for the position of elementary school principal. The requirements follow:

- I. General requirements—Proof of good health
- II. Special certificate requirements
 - A. Elementary school principal's license—3rd grade
 - 1. Training required: Completion of 3 years' work in standard or approved university, college, or normal school, specializing in elementary school administration and supervision and first-grade elementary school teacher's license or qualifications therefore. Subjects for professional study: 12 semester hours in elementary school administration (including records and statistics), elementary school supervision, tests and measurements, psychology of childhood, Indiana school law
 - 2. Two years of teaching experience within last preceding 10 years
 - 3. Valid for 2 years
 - 4. Renewable for 2-year periods on evidence of 1 year of experience, professional spirit and additional school preparation
 - B. Principal's license—2nd grade
 - 1. Training required: Graduation approved 4-year university, college or normal school course, including specialization in elementary or elementary and high school administration and supervision and first-grade elementary teacher's license or qualifications therefore. Subjects for professional study: 15 semester hours in public school administration, elementary school administration (including elementary school records and statistics) elementary school supervision, tests and measurements, psychology of childhood, Indiana school law
 - 2. Two years of teaching within last preceding 10 years
 - 3. Valid for 3 years
 - 4. Renewable for 3-year periods on evidence of 1 year of successful experience, professional spirit and additional school preparation

C. Principal's license—1st grade

1. Training required: Graduation from approved 4-year university, college or normal school course, and 1 year of graduate study, specializing in elementary or elementary and high school administration and supervision, and first grade elementary school teacher's license or qualifications therefore. Subjects for professional study: Graduate study: 18 semester hours in elementary school administration (records and statistics) and 2 semester hours of public school administration, elementary school supervision, tests and measurements, psychology of childhood, and Indiana school law
2. Three years of experience within last 10 years
3. Valid for 5 years
4. Renewable for life on evidence of three years of experience and professional spirit

Summary and conclusions—The chapter has set forth data concerning state certification requirements affecting elementary school principals. According to letters from the various state departments there are few states in which state requirements exist for elementary school principals in addition to those ordinarily required of teachers. There are two conditions, (1) states with no special requirements for the certification of elementary school principals or where there exist minor prerequisites such as the highest teacher's certificate and minor professional study requirements, and (2) states in which special certificates have been established which affect the elementary school principal.

In the states with special certificates there are five general types, (1) administrative and supervisory, (2) general administrative, (3) general supervisory, (4) elementary school supervision and (5) elementary school principals. The tendency has been to establish several grades of certificates so as to take care of those in service who cannot meet advanced professional requirements. The gradual elimination of these minimum requirements will make it possible to raise the general standard.

A tabulation of the special certificates¹ issued by eleven states revealed certain tendencies. The tendencies were:

1. Teaching or administrative experience is required in the majority of cases. The range is from zero to five years, with the largest number at 3 years.
2. Certificates are valid for a period ranging from 3 to 6 years with the largest number at 3 years.
3. Renewals tend to be for life after one has shown evidences of successful experience and professional spirit. Those specifying professional courses for renewals did not require more than 10 units.

¹The special certificates analyzed were the only one or the highest from each of the eleven states. The second highest certificate was chosen for study when the highest form was of the permanent or life type.

4. College training requirements varied from 2 to 5 years with the largest number at 4 years.

5. The number of units of professional courses was not stated by more than 50 percent of these states. The range as to the number of prescribed units was from 15 to 30 units. A majority did not specify the type of required professional courses. Those stating types were usually less specific than Indiana which was as follows: 18 semester hours in elementary school administration (records and statistics) and 2 semester hours of public school administration, elementary school supervision, tests and measurements, psychology of childhood and Indiana school law.

The movement in the direction of requiring a special state certificate for the elementary school principal promises much for the advancement of this key office. As rapidly as states attain the type of school organization and the level of compensation for their school heads which are essential to the development of the professional elementary school principal special certification should be made effective.

The analysis of the special certificate requirements now in existence does not indicate as much agreement on the professional training as upon the period of validity and similar tangible points. The general requirements for health and citizenship should be supplemented by:

1. Academic and professional training approximating that required for the standard bachelor's degree. Eventually this should be increased to the master's degree or equivalent training. The program of training should include broad academic courses, the professional training required for the highest grade of elementary school teaching certificate and courses specifically designed to prepare for the professional principalship.

2. Experience in teaching and administrative work under proper supervision. The directed administrative experience should be obtained under conditions not less carefully supervised than is the "practice teaching" for the teacher's certificate.

SELECTED REFERENCES

1. LEWIS, E. E. *Personnel Problems of the Teaching Staff*, The Century Co., 1925, Chapter VI.
2. HART, FRANK W. "Special Certification As a Means of Professionalizing Educational Leadership," *Teachers' College Record*, Vol. XXVII, No. 2, October, 1925, pp. 121-128.
3. UNITED STATES BUREAU OF EDUCATION. *Bulletin*, 1927, No. 19, "State Laws and Regulations Governing Teachers' Certificates."

CHAPTER XXI

THE AVAILABILITY OF PROFESSIONAL COURSES

AS A PART of the work of the Committee on Standards and Training a study was made of the opportunities for elementary school principals to secure professional training in different sections of the country. Facilities did not permit an analysis of the training offered by every educational institution in the country. It was decided to secure data describing the training programs of the following institutions:

1. All state universities, using as a basis the U. S. Bureau of Education's directory of state universities.¹

2. All state colleges² using the list printed in the directory referred to above.

3. Fifty-six of the semi-public and private universities and colleges selected from a directory of heads of departments of education published by the United States Bureau of Education.³

Extent of survey—A survey was made of the courses offered by the above institutions which would be of value in training elementary school principals. The extent of the survey was as follows:

1. Opportunities available through residence instruction during the academic year 1926-27.

2. Opportunities available during the summer session of 1926 wherever such session was held.

3. Opportunities available through extension class instruction during 1926-27.

4. Opportunities available through correspondence instruction during 1926-27.

Sources of data—The material needed for the study was secured from registrars, directors of summer sessions and the directors of extension divisions of the selected institutions. An attempt was made to secure the bulletins needed for a detailed analysis of the courses in education, *i. e.*, announcements of courses for the year 1926-27, issued by departments of education, graduate schools and liberal arts

¹United States Bureau of Education, *Statistics of State Universities and Colleges* for the Year ending June 30, 1924, Bulletin, 1925, No. 12.

²Colleges of agriculture, industrial arts, mechanical arts, etc., but not including medical, textile, scientific, forestry, military, mining and library schools.

³United States Bureau of Education, *Educational Directory*, Bulletin, 1927, No. 1.

colleges. Some of the documents needed were secured through the United States Bureau of Education. Tabulations were based on the returns indicated in Table 112.

TABLE 112.—UNIVERSITIES AND COLLEGES REPLYING TO REQUEST FOR DATA ON PROFESSIONAL COURSES

Type of Institution	Total number of Institutions	Replies for Academic Year 1926-27	Replies for Summer Session of 1926	Replies for Extension Class Instruction 1926-27	Replies on Correspondence Courses 1926-27
State universities	48	48	46	19	31
State colleges	40	36	35	3	5
Semi-public and private colleges and universities	56	55	42	8	4
Total	144	139	123	30	40

The location of the total group of institutions by geographical sections is shown in Table 113.

TABLE 113.—GEOGRAPHICAL LOCATION OF THE INSTITUTIONS STUDIED

Section of Country	State Universities	Private Universities	State Colleges	Total
New England	3	10	3	16
Middle Atlantic	2	14	1	17
East North Central	8	13	1	22
West North Central	7	3	4	14
South Atlantic	8	5	10	23
East South Central	4	2	4	10
West South Central	4	1	7	12
Mountain	8	3	4	15
Pacific	4	4	2	10
Total	48	55	36	139

Courses included—The study aims in general to include the following types of courses:

1. Courses offered by schools or departments of education
2. Courses of a professional nature in allied departments as given below:
 - a. Psychology:
 1. Such introductory or general courses as are prerequisite to work in psychology or education
 2. Courses relating to:
 - a. Child nature and development
 - b. Adolescence
 - c. Abnormal states
 - d. Mental measurement
 - b. Sociology: Courses bearing directly upon education or listed as "educational sociology"
 - c. Professional courses in additional departments of instruction relating to:
 1. Religious instruction

2. Civic education; moral instruction, etc.
3. Health education
4. Art education
5. Music education

Courses excluded—With the purpose and scope of the study in mind the following material was omitted:

1. All courses in higher education
2. All courses in vocational and educational guidance
3. All courses in vocational education
4. All non-professional courses in agricultural or industrial education
5. Teachers' method or contest courses outside the education department
6. Non-professional work in departments and schools of education (*i. e.*, history, theory, appreciation and application of music, specialized work in manual arts, fine arts and physical education, etc.)
7. Teachers' certificates courses in departments of political science or history
8. Teachers' review courses

Classification of courses studied—The nature of the various courses was determined on the basis of (1) the descriptive paragraphs on each course, (2) the section headings and (3) the course title, as given in the college catalogs.

After determining the nature of the course on the above bases it was classified under one of several general headings. The general scheme of classification was as follows:

1. *Elementary school principalship*—includes courses specifically applied to problems of the elementary school principal.
2. *General course in the principalship*—includes courses on the principal's work without reference to a specific type of school.
3. *Elementary school administration*—includes courses on the routine management of elementary school. No references made to the specific work of the principal.
4. *Elementary school supervision*—includes courses on supervision of elementary schools. No reference to the specific work of the principal.
5. *Elementary school administration and supervision*—includes courses containing a mixture of administrative and supervisory topics. Also, courses on the elementary school curriculum and on elementary school tests and measurements.
6. *General principles of elementary education*—includes courses in principles of elementary education, methods, psychology of elementary school subjects and other general courses relative to the elementary school.
7. *General educational administration*—includes courses on the general theory of school administration, school management, finance, and publicity without reference particularly to the elementary school.
8. *General educational supervision*—includes courses on supervisory organization and technic without particular reference to the elementary school.
9. *General educational administration and supervision*—includes mixed courses not classifiable under 7 and 8 above, general research courses, seminars and general courses in measurement.
10. *History of education*—includes courses on the history of education.
11. *Theory and philosophy of education*—includes courses on general educational theory.
12. *History and theory of education combined*—includes general courses not classified under 10 and 11, introductory courses in education and comparative education.

13. *Educational sociology*—includes courses described as educational sociology.
 14. *Character and civic education*—includes courses in character, moral and civic education.

15. *General psychology*—includes general courses in psychology not classifiable under 16, 17, 18, and 19 below.

16. *Child psychology*—includes courses in the growth and development of children with the psychological implications.

17. *Psychology of adolescence*—includes psychological courses limited to this particular period of child development.

18. *Abnormal psychology*—includes all courses on feeble-mindedness, insanity and other abnormal states.

19. *Mental measurement*—includes courses in individual and group mental testing.

20. *Practice teaching*—includes courses in directed teaching for regular studies, special classes, physical education, agriculture and vocational training.

21. *Observation*—includes courses limited to observation of model teachers for the regular studies, special classes, physical education, agriculture and vocational training.

COURSES OFFERED IN SUMMER SCHOOLS OF 1926

Tabulation by institutions—In terms of the criteria of the introductory paragraphs Table 114 indicates a summary of certain courses for the summer sessions of one hundred and twenty-three institutions.

TABLE 114.—INSTITUTIONAL SUMMARY OF CERTAIN COURSES OFFERED BY ONE HUNDRED AND TWENTY-THREE INSTITUTIONS FOR THE SUMMER OF 1926

Name of Course	Type of Institution (Figures in Parentheses Refer to Number of Institutions Reporting)			Totals (123)
	State Universities (46)	Private Universities (42)	State Colleges (35)	
Elementary school principalship....	8	10	1	19
General course in the principalship..	3	4	3	10
Elementary school administration...	6	10	2	18
Elementary school supervision.....	21	7	0	28
Elementary school administration and supervision	51	44	18	113
General principles of elementary education	70	51	61	182
General educational administration	171	82	33	286
General educational supervision....	42	23	21	86
General educational administration and supervision	239	108	76	423
History of education.....	50	9	16	75
Theory and philosophy of education	41	24	15	80
History and theory of education combined	48	44	19	111
Educational sociology	73	45	16	134
Character and civic education....	13	12	2	27
General psychology	195	83	62	340
Child psychology	38	35	21	94
Psychology of adolescence.....	12	15	4	31
Abnormal psychology	41	26	4	71
Mental measurement	24	13	5	42
Total courses tabulated.....	1146	645	379	2170

Table 114 shows the courses in education offered in the summer sessions of 1926. The data have been arranged by type of institution to indicate:

1. The practice of all types of institutions as to giving "general" courses in education.
2. The state universities and private universities offered 19 courses specifically bearing upon the elementary school principal's work.
3. The state colleges reported relatively few specific courses in education.
4. Courses in "general educational administration and supervision" were given in larger numbers than any other single type.

The opportunities for observation and practice teaching during the summer of 1926 has been indicated in Table 115.

TABLE 115.—SUMMARY OF OPPORTUNITIES FOR OBSERVATION AND PRACTICE TEACHING IN SUMMER SCHOOLS OF 1926

Field of Study	Type of Institution							
	State Universities		Private Universities		State Colleges		Total	
	Obs.	P. T.	Obs.	P. T.	Obs.	P. T.	Obs.	P. T.
Elementary school	29	13	14	6	15	13	58	32
Secondary school	19	16	9	6	9	8	37	30
Junior high school.....	5	1	11	2	2	2	18	5
Senior high school.....	4	1	4	1	2	3	10	5
Special classes	4	4	5	1	0	0	9	5
Unclassifiable	1	6	0	3	1	1	2	10
Total	62	41	43	19	29	27	134	87

Tabulation by geography—A tabulation of the summer session courses by geographical sections is of considerable interest. Principals in service are frequently limited in the distance which they may travel for the purposes of training. This condition suggests the desirability of wide-spread opportunities for study.

Table 116 indicates the summer session courses arranged by geographical sections. It will be noted:

1. There were nineteen courses given specifically upon the work of the elementary school principal, but the New England and the Mountain sections did not offer such courses.
2. The East North Central section offered the largest number of courses but the Middle Atlantic offered more courses per institution.
3. The sections of the country offering the greatest variety and number of courses in the elementary school field were: The Middle Atlantic, the East North Central and the South Atlantic.

TABLE 116.—GEOGRAPHICAL SUMMARY OF COURSES OFFERED IN ONE HUNDRED AND TWENTY-THREE INSTITUTIONS DURING SUMMER SESSION OF 1926

Type of Course	Geographic Section (Figures in Parentheses Refer to Number of Institutions Reporting in Each Section)									
	New England (11)	Middle Atlantic (12)	East North Central (18)	West North Central (13)	South Atlantic (25)	East South Central (9)	West South Central (13)	Mountain (13)	Pacific (9)	U.S. (123)
Elementary school principal	0	3	4	2	5	1	1	0	3	19
General course on the principalship	0	4	2	0	3	0	0	0	1	10
Elementary school administration	1	8	4	0	2	2	1	0	0	18
Elementary school supervision	0	1	9	6	4	1	2	0	5	28
Elementary school administration and supervision	2	21	28	13	15	2	9	4	19	113
General principles of elementary education	5	32	22	17	53	13	17	15	8	182
General educational administration	4	44	54	51	37	17	25	27	27	286
General educational supervision	4	17	8	13	12	6	9	8	9	86
General educational administration and supervision	16	61	69	53	66	22	26	58	52	423
History of education	4	9	12	13	10	6	12	7	2	75
Theory and philosophy of education	2	23	10	12	10	0	9	6	8	80
Combined history and theory of education	4	24	17	12	21	4	7	7	15	111
Educational sociology	6	27	19	13	29	6	9	12	13	134
Character education, civic education ...	3	7	2	3	1	2	1	1	7	27
General psychology	15	45	53	55	63	19	28	29	33	340
Child psychology ...	3	12	18	15	17	3	6	6	14	94
Psychology of adolescence	2	6	7	2	3	1	5	1	4	31
Abnormal psychology	0	17	15	7	6	0	5	9	12	71
Mental measurement	2	3	12	8	2	2	6	3	4	42
Practice teaching ...	4	14	11	12	15	6	9	12	4	87
Observation	11	22	22	14	31	4	14	12	4	134
Total	88	400	398	321	405	117	201	217	244	2391

RESIDENCE COURSES OF THE ACADEMIC YEAR, 1926-1927

Tabulation by institutions—A tabulation was made of the courses offered during the regular academic year of 1926-1927. This information, includes residence courses only.

TABLE 117.—INSTITUTIONAL SUMMARY OF RESIDENCE COURSES OFFERED BY ONE HUNDRED AND THIRTY-NINE INSTITUTIONS DURING THE YEAR 1926-1927

Type of Course	Type of Institution (Figures in Parentheses Refer to the Number of Institutions Reporting)			Total (139)
	State Universities (48)	Private Universities (55)	State Colleges (36)	
Elementary school principalship...	8	8	0	16
General course in the principalship...	0	4	2	6
Elementary school administration...	11	11	2	24
Elementary school supervision.....	32	15	2	49
Elementary school administration and supervision	56	84	27	167
General principles of elementary education	50	67	33	150
General educational administration	169	119	28	316
General educational supervision....	34	34	14	82
General educational administration and supervision	189	250	91	530
History of education.....	87	30	21	138
Theory and philosophy of education	55	63	27	145
History and theory of education, combined	48	136	35	219
Educational sociology	77	83	35	195
Character, civic education, etc.....	8	23	4	35
General psychology	189	191	107	487
Child psychology	57	69	20	146
Psychology of adolescence.....	23	11	6	40
Abnormal psychology	76	83	7	166
Mental measurement	59	35	6	100
Total courses tabulated.....	1228	1316	467	3011

Table 117 shows a tabulation of the residence courses offered during the academic year by 139 institutions. It will be noted:

1. There were 16 courses designed particularly for elementary school principals.

2. Since the state colleges did not offer courses specifically for the elementary school principal it may be concluded that, (a) there was no demand from students for this training, or (b) the college believed in "general" courses for training principals, or (c) the college was unable to provide the training.

3. The summary indicates considerable similarity between the types of courses offered by state universities and the private universities.

4. The "general" type of course was typical of all types of institutions.

5. There were 262 courses in elementary school administration and supervision of which 16 were specifically concerned with the principal.

Tabulation by geography—Table 118 indicates the course offered in the regular year 1926-1927 in terms of geographical sections.

TABLE 118.—SUMMARY OF RESIDENCE COURSES OFFERED IN ONE HUNDRED AND THIRTY-NINE COLLEGES AND UNIVERSITIES DURING THE ACADEMIC YEAR 1926-1927

Type of Course	Geographic Section (Figures in Parentheses Refer to Number of Institutions Reporting in Each Section)									
	New Eng- land (16)	Middle Atlan- tic (17)	East North Cen- tral (22)	West North Cen- tral (14)	South Atlan- tic (23)	East South Cen- tral (10)	West South Cen- tral (12)	Moun- tain (15)	Pa- cific U. S. ¹ (10)	(139)
Elementary school principalship	0	2	1	1	6	1	1	1	3	16
General course in the principalship	1	2	0	1	1	0	0	1	0	6
Elementary school administration	0	8	6	3	0	1	2	4	0	24
Elementary school supervision	3	9	7	13	2	3	3	3	6	49
Elementary school administration and supervision	9	49	27	15	14	8	14	14	17	167
General principles of elementary educa- tion	4	22	26	22	23	3	29	16	5	150
General educational administration	19	50	70	55	22	9	32	25	34	316
General educational supervision	4	14	13	16	14	2	5	6	8	82
General educational administration and supervision	36	110	90	78	55	26	35	42	58	530
History of education.	13	14	37	28	11	14	9	6	6	138
Theory and philosophy of education..	14	26	22	20	21	4	11	15	12	145
History and theory of education, com- bined	20	60	39	20	21	9	14	13	23	219
Educational sociology	12	57	29	19	24	12	8	14	20	195
Character education, civic education ...	0	9	8	4	1	2	2	1	8	35
General psychology..	47	79	85	60	69	26	36	41	44	487
Child psychology ..	14	27	32	21	15	8	8	9	12	146
Psychology of adoles- cence	2	2	11	5	2	3	6	5	4	40
Abnormal psychology	13	37	33	22	16	3	10	10	22	166
Mental measurement	5	17	22	13	8	2	9	14	10	100
Practice teaching ...	18	26	43	24	28	10	14	18	15	196
Observation	14	25	35	19	25	8	16	16	7	165
Total	248	645	636	459	378	154	264	274	314	3372

¹ Total includes courses in observation and practice teaching.

Table 118 indicates the following points:

1. There were 3372 courses of the types tabulated. This would be an average of more than 23 courses per institution. Many institutions did not give this number of courses while others gave many more.

2. The sections offering the largest number of courses on the elementary school principalship were the South Atlantic and the Pacific.

3. The sections offering opportunities in all types of elementary school courses were the Middle Atlantic and East North Central areas.

4. All geographical areas held rather consistently to the "general" type of course.

Table 119 presents the results of a tabulation of opportunities for practice teaching and observation during the regular year 1926-1927.

TABLE 119.—SUMMARY OF OPPORTUNITIES FOR OBSERVATION AND PRACTICE TEACHING DURING THE REGULAR YEAR 1926-1927

Field of Study	Type of Institution							
	State Universities		Private Universities		State Colleges		Total	
	Obs.	P. T.	Obs.	P. T.	Obs.	P. T.	Obs.	P. T.
Elementary school	19	24	14	18	8	9	41	51
Secondary school	36	41	24	32	13	13	73	86
Junior high school	8	10	5	6	1	2	14	18
Senior high school	5	8	4	3	1	2	10	13
Special classes	3	4	2	2	0	0	5	6
Unclassifiable	3	5	16	12	3	5	22	22
Total	74	92	65	73	26	31	165	196

EXTENSION COURSES OF THE ACADEMIC YEAR, 1926-1927

Tabulation by institutions—Data concerning extension classes were not available from all the 144 institutions. The number of each type of institution sending useful data were: State universities, 19; private universities, 8; and state colleges, 3. Table 120 presents a tabulation of the data from these 30 institutions.

Table 120 indicates the extension courses offered by 30 institutions of collegiate grade. It will be noted:

1. That relatively more courses were offered by the state universities than by private universities or state colleges.

2. There was only one course offered specifically on the elementary school principalship.

3. The tendency toward "general" courses holds true here as with summer session and residence courses.

TABLE 120.—INSTITUTIONAL SUMMARY OF NUMBER OF EXTENSION COURSES GIVEN BY THIRTY INSTITUTIONS DURING THE ACADEMIC YEAR 1926-1927

Type of Course	Type of Institution (Figures in Parentheses Refer to the Number of Institutions Reporting)			Total (30)
	State Universities (19)	Private Universities (8)	State Colleges (3)	
Elementary school principalship...	1	0	0	1
General course in the principalship.	3	0	0	3
Elementary school administration..	2	1	1	4
Elementary school supervision.....	6	0	0	6
Elementary school administration and supervision	17	2	6	25
General principles of elementary education	12	6	4	22
General educational administration..	14	2	2	18
General educational supervision...	1	0	1	2
General educational administration and supervision	40	10	8	58
History of education.....	4	0	3	7
Theory and philosophy of education	14	2	3	19
History and theory of education combined	3	8	4	15
Educational sociology	15	1	5	21
Character, civic education, etc....	3	6	1	10
General psychology	26	8	7	41
Child psychology	8	8	2	18
Psychology of adolescence.....	3	0	1	4
Abnormal psychology	1	5	1	7
Mental measurements	4	1	0	5
Total courses tabulated.....	177	60	49	286

4. The two types of courses offered most frequently were: "general education administration and supervision," and "general psychology."

Tabulation by geography—Table 121 giving the extension courses by geographical areas should indicate whether this type of work is more popular in certain areas.

Table 121 indicates the extension courses by geographical areas. It will be noted:

1. Some sections of the country are not attempting a great deal in regard to extension classes. New England, East North Central and West South Central sections did not offer many courses in terms of the number of institutions.

2. The areas of greatest activity in extension work were the Pacific and the Middle Atlantic sections.

3. General school administration and supervision, and general psychology were offered in nearly every section of the country.

TABLE 121.—GEOGRAPHICAL SUMMARY OF EXTENSION CLASSES OFFERED BY THIRTY INSTITUTIONS DURING THE ACADEMIC YEAR 1926-1927

Type of Course	Geographic Section (Figures in Parentheses Refer to Number of Institutions Reporting in Each Section)									U. S. (30)
	New Eng- land (2)	Middle Atlan- tic (5)	East North Cen- tral (2)	West North Cen- tral (3)	South Atlan- tic (3)	East South Cen- tral (4)	West South Cen- tral (3)	Moun- tain (5)	Pa- cific (3)	
Elementary school principalship	0	1	0	0	0	0	0	0	0	1
General course in the principalship	0	0	0	0	1	0	0	0	2	3
Elementary school administration	0	2	0	1	0	0	0	1	0	4
Elementary school supervision	0	0	1	0	1	2	0	0	2	6
Elementary school administration and supervision	0	8	0	3	5	2	1	1	5	25
General principles of elementary education	0	7	0	1	2	6	2	2	2	22
General educational administration	0	4	1	1	3	2	0	3	4	18
General educational supervision	0	0	0	1	0	1	0	0	0	2
General educational administration and supervision	1	13	0	4	7	7	3	9	14	58
History of education	0	1	0	1	0	1	1	1	2	7
Theory and philosophy of education..	0	5	1	1	4	3	0	2	3	19
History and theory of education combined	1	9	0	1	1	0	1	1	1	15
Educational sociology	1	3	0	1	5	4	1	0	6	21
Character education, civic education ...	0	2	0	0	0	0	1	5	2	10
General psychology .	0	10	1	6	13	3	0	2	6	41
Child psychology ...	0	6	0	5	0	0	0	2	5	18
Psychology of adolescence	0	1	0	0	0	0	0	0	3	4
Abnormal psychology	0	6	0	0	1	0	0	0	0	7
Mental measurement	0	0	0	2	0	0	0	0	3	5
Total	3	78	4	28	43	31	10	29	60	286

CORRESPONDENCE COURSES OF THE ACADEMIC YEAR, 1926-1927

Tabulation by institutions—The correspondence course reaches many people in service who are not able to secure other types of instruction. Replies with data were received from 31 state universities, 4 private universities and 5 state colleges. Many of the private universities and the state colleges reported that they were not offering courses in education by correspondence.

TABLE 122.—INSTITUTIONAL SUMMARY OF CORRESPONDENCE COURSES OFFERED BY FORTY INSTITUTIONS DURING THE ACADEMIC YEAR 1926-1927

U. S. (30)	Type of Course	Type of Institution (Figures in Parentheses Refer to the Number of Institutions Reporting)			Total (40)
		State Universities (31)	Private Universities (4)	State Colleges (5)	
	Elementary school principalship...	2	0	0	2
	General course in the principalship.	2	0	0	2
1	Elementary school administration..	1	1	0	2
	Elementary school supervision.....	3	0	0	3
3	Elementary school administration and supervision	21	2	1	24
4	General principles of elementary education	15	5	3	23
6	General educational administration.	39	1	0	40
	General educational supervision....	6	0	3	9
	General educational administration and supervision	46	6	6	58
25	History of education.....	28	2	2	32
	Theory and philosophy of education	18	3	3	24
22	History and theory of education combined	28	5	3	36
18	Educational sociology	19	3	4	26
	Character, civic education, etc....	1	0	2	3
2	General psychology	72	5	9	86
	Child psychology	18	4	1	23
	Psychology of adolescence.....	8	0	1	9
58	Abnormal psychology	8	1	0	9
7	Mental measurement	7	1	0	8
19	Total courses tabulated.....	342	39	38	419

Table 122 shows the correspondence courses in terms of the types of institutions. It will be noted:

1. The correspondence course plan has found greatest favor among the state universities.

2. Only two courses were offered on the elementary school principalship.

3. The two types of courses offered most frequently were "general psychology," and "general school administration and supervision."

4. The "general" type of course was the most typical for all institutions.

Tabulations by geography—Table 123 shows a tabulation of the correspondence courses offered in 1926-1927 by 40 institutions.

In Table 123 there has been indicated the correspondence courses according to geographical sections. These points should be noted:

1. The correspondence plan seems to be most popular in the Mountain section of the country.

2. The two courses on the elementary school principalship were offered in the Pacific area.

3. "General psychology" and "general courses in administration and supervision" were the ones most frequently offered.

TABLE 123.—GEOGRAPHICAL SUMMARY OF CORRESPONDENCE COURSES OFFERED BY FORTY INSTITUTIONS DURING THE ACADEMIC YEAR 1926-1927

Type of Course	Geographic Section (Figures in Parentheses Refer to the Number of Institutions Reporting in Each Section)									U.S. (40)
	New Eng- land (1)	Middle Atlant- ic (1)	East North Central (4)	West North Central (7)	South Atlant- ic (5)	East South Central (4)	West South Central (6)	Moun- tain (8)	Pac- ific (4)	
Elementary school principal	0	0	0	0	0	0	0	0	2	2
General course in the principalship	0	0	0	0	2	0	0	0	0	2
Elementary school administration	0	0	0	1	0	0	0	1	0	2
Elementary school supervision	0	0	1	1	0	0	1	0	0	3
Elementary school administration and supervision	0	0	6	0	5	7	3	3	0	24
General principles of elementary education	0	0	6	3	1	0	6	5	2	23
General educational administration	1	0	3	11	3	5	7	7	3	40
General educational supervision	0	0	2	1	0	0	3	2	1	9
General educational administration and supervision	2	0	12	10	9	4	8	8	5	58
History of education	0	0	5	5	2	4	6	8	2	32
Theory and philosophy of education	1	0	2	5	2	1	2	9	2	24
History and theory of education combined	1	0	6	5	4	3	5	9	3	36
Educational sociology	0	0	3	4	6	3	2	6	2	26
Character education, civic education ...	0	0	0	0	0	0	3	0	0	3
General psychology	5	0	9	13	16	9	11	13	10	86
Child psychology ...	0	1	3	5	2	1	5	1	5	23
Psychology of adolescence	0	0	0	2	1	1	3	1	1	9
Abnormal psychology	1	0	1	0	0	0	1	5	1	9
Mental measurement	1	1	2	1	0	0	1	1	1	8
Totals	12	2	61	67	53	38	67	79	40	419

Summary and conclusions—The committee has presented evidence showing the opportunities for professional courses in 139 institutions of collegiate grade. These institutions included 48 state universities, 55 semi-public or private universities and 36 state colleges.

The technic of investigation involved an analysis of the catalogs of these institutions and the tabulation of educational courses and allied courses under appropriate headings. These tabulations were made for residence, extension, and correspondence courses for the academic year 1926-1927. The summer session courses of 1926 were tabulated in a similar manner.

A summary of the total number of courses of particular interest to elementary school principals has been made in Table 124.

TABLE 124.—TOTAL NUMBER OF OPPORTUNITIES FOR SELECTED TYPES OF PROFESSIONAL COURSES

Type of Course	Summer Session 1926	Residence Courses 1926-1927	Extension Courses 1926-1927	Correspondence Courses 1926-1927	Total
Elementary school principaship...	19	16	1	2	38
General school principalship....	10	6	3	2	21
Elementary school administration	18	24	4	2	48
Elementary school supervision...	28	49	6	3	86
Elementary school administration and supervision	113	167	25	24	329
Principles of elementary education	182	150	22	23	377
General psychology	340	487	41	86	954
Child psychology	94	146	18	23	281
Mental measurements	42	100	5	8	155
Practice teaching (Elementary school)	32	51	..	..	83
Observation (Elementary school)	58	41	..	..	99
Total	936	1237	125	173	2471

Other general points brought out by the tabulation were:

1. The majority of the courses in all institutions must be classed as "general" in scope. For example, topics in a course in supervision would be handled as "school supervision" rather than as "elementary school supervision."

2. There were encouraging indications of an increasing number of courses particularly for elementary school principals. The sections showing greatest activity in total number of courses offered were the South Atlantic and Pacific areas.

3. The correspondence course plan has found greater favor with the state universities than with the private universities or state colleges. The East North Central section of the country offered more

courses in proportion to the number of institutions than any other geographical area.

4. Extension class work was offered most frequently by state universities. The areas of greatest activity in terms of total number of courses were the Middle Atlantic and the Pacific sections.

5. The same general types of courses are offered in summer school as during the regular session.

SELECTED REFERENCE

1. HOSIC, JAMES F. "College Courses for Elementary School Principals," *Teachers College Record*, Vol. XXVII, No. 9, May, 1926, pp. 792-798.

CHAPTER XXII

PROFESSIONAL TRAINING PROGRAMS

THE CATALOGS of one hundred and thirty-nine institutions of collegiate grade were searched for the data presented in this chapter. Basic to this survey were the following definitions of terms:

Course—a unit of instruction for the completion of which a given number of semester units or credits is awarded.

Academic course—a general cultural, or non-professional course.

Professional course—a course in education or allied fields particularly designed to prepare for teaching and other school positions.

Training program or curriculum—a group of courses, usually both academic and professional, preparing students for teaching and other school positions, such as elementary school principal, etc.

Degree—a college award for the completion of certain requirements, usually a given number of both academic and professional courses.

Certificate, license or diploma—a college award for the completion of a training program or group of courses preparing for teaching or other educational positions.

This chapter will present summaries of an analysis of the 48 training programs selected from the 139 institutions and an analysis of the 5 training programs limited solely to elementary school principals.

Summary of training programs—The catalogs of the 139 colleges and universities included 25 institutions¹ which group their courses in the form of training programs. These 25 institutions included 15 state universities, six semi-public or private universities and four state colleges.

A majority of the institutions offering training programs were organized as “schools of education,” four as “colleges of education,” four as “teachers colleges” and two as “departments of education.”

A part of these training programs began with the first year of college, while other programs did not start until the student had

¹ Including the following universities and colleges: Arkansas, Boston, Chicago, Columbia (Teachers College), Florida State, Harvard, Indiana, Iowa, Louisiana, Miami, Minnesota, Missouri, Nebraska, North Dakota Agricultural, North Dakota, Ohio, Ohio State, Oregon, Pittsburgh, Stanford, South Dakota, Rutgers, Washington, Washington State, and William and Mary.

been in attendance for one or two years. This difference in requirements for entrance upon the training programs has been indicated in Table 125. It will be noted:

1. That 27 of the 48 training programs require high school graduation or equivalent training.

2. Fourteen required two years of college work as preliminary to the organized curriculum.

3. Seven programs required teaching experience. The two year minimum in five cases would tend to exclude all but the mature students.

TABLE 125.—REQUIREMENTS FOR ENTRANCE UPON THE FORTY-EIGHT TRAINING PROGRAMS, 1926-1927

Training Program	Basic Requirements						Additional Requirements		
	High School Graduation or Equivalent	Sophomore Standing	Two Years of College Work	Ninety Hours of College Credit	Graduate Approved Four-year College	Total	Two Years Successful Teaching or Equivalent	Teaching Experience	Total
1. Elementary school principal	5	..	..	1	1	7	..	..	..
2. Superintendent and elementary school principal	1	..	..	..	..	1	..	..	..
3. Elementary teacher, supervisor and principal	1	..	..	..	..	1	..	..	..
4. Elementary school supervisor	2	..	3	..	..	5	3	..	3
5. Elementary school principal and elementary school supervisor	..	..	2	..	1	3	1	..	1
6. Elementary school teacher, high school normal teacher and elementary supervisor	1	..	..	..	..	1	..	..	..
7. Elementary school supervisor, high school normal director and critic teacher	1	..	..	..	..	1	..	..	..
8. Elementary school administration ...	..	..	1	..	..	1	..	1	1
9. Elementary school supervision	2	..	1	..	..	3	..	..	..
10. Elementary school teaching and supervision	1	..	..	..	..	1	..	..	..

Training Program	Basic Requirements					Additional Requirements			
	High School Graduation or Equivalent	Sophomore Standing	Two Years of College Work	Ninety Hours of College Credit	Graduate Approved Four-year College	Total	Two Years Successful Teaching or Equivalent	Teaching Experience	Total
11. General school principal	2	..	..	..	..	2	..	..	..
12. General school supervisor	2	..	..	..	..	2	..	1	1
13. Supervisor in city systems	1	..	..	..	..	1	..	..	..
14. Supv. of rural schools	..	..	1	..	..	1	1	..	1
15. Supv. of special classes	..	..	..	..	1	1	..	..	..
16. Teacher and supervisor of special classes	..	..	..	..	1	1	..	..	..
17. General school supervisor and superintendent	1	..	..	..	..	1	..	..	..
18. General school principal and superintendent	1	..	1	..	..	2	..	..	..
19. General school principal, supervisor and superintendent ...	1	..	..	..	..	1	..	..	..
20. General school prin., supv. and sr. high school teacher	1	..	..	..	..	1	..	..	..
21. General school administrator	1	..	..	..	..	1	..	..	..
22. General school administration	1	1	2	..	1	5	..	..	..
23. General school supervision	..	..	3	..	..	3	..	..	..
24. General school administration and supervision	2	..	..	..	..	2	..	..	..
Totals	27	1	14 ¹	1	5	48	5	2	7

The 25 colleges and universities offered 48 training programs. Several institutions offered clearly differentiated programs for several types of school workers, while others recommended one program for several positions. The types of programs offered during the academic year 1926-1927 have been indicated in Table 126.

¹Five training programs permit sophomores to enroll in a course in the introduction to education.

Table 126 shows that the 48 training programs¹ fall either within the elementary or certain general school fields. Programs solely for

TABLE 126.—THE FORTY-EIGHT TRAINING PROGRAMS OFFERED BY TWENTY-FIVE INSTITUTIONS IN 1926-1927

Training Program	Type of Institution in Which Offered			Total
	State Universities	Semi-Public and Private Colleges and Universities	State Colleges	
1. Elementary school principal.....	5	2	..	7
2. Superintendent and elementary school principal	1	..	..	1
3. Elementary teacher, supervisor and principal	1	..	..	1
4. Elementary school supervisor.....	2	3	..	5
5. Elementary school principal and elementary school supervisor.....	1	2	..	3
6. Elementary school teacher, high school normal teacher and elementary supervisor	1	..	..	1
7. Elementary school supervisor, high school normal director and critic teacher	1	..	..	1
8. Elementary school administration..	..	1	..	1
9. Elementary school supervision.....	..	3	..	3
10. Elementary school teaching and supervision	1	..	..	1
11. General school principal.....	1	1	..	2
12. General school supervisor.....	1	1	..	2
13. Supervisor in city systems.....	..	1	..	1
14. Supervisor of rural schools.....	..	1	..	1
15. Supervisor of special classes.....	..	1	..	1
16. Teacher and supervisor of special classes	..	1	..	1
17. General school supervisor and superintendent	1	..	..	1
18. General school principal and superintendent	1	..	1	2
19. General school principal, supervisor and superintendent	..	..	1	1
20. General school principal, supervisor and senior high school teacher..	..	..	1	1
21. General school administrator.....	1	..	..	1
22. General school administration.....	1	3	1	5
23. General school supervision.....	..	3	..	3
24. General school administration and supervision	1	..	1	2
Totals	20	23	5	48

¹In several states the training programs of one institution were taken to be representative of the programs of several institutions conforming to various state requirements. For example, Stanford University was used to represent the requirements for California as several universities offer programs based upon the state requirements for certain credentials.

high school principals and other groups were omitted from the study. The following points are of particular interest:

1. There were 7 training programs intended solely and specifically for elementary school principals. Five of these were given in state universities.

2. There were 2 programs for the "general principalship."

3. The majority of the training programs were general in nature as indicated by such titles as "general school administrator" or "elementary teacher, supervisor or principal."

Table 127 indicates the various training programs with the degrees or certificates granted at the end of the training. It will be noted:

1. In regard to the types of certificates or degrees:

a. Some of the curriculums are organized with reference to one particular academic or professional degree. Others may lead to more than one of a number of academic or professional degrees. In several cases the curriculums are not organized so as to lead to any particular degree.

b. Practically all of the curriculums are organized with reference to undergraduate degrees.

c. Recommendations for school credentials, an elementary school principal's license, a principal's certificate and a certificate in administration and supervision are awarded separately or along with university degrees.

2. With reference to the special training curriculums:

a. Of the seven programs for the elementary school principal, three lead to an elementary school principal's license, one to a Teachers College Diploma awarded with an advanced degree, and three to either the Bachelor of Arts or Bachelor of Science degree in Education or the Master's degree.

b. Of the two programs for the general school principal one leads to a Principal's certificate with the Bachelor of Science in Education; the other was not organized directly with reference to a particular degree.

c. Of the five programs for the elementary school supervisor, one leads to the Bachelor of Science in Education, three to a Teachers College Diploma awarded with the Bachelor of Science or advanced degree, and one to either a University Teachers Certificate with the Bachelor of Science, or the Master's degree with a certificate in administration and supervision.

d. Of the two programs for the general school supervisor, one was organized with specific reference to the Bachelor of Science in School Supervision; the other was not organized with direct reference to a particular degree.

TABLE 127.—DEGREES OR CERTIFICATES AWARDED FOR THE COMPLETION OF THE FORTY-EIGHT TRAINING PROGRAMS—1926-1927

Professional Training Program	Degree or Certificate												Total
	General work in education applied to Bachelor's degree	Bachelor's degree with minor in education	Bachelor's degree with minor in Professional Education	Bachelor of Science or Bachelor of Education	Bachelor of Science in Education	Bachelor of Science or Master's degree	Bachelor of Science or Arts	Bachelor of Science in School Supervision	Bachelor of Science and Unit-Teacher's Certificate or Master's degree and Professional Certificate and Super-visor's Certificate	Doctor's degree	Teacher's College Diploma with Master's Certificate or P.D.	Teacher's College Diploma with Master of Arts, Master of Science	
1. Elementary school principal	-	-	2	1	-	-	-	-	-	-	1	-	7
2. Superintendent and elementary school principal	-	-	-	-	-	1	-	-	-	-	-	-	1
3. Elementary school teacher, supervisor and principal	-	-	-	1	-	-	-	-	-	-	-	-	1
4. Elementary school supervisor	-	-	-	1	-	1	-	-	-	3	-	-	5
5. Elementary school principal and elementary school supervisor	-	-	-	1	-	-	-	-	-	1	-	1	3
6. Elementary teacher, rural classroom teacher, high school normal training teacher and elementary school supervisor	-	-	-	1	-	-	-	-	-	-	-	-	1
7. Elementary school supervisor, county normal school director and critic teacher	-	-	-	-	-	-	-	-	-	-	-	1	1
8. Elementary school administration	-	-	-	1	-	-	-	-	-	-	-	-	1
9. Elementary school supervision	2	-	-	1	-	-	-	-	-	-	-	-	3
10. Elementary school teaching and supervision	-	-	-	1	-	-	-	-	-	-	-	-	1
11. General school principal	1	-	-	-	-	1	-	-	-	-	-	-	2
12. General school supervisor	1	-	-	-	1	-	-	-	-	-	-	-	2
13. Supervisor in city systems	1	-	-	-	-	-	-	-	-	-	-	-	1
14. Supervisor in rural schools	-	-	-	-	-	-	-	-	-	1	-	-	1
15. Supervisor in special classes	-	-	-	-	-	-	-	-	-	-	1	-	1
16. Teacher and supervisor of special classes	-	-	-	-	-	-	-	-	-	-	1	-	1
17. General school supervisor and superintendent	1	-	-	-	-	-	-	-	-	-	-	-	1
18. General school principal and superintendent	-	1	-	1	-	-	-	-	-	-	-	-	2
19. General school principal, supervisor and superintendent	-	-	1	-	-	-	-	-	-	-	-	-	1
20. General school principal, supervisor and senior high school teacher	-	-	1	-	-	-	-	-	-	-	-	-	1
21. General school administrator	1	-	-	-	-	-	-	-	-	-	-	-	1
22. General school administration	2	-	-	1	-	-	-	-	1	-	-	1	5
23. General school supervision	-	-	-	-	-	-	-	-	-	-	-	3	3
24. General school administration and supervision	-	-	-	2	-	-	-	-	-	-	-	-	2
Total	9	1	4	10	2	1	2	1	1	5	2	2	48

3. Considering groups offering a single degree, the bachelor's degree was most frequent with eight times; the doctor's degree was offered in only one training program.

TABLE 128.—DEGREES AWARDED BY SEVENTEEN INSTITUTIONS FOR COMPLETION OF PROGRAMS WHICH INCLUDE REQUIREMENTS ON ACADEMIC TRAINING

Degree	No. Programs Offering the Degrees
Bachelor of Science in Education	10
Bachelor of Science in School Supervision	1
Bachelor of Science or Master's degree with certificate in administration and supervision	2
Bachelor of Arts or Bachelor of Arts in Education.....	3
Bachelor of Arts or Bachelor of Science in Education.....	1
Total	17 ¹

According to Table 128 all of the organized programs did not terminate in a degree or certificate, although 17 of them did. Of these 17, there were 15 which ended with the bachelor's degree, while 2 might be continued to the master's degree.

Table 129 presents the academic training required or suggested in the 17 programs leading to a degree. It will be noted:

1. That a majority of the requirements were for the "bachelor of science in education."

2. In the requirements for the Bachelor of Science in education the fields of study most frequently mentioned were: Composition, 12; public speaking, 8; sociology, 7; and general chemistry, 7.

3. The degree of "bachelor of science in school supervision" specified the following academic requirements: English literature, public speaking, rhetoric and composition, American government, science, military science and freshman lectures.

4. The most common academic requirements or recommendations for all degrees were as follows: Composition 16, public speaking 12, physical education 11, sociology 10, military science 9, foreign language 8, hygiene 7, general chemistry 7 and economics 7.

Table 130 presents a tabulation of the academic requirements for 18 of the training programs whether they terminated in a degree or not. Apparently only one program which did not terminate in a degree had provision for academic training. Or to state this from another angle, 17 training programs which lead to a degree had requirements and suggestions on academic courses. A majority of the

¹One institution setting up specifications toward academic training does not arrange the program with reference to a particular degree.

TABLE 129.—ACADEMIC COURSES REQUIRED AND RECOMMENDED IN PROFESSIONAL TRAINING PROGRAMS ACCORDING TO DEGREES AWARDED—1926-1927—Continued

Courses	Bachelor of Science in education			Bachelor of Science in School Supervision			Bachelor of Science or Master's degree and certificate in administration and supervision			Bachelor of Arts or Bachelor of Science in education			Bachelor of Arts or Bachelor of Science in education			For All Degrees		
	Required	Recom- mended	Total	Required	Recom- mended	Total	Required	Recom- mended	Total	Required	Recom- mended	Total	Required	Recom- mended	Total	Required	Recom- mended	Total
Natural science ^{2/}	2	-	2	-	-	-	2	-	-	-	-	-	-	-	-	2	0	2
Biological science ^{2/}	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	2	0	2
Evolution problems	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	1	0	1
Hereditary and eugenics	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	1	0	1
General Chemistry	6	1	7	-	-	-	-	-	-	-	-	-	-	-	-	6	1	7
Science ^{2/}	1	1	2	-	-	-	-	-	-	-	-	-	-	-	-	2	1	3
Ornithology and nature study	1	1	2	-	-	-	-	-	-	-	-	-	-	-	-	1	0	1
Ornithology or insect life	1	-	1	-	-	-	-	-	-	-	-	-	-	-	-	1	0	1
Plants and shrubs	1	-	1	-	-	-	-	-	-	-	-	-	-	-	-	1	0	1
Principles of geography	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	1	0	1
General Physics	-	2	2	-	-	-	-	-	-	-	-	-	-	-	-	2	1	3
Electricity and magnetism	-	2	2	-	-	-	-	-	-	-	-	-	-	-	-	2	1	3
Heat, sound and light	-	2	2	-	-	-	-	-	-	-	-	-	-	-	-	2	1	3
Mechanics of liquids, solids and gases	-	2	2	-	-	-	-	-	-	-	-	-	-	-	-	2	1	3
Physics ^{2/}	1	1	2	-	-	-	-	-	-	-	-	-	-	-	-	2	1	3
General Zoology	2	1	3	-	-	-	-	-	-	-	-	-	-	-	-	3	1	4
Botany or zoology	2	1	3	-	-	-	-	-	-	-	-	-	-	-	-	3	1	4
Hygiene	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Physiology	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Health and child care	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Military Science ^{2/}	5	5	10	-	-	-	-	-	-	-	-	-	-	-	-	10	5	15
Physical education ^{2/}	5	5	10	-	-	-	-	-	-	-	-	-	-	-	-	10	5	15
Dancing (natural, folk, etc.)	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Games, playground activities and community recreation	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
History of architecture	1	1	2	-	-	-	-	-	-	-	-	-	-	-	-	2	1	3
Elementary design	-	1	1	-	-	-	-	-	-	-	-	-	-	-	-	1	0	1
Elementary freehand drawing	-	1	1	-	-	-	-	-	-	-	-	-	-	-	-	1	0	1
Elementary clothing	-	1	1	-	-	-	-	-	-	-	-	-	-	-	-	1	0	1
Elementary foods	-	1	1	-	-	-	-	-	-	-	-	-	-	-	-	1	0	1
Bible	-	1	1	-	-	-	-	-	-	-	-	-	-	-	-	1	0	1
Freshman lectures	-	-	-	1	-	1	-	-	-	-	-	-	-	-	-	-	-	-
Total	92	35	127	7	0	7	22	2	24	18	0	18	9	0	9	148	37	185

^{1/} For more detailed analysis refer to Table 150. ^{2/} Recommendations along general lines; specific fields presented from which selection is to be made. ^{3/} Represents one or more year's work.

TABLE 130.—ACADEMIC COURSES REQUIRED AND RECOMMENDED IN VARIOUS PROFESSIONAL TRAINING PROGRAMS—1926-1927

[illegible]

TABLE 130.—ACADEMIC COURSES REQUIRED AND RECOMMENDED IN VARIOUS PROFESSIONAL TRAINING PROGRAMS—1926-1927—Continued

	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26
Column numbers																										
Political science	1	1																								
American government	1	1																								
Philosophy	1	1																								
Algebra																										
Plane trigonometry																										
Statistics																										
Mathematics ^{a/}																										
Natural science ^{a/}																										
Biological science ^{a/}																										
Evolution problems																										
General physics																										
Science ^{a/}																										
Ornithology and nature study																										
Criminology or insect life																										
Trees and shrubs																										
General chemistry																										
Principles of geography																										
General physics																										
Electricity and magnetism																										
Heat, sound, and light																										
Properties of liquids, solids and gases																										
General science																										
General zoology																										
Botany or zoology																										
Hygiene																										
Physiology																										
Health and child care																										
Military science ^{b/}																										
Physical education ^{b/}																										
Dancing (natural, folk)																										
Games, playground activities and community recreation																										
Art																										
Plastics																										
History of architecture																										
Elementary design																										
Elementary freehand drawing																										
Elementary clothing																										
Elementary foods																										
Bible																										
Freshman lectures																										
Total	14	11	2	6	11	12	2	2	11	7	5	25	7	12	1	6	9	12	13	4	9	13	4	162	37	199

Req. Courses required in curriculum. Rec. Courses recommended in curriculum. ^{1/} Additional recommendations of a general nature presented. ^{2/} Electives to be selected in view of teaching minor requirements. ^{3/} Electives may be chosen from the courses offered by the various colleges and schools. ^{4/} Recommendations along general lines; several specific fields presented from which selection is to be made. ^{5/} Represents one or more years work. ^{6/} Or one course in Nineteenth Century Prose or one of two courses in Nineteenth Century Poetry. ^{7/} Not required of students who have had four years of high school English. ^{8/} An optional along with a course in public speaking along with courses in English literature. ^{9/} History, mathematics, or a second foreign language. ^{10/} Or mathematics. ^{11/} Or a laboratory science. ^{12/} An option along with Education 21, Geography. ^{13/} Or chemistry. ^{14/} Or physical education.

TABLE 131.—PROFESSIONAL COURSES REQUIRED OR RECOMMENDED FOR THE PROFESSIONAL TRAINING PROGRAMS—1926-1927

Courses	Elementary School Principals (7) ^a			Superintendent and Elementary Principals (1)			Elementary School Teacher-Supervisor (5)			Elementary School Principal (2)			General School Supervisor (2)			General School Administration and Supervision (2)			Total Required Courses			Total Recommended Courses			Total Required Courses		
	Req.	Re.	Alt.	Req.	Re.	Alt.	Req.	Re.	Alt.	Req.	Re.	Alt.	Req.	Re.	Alt.	Req.	Re.	Alt.	Req.	Re.	Alt.	Req.	Re.	Alt.	Req.	Re.	Alt.
1. Elementary school principalship																			1			1			1		
2. General school principalship																			1			1			1		
3. Elementary school administration																			1			1			1		
4. Elementary school supervision																			1			1			1		
5. Elementary school curriculum																			1			1			1		
6. Investigations in elementary school subjects																			1			1			1		
7. General principles of elementary education																			1			1			1		
8. General school administration																			1			1			1		
9. Elementary school methods course																			1			1			1		
10. Children's literature																			1			1			1		
11. General educational administration																			1			1			1		
12. General educational supervision																			1			1			1		
13. General educational supervision of instruction in a special subject																			1			1			1		
14. Teachers' and supervisors' course in special methods																			1			1			1		
15. General educational administration and supervision																			1			1			1		
16. General school curriculum																			1			1			1		
17. Investigations in general school subjects																			1			1			1		
18. General technique of instruction																			1			1			1		
19. General technique of instruction in a special subject																			1			1			1		
20. Teaching of major subjects																			1			1			1		
21. Education of atypical children																			1			1			1		
22. History of education																			1			1			1		
23. Philosophy of education																			1			1			1		
24. History and theory of education combined																			1			1			1		
25. Educational sociology																			1			1			1		
26. Social value of special field																			1			1			1		
27. Character, civic education, etc.																			1			1			1		

TABLE 131.—PROFESSIONAL COURSES REQUIRED OR RECOMMENDED FOR THE PROFESSIONAL TRAINING PROGRAMS—1926-1927—Continued

[illegible]

programs terminating in certificates were only concerned with required and suggested courses of a professional nature. It will be noted in Table 130, that:

1. Seventy-four courses of study appeared in the 18 programs.
2. The 74 fields of study were mentioned a total of 199 times, as required 162, and as recommended 37 times.
3. The courses of study appearing most frequently were: Composition 16, public speaking 12, physical education 11, sociology 10, military science 9, foreign language 9, economics 7, hygiene 7, and general chemistry 7.

In Table 131 there has been summarized the required and suggested professional courses in the 48 organized training programs. It will be noted:

1. A sum total of 568 courses appear in the forty-eight training programs analyzed.

2. Of the 351 required courses those appearing most frequently, and their frequency of mention, are: General educational administration 42, general educational administration and supervision 31, general psychology 30, history of education 21, elementary school methods 18, practice teaching 17, history and theory of education combined 16, elementary school supervision 14, elementary school administration and supervision 14, and child psychology 14.

3. Of the 217 recommended courses, those appearing most frequently, and their frequency of mention are; general education administration 21, general educational administration and supervision 19, elementary school administration and supervision 15, secondary school administration and supervision 10, elementary school curriculum 9, elementary school supervision 8, history of education 8, theory and philosophy of education 8, child psychology 8, secondary school curriculum 8, and vocational education and guidance 8.

4. Of the eighty-three courses stated as required by seven training programs requiring courses for the preparation of the elementary school principal, the largest number was in the field of educational administration.

5. A course in the elementary school principalship is recommended in training programs preparing for: Elementary school administration, elementary school principal and elementary school supervisor, supervisor and teacher in special classes and general school administration. There were no required courses on the elementary school principalship for training programs preparing for that position.

6. There was one course in the general school principalship required in preparation for the elementary school principalship.

Examples of training programs—In the previous section a summary was given to indicate the general nature of the courses offered in the miscellaneous training programs. It is the purpose of this section to present examples and information on the five training¹ programs organized specifically for elementary school principals. This study does not include the programs which were designed for both elementary school principals and superintendents. According to the university catalogs the institutions with organized curriculums for elementary school principals were: University of Arkansas; University of Chicago; Teachers' College, Columbia University; Indiana University; and the University of Washington.

UNIVERSITY OF ARKANSAS

(General Work in Education Leads to the Bachelor of Science in Education)

*Specialization Requirements*²—Prospective teachers should decide as early as possible the field in which they wish to teach, and prepare themselves accordingly. In general students will not be recommended for teaching positions in a particular field unless they have pursued the following courses or their equivalents in that field:

Elementary School Principals—Courses in Education to be pursued:

Education Administration,	103 Classroom Administration
Education Administration,	203 Elementary Tests and Measurements
Education Administration,	313 The Principal and His School
Education Administration,	323 State School Systems
Education Administration,	353 School Supervision
Education Administration,	383 Educational Surveys
Educational Methods,	103 Technic of Teaching
Psychology,	203 General Psychology
Psychology,	243 Educational Psychology
Psychology,	252 Psychology of Elementary School Subject

UNIVERSITY OF CHICAGO COLLEGE OF EDUCATION

*Professional courses for superintendents and principals*³—The College of Education believes that the student in training should view professional preparation for specialized positions in terms of the aggregate education, training, and experience required adequately to fit an individual for a particular type of professional service rather than to view such training in terms of degrees or certificates. To this end the total training of superintendents and principals is divided into four phases. Every student who elects to prepare for a superintendency or principalship should be guided by the educational adviser of the college to make the broadest and most thorough preparation possible in each of the phases.

¹ According to Table 126 there were seven training programs for elementary school principals. In this section the two minimum programs, out of three offered by Indiana University will be omitted leaving five programs for discussion.

² General work in education leads to the Bachelor of Science in Education.) Taken from the Bulletin of the University of Arkansas, April, 1926, p. 121.

³ Taken from mimeographed sheets recently issued by College of Education, The University of Chicago.

I. General education including the various elements of training necessary to provide the individual with the knowledges, habits, skills, attitudes, and ideals regarded generally as essential to clear thinking, forceful expression, and right conduct.

The University aims, through the requirements which it imposes on entering students in the colleges and through its junior college requirements, to admit to candidacy for its degrees only those who have had a broad general education.

There are two general principles which are expressed in these requirements. The first is that no one is educated who has not had direct contact with all of the major fields of human knowledge. The entrance requirements are so formulated as to require that each student shall have made some critical study of the vernacular and its literature, and shall have had courses in the language and literature of at least one other nation, and also courses in the mathematical sciences, in natural science and in social science. The second principle is that no one is educated who has not followed a sequential course of study in several lines long enough to become familiar with methods of advanced thinking in some fields. The first principle of distribution is thus supplemented by the second principle of concentration.

The aims of the university in setting up the requirement that students shall have a background of general education are in some measure defeated by certain clearly recognizable causes. Students go through the required courses but do not cultivate the spirit of the disciplines to which they are exposed. The admission of students to advanced standing of various grades complicates and often defeats the administration of the requirements. Especially is it true that in command of the vernacular and in knowledge of the historical background of present-day institutions many of the students in education are lamentably deficient.

It is certainly true that no one can assume a genuinely influential position in education unless he or she has a broad intellectual background. If students are in any degree deficient they ought to be required to take definite steps to overcome the deficiency. It is, therefore, recommended that in each case of a student in education careful examination be made of his record and attainments in general knowledge in the five major fields of human experience specifically covered in the requirements laid down by the university. Where deficiencies appear, steps should be taken in the early stages of the student's training to correct the deficiencies through courses or through required individual study.

II. General professional training and experience which should be received by students preparing for educational service irrespective of the particular type of work chosen. Five majors selected from the following courses or their equivalent¹

Course Titles

1. Introduction to education
2. General methods of teaching in elementary schools
3. General methods of teaching in junior and senior high schools
4. Class organization, management and testing in elementary schools
5. Class organization, management and testing in junior and senior high schools
6. Educational psychology on the elementary school level
7. Educational psychology on the secondary school level
8. Special methods of teaching
9. Practice teaching
10. History of education
11. School hygiene

¹ Taken from mimeographed sheets recently issued by College of Education, The University of Chicago.

III. *Specific Professional Training in Education*

Nature of Courses	Elementary School Principal
For general overview of fields.....	310, Educational Sociology
For general overview of fields.....	342, The Curriculum
For general overview of fields.....	350, Introduction to Educational Psychology
For managing the school population.	328, The Administrative Management of Pupils
For an understanding of psychological problems	354, Psychology of Elementary Education
For an understanding of psychological problems	357, (357A The Psychology of Learning)
For an understanding of psychological problems	363, Mental Tests
For an understanding of psychological problems	359, The Psychology and Treatment of Exceptional Children
For directing teaching methods.....	366, General Technic of Instruction in the Elem. School
For directing teaching methods.....	370, Investigations of Study Habits
For directing teaching methods.....	371, Methods of Teaching Ideals
For organizing curriculums.....	344, (344A The Junior High School Curriculum)
For organizing curriculums.....	Kindergarten-Pri. 320, Problems in Curriculum Making
For organizing and administering teaching staff	332, (332A The Administration of the Teaching Staff)
For organizing and administering teaching staff	332, (332B The Supervision of the Teaching Staff)
For supervising the teaching staff....	213, Practice Supervision
For supervising the teaching staff....	Kindergarten-Pri. 320, Kindergarten-Primary Supervision
For supervising the teaching staff....	390, Investigations in Reading
For teaching and supervising special subjects (2 or 3).....	391, Investigations in Spelling and Arithmetic
For teaching and supervising special subjects (2 or 3).....	392, Investigations of Problems in the Teaching of History and other Social Studies
For teaching and supervising special subjects (2 or 3).....	393, Investigations of Problems in the Teaching of Eng.
For teaching and supervising special subjects (2 or 3).....	395, Investigations of the Problems of Science Teaching
For teaching and supervising special subjects (2 or 3).....	396, Investigations of Problems in the Teaching of Geog.
For teaching and supervising special subjects (2 or 3).....	Kindergarten-Pri. 305 The Supervision of Language and Reading in Grades I-VI
For directing health agencies.....	209, (209A School Hygiene)

Nature of Courses	Elementary School Principals
For teaching and supervising special subjects (2 or 3).....	Kindergarten-Pri. 310 Investigations in the Teaching of Community Life, History, and Civics in Grades I-VI
For guidance, case study and personnel work	329, Occupational Information, Guidance and Placement
For measuring abilities and achievements	363, Mental Tests
For measuring abilities and achievements	364, The Use of Tests in Improving Instruction
For measuring abilities and achievements	340 (Kindergarten-Pri. 340A Tests for Kindergarten and Primary Grades)
For the statistical treatment of facts.	307, Statistical Methods Applied to Educational Problems
For a unified view of professional duties	340 (340A The Administration and Supervision of Elementary Schools)
For a unified view of professional duties	338, Junior High School Organization and Administration
For a knowledge of other specialized duties	318, Constitutional and Legal Basis of Public School Administration
For a knowledge of other specialized duties	323, School Costs

IV. Specific Professional Training in Related Academic Departments

Nature of Courses	Elementary School Principal
For an understanding of economic and political institutions	Pol. Sci. 357 American Political Theories
For an understanding of individual and social behavior.....	Psy. 101 Introductory Psychology
For an understanding of individual and social behavior	Psy. 251 Elementary Social Psychology, etc.
For a knowledge of social forces and institutions	Soc. 551 The Family
For a knowledge of social forces and institutions	Soc. 270 Social Pathology
For an appreciation of American ideals	Phil. 218 American Philosophy
For an understanding of the problems of community life.....	Soc. 363 Urban Communities
For an understanding of the problems of community life.....	Soc. 366 Rural Communities
For an adequate mastery of the content of 2 or 3 special fields which are to be supervised.....	Such subject courses in History, English, Science, Geography, Mathematics, Foreign Languages, etc., as may be recommended by the appropriate Departmental advisors

V. *The following types of undergraduate students may be encouraged to prepare for the superintendencies and principalships:*¹

(a) Undergraduate students with two or more years of teaching experience who have completed two years of normal school or college work and who can continue their training for two or three years until they are judged adequately prepared by a faculty committee. It is desirable that they have completed their general education and made an introductory study of professional problems. Deficiencies in these connections must be made up early during their residence work.

(b) Undergraduate students without teaching experience who have completed a broad comprehensive general education and have taken at least one introductory course in education. It is understood that such students will continue their work toward the baccalaureate with emphasis largely on content subjects and with sufficient professional training to enable them to teach for two or three years. At the end of this period, they should continue their training along the lines specified for the particular kind of work which they have elected to prepare for.

TEACHERS COLLEGE, COLUMBIA UNIVERSITY

*Courses in Elementary Education*²—Students with major interests in this group are advised to devote one third to one half of their time to subject-matter courses, such as those listed in Group C. Curriculum making, which is possibly the most prominent of all the problems connected with elementary instruction, is as dependent on knowledge of subject-matter as on knowledge of method. Students have too generally been inclined to overlook this fact in their selection of courses.

GROUP A

The courses in Elementary Education below are designed to meet the needs of students with major interest in any field of Elementary Education.

Successful teaching experience in elementary school is prerequisite for all Teachers College diplomas in Elementary Education. In the case of students with little previous experience in the field of the particular diploma desired, the degree may be conferred, but the diploma will be withheld until after the candidate has had one or more years of satisfactory experience in that field and has demonstrated ability in the work.

Principal of Elementary Schools, awarded only with an advanced degree.

At least one year of study to include (1) Education 233M—234M—Elementary education and supervision (Major course for principals and supervisors of elementary schools and of primary grades); (2) Supplementary courses, to be selected as indicated by previous experience, from subject-matter courses and the fields of kindergarten, junior high school, school administration, educational measurements, hygiene and health education, and others; (3) Courses in the general fields of education as required for the degree for which the student is a candidate.

GROUP B

The courses in Elementary Education below are designed to meet the needs of (a) students with major interest in other fields; (b) students with major interest

¹ Taken from mimeographed sheets recently issued by College of Education, The University of Chicago.

² These are for Principals and Supervisors and leads to Teachers College Diplomas (Grades one to eight inclusive). From Teachers College Bulletin, Columbia University, 1926-1927, pp. 58-65.

in Elementary Education, and (c) students who are specializing in some phase of Elementary Education other than as provided for in the regular major course.

- Education 111F—The Curriculum
- Education 112F—The Curriculum
- Education 112Fa—Administrative Procedures in Curriculum Construction
- Education 112Fb—Elementary School Curriculum
- Education 112Fc—Junior High Curriculum
- Education 112Fd—Senior High School Curriculum
- Education 111Fx and 112Fx—Curriculum Research
- Education 133U and 134U—Methods in Elementary Subjects
- Education 133F and 134F—Teaching in Elementary Schools
- Education 118D—Teaching Industrial Arts in Elementary Schools
- Education 233U and 234U—Problems in Elementary Education
- Education 233T and 234T—Measurement in Elementary Education
- Education 234Y—General Elementary Method
- Education 233F and 234F—Activities in Primary Grades
- Education 233G—Socializing the Elementary Curriculum
- Education 233N—Elementary School Management
- Education 234O—Improvement of Elementary Instruction
- Education 233T and 234P—Elementary School Supervision
- Education 233H and 234H—The Primary School.
- Education 233I and 234I—Reading in Elementary School
- Education 233R—Reconstruction of Elementary Curriculum
- Education 227MG and 228MG—Training School Problems
- Education 227H and 228H—Materials of Instruction
- Education 208G—Psychology of Elementary School Subjects
- Education 161W—School Library

GROUP C

The courses grouped below include subject-matter of value to those specializing in the field of Elementary Education.

- Education 169E and 170E—*Elementary School Science*, Methods of Teaching and Supervision
- Education 162E—Literature of Upper Grades
- Education 161F and 162F—Literature of Primary Grades
- Education 166H—American History for Schools
- Education 165I and 166I—World History for Schools
- Education 167H—Teaching of Arithmetic
- Education 187A and 188A—Industrial Arts for Elementary Grades
- Education 187B—Industrial Arts for Primary Grades
- Education 187E and 188E—Elementary Industrial Arts, Experimental Problems
- Education 270X—Regional Studies in Science
- Geography 163A and 164A—Industrial and Commercial Geography
- Geography 263A and 264A—General Geography
- Education 263F and 264F—Essentials of Geography
- Education 365E—Literature of American History (Colonial Period).
- Education 366E—Literature of American History (1789-1926).

INDIANA UNIVERSITY—SCHOOL OF EDUCATION

Elementary School Principal's License—All elementary schools, separate from a high school, having eight or more teachers, including the principal, shall have a principal holding an elementary school principal's license. In an elementary school

having fewer than eight teachers, one of the teachers shall be designated as acting principal. This acting principal shall be the administrative and supervisory head of the school and shall perform the usual duties of a principal. Such teachers, so designated, shall hold an elementary school teacher's license, first grade.

Three grades of elementary school principal's licenses are authorized: First, second, and third grades. For detailed description of these licenses see Chapter XX.

A. REQUIRED PROFESSIONAL COURSES

Eighteen semester hours (or three-fifths of all graduate credits presented) should be in not fewer than three of the following lines of work, always including I:

		Semester Hours
I. Elementary School Administration (including Elementary School Records and Statistics)		
The Administration of the Elementary School.....	Ed. 59	2
II. Public School Administration		
1. General		
School Administration	Ed. 15a	3
Problems in State School Administration.....	Ed. 78	2
Public School Finance.....	Ed. 67	2
School Administration for County Superintendents.....	Ed. 64	5
Development of Vocational Education.....	Ed. 20a	3
Comparative Education	Ed. 8	6
Study and Analysis of Occupation.....	Ed. 83	3
III. Elementary School Supervision		
The Supervision of the Elementary Curriculum.....	Ed. 44	3
The Supervision of Instruction in the Elementary Schools..	Ed. 45	3
IV. Tests and Measurements		
Educational Measurements	Ed. 23	2
Mental Measurements	Ed. 9	2
Individual Differences	Ed. 9b	2
Individual Mental Testing	Ed. 9c	1
Statistical Method Applied to Education.....	Ed. 25	6
V. Psychology of Childhood.....	Psy. 58	2
VI. Indiana School Law	Ed. 48	1

B. ELECTIVE COURSES

The additional twelve semester hours required may be in any other two fields of knowledge, or may be in education courses other than those previously taken and those required and elected in the list given under A above. For these twelve semester hours, candidates for the first grade elementary school principal's license have a freedom of election corresponding to that of candidates for the first grade superintendent's license.

Validity—An elementary school principal's license, first grade, is valid for five years, renewable thereafter for life on presentation of evidence of three years of successful experience and professional spirit, and is good for administration and supervision in any elementary school or elementary and high school (junior or senior) combined.¹

¹ Taken from Indiana University Bulletin, Vol. XXIV, No. 12, December, 1926, pp. 72-76.

UNIVERSITY OF WASHINGTON

Distribution of courses in education in preparation for the position of grade school principal.¹

1. Requirements for bachelor's degree

Course	Units
Introduction to the study of education.....	5
Psychology of teaching method.....	5
Secondary education	3
Teachers' course in special subject.....	2
Practice teaching	5
Educational measurement	3
Electives in education.....	2
	25

2. Additional requirements for the master's degree

Course	Units
Junior high school	2
Intelligence measurement	6
Psychology of elementary school subjects.....	3
Educational administration	6
Electives	5
Thesis	6
	28

A tabulation was made of the specific² courses listed in the five training programs. On the basis of the total number of courses of the various types it was hoped to discover general trends in training programs for the elementary school principalship.³ The types of courses with the frequency of mention of each was as follows:

Type of Course	Number of Courses
A. Administration	
1. General administration	4
2. General elementary administration and supervision	3
3. State school systems.....	2
4. School law	2
5. School hygiene	2
6. School finance	2
7. Management of pupils.....	1
8. School health	1
9. Administration of the teaching staff.....	1
10. County school administration.....	1
11. Study of occupation.....	1
	20

¹ From the School of Education Bulletin, University of Washington, July 1, 1926, p. 11.

² Specific suggestions were: All course titles for Arkansas, course titles under III of Chicago, suggestions under Group A for Teachers College, and the course titles listed for Indiana and Washington.

³ No account was taken of differences between courses with the same titles, variation in specific content, variations in units and credits or freedom of choice in electives.

	Type of Course	Number of Courses
B.	<i>Tests and measurements</i>	
1.	Elementary tests and measurements.....	3
2.	General mental tests.....	3
3.	Educational measurements	3
4.	Statistical method in education.....	2
5.	Surveys	1
6.	Individual testing	1
		—
		13
C.	<i>Psychology</i>	
1.	Psychology of elementary school subjects....	3
2.	General psychology	2
3.	General educational psychology.....	2
4.	Individual differences	1
5.	Child psychology	1
6.	Social psychology	1
7.	Psychology of exceptional children.....	1
8.	Psychology of learning.....	1
		—
		12
D.	<i>Supervision</i>	
1.	School supervision	1
2.	Supervising the teaching staff.....	1
3.	Supervising the elementary curriculum.....	1
4.	Supervising elementary education.....	1
5.	Practice supervision	1
6.	Use of tests in improving instruction.....	1
7.	Kindergarten—Primary supervision	1
		—
		7
E.	<i>Teaching technic</i>	
1.	Technic of teaching.....	2
2.	Technic of elementary school teaching.....	1
3.	Investigation of study habits.....	1
4.	Teaching ideals	1
5.	Special methods course.....	1
		—
		6
F.	<i>Junior high</i>	
1.	The junior high.....	2
2.	Junior high curriculum.....	1
3.	Junior high organization and administration ..	1
		—
		4
G.	<i>Curriculum</i>	
1.	Research in elementary school subjects.....	1
2.	Curriculum	1
3.	Kindergarten curriculum	1
		—
		3
H.	<i>Vocational education and guidance</i>	
1.	Occupational information and guidance.....	1
2.	Development of vocational guidance.....	1
		—
		2

	Type of Course	Number of Courses
I.	<i>Secondary</i>	
1.	Secondary education	1
J.	<i>Miscellaneous educational courses</i>	
1.	Kindergarten education	1
2.	Principal and his school.....	1
3.	Practice teaching	1
4.	Comparative education	1
5.	Introduction to education.....	1
		5
K.	<i>Sociology</i>	
1.	Educational sociology	1
2.	The family	1
3.	Social pathology	1
4.	Rural communities	1
5.	Urban communities	1
		5
L.	<i>Political science</i>	
1.	Political science theories.....	1
M.	<i>Philosophy</i>	
1.	American philosophy	1

There were five training programs for the elementary school principalship in which the following specific courses were most commonly mentioned:

1.	General administration	4
2.	Psychology of elementary school subjects.....	3
3.	Elementary tests and measurements.....	3
4.	General mental tests.....	3
5.	Educational measurements	3
6.	Elementary school administration and supervision....	3

By grouping the various courses under the larger topics of instruction we find the order in terms of frequency of mention as follows:

1.	Administration	20
2.	Tests and measurements.....	13
3.	Psychology	12
4.	Supervision	7
5.	Teaching technic	6
6.	Sociology	5
7.	Junior high school.....	4
8.	Curriculum	3
9.	Vocational education and guidance.....	2
10.	Secondary education	1
11.	Political science	1
12.	Philosophy	1
13.	Miscellaneous educational topics.....	5

It should be apparent from the above tabulations that the general fields of emphasis are those of administration, tests and measure-

ments, psychology, supervision, teaching technic, sociology, the Junior High School, and the curriculum. In the case of several of the programs these followed courses in history of education, introduction to education and philosophy of education.

In the case of the specific courses the points of most frequent agreement were the courses in tests and measurements, psychology and general administration.

Summary and conclusions—The purpose of this chapter has been to present data on the organized training programs as set forth in the catalogs of representative colleges and universities. The chapter has been divided into two sections, (1) an analysis and summary of all of the training programs, and (2) a study of the training programs for elementary school principals.

1. It was found that there were 48 training programs offered by 25 colleges and universities. These curriculums were designed to train for 24 individual school positions or groups of school positions.

Seventeen of the 48 training programs terminated in the bachelor's degree. All of these programs specified academic courses as well as professional educational courses. The most frequently mentioned courses of an academic nature were:

- | | |
|------------------------|-----------------------|
| (a) Composition | (f) Foreign language |
| (b) Public speaking | (g) Economics |
| (c) Physical education | (h) Hygiene |
| (d) Sociology | (i) General chemistry |
| (e) Military science | |

The most frequently required and recommended courses of a professional nature were:

- | | |
|--|--|
| (a) General educational administration | (e) Elementary school methods |
| (b) General educational administration and supervision | (f) Elementary school administration and supervision |
| (c) General psychology | (g) Child psychology |
| (d) History of education | (h) Practice teaching |

2. Five institutions offer training programs designed specifically and solely for elementary school principals. These institutions are: University of Arkansas; University of Chicago; Teachers College, Columbia University; Indiana University and the University of Washington. The existence of a training program in a given institution was determined from the college catalog.

An analysis of the fields from which specific courses were selected in the training programs for elementary school principals revealed the following among those most frequently mentioned:

- | | |
|----------------------------|------------------------|
| (a) Administration | (e) Teaching technic |
| (b) Tests and measurements | (f) Sociology |
| (c) Psychology | (g) Junior high school |
| (d) Supervision | (h) Curriculum |

The six most frequently mentioned specific course titles were the following:

- (a) General administration
- (b) Psychology of elementary school subjects
- (c) Elementary tests and measurements
- (d) General mental tests
- (e) Educational measurements
- (f) Elementary school administration and supervision

The data of the chapter indicate that schools and departments of education differ considerably as to their organization of courses. Some institutions merely offer a list of professional courses while others attempt to group courses into professional training programs. Those with training programs may suggest a few general courses or require an intensive study of specific courses. Many of the training programs are offered as preparing for several school positions, while others are designed to prepare for a particular position. In the training programs for the elementary school principalship, one type of program permits great freedom of electives and the other type specifies the majority of the courses to be taken.

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3. HOSIC, JAMES F. "College Courses for Elementary School Principals," *Teachers College Record*, Vol. XXVII, No. 9, May, 1926, pp. 792-798.
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CHAPTER XXIII

THE CONTENT OF PROFESSIONAL COURSES

ONE EVIDENCE OF the desire for professional improvement by school people is the increased enrolments in the professional courses offered by institutions of collegiate grade. This desire is further indicated by the increasing popularity of institutes, schoolmen's weeks, extension, correspondence and summer school courses. There is need for an evaluation of these training programs. Are the present courses as valuable as those which might be offered? Is there unnecessary overlapping between courses? Are some courses too broad in scope and too general in application to be of real value? Are other courses too narrow and specialized?

Too often courses cataloged as offering advanced and specific training for the principalship, fail to live up to this promise. To discover the reason for this the committee requested those giving some 200 courses in education, which directly or indirectly concerned the work of the elementary school principal, to send in outlines and summaries. It was possible to secure outlines for less than one-fourth of these courses. Several professors sent nothing more than the printed statement from the catalog. An even larger number sent statements similar to the following: "I do use outlines in my course" or "I follow Blank's textbook in place of an outline." These attempts to discover the content of 200 courses, raise the question as to whether sufficient care has been given to the preparation of outlines, bibliographies and supplementary material essential to a well conducted professional course.

Poorly organized courses may be the result in many cases of a heavy teaching program, particularly when combined with an insistent demand for an output in research. In other cases the poorly organized courses may be due to reasons less defensible than that of a difficult schedule. Back of the whole situation, particularly as it affects the courses for the elementary school principalship, are the facts that:

1. The content of professional courses is undergoing rapid change.
2. There exists uncertainty as the best material to be used in training principals.
3. It is difficult to select and give proper emphasis to available content.

The following sections of this chapter will present: (1) General data as to the content of 45 courses in education, (2) information on the overlapping between professional courses, (3) the content of certain courses designed to train elementary school principals, and (4) a tentative list of essential topics in the training of elementary school principals.

Topics of courses in education—The course outlines received had been used in regular session and summer session classes of institution of collegiate grade. The content of 45 courses is the basis of this section. These courses were distributed as follows:

5	The principal's work
9	Educational administration
7	Tests and measurements
8	The curriculum
16	Supervision
—	
45	Total

Since the outlines received varied considerably as to their completeness the tabulations were usually made in terms of the larger headings. A particular topic mentioned by four outlines might vary in importance and development according to the particular instructor. This study did not attempt to evaluate the effect of such differences. Rather it presents a general view of the larger topics in the 45 professional courses.

(1) The five courses on the principalship included both those designed for the elementary school principalship as well as the principalship in general. The main topics with the frequency of mention are given in Group A.

GROUP A.—THE PRINCIPALSHIP—FIVE COURSES

I. Introductory

1. Education as a cooperative, democratic enterprise.....	1
2. The principalship in Ohio.....	1
3. Influences which make a school.....	1
4. Thinking educational problems.....	1
5. School as a social institution.....	1
6. Objectives of the school.....	1

II. General school organization and relationships

1. Principal and his relationship to the central office.....	2
2. Principal as the responsible school head.....	1
3. Importance of the principalship.....	1
4. Types of principalship.....	1
5. The principal and the system organization.....	1
6. The principal and the supervisor.....	1
7. School board plans and policies.....	1
8. Forms of school organization.....	1
9. Technic of cooperative management.....	1
10. The function of the elementary school.....	1

III. General duties	
1. Survey of duties.....	2
2. Job analysis of duties.....	1
3. Organization of work.....	1
IV. School organization	
1. Business system—the office.....	4
2. Use of school plant.....	3
3. School safety and sanitation.....	3
4. Program making	3
5. First day of school.....	2
6. Platoon and other forms of organization.....	2
7. Athletic and recreational program.....	1
8. The playground	1
9. Crowded building problems.....	1
10. Preparation for the opening of school.....	1
V. Pupils	
1. School spirit and discipline.....	5
2. Classification of pupils.....	4
3. Knowing the children.....	2
4. The child as revealed by scientific study.....	1
5. The life of the school as an educating factor.....	1
6. Health of pupils.....	1
7. Attendance of pupils.....	1
VI. Instructional	
1. Planning the supervision.....	3
2. Curriculum improvement	2
3. Tests and measurements.....	2
4. Helping the teacher.....	1
VII. Teachers	
1. Personnel adjustments	3
2. Judging and rating teachers.....	2
3. Principal as a professional leader.....	1
4. Improving teachers in service.....	1
VIII. Community	
1. Community program	2
2. School and community organizations.....	2
3. Knowing the community.....	1
IX. Test and measurements	
1. Self survey of school.....	1
2. Kind of tests.....	1
3. Choice of tests.....	1
4. Administration of tests.....	1
5. Use of tests.....	1
6. Sources of information on tests.....	1
X. Miscellaneous	
1. Vacation program plans.....	1
2. Financial programs	1
3. Transportation program	1

It does not require close inspection of the topics in Group A to see that the tangible administrative activities are those receiving the greatest attention; for example, the business system, the use of the plant, school safety, discipline, health work, and similar topics. Only rarely has there been mention of professional leadership of teachers, helping the teacher, tests and topics more directly associated with

the present trend toward supervision. As far as one may judge from outlines it is difficult to see how these courses on "the principal" are more specifically applied than general courses in administration and supervision.

(2) There were seven courses falling under the general heading of tests and measurements in education. The most frequently mentioned topics in this field are given in Group B.

GROUP B.—TESTS AND MEASUREMENTS—SEVEN COURSES

I. Introductory	
1. The testing program, factors, purposes, administration.....	3
2. History of testing movement.....	2
3. The meaning of testing movement.....	2
4. Considerations of intelligence.....	1
5. Inaccuracy of present school marks.....	1
6. What ought to be measured.....	1
7. What can be measured.....	1
8. The early development of point scales.....	1
II. Test results	
1. Services and use of tests and testing results.....	7
2. Interpretation of test results.....	5
3. Tabulation of results.....	4
4. Preparation of manuscript for printing.....	1
III. Testing	
1. Statistics—minimum terms, etc.....	4
2. Diagnostic testing.....	3
3. Intelligence testing.....	3
4. Measuring elementary school subjects.....	3
5. Measuring high school subjects.....	2
6. Tests of personal traits.....	2
7. Score cards.....	1
8. Relation of intelligence and delinquency.....	1
9. Relation of mental tests to mental growth.....	1
10. Limitations of tests and scales.....	1
11. Criteria of test selection.....	1
IV. Test construction.....	4

The emphasis in the Group B courses was primarily upon the use of tests, elementary statistics, the interpretation of tests scores, the tabulation of results and test construction. For most of the outlines the best name would have been "elementary statistics" for the information on testing was largely to illustrate statistical procedures.

(3) The eight courses on the curriculum probably reflect the present emphasis on this particular phase of education. Heretofore, the "course of study" has held an obscure place in courses in general school administration. At the present time it is receiving considerable attention from superintendents, principals and teachers. Most of the courses were general in nature for the purpose of introducing the student to the general principles and approaches in curriculum revision. The most frequently mentioned topics are given in Group C.

GROUP C.—THE CURRICULUM—EIGHT COURSES

I. Introductory	
1. Historical development of the curriculum.....	2
2. The traditional curriculum.....	2
3. The reasons for slow growth of the curriculum.....	2
II. Modern trends in objectives	
1. General	
a. Present theories in curriculum construction.....	3
b. Relation of aims to curriculum content.....	2
c. Formulation of a curriculum platform.....	1
d. Relative importance of knowledge, habits, etc.....	1
2. Specific	
a. The "social" viewpoint in curriculum construction.....	4
b. Objectives in terms of the child.....	2
c. A curriculum in terms of present needs.....	1
d. A curriculum in terms of life activities.....	1
III. Research and the curriculum	
1. Research in determining curriculum content.....	6
2. Knowing the material to go into the curriculum.....	3
3. From what sources do criticisms come?.....	1
4. Why should teachers know about curriculum weaknesses?	1
5. What is scientific method?	1
IV. Ways and means	
1. The various methods of curriculum attack.....	3
2. How to proceed with and install curriculum changes.....	2
3. Agencies at work on curriculum building.....	1
4. Manner in which present curriculum is growing.....	1
5. Finding time for all activities and subjects.....	1
6. Organization of materials.....	1
V. Methods of instruction	
1. Project method and the curriculum.....	1
2. Types of method: individual, social project, etc.....	1
3. Practical problems arising: individual, instruction, etc.....	1
4. Psychological and sociological basis of method.....	1
5. The meaning of "experience" and place of imitation.....	1
6. Differentiations necessary to meet individual needs.....	1
7. What mental content controls conduct?	1
8. Repression and expression as affecting the curriculum.....	1
VI. Form of publication	
1. What form shall be used in assembling data?.....	1
2. Investigation of printed syllabus, size, etc.....	1
VII. Curriculum construction	
1. Who should write the course of study?	3
2. Clarifying the problems of curriculum construction.....	2
3. Illustrative examples of cities at work.....	2
4. Who writes the course of study now?	1
5. Practical project in curriculum construction.....	1
6. First steps in initiating a local program of revision.....	1
VIII. Principles and research in regard to the various subjects	
1. Spelling	4
2. Arithmetic	3
3. Social science	3
4. Reading; research, etc.....	3
5. Health	2
6. Handwriting	2

7. Language, grammar	2
8. The new curriculum	2
9. The elementary school curriculum	2
10. Art	1
11. Music	1
12. Home economics	1
13. Application of curriculum platform to a school subject	1
14. The place of the junior high school and its course of study	1
IX. Future	
1. Future trends in curriculum building	1
2. Final evolution of curriculum and forecast	1

The emphasis in the Group C courses has been on research findings as they affect the general curriculum, research in relation to specific school subjects, the various approaches to curriculum construction, and the objectives of the course of study. Infrequently do these outlines indicate consideration of the specific function of the principal in this work.

(4) There were nine courses in school administration including some specifically dealing with the elementary school, some with the high school and some dealt with administration in general. The majority of the courses were of the general type without application to any specific school unit. The topics mentioned most frequently are shown in Group D.

GROUP D.—EDUCATIONAL ADMINISTRATION—NINE COURSES

I. Introductory	
1. Changing conceptions of education	1
2. Origin and development of schools	1
3. Changes in attitude regarding administration	1
4. Function of administration in attaining educational objectives	1
II. Federal government	
1. Present Federal educational activities	3
2. Constitution framing, attitude of times	2
3. Early Federal help	1
4. Current attitudes toward Federal responsibility	1
III. State government	
1. Place and development of responsibility by state	4
2. State Boards, tenure, selection, duties	3
3. State commissioner, tenure, selection, duties	3
4. Types of state departments, organization of staff	2
5. Evolution of state departments	2
6. Principles of educational administration	1
7. State responsibility in buildings, principles of	1
IV. Local organization	
1. Fundamental principles of local organization	4
2. The Superintendent: origin, duties, status, qualifications, etc.	3
3. The superintendent and management	3
4. The school board: policies, duties, organization, etc.	3
5. Special units, consolidation, union, etc.	3
6. County education organization	2

7.	Town and district organization.....	2
8.	Organization, coordination, of superintendent's office.....	2
9.	Factors concerning units of organization: size, wealth, etc.....	1
10.	City organization	1
11.	Defects in present local organizations.....	1
V.	Health education	
1.	Organization and importance of health education.....	2
2.	Medical inspection	1
VI.	The Business organization	
1.	Teacher personnel problems	2
2.	The duties of division.....	2
3.	Relationship of secretary-manager and the superintendent.....	1
VII.	Attendance	
1.	Problems of attendance control.....	4
2.	School census	3
3.	Pupil personnel problems.....	1
VIII.	Teachers	
1.	Tenure, arguments for, principles of.....	4
2.	Training and supervision of teachers.....	3
3.	Principles of teacher selection.....	3
4.	Pay and promotion of teachers.....	2
5.	Devices used in teacher selection.....	1
6.	Teachers' meetings	1
7.	Personnel management	1
8.	Laws on tenure.....	1
IX.	Pupils	
1.	Classification of pupils: age, grade, studies, etc.....	5
2.	Promotion and progress of pupils.....	3
3.	School population, how figured?	2
4.	Attempts to adjust the curriculum and school to child.....	1
5.	School discipline	1
X.	Records and reports	
1.	Purposes and value of records.....	4
2.	Child accounting records.....	2
3.	Historical aspects of child accounting.....	1
4.	Standards for records.....	1
5.	Minute book, functions, size, etc.....	1
6.	Scrap book	1
7.	Health records	1
8.	Teachers' records	1
9.	Textbook records	1
10.	Business records	1
11.	Miscellaneous records	1
12.	What shall the annual report contain?.....	1
13.	How shall the report be organized?	1
XI.	Financial	
1.	School costs, financing the schools.....	3
2.	Financial accounting	2
3.	Importance of the budget.....	1
XII.	Supervision—instruction	
1.	Use of tests and measurements.....	5
2.	The superintendent and the course of study.....	4
3.	Supervision of instruction.....	3
4.	The professional library.....	1
XIII.	Rules and regulations	
1.	Definition, preparation, etc.....	1

XIV. The school building	
1. Responsibility for buildings, operation.....	5
2. Care of grounds.....	2
3. Selection of equipment.....	2
4. Relationship of population to plant program.....	2
5. Relation of plant to education program.....	2
6. Miscellaneous, construction, architect, site, etc.....	1
XV. School publicity	
1. Means of bringing the schools before the public.....	3
2. Historical development of publicity.....	1
3. Publicity programs, etc.....	1
XVI. Miscellaneous	
1. The school library.....	1
2. Public playgrounds.....	1
3. Extra-curriculum activities.....	1
4. The rural high school.....	1
5. Cooperative agencies.....	1

There is a tendency for the courses in school administration of Group D to be concerned chiefly with topics on records, state organization, local organization, teacher tenure, attendance, general classification of pupils, the superintendent's relationship to curriculum construction, building construction, and tests and measurements. Some of these particular topics are of immediate value to the principal, while such topics as "state organization" are of indirect value.

(5) In view of the emphasis upon supervision in educational work, the supervision courses should be of particular interest. Most of these courses were general in nature although efforts were made in a few instances to make applications to the elementary school. The topics mentioned with greatest frequency are given in Group E.

GROUP E.—EDUCATIONAL SUPERVISION—SIXTEEN COURSES

I. Introductory	
1. What is meant by supervision?	6
2. Organization of school system for supervision.....	6
3. Evidence of the necessity of supervision.....	5
4. Current tendencies in supervision.....	2
5. What constitutes good supervision?	2
6. Place of supervision in educational program.....	2
7. Deficiencies and results of poor supervision.....	1
8. Establishing a point of view concerning supervision.....	1
9. What personal traits are necessary?.....	1
10. History of supervision.....	1
11. Valuation of supervision.....	1
12. Supervisor as a human engineer.....	1
13. Supervisor knowing the child.....	1
14. What organization is best for supervision?	1
15. Case studies in supervision.....	1
16. Democratic concept of supervision.....	1

II. Curriculum

1. Course of study making.....	4
2. Problems of the curriculum.....	2
3. Principles used by supervisor in selection of subject matter.....	2
4. Course of study as instrument.....	1

III. Technic of teaching

1. General	
a. General principles of teaching.....	4
b. The course of study.....	3
c. Improvement of learning and teaching.....	3
d. General application to subjects.....	2
e. Psychology underlying modern education.....	1
f. Technic of school subjects.....	1
g. Need for ability to think.....	1
h. Characteristic of good teaching.....	1
2. Specific subjects	
a. Reading	3
b. Social science	2
c. English	2
d. Spelling	2
e. Writing	1
f. Arithmetic	1
g. Arts	1
h. Health	1
i. Science	1
3. Specific devices	
a. Project method	6
b. Individual instruction	6
c. Problem method	5
d. Ability grouping	5
e. Socialized recitation	2
f. Examinations	2
g. Visual instruction	1
h. Recitation	1
i. Public activity and job analysis.....	1
j. Remedial work	1

IV. School organization

1. Platoon	2
2. Departmental	1
3. Special classes	1
4. Grading and classifying pupils.....	1
5. Routine of buildings.....	1
6. Adequacy of materials.....	1
7. Time allotments	1

V. Devices of supervision

1. Demonstration teaching	7
2. Visitation and conference.....	7
3. What are the duties of the supervisor?	6
4. Teachers' meetings	6
5. Studying the teacher at work.....	6
6. Evaluating the work of the teacher.....	5
7. Teacher rating	4
8. Diagnosis and criticism of teaching.....	4
9. What are tools of supervision?	3
10. Textbook selection	3
11. Outlines, plans, etc.....	3

12. Improving teaching conditions.....	2
13. Technic of supervision.....	2
14. Supervisory bulletins	1
15. Determining school and grade standards.....	1
16. Institutes lectures, etc.....	1
17. The classroom program.....	1
18. Visiting days	1
19. Supervisory program	1
VI. Tests and Measurements	
1. Measuring and testing results of teaching.....	7
2. Research and experimental study.....	2
3. Problems in testing.....	1
4. Study of experiments indicating improvement.....	1
5. The scientific study of supervision.....	1
6. School records, reports and graphs.....	1
VII. Teacher relationships	
1. Training teachers in service.....	4
2. Professional growth of teachers.....	4
3. Cultivating morale of teachers.....	2
4. Selecting good teachers.....	2
5. Individual differences of teachers in assignments.....	1
6. Leave of absences.....	1
7. Merit system of promotion.....	1
VIII. Miscellaneous	
1. Cooperating with other supervisors.....	2
2. Professional growth of supervisors.....	2
3. Cooperating with the home.....	1
4. School library	1
5. Moral education	1
6. Community contacts	1

The greatest emphasis has been placed in these courses upon defining supervision, the duties of a supervisor, testing the teaching and specific devices of teaching. Apparently little effort has been made to give the relationship which should exist between supervisor and principal. Some of the topics do not belong in courses in supervision.

Over-lapping in content of educational courses—The scientific study of education is of relatively recent origin. Recognition of courses in education has been of comparatively recent origin. The attitude in 1891, which is still frequently found, may be summed up in the words of Josiah Royce:

To sum it all in one word, teaching is an art. Therefore there is no science of education But, on the other hand, if the teacher wants aid from the scientific spirit, and counsel from scientific education, there stands ready to his hand such assistance as, above all, psychology has to offer to the educator who desires to become a living observer of the minds of children and such assistance, too, as ethics may suggest to the man who is strong enough to grapple with deeper problems.¹

The progress toward specific training courses has usually been difficult. The early courses² were simply in "pedagogy" or in "school

¹ From Kandel and Others. *Twenty-five Years of American Education*, Chapter II, p. 29.

² Kandel and Others. *Ibid.*, p. 45.

management and pedagogy," until the development of the history of education and child study. This process of evolution toward more specialized fields has continued up to the present. There are now many organized courses which a student may study with assurance of definite and worthwhile professional preparation, but there are still many courses which are little more than concentration points for miscellaneous educational information. Some courses given in the name of supervision largely consist of administration topics. The lack of definiteness of educational terminology and failure to adhere to accepted meaning of education terms results in overlapping of content and an unnecessary duplication of effort.¹

TABLE 132.—INDICATION OF OVERLAPPING IN CERTAIN EDUCATIONAL COURSES

Topic	Test and Measurements	Supervision	The Principal	Administration	Curriculum
1. Making a curriculum.....	..	×	×	..	×
2. Classification of pupils...	..	×	×	×	..
3. Diagnostic testing	×	×	×	..	..
4. Teacher adjustments	..	×	×	×	..
5. Improving teachers in service	..	×	×	×	..
6. Teachers' meetings	..	×	×	×	..
7. Teacher rating	..	×	×	×	..
8. Principles and purposes of testing	×	..	×	..	..
9. Services of tests.....	×	..	×	..	..
10. Intelligence testing	×	..	×	..	..
11. Statistics	×	..	×	..	..
12. Limitations of tests.....	×	×	..	..	..
13. Personnel management ..	..	×	..	×	..
14. Pay and promotion of teachers	..	×	..	×	..
15. Attendance problems ...	..	..	×	×	..
16. Promotion and progress of pupils	..	..	×	×	..
17. Discipline	..	..	×	×	..
18. Health of pupils.....	..	..	×	×	..
19. Special forms of school organization	..	..	×	×	..
20. Meaning of supervision ..	..	×	..	×	..
21. Organization of supervision	..	×	×	..	..
22. Selection of subject matter	..	×	..	..	×
23. School library	..	×	..	×	..
24. Playgrounds	..	..	×	×	..
25. Extra-curricula activities.	..	..	×	×	..
Total	6	14	19	16	2

¹ Monroe, Walter S. "The Undergraduate Curriculum in Education," *School and Society*, Vol. XXIV, No. 606, August 7, 1926, pp. 177-181.

In the forty-five courses studied in the preceding sections of this chapter there existed considerable overlapping. Since tabulations were made of the larger headings only, the full extent of the duplication is not apparent. Table 132 gives some idea of the extent of the overlapping.

Courses on the principal's work seem to be the worst offenders. Such duplication may be due to the recent development of this type of course with the tendency under such conditions to borrow from established courses. According to Table 132 the borrowing has consisted of: Seven strictly administrative topics, two supervisory topics and ten topics claimed by several fields. Courses in the curriculum do not overlap to any considerable degree with other courses because this subject has developed most of its own content within recent years. The testing and measuring courses have a relatively clear field, although they duplicate somewhat with the courses on the principalship.

There is further evidence of overlapping of professional courses, particularly those in psychology, according to a report in 1927 Yearbook of the American Association of Teachers Colleges.¹ This was a detailed study of 144 normal schools or teachers colleges. It was found that such topics as original nature, laws of learning, individual differences, habit formation, and many other of a similar nature were to be found in several types of courses. Three of the conclusions were:

There is a vast amount of subject matter common to so-called general psychology, educational psychology and child psychology.

There is a great variety in titles in courses in psychology.

Although no data are given in this report to indicate the fact, it was found upon analysis of topics considered that the courses do not vary in content to as great a degree as they vary in title.²

Monroe has reported upon the undergraduate courses in education offered by 162 institutions in The North Central Association.³ His report showed (1) that titles to courses were not reliable indices of content, (2) that there was considerable overlapping and "padding" in educational courses, (3) that there were evidences of departments offering more courses than the field warranted and their staffs could adequately teach. Suggested recommendations included (1) a limitation in the number of courses offered, (2) an agreement on common terminology and (3) an agreement on sustained relationship between courses to prevent duplication of effort.

¹ Yearbook (1927), American Association of Teachers Colleges, p. 117.

² *Ibid.*, p. 118.

³ Monroe, Walter S., *op. cit.*

Outlines of a few courses—In this section will be set forth outlines of courses given in various colleges and universities. Some of these courses were given in regular sessions, others during summer schools. These courses are among the best organized of the 45 courses studied. Other equally well-organized courses probably exist, but a request for outlines of these courses brought no tangible results.

The first outline¹ represents three courses in educational administration which together cover the topics usually found in this field. The three courses correspond to the large divisions of (1) general organization, (2) local management and (3) school buildings. Many of the sub-topics were omitted for the sake of brevity.

EDUCATIONAL ADMINISTRATION

I. General organization

- A. Development of educational administration
 - 1. Changing conceptions of education
 - 2. Changes in social and economic conditions
 - 3. Changes in attitude regarding the administration of public schools
- B. Federal government and education
 - 1. Constitutional provisions concerning public education
 - 2. Early indications of federal interest in education
 - 3. Present responsibilities of federal government for education
 - 4. Current attitudes regarding federal responsibility for public education
- C. Development of state control of education
 - 1. Development of state school system
 - 2. The evolution of state departments of education
 - 3. Principles of educational administration
- D. Organization of state departments of education
 - 1. State departments of education
 - 2. State boards of education
 - 3. Commissioner of education
 - 4. State department organization
- E. Organization of local units
 - 1. The political unit and school unit
 - 2. Specialized school district units (*i.e.*, union)
 - 3. Modern tendencies
 - 4. Factors involved (*i.e.*, wealth)
- F. The function of the local board
 - 1. The school board
 - 2. Organization of the board
 - 3. How shall a school board be organized?
- G. The superintendent of schools
 - 1. The evolution of the office
 - 2. Selection, qualifications, and tenure
 - 3. Duties and responsibilities
 - 4. Relationship between superintendent and the school board
- H. The organization of a local school system
 - 1. Write down the fundamental principles which should govern such a system

¹Outlines submitted by Fred Engelhardt, University of Minnesota, Courses in Education, 124, 125, 126 (1926).

2. Study the surveys listed below
3. Plan diagrammatically an organization for a city of ten thousand
- I. Organization for health education
 1. Relationship of health and education
 2. Medical inspection
 3. Organization of staff of health service
 4. Various forms of health education
- J. Functional organization of the school
 1. Organization for the efficient conduct of business affairs
 2. The attendance service
 3. The school library
 4. The professional library
 5. Special activities
- K. Teacher tenure
 1. Present state laws on teacher tenure
 2. Principles which should govern teacher tenure laws with respect to:
probationary period, method of dismissal, features to be embodied
to safeguard the interests of school children
 3. Arguments for and against tenure law for teachers
 4. Employees who should be included
- II. Local management
 - A. Child accounting
 1. School population (*i. e.*, measures of)
 2. Historical aspects of child accounting (*i. e.*, attendance)
 3. Classification of children (*i. e.*, age, grade, studies)
 4. Progress of children (*i. e.*, grade, progress, studies)
 5. Various attempts to adjust curriculum and school organization to
the child (*i. e.*, Dalton plan)
 - B. Records
 1. Minute book
 2. Scrap book
 3. Standards for records
 4. Application of principles to child accounting records
 5. Uses to be made of records
 6. Various systems of records
 7. Health records (*i. e.*, dental chart)
 8. Teacher records (*i. e.*, applications)
 9. Text-book records
 10. Business records (*i. e.*, insurance)
 11. Other records (*i. e.*, janitor)
 - C. Rules, regulations, and written instructions and reports
 1. Rules, regulations, and written instructions defined
 2. Preparation of rules and regulations
 3. Preparation of written instructions
 4. Preparation of reports
 - D. Office practice and office arrangement
 1. Organization of the superintendent's office
 2. Organization of offices of other school officials
 3. Clerical service
 4. Planning office routine
 5. Office equipment and devices
 - E. Personal management
 1. The superintendent as manager
 2. Study of administrative problems
 3. Teachers' meetings
 4. Methods now in use for selecting teachers
 5. General principles which should apply in the selection of teachers

III. School buildings

A. The school plant

1. What is the school plant?
2. Relationship of school plant program to the educational program
3. Relationship of plant to general educational and social welfare
4. Responsibilities for plant

B. State supervision and control

1. Responsibilities assumed by the state in regard to buildings and grounds
2. State offices held responsible
3. Enumerate the principles which should govern the placing of the state's responsibility for school plant supervision

C. School site

1. Selection of sites
2. Location of building on site
3. Development of site
4. Care of grounds

D. School building standards

1. Ventilation
2. Sanitation, plumbing, protection, and general hygiene
3. Other service features
4. Special rooms

E. Planning the school building

1. Selecting the architecture
2. Responsibility of superintendent
3. Selection of equipment
4. Approval of plans
5. Supervision of construction

F. The plant program

1. Relationship of plant program to general educational program
2. Methods of determining plant needs
3. Relationship of population growth to plant program
4. Forecasting population growth
5. Selection of sites

G. School publicity

1. Historical development of publicity
2. Means used to bring schools before public
3. The occasional publicity program
4. The continuous publicity program
5. Maximum use of all community organizations

H. The annual report

1. What shall the annual report contain?
2. How shall the report be organized?

The courses in supervision varied widely as to the definiteness of the outlines. The outline¹ presented below is representative of courses in general elementary school supervision.

SUPERVISION AND THE IMPROVEMENT OF TEACHING IN THE ELEMENTARY SCHOOLS

I. The supervisory function—in what it consists and some requisites for its successful discharge

¹ Outline from James F. Hosis, Teachers College, Columbia University.

- II. The democratic concept of supervision
 - A. The philosophy underlying it
 - B. The psychology involved
 - C. Specific enabling factors
- III. Problems of supervision and teaching
 - A. Characteristics of good teaching
 - B. Provision for individual differences
 - C. Courses of study as instruments
 - D. Selection and use of textbooks
 - E. Observation and criticism of teaching
 - F. Analysis of such newer types of teaching as project method, problem method, individual method
 - G. Examinations and "marks"
 - H. A critical study of newer tendencies in lesson plans
 - I. A program for the improvement of the teaching of school subjects
- IV. Problems of supervision and administration
 - A. Conferences with teachers
 - B. Committee work and investigation
 - C. Demonstration teaching
 - D. Visiting days for teachers
 - E. Professional reading and study
 - F. Organization and machinery for course of study revision
 - G. Programs of achievement testing
 - H. Community contacts, "drives," cooperation with art clubs, etc.
 - I. Relations with other supervisors and with special teachers
 - J. The supervisor's program
- V. The growth of the supervisor himself
 - A. Attitude and equipment of the supervisor
 - B. Standards of efficiency in supervision
 - C. Provision for experimental centers
 - D. Cooperation with groups of teachers acting as clearing houses of new ideas
 - E. The continued growth of the supervisor

The courses on tests and measurements varied as to whether the emphasis was upon the testing or the statistical aspects of the work. Most of these courses did not go beyond the elementary phases of statistics. The outline¹ printed in the next section represents development of both the testing and statistical topics.

MENTAL TESTING

- I. Introduction: Present status, meaning, and fields of application of mental tests
- II. Early experimentation with tests
- III. The application of the correlation method
- IV. Age scales: the Binet scales and their revisions
 - V. Tests for the analysis of mental capacity
- VI. The early development of point scales
- VII. Survey of group point scales
- VIII. Tests of personality traits
- IX. Technic and theory of mental tests: (a) Subject matter of tests and related problems

¹ Outline from Frank N. Freeman, University of Chicago, Course in mental tests.

- X. Technic and theory of mental tests: (b) Problems related to the selection and organization of items of a test
- XI. Technic and theory of mental tests: (c) Problems relating to scores and norms
- XII. How to tabulate the results of tests
- XIII. The bearing of tests on mental growth
- XIV. The educational uses of tests
- XV. The application of mental tests to vocational guidance and selection
- XVI. Relation of intelligence to delinquency
- XVII. Interpretation of intelligence tests
- XVIII. The nature of intelligence

The courses on the principalship were chiefly administrative in content although in several instances they touched upon the supervisory aspects. The next outline¹ represents a balanced outline of topics on the work of the principal.

THE ELEMENTARY SCHOOL PRINCIPALSHIP

- I. The conception of education as a democratic cooperative enterprise
- II. Forms of school system organization—common elements and basic principles
- III. The function of the elementary school and its relations with other divisions
- IV. The principal in relation to the system organization
- V. The principal as head of the school, responsible to the higher administrative officers and the community
- VI. Job analysis of duties and their classification
- VII. Problems and technic of organizations
 - A. As indicated by the conditions in the particular school
 - B. As determined by the particular system
 - C. Forms of organization—platoon, companion class, etc.
 - D. Personnel adjustments—teachers' lead, etc.
 - E. Program making and use of the plant—a cooperative procedure under principal's leadership, taking account of educative values involved
- VIII. Problems and technic of administration
 - A. Business "system" and "efficiency" in the school office, cooperation and economy in handling budget, supplies, records and reports
 - B. Building "housekeeping"—cooperative, safety, sanitation, the janitor
 - C. School spirit, school "civics," democracy in discipline, educative features
- IX. Problems and technic of the supervision of instruction (Limited to general principles and illustrative specific applications to concrete situations)
 - A. Planning supervision; supervision as the most significant duty of the principal
 - B. Pupil classification and progress, homogeneous grouping, special classes, standards of promotion
 - C. Curriculum interpretation—cooperative curriculum making
 - D. Personnel problems: The teacher in her position, new teachers, the "special" teacher, supervisors of subjects. Adjustment of individuality the critical problem
 - E. Ways and means of improving teachers in service: Meetings, conferences, visitation, suggested reading, extension and summer courses, rating schemes, etc.
 - F. Tests and measurements

¹Outline from G. M. Gill, New York University, *The Elementary School Principalship* (1925-1926).

- X. The school and the community
 - A. Extra-curriculum activities (so-miscalled)
 - B. School and community organizations
 - C. Parent, teacher and patron organization

The outlines of courses on the curriculum usually represented rather brief and superficial study of the general administrative problems in revision. There is need for many more specific applications, particularly as the part to be played by the principal, as experts disagree as to the extent of the principal's participation. The next outline¹ is one which has been used with practical workers in the field.

MAJOR ISSUES IN THE FIELD OF THE CURRICULUM

- I. Why the curriculum commands national attention
 - A. The new conception as to the function of the public school
 - B. Rapidity of change in modern life—its relation to curriculums
 - C. Complexity of modern life—its relation to curriculums
 - D. Increases in school attendance and pupil heterogeneity—their relation to curriculums
 - E. Advances in educational science and psychology—their relation to curriculums
- II. Agencies at work on curriculum building
 - A. Department of Superintendence of the National Education Association
 - B. National Society for the Study of Education
 - C. National Association of Secondary School Principals, and Other Secondary School Groups
 - D. The Commonwealth and other Foundations
 - E. Higher Institutions of Learning (Examples)
 - F. State, County, and City School Departments (Examples)
- III. Educational theories affecting curriculum building
 - A. Theory of repression
 - B. Theory of expression
 - C. Intermediate points of view
- IV. Ways and means of determining what shall be taught
 - A. Bobbitt's approach
 - B. Kilpatrick's approach
 - C. Charters' approach
 - D. Bruner's and Stratemeyer's approach
- V. Seven approaches to curriculum building
 - A. Acceptance of tradition
 - B. Imitation of paste-pot and scissors
 - C. Acceptance of prevailing-style-as-shown-frequency-of-occurrence
 - D. Determining activities through occupational or job analyses
 - E. Statement of adult activities and selection of pupil experiences necessary to their acquisition
 - F. Study of children and their normal activities
 - G. Study of errors
 - H. Summary and reconciliation of curriculum theories
 - I. Summary of curriculum theories necessary and possible
- VI. Research and the curriculum in handwriting

¹Outline from Margaret M. Alltucker, Assistant Director, Research Division, National Education Association, used at the University of California, Summer Session, 1927.

- VII. Research and the curriculum in arithmetic
- VIII. Research and the curriculum in spelling
- IX. Research and the curriculum in reading
- X. Research and the curriculum in language and grammar
- XI. Research and the curriculum in social studies
- XII. Research and the curriculum in home economics
- XIII. Research and the curriculum in art
- XIV. Research and the curriculum in music
- XV. Some decisions preliminary to the launching of a local program of curriculum revision
 - A. Shall the curriculum be built from the outside or the inside?
 - B. Should the classroom teacher participate?
 - C. In what ways can the teacher give and receive help?
 - D. What part should the principal play?
 - E. How may the entire teaching corps be interested?
 - F. Should courses of study be suited to the abilities of teachers as well as pupils?
 - G. How may the local community be interested?
 - H. What part should the outside curriculum specialist play?
- XVI. What to do first in initiating a local curriculum revision program
 - A. Survey of strong points and weaknesses of present local course of study
 - B. Organizing the teaching corps for study and discussion
 - C. Illustrations of "first steps" which have been taken in local programs
- XVII. Illustrative case studies of local curriculum revision programs in school systems of various sizes
- XVIII. Some problems which often arise in local programs and suggestions for meeting them
 - A. How to interest the conservative element in the teaching body
 - B. How to prevent the regular school work from suffering during an intensive program of curriculum revision
 - C. How to avoid undue publicity
 - D. How to secure uniformity of style throughout all course of study bulletins
 - E. How to select the people best suited to work on local course of study committees
 - F. How to secure articulation of subject-matter
 - G. How to gain proper correlation between subjects
 - H. How to deal with the committee member who develops a hobby
 - I. How to keep up the morale during the entire program
 - J. How to secure the best bibliographies
 - K. How to secure help from outside agencies
 - L. How to divide responsibility between the director of curriculum revision program, the supervisors, principals, and teachers, so that harmonious relationships prevail
 - M. How to avoid one-sided leadership
 - N. How to justify the expense incurred in a curriculum revision program
 - O. How many and what types of reviewing committees should pass on the manuscript of each course of study bulletin?
 - P. How to secure the greatest help from intelligent and interested laymen
- XIX. Suggested ways of putting revised courses of study into effect
 - A. Distribution of multigraphed copies of tentative courses to classroom teachers
 - B. General meeting to discuss ways in which tentative courses are to be used and tried out

- C. Formulation of tests for testing subject-matter in new courses of study by subject-course committees under general direction of curriculum chairman
- D. Meeting of grade committees and all the teachers of a particular grade with supervisor to discuss the weak spots in the new course and ways of improvement
- E. Giving of diagnostic tests to pupils by classroom teachers, according to printed instructions of each subject-course committee; summarization and analysis of test results by the curriculum chairman with the aid of subject committees
- F. Holding of general meeting of the teachers by grades to discuss the method of testing, and the results revealed by the tests
- G. Handing in of written suggestions by all classroom teachers as to ways and means by which tentative courses of study should be improved
- H. Meeting of subject committees to plan revision of tentative courses of study
- I. Groups of teachers invited to demonstrations of model lessons put on by the supervisor on one of the most progressive and capable local teachers, so that every teacher gets an idea of what the curriculum revision committees are working toward
- J. Giving of second set of diagnostic tests
The aim of these tests is to show the weak spots in the new course of study, and to show the teachers and the course of study committees what points need more emphasis in teaching
- K. Presentation of revised copies of the course of study to the teaching body or the teachers' council for its adoption

XX. Future trends in curriculum building

XXI. The place of the junior high school in the American program of education

XXII. The junior high school program of studies

Basic topics for professional courses—In developing a list of basic topics for the professional training of elementary school principals the committee started with a list of education subjects prepared by Arthur S. Gist.¹ Gist has submitted his list to a group of 132 principals and superintendents for the purpose of evaluation as to the worth of the topics in the training of an elementary school principal.

The topics suggested by Gist were checked against the indexes of outstanding professional books² for sub-topics and additional main subjects. A further comparison was made with the forty-five courses as presented in the preceding pages of this chapter. A third check was made against the proposed basic training topics suggested by Worth McClure.³

On the basis of this procedure many additions and eliminations were made in the topics of Gist's original list. The results are presented as a tentative list of essential topics in the professional train-

¹ Gist, Arthur S. *Elementary School Supervision*, Scribners (1926), pp. 297-304.

² See Appendix, p. 561.

³ McClure, Worth. *Journal of the National Education Association*, December, 1927, pp. 283-285.

ing of elementary school principals. This list is intended to be suggestive rather than inclusive and final.

ESSENTIAL TOPICS IN THE PROFESSIONAL TRAINING OF PRINCIPALS

Philosophy of Education

1. Need for a philosophy of education
2. Outstanding theories of the past
3. Contributions of certain personages
4. Present-day trends
5. Possible future developments of education
6. Educational sociology
7. Applications of theory to practice

Supervision of Instruction

1. Meaning of supervision
2. Value of supervision
3. Organization for supervision
4. Relationship of school officers in supervisory work
5. Work of the principal in supervision

Problems in Supervision

1. Distribution of time
2. Conferences with teachers
3. Demonstration lessons (theory and practice)
4. Teacher visitation and observation (theory and practice)
5. Visits by teachers
6. Teachers' meetings
7. Evaluation of instruction (theory and practice)
8. Teacher committees in supervision
9. Professional study in service
10. Adaptation of course of study
11. Selection of textbooks
12. Correlation of instruction in various studies
13. Promotion and classification of pupils

Measuring the Results of Teaching

1. School marking systems
2. Use of standard examinations
 - a. Intelligence tests
 - b. Achievement tests
 - c. Personality tests
3. Construction and use of informal tests
4. Score cards and rating scales on pupils' activities

Technic of instruction

1. General principles of teaching
2. Evidences of good teaching
3. The criticism of teaching
4. The improvement of instruction
5. Case studies in teaching methods
6. General methods in teaching
 - a. Project
 - b. Problem
 - c. Drill
 - d. Appreciation
7. Devices in teaching
 - a. Recitation
 - b. Questioning
 - c. Examinations and review
 - d. Drives

- e. Supervised study
- f. Homework
- g. Textbooks and supplies
- h. Assemblies
- i. Lesson plans
- j. Lesson assignments
- k. Visual education
- l. Extra-curriculum activities
- m. School library

General Administration

- 1. National organization and aid for schools
- 2. Responsibility of the state for education
 - a. Organization of state system
 - b. School law and state board rules
- 3. Local responsibility for schools
 - a. Forms of local organization
 - b. Theories of relationships of school officers
 - c. Personnel work with teachers
 - d. Office practice and management
 - e. Child accounting
 - f. Forms of school organization
 - g. General work of the principal in administrative and clerical duties

School Management

- 1. General principles of school control
- 2. Discipline
 - a. Types of misbehavior
 - b. Teacher and principal cooperation in discipline
 - c. Use of punishments and corrective devices
 - d. Relationship of discipline and school morale
- 3. Janitor
 - a. Placing responsibility on janitor
 - b. Reasonable standards of work
 - c. Checking the work
 - d. Administrative principles of handling the janitor
- 4. Supplies
 - a. Determination of needs
 - b. Management and distribution of supplies
 - c. Use of textbooks and supplies
- 5. Attendance
 - a. Legal requirements of the state and community
 - b. Causes of irregular attendance
 - c. Principles of dealing with problems
 - d. Devices for stimulating attendance
 - e. Compulsory methods in attendance
 - f. Measuring attendance
- 6. Records
 - a. The importance of records
 - b. Examples of necessary record forms
 - c. Uses of records
- 7. Programs
 - a. Principles underlying program-making
 - b. Value and uses of programs
 - c. Types of programs
- 8. Teachers
 - a. Adjustment of teacher load
 - b. Rating of teachers for administrative purposes
 - c. Teacher committees in administration

Building Maintenance and Equipment

1. Predicting school population growth and needs
2. School-house planning
3. Safety and sanitation problems
4. Heating and ventilating problems
5. Adjustment of furniture to teaching
6. Larger use of the school plant
7. Playground needs and administration

Educational Statistics and Research

1. Meaning of terms
2. Methods of using statistical devices
3. Limitation of statistical procedure
4. Interpretation and use of research results
5. Preparation of data for publication
6. Training of teachers in the use of research methods
7. Need for continuous investigations
8. Personal value of continued professional study

Public Speaking

1. Mechanics of public speaking
2. Organization and adaptation of talk in terms of the audience
3. Practice in speaking

Curriculum

1. The purposes of a course of study
2. Types of curriculum
3. Construction and revision of curriculums
4. Principles to be used in selection of materials
5. Adjustment and differentiation of curriculums
6. Teacher participation in curriculum work
7. Administration of the curriculum
8. Work of the principal in curriculum construction

Public School Finance

1. Sources of school revenue
2. Types of taxation methods
3. Meaning of the cost of education

Educational Psychology

1. Study of intelligence
2. Laws of learning
3. Practical applications to teaching
4. Development of the child mind
5. Relation of physical and mental growth
6. Atypical children—bright and dull
7. Problems of individual differences
8. Abnormal developments and juvenile delinquency
9. Applications of principles to social, prevocational, and educational problems of childhood

School Hygiene

1. Minimum essentials in content
2. Organization of the work and workers
3. Cooperation with parents
4. Health surveys
 - a. Weight and height
 - b. Posture
 - c. Good habits
5. Nutrition work
6. Exercise and games
7. Epidemics and disease control in the school
8. First aid

Civic and Character Education

1. Basic social habits and ideals
2. Content and methods of instruction
3. Checking the results of teaching
4. Case studies

Principal and the Community

1. Importance of community contacts
2. Types of contact
 - a. Parent-teacher work
 - b. Welfare work
 - c. Civic clubs
 - d. School meetings
 - e. Visiting-teacher work
 - f. School nurses
3. School publicity
 - a. Newspaper contacts
 - b. Miscellaneous (i. e., letters, bulletins, etc.)

Vocational and prevocational

1. Knowledge of many vocations
2. Methods of vocational guidance
3. Technic of prevocational activities

Summary and conclusions—It has been the purpose of this chapter to present data which may prove of value in the improvement of the content of professional courses in education. The data included (1) general data as the content of 45 courses in education, (2) information on the overlapping of topics in professional courses, (3) detail content of well-organized professional courses submitted to the committee, and (4) a tentative list of essential topics in the training of elementary school principals.

(1) The analysis of 45 courses given in college departments of education showed a large number of topics. A comparison with the early courses in pedagogy would prove the tremendous advance which these courses represent in content.

The outstanding weakness of the courses analyzed is the inclusion of considerable "general" material and the apparent failure to focus in terms of specific situations. General courses have a large place in providing background in the training of principals, but when courses consist of little else then there must be considerable question of its value. The assumption that students will make applications of general information to specific problems is one that does not necessarily follow.

(2) The overlapping of content in educational courses is another weakness. Courses in supervision include material which belongs in those in administration. Administration courses frequently borrow heavily from psychology, testing courses and statistics. Doubtless, there will always exist a need for correlation and application of material common to several courses, but the extent of duplication

now existing must be questioned. The evidence presented as to overlapping is in agreement with other studies of this subject.

In the report on the North Central Association, Dr. Walter S. Monroe suggested several remedial steps: (a) limitation in the number of courses which any department should attempt to offer, (b) an agreement on common terminology, and (c) an agreement on the sustained relationship existing between courses of a given department.

(3) In presenting certain sample courses the committee recognizes the possible existence of many equally worthy courses. Those presented in the text represent some of the best of those received. The points of value of these courses are (1) the complete and well-arranged nature of the topics, (2) the general background content and the practical application of many topics, and (3) the variety of the topics which require extensive and intensive reading.

(4) A list of the basic topics upon which a principal should receive training was evolved from the opinion of qualified persons and present day practice. Intensive study of the topics listed would give one the necessary general and specific professional training for the elementary school principalship. This list of topics is not final, but should prove suggestive to persons interested in this particular problem.

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CHAPTER XXIV

THE ECONOMIC POSITION OF THE ELEMENTARY SCHOOL PRINCIPAL

THE OFFICE OF elementary school principal as it has been defined in this Yearbook calls for professional leadership of a high order. The specifications set up for this service can be met only by men and women of first rate ability and extended technical training.

If such people are to be attracted to and held in this position, it must rest upon a solid economic basis. There must always be a reasonable relationship between the requirements for admission to a service and the economic return promised.

What economic return does the elementary school principalship now offer? Does this office offer a professional wage to those who qualify for it? What would it cost to place the elementary school principalship on a professional economic status? What criteria should guide those responsible for fixing scales of remuneration for elementary school principals? This chapter will deal with these four questions.

THE PRESENT ECONOMIC POSITION OF THE ELEMENTARY SCHOOL PRINCIPAL

Salaries of six hundred principals—Six hundred and fourteen supervising principals of elementary schools replying to the inquiry of the committee gave their salaries for 1926-27. Table 133 indi-

TABLE 133—ANNUAL SALARIES OF 614 CITY SUPERVISING PRINCIPALS IN 1926-27

Salary	City Size						Total
	Under 5,000	5,001 10,000	10,001 30,000	30,001 65,000	65,001 100,000	Over 100,000	
Under \$1,500 .....	.....	.....	1	.....	.....	.....	1
\$1,500-\$1,999	2	3	31	15	6	.....	57
2,000- 2,499	2	8	53	37	43	32	175
2,500- 2,999	1	.....	40	22	38	52	153
3,000- 3,499 .....	.....	.....	11	22	8	84	125
3,500- 3,999 .....	.....	.....	2	12	2	44	60
4,000- 4,499 .....	.....	.....	.....	3	5	9	17
4,500- 4,999 .....	.....	.....	.....	1	.....	14	15
5,000 and over .....	.....	.....	.....	1	.....	3	4
No answer	1	.....	3	1	.....	2	7
Total	6	11	141	114	102	240	614
Median	\$2,050	\$2,150	\$2,411	\$2,590	\$2,550	\$3,133	\$2,710

cates the figures reported. They extended over a wide range. Generally the larger salaries are found in the larger cities. One principal reports a salary of less than \$1500, four report salaries over \$5000. The medians¹ for the various population groups range from \$2050 to \$3133.

*Salaries of city school principals*²—Table 134 gives the median salaries paid teaching and supervising principals of elementary

TABLE 134—SALARIES PAID ELEMENTARY SCHOOL PRINCIPALS IN CITIES IN 1926-27

Population of city	Teaching Principals		Supervising Principals	
	Median Salary	Estimated Number	Median Salary	Estimated Number
2,500- 5,000	\$1,485	1,390	\$2,319	268
5,000- 10,000	1,517	1,573	2,229	412
10,000- 30,000	1,722	1,938	2,250	1,094
30,000-100,000	1,977	880	2,536	1,476
Over 100,000	2,449	620	3,437	3,877
Totals .....	.....	6,401	....	7,127

schools in cities of various populations in 1926-27. The medians of this table are based upon a representative report for all principals in cities of the sizes indicated. The table shows that 6401 teaching principals and 7127 supervising principals are employed in the cities of the United States over 2500 in population. The median salaries of the groups of Table 134 range from \$1485 to \$3437. The median salaries of the various groups of supervising principals in Table 134 are approximately the same as those reported for this group in Table 133. The medians of the latter table in but one case differ by as much as ten percent from those of Table 141.

¹The median rather than the average salary is generally used in this chapter since it is a better single indication of the salary received by the groups dealt with. It tends to reduce the influence of a few exceptional salaries and also reduces the effect of part-time salaries and other inaccuracies which frequently creep into salary data collected by the questionnaire method. All principals should be familiar with the term median. For most practical purposes it has about the same significance as the familiar "average." More specifically 50 percent of a group receive a salary equal to or above the median salary of the group, and 50 percent receive a salary equal to or below the median.

²Figures of this table assembled from tables 6, 16, 26, 36, and 46 in *Research Bulletin of National Education Association*, March, 1927. The distinction made in the March Bulletin between teaching and supervising principals is somewhat different from that of this Yearbook, as given in Chapter I. The Bulletin upon which Table 141 is based defines teaching elementary principals as "those doing some regular classroom teaching"; and supervising principals as "those giving full time to administration and supervision."

*Salaries of rural principals*¹—An inquiry of the U. S. Bureau of Education makes figures available as to salaries paid in villages and rural communities under 2500 in population. In the Bureau study a principal was defined as a person with one half or more of his time free from regular teaching duties. Estimates based on this study indicate that the 1123 rural principals in schools enrolling elementary pupils only, receive a median salary of \$1860. There are 5115 rural principals whose schools enroll both elementary and high school pupils. The median salary of this group is \$2063.

Salaries of principals by states—Table 135 gives the median salaries paid various groups of elementary school principals in the dif-

TABLE 135—MEDIAN AND AVERAGE SALARIES² PAID SUPERVISING ELEMENTARY SCHOOL PRINCIPALS IN THE UNITED STATES

States 1	City population			Schools in village and rural communities under 2,500	
	10,000-30,000	30,000-100,000	Over 100,000	Elementary pupils only	Both high and elementary pupils
	2	3	4	5	6
United States	\$2250	\$2536	\$3437	\$1860	\$2063
Alabama	1350	1860	3015	1630	1405
Arizona	2494	....	....	2377	3164
Arkansas	2200	....	....	850	1630
California	2537	3034	3454	2411	3158
Colorado	2350	2317	3346	1681	2222
Connecticut	2700	2650	2925	1990	2725
Delaware .....	....	....	2275	1300	2031
Dist. of Columbia...	....	....	3142	....	....
Florida .....	....	1850	....	1261	1773
Georgia .....	....	2075	....	1070	1532
Idaho .....	....	....	....	1600	2001
Illinois	1933	2559	4800	2118	2382
Indiana	1967	2600	2850	1472	1978
Iowa	2060	2410	2694	1775	2233
Kansas	1683	....	....	1627	2215
Kentucky .....	....	1967	2127	1850	1704
Louisiana .....	....	....	2612	2400	2135
Maine .....	....	2575	....	1370	2150
Maryland .....	....	....	2619	2268	2157
Massachusetts	2250	2389	2817	1725	2275

¹ The figures given in this paragraph and other places in this chapter for village and rural school principals are estimates derived from data made available through the courtesy of the Rural School Division of the U. S. Bureau of Education. These figures were collected by the Bureau for the school year 1924-25.

² Figures of columns 2, 3, and 4 are medians based on data of *Research Bulletin*, Volume 5, No. 2, March, 1927. Figures of columns 5 and 6 for states are averages of the U. S. Bureau of Education, except that the figures \$1860 and \$2063 given for the United States in columns 5 and 6 are medians independently estimated, based on the distributions of columns 4 and 5 of Table 137.

States 1	City population			Schools in village and rural communities under 2,500	
	10,000-30,000 2	30,000-100,000 3	Over 100,000 4	Elementary pupils only 5	Both high and elementary pupils 6
Michigan	\$1850	\$2250	\$3392	\$2050	\$2193
Minnesota	2233	2617	2775	2094	2408
Mississippi	1567	....	....	1050	2218
Missouri	1667	2200	3843	1121	2131
Montana	2075	....	....	2886	2420
Nebraska .....	....	2400	2717	2050	2319
Nevada .....	....	....	....	2800	2883
New Hampshire ...	....	2169	....	1350	2380
New Jersey	3021	3600	3983	2173	3052
New Mexico .....	....	....	....	1593	1700
New York	2400	2644	4608	2212	2501
North Carolina ...	2272	2438	....	817	1980
North Dakota .....	....	....	....	1250	2014
Ohio	2510	2631	3201	2023	2195
Oklahoma	2033	2456	....	....	1788
Oregon	1565	....	3439	1721	2278
Pennsylvania	2017	2608	3874	2488	2550
Rhode Island .....	....	1883	3800	....	1800
South Carolina ...	....	2817	....	1750	2122
South Dakota	2050	....	....	1550	2284
Tennessee .....	....	2108	2450	1700	1741
Texas .....	....	2144	2730	980	1911
Utah .....	....	2450	2850	1990	2225
Vermont .....	....	....	....	....	2237
Virginia	2025	1972	3015	1164	1694
Washington	2250	2489	3218	2477	2631
West Virginia	2457	2550	....	2238	2127
Wisconsin	2250	2725	4100	2172	2422
Wyoming	2350	....	....	1297	2800

ferent states.¹ The range in the medians of this table is wide, extending from \$817 to \$4800.

Distributions of salaries of principals—The preceding paragraphs indicate the median or middle salaries of various groups of elementary school principals. Table 136 gives complete distributions of

¹ Table 135 is based upon the two sources of information cited above. Medians are not reported in some states for certain groups, since the replies were not representative, or because no cities of the population indicated exist in the state.

salaries paid the 19,766 elementary school principals in the United States.¹ The salaries of principals in cities range from less than \$1200 to \$5500 and over. The salaries of rural elementary school principals range from less than \$1200 a year to \$4000.

TABLE 136—DISTRIBUTION OF SALARIES OF ELEMENTARY SCHOOL PRINCIPALS IN THE UNITED STATES

Salary Classes	Elementary School Principals in Cities over 2,500 in Population		Principals in Villages and Rural Communities		Total
	Supervising	Teaching	Elementary pupils only	Both elementary and high pupils	
1	2	3	4	5	6
\$5500 or over.....	10	....	....	....	10
5000 to \$5499.....	246	....	....	....	246
4800 to 4999.....	204	....	....	....	204
4600 to 4799.....	283	....	....	....	283
4400 to 4599.....	102	....	....	....	102
4200 to 4399.....	92	....	....	....	92
4000 to 4199.....	229	....	....	8	237
3800 to 3999.....	268	....	....	20	288
3600 to 3799.....	354	7	14	50	425
3400 to 3599.....	354	8	9	75	446
3200 to 3399.....	386	25	22	81	514
3100 to 3199.....	243	8	10	64	325
3000 to 3099.....	387	28	25	120	560
2900 to 2999.....	208	46	11	31	296
2800 to 2899.....	326	22	19	72	439
2700 to 2799.....	334	119	47	175	675
2600 to 2699.....	400	80	16	119	615
2500 to 2599.....	401	105	53	301	860
2400 to 2499.....	406	94	54	392	946
2300 to 2399.....	226	121	18	159	524
2200 to 2299.....	353	215	55	368	991
2100 to 2199.....	269	301	42	258	870
2000 to 2099.....	284	348	79	709	1420
1900 to 1999.....	207	373	44	230	854
1800 to 1899.....	195	592	108	660	1555
1700 to 1799.....	99	500	48	142	789
1600 to 1699.....	78	619	61	259	1017
1500 to 1599.....	85	677	55	182	999
1400 to 1499.....	38	543	31	125	737
1300 to 1399.....	27	621	62	116	826
1200 to 1299.....	15	418	54	121	608
Below \$1200.....	18	531	186	278	1013
Totals.....	7127	6401	1123	5115	19,766
Medians.....	\$2839	\$1666	\$1860	\$2063	\$2107

Maximum salaries of principals—The maximum salary paid by a position yields an important influence in determining its economic attractiveness. Table 137 gives a distribution of the maximum sala-

¹The distributions of this table are independent estimates based upon the two sources of information cited previously in this chapter.

ries fixed by 1926-27 schedules for supervising elementary school principals in 228 cities of various sizes. The maximum for this selected group of principals, those holding the supervising status in

TABLE 137—MAXIMUM SALARIES IN SCHEDULES FOR SUPERVISING ELEMENTARY SCHOOL PRINCIPALS, 1926-27

Amount of Maximum Salary 1	Number of cities with population indicated having each maximum					All Cities 7
	2,500 to 5,000 2	5,000 to 10,000 3	10,000 to 30,000 4	30,000 to 100,000 5	Over 100,000 6	
\$5400 to \$5599.....	....	....	....	....	2	2
5200 to 5399.....	....	....	....	1	1	2
5100 to 5199.....	....	....	....	1	....	1
5000 to 5099.....	....	....	....	1	2	3
4900 to 4999.....	....	....	....	....	....	....
4800 to 4899.....	....	....	....	....	1	1
4700 to 4799.....	....	....	....	1	....	1
4600 to 4699.....	....	....	....	1	....	1
4500 to 4599.....	....	....	....	....	3	3
4400 to 4499.....	2	....	1	1	2	6
4300 to 4399.....	....	....	....	....	....	....
4200 to 4299.....	....	....	....	....	....	....
4100 to 4199.....	....	....	....	2	1	3
4000 to 4099.....	2	1	1	1	4	9
3900 to 3999.....	....	....	1	2	2	5
3800 to 3899.....	....	....	....	1	5	6
3700 to 3799.....	....	....	....	1	1	2
3600 to 3699.....	....	1	1	1	4	7
3500 to 3599.....	....	1	....	2	2	5
3400 to 3499.....	....	1	1	2	1	5
3300 to 3399.....	....	1	1	4	3	9
3200 to 3299.....	....	1	2	4	6	13
3100 to 3199.....	....	....	....	1	1	2
3000 to 3099.....	4	5	3	12	6	30
2900 to 2999.....	....	....	2	1	3	6
2800 to 2899.....	1	3	2	9	....	15
2700 to 2799.....	1	1	4	3	2	11
2600 to 2699.....	2	....	2	2	....	6
2500 to 2599.....	1	1	5	6	....	13
2400 to 2499.....	5	3	3	6	....	17
2300 to 2399.....	....	1	2	....	....	3
2200 to 2299.....	1	5	3	2	....	11
2100 to 2199.....	....	1	2	1	....	4
2000 to 2099.....	3	3	1	4	....	11
Below \$2000.....	1	5	8	1	....	15
Total.....	23	34	45	74	52	228
Median.....	\$2625	\$2467	\$2570	\$3017	\$3650	\$3007

cities, range from less than \$2000 to \$5400 or more. Table 137 is based on figures for 1926-27. Since that time the maximum for elementary school principals in New York City has been increased to \$7000.

No figures are given in this chapter as to the maximum salaries scheduled for teaching principals in cities, and elementary school principals in villages and rural communities. Some information as to the maxima scheduled for city teaching principals may be found in the March, Research Bulletin, previously cited. The U. S. Bureau study of rural salaries did not collect information as to salary schedules. It is probable that comparatively few rural communities have adopted definite schedules for their principals since there is frequently only one or two in a community.

SALARIES OF PRINCIPALS AND INCOMES OF PROFESSIONAL GROUPS

How do the salaries of elementary school principals compare with incomes of professionally trained workers in general? To answer this question it will be necessary to have some estimate of the incomes generally received by workers in the professions. With this estimate and the figures of the preceding section as to principals' salaries, it will be possible to answer whether the elementary school principalship has achieved a professional economic status.

Figures as to the incomes received by professional people are meagre and incomplete. Two sources of information offer some indication of such incomes. These are the distribution of incomes received by the nation's 44,600,000 gainfully occupied persons, and the scales of compensation for various classes of professional workers fixed by the federal government.

Salaries of professional workers of federal government—Professional workers in the government service are classified into a number of groups each with a beginning and maximum salary. The training and experience required and responsibilities involved differ in each class. The following paragraphs give a general indication of the duties and qualifications of professional employees in the U. S. Government service, as distinguished from those of sub-professional and clerical status.

*Third class professional government employees*¹—The type of service involved is the performance, under immediate or general

¹The figures given for the three groups of government workers subsequently described are based on salaries paid as reported in *The Budget for the Year 1927*, Government Printing Office, Washington, D. C., 1925. The descriptions of the three groups are based upon a study of *Class Specifications for Positions in the Departmental Service* as prescribed by the Personnel Classification Board in accordance with Section 3 of the Classification Act of 1923, Government Printing Office, Washington, D. C., 1924. The grades described represent a combining of from two to three classes which are separated according to the government classification scheme.

supervision of work of a professional, scientific or technical character, requiring in some cases the exercise, to a limited extent, of independent judgment, and ability to supervise a small number of subordinates. The training required is that represented by graduation from a college or university of recognized standing and in some cases additional practical experience.¹ The average yearly salary of this group of workers in 1926 was \$2334. The minimum salary paid by the government for this type of work is \$1860, and the maximum \$3000.

Second class professional government employees—The type of service involved is the performance, individually or with a small number of trained assistants, under general supervision of work requiring the exercise of considerable independent judgment and in some cases the assumption of responsibility for results or for the administration of a small scientific or technical organization. Extended professional or technical training equivalent to graduate study of several years and considerable practical experience is required.² The average yearly salary of this group of workers in 1926 was \$3910. The minimum salary paid by the government for this type of work is \$3000, and the maximum \$5000, unless a higher rate is specifically authorized by law.

First class professional government employees—The type of service involved is the performance of work requiring a high degree of professional or technical training and first rate administrative ability. It involves the organization of original research or development work in a professional or scientific field, and in some cases the administration of a major professional or scientific bureau. Extended practical experience and training equivalent to several years of graduate work in the field concerned is required.³ The average yearly salary of this group of workers in 1926 was \$5675. The minimum salary paid by the government for this type of work is \$5200, and the maximum \$7500, unless a higher rate is specifically authorized by law.

Above the preceding class are a small number of professional and technical government workers, not classified under the civil service,

¹ The grades involved in this class are according to government classification terminology: junior professional and assistant professional.

² The grades in this class are according to the terminology of Government classification: associate professional and full professional.

³ The grades in this class are according to the terminology of the Government classification: senior professional, chief professional and special professional.

who frequently receive salaries above those indicated in the preceding paragraph.

Significance of government schedules—It is known that the federal government, whatever may be true for its clerical and sub-professional workers, pays those performing its highly skilled service salaries which are lower than comparable service commands in the open market. The turnover among the government's able technical workers is high. Such people are seldom willing to work for the compensation provided by the federal schedules for more than a few years while they gain experience and supplement their technical training. This experience and training gained, they resign to accept positions in private and public service at beginning salaries substantially larger than those paid by the government. It seems reasonable to assume that the average and maximum salaries received by the three professionally qualified groups of government workers described above—namely, \$2334 and \$3000; \$3910 and \$5000; \$5675 and \$7500—are probably lower than the incomes commonly earned by such people.

Incomes of gainfully occupied persons—There are approximately 45,000,000 gainfully occupied persons in the United States at the present time. A study of the distribution of the incomes of these people reveals these facts.¹

1. The average income of all gainfully employed persons is \$2010.
2. Of the 44,600,000 gainfully employed persons in the United States, 15,565,250 or 34.9 percent earn \$2000 or more.
3. There are 15,053,097 incomes between \$2000 and \$8000; this is 33.8 percent of all gainfully employed persons.
4. One employed person in every six has an income of \$2500 or more; one in every 25 has an income of \$4000 or more, and one in every 75 has an income of \$7000 or more.

What is a professional wage?—Considering the foregoing figures it seems reasonable to propose that the mass of professionally trained workers in the nation receive incomes somewhere between \$2000 and \$8000. This approximation of the range of professional incomes has these considerations to recommend it.

First, it is defensible in the light of the schedules of the federal government, which are recognized as being low for professional and technical work. Second, it assumes that professional people generally receive incomes equal to or above the average incomes of all gainfully

¹ A table on page 146 of the May, 1927, *Research Bulletin of the National Education Association* gives a distribution of the incomes of the nation's 44,600,000 gainfully occupied persons in 1926.

occupied persons, which was \$2010 in 1926.¹ This assumption seems reasonable. Third, it does not unduly encroach upon the higher incomes of the nation, those over \$8000 a year, which are probably principally the result of unusual business success or the inheritance of wealth. There are a total of 512,153 incomes over \$8000.

Basing the estimate upon the 1920 Federal Census, and excluding teachers from consideration, there are approximately 1,500,000 workers in the professions. If one person in every ten of the 15,053,097 who received between \$2000 and \$8000 in 1926 is a member of a profession, the incomes of all professional workers would be accounted for.

Accepting \$2000 and \$8000 as the limits of the incomes of the mass of professional workers, what may be said of the salaries of the nation's 19,766² elementary school principals. The data given in Table 137 and elsewhere in this chapter justify these conclusions:

1. Of the elementary school principals of the country, 42.4 percent receive salaries below \$2000. This is less than the lower limit of what has been suggested as a professional wage, and less than the average income of the nation's gainfully employed persons.
2. Although 68 percent of the elementary school principals receive salaries above \$2000, it cannot be said that this percent is on a professional wage scale, since they reached this salary only after long years of service, rather than beginning at \$2000 and progressing from this beginning toward the higher rates.
3. No principals receive salaries in the \$6000, \$7000, and \$8000 classes³ suggested in this chapter as approaching the upper limits of the incomes earned by the nation's professional workers.

The conclusion seems justified that the incomes of elementary school principals compare unfavorably with those generally received by professional workers. The elementary school principalship at the present time does not rest upon what may be called a professional economic foundation.

A PROFESSIONAL WAGE FOR ELEMENTARY SCHOOL PRINCIPALS

Many elementary school principalships do not offer a professional wage. This situation offers two alternatives. The specifications for

¹ See: *Research Bulletin of the National Education Association*, May, 1927, page 146 and following for the source of this figure.

² None of the thousands of rural school principals who teach more than half time are included in this figure. This figure represents a summation of the groups of principals included in Table 136. The definition of these groups has been dealt with elsewhere in the Yearbook.

³ In 1927-28 the maximum for principals of the larger schools of New York City was advanced to \$7000.

a considerable percent of the nation's elementary school principals can be kept low. Such principals generally can be expected to function principally as clerks and manipulators of routine administrative activities. The second alternative would be gradually to lift the specifications for principals to the professional and technical level advocated in this report and concurrently to provide the scales of compensation for this office which would of necessity accompany such increased standards. Wise public policy calls for acceptance of the latter alternative providing it is economically practical to do so. This section in dealing with this problem will ask: Is the nation economically able to afford the cost of paying professional salaries to all elementary school principals?

A professional schedule for principals—Before it will be possible to estimate the cost of professionalizing the wages of elementary school principals, it will be necessary to determine the rates of a professional schedule for this office. In suggesting such a schedule certain warnings should be given. No one schedule can be satisfactory for the various state and many local school systems of the nation.

TABLE 138.—A TENTATIVE PROFESSIONAL SALARY SCHEDULE FOR SUPERVISING
ELEMENTARY SCHOOL PRINCIPALS

School enrolment	Classes	Years of academic and professional training beyond high school graduation	Years of experience						
			1-3	4-6	7-9	10-12	13-15	16-20	21 or over
Below 500	I-A	4	\$2000	\$2250	\$2500	\$2750	\$3000	\$3000	\$3000
	I-B	5	....	2750	3000	3250	3500	4000	4000
	I-C	6	....	....	3500	3750	4000	4500	5000
500 to 999.....	II-A	4	2500	2750	3000	3250	3500	3500	3500
	II-B	5	....	3250	3500	3750	4000	4500	4500
	II-C	6	....	....	4000	4250	4500	5000	5500
1000 to 1999....	III-A	4	3000	3250	3500	3750	4000	4000	4000
	III-B	5	....	3750	4000	4250	4500	5000	5000
	III-C	6	....	....	4250	4500	5000	5500	6000
2000 to 2999....	IV-A	4	3500	3750	4000	4250	4500	4500	4500
	IV-B	5	....	4250	4500	4750	5000	5500	5500
	IV-C	6	....	....	4750	5000	5500	6000	6500
3000 and over..	V-A	4	4000	4250	4500	4750	5000	5000	5000
	V-B	5	....	4750	5000	5250	5500	6000	6000
	V-C	6	....	....	5250	5500	6000	6500	7000

The rates of the proposed schedule are lower than will be necessary in some communities in order to provide an adequate economic basis for professionalizing the elementary school principalship. They are higher than will be necessary to accomplish this in other communities.

The proper procedure in determining the salary schedules for an individual school system are dealt with later in this chapter.

The presentation of the professional schedule for elementary school principals of Table 138 has two purposes. First, it offers a basis for arriving at an approximation of the cost involved in lifting the compensation of elementary school principals to a professional level. Second, it offers an opportunity to illustrate certain features of salary scheduling which might profitably be considered for adoption in scheduling principals' salaries in a local situation.

These are among the features of the proposed schedules:

1. It places the beginning salaries for elementary school principals at \$2000. This is the lower limit for professional incomes suggested above. Some would be inclined to call this too low. It is slightly below the average income for the nation's gainfully occupied persons, of all types—skilled, semi-skilled, and unskilled. It is only \$140 above the beginning wage of the third class professional workers of the government. Many communities have already put into effect a schedule for elementary school principals with a higher beginning salary than \$2000. These facts are recognized. A minimum salary of \$2000 for elementary principals would be too low for many school systems. This figure as a minimum is suggested only for the smaller schools, those under 500 in enrolment.

On the other hand, such a minimum if put into effect today would increase the salary of over forty percent of these officers. It would represent in thousands of communities a decided advance in the direction of placing this office on a solid economic basis.

Some might be inclined to consider \$2000 too high a beginning professional minimum. These should have in mind that this figure is proposed as the beginning wage for a selected group of a profession, who have generally served several years with success as teachers, assistant principals, or in other school positions before they qualify for an elementary school principalship. The beginning elementary school principal has a different status than beginning or unsuccessful lawyers, doctors, or engineers, many of whom doubtless earn less than \$2000 a year. The elementary school principal is neither a professional failure nor a beginner in his profession.¹ It is probable that the great majority of successful professional people earn considerably more than \$2000 after several years of work in their chosen calling.

2. The schedule places the maximum at \$7000. Such a maximum would represent progress for most cities. The high cost of living

¹ See data of Chapter III.

and other factors in some cities might justify a higher maximum. A maximum of \$7000 is below the maximum for first class professional workers in the government. At the present time 645,653 people in the United States have incomes of \$7000 or more. This maximum salary has already been realized for elementary school principals in one city. It is not too large to propose for a man or woman with six years of technical training beyond high school graduation who, after several years experience as a teacher or assistant principal and twenty years as a supervising principal, possesses the unusual ability which justifies his being placed in charge of a school of 3000 or more pupils, with a faculty of 75 or more teachers.

3. The progress of the schedule from beginning to maximum salary proceeds at a rate somewhat slower than is the general practice, and the maximum is consequently not reached until after twenty years of service. This would mean that a man or woman qualifying for an elementary school principalship at 30 would reach the maximum at 50. This feature of the schedule accepts the principle that low beginning salaries with smaller increases over a longer period of years, rising to a substantial maximum, are preferable to higher beginning salaries rising by comparatively large increases to an earlier and less substantial maximum.¹

4. The schedule accepts the principle that the amount of training possessed should be one criterion in determining a salary. It is not intended to imply that this should be the sole criterion for differentiation between the three groups in each school enrolment class. In order to pass from the A to the B and from the B to the C class, a principal should be able to demonstrate that he has done something more than serve time in a certain number of college courses. He should be able to prove that his added training and experience are functioning. His leadership should reveal itself in the form of a professionally alert and improving faculty. His influence should have extended beyond his school and be a force for educational advance in the community. A second requirement for passing from one class to the higher should be the ability to pass a stiff professional examination of the type already used with success in some cities.² The schedule would give the increased salary based upon five years of professional training only after three years of service, and that indicative of six years of training only after six years of service.

¹ In this connection see, "A Salary Schedule Basis," page 665 in: Cubberley, E. P., *State School Administration*. Houghton Mifflin Co., Boston, 1927.

² See Chapter XIX, dealing with principals' examinations now used in some school systems.

Such a plan is designed to encourage a well planned leisurely supplementing of one's professional training through well selected courses, rather than hurried progress through a given number of courses, some of which may be taken as much to earn units as to increase one's professional knowledge.

5. The salary increments cease if after a reasonable time a principal is not able to demonstrate professional progress. Those with but four years of training cease to progress after 12 years until additional training is obtained. The same principle applies to those with five years of professional training, after sixteen years of service.

6. The differentiation between the schedules for schools of different enrolments is less than many schedules provide. The theory is that even though a child may have to attend a relatively small school he should have the opportunity that only a school with a first rate principal can offer. The smaller the schedule differentiations on the basis of school enrolment, the less it will be necessary to promote a principal out of a district where he is rendering effective service, because his school is not as large as some others.

The cost of applying the schedule—The first item of cost in putting the foregoing schedule into effect would be an increased expenditure for principals' salaries. The present yearly expenditure of the nation for salaries of elementary school principals, basing the estimate on Table 136, is \$45,201,850. How much more would be required if the suggested professional schedule were put into effect? An approximate answer to this question may be attempted.

The general adoption of salary schedules for elementary school principals similar to Table 138 will not be brought about in a year. The progress toward such a schedule should be concurrent with a number of other movements affecting the elementary school. One of these should be a gradual lifting of the standards of preparation and performance required for this office. Another should be an increase in the enrolment of the typical elementary school unit. The sole objective should not be "better salaries," but "better salaries for better principals in better schools."

Let us assume that the movement for a professional wage for principals was accompanied by a policy of increasing the size of the elementary school unit, and more specifically, that this policy resulted in a decrease of one-half, or from 6401¹ to 3200, in the number of city elementary schools with teaching principals.² Let us suppose

¹The number of principals given in each group is from Table 136.

²The median enrolment of schools with teaching principals who reported in this study, page 285, was 288. If the number of such schools were reduced by half, the median enrolment would be 576.

that this same policy applied to schools with supervising principals reduced their number by one-third, or from 7127 to 4752¹. Assume that consolidation in rural communities reduced the number of principalships by one-fourth, so that instead of the 6238 rural principals listed in Table 136, there were 4678.

The final result of the policy of consolidation would be to reduce the total number of elementary school principalships from 19,766 to 12,630. Let us also assume that all of these school offices became supervising principalships, with full time to supervision and administration and none to regular teaching.

Guided by data given in this Yearbook as to school enrolments,² and assuming the consolidations suggested in the previous paragraphs, it is estimated that the following percents of the 12,630 principals would fall in various school enrolment groups:

- 30 percent or 3789 in schools under 500 enrolment
- 45 percent or 5684 in schools from 500 to 599 in enrolment
- 20 percent or 2526 in schools from 1000 to 1999 in enrolment
- 4 percent or 505 in schools from 2000 to 2999 in enrolment
- 1 percent or 126 in schools from 3000 and over in enrolment

Let us assume that within each enrolment group the principals were distributed as to training possessed beyond high school as follows:

- 25 percent with 4 years
- 50 percent with 5 years
- 25 percent with 6 years

Finally, assuming the 12,630 principals to be distributed among the twelve classes, IA to VC of Table 138, in accord with the two estimates just preceding, and guided by the experience data in Table 9, page 174, of this report, it is estimated that the distribution of the twelve classes of principals among the seven experience groups of Table 138 would be as follows:

- 12.5 percent in the beginning and maximum groups
- 15 percent in each of the other five experience groups.

When the calculations are carried out as to the salary costs for the 12,630 elementary principals, distributed on the scale of Table 138 as suggested in the foregoing paragraphs, the amount arrived at is

¹The median enrolment of the schools of supervising principals who reported in this study, page 169, was 632. The consolidation of these schools as suggested would raise this median to 948 pupils.

²See Chapter III, Table 1, and Chapter XIII, Table 71. Where rural schools are involved it is assumed they have enrolments distributed similarly to those for city schools with teaching principals.

\$46,597,000. The expenditure for the salaries of the 19,766 elementary school principals at present is \$45,201,850. The difference between these two figures is \$1,395,150, or an increase over present salary costs of three percent.

Cost of additional teachers' salaries—In carrying out the provisions of the preceding sections additional expenditures would be required for salaries for teachers to do the teaching now done by teaching principals, since it is assumed that all principals would be given supervisory status. City teaching principals at present devote two-thirds of their time to teaching, and there are 6401 such principals. To do the teaching performed by these principals 4267 teachers would be required, and the yearly cost, if each teacher received the typical city elementary school salary of \$1702, would be \$7,262,434. The rural principals concerned in this chapter devote half or less of their time to teaching. Assuming that the 6238 rural principals average one-fourth time to teaching, 1560 teachers would be required to replace them. If these teachers received the typical salary of rural elementary teachers of \$906, the cost would be \$1,413,360. Combining the additional amounts for principals' and teachers' salaries, the added cost involved in placing the elementary principalship on a professional wage scale would be \$10,070,944.

Cost of additional clerical assistance—It is poor economy to pay a technically trained, supervising principal a professional salary, and then to place him in a situation where he must spend a considerable portion of his time doing work which a moderate priced clerk can better perform. The adoption of the foregoing program should, therefore, involve some additional clerical help.

Let us assume that the 12,630 supervising principals were provided with clerks as follows:

- A half-time clerk in schools below 500 in enrolment
- One clerk in schools 500 to 999 in enrolment
- Two clerks in schools 1000 to 1999 in enrolment
- Three clerks in schools 2000 to 2999 in enrolment
- Four clerks in schools 3000 and over in enrolment

A total of 14,650 full-time clerks would be required for 12,630 supervising principals according to these allotments. The cost for salaries at the average salaries paid clerks in principals' offices, \$1350 according to the salary tables of the National Education Association, would be \$19,777,500. If from this sum is subtracted the estimated sum at present expended for the salaries of clerks, which is \$3,655,800, the added cost for clerk hire would be \$16,121,700.¹

¹ This is probably an overestimate since it assumes no clerical help is at present provided city teaching principals and rural principals.

Total added cost—Combining the additional amounts for salaries of principals, teachers and clerks, the total added cost would be \$26,192,644. This sum is 1.6 percent of the current expenditures for public elementary and secondary schools in 1926 in the United States.

Other costs—The lifting of the principalship to the professional and economic status suggested in this chapter would doubtless lead to the enrichment of the elementary school course both in regular class and out of class activities. Such a program would involve some additional cost. No estimate of this is attempted here. Such cost would be partly or wholly offset by the affect of the larger school unit in reducing the average cost per pupil.¹

Such a program would probably carry with it the necessity of increasing to some extent the salaries of other groups of teachers. If this could be accomplished by better plans of school organization, no additional cost would be involved, otherwise the cost would be large. This cost factor is recognized but not evaluated.

The achievement of the program suggested in this section would require several years or decades. School enrolment will probably continue to increase. The additional cost added by this factor is ignored, since it would be encountered whether the suggested program for professionalizing the principalship were adopted or not.

A professional wage for principals is practical—The conclusion from the data presented in this section is that it is economically practical to place the office of elementary school principals upon a professional economic foundation. The resources of the country are adequate to bear the increased cost.² The committee recommends a general movement in that direction.

The general adoption of an elementary school unit of larger enrolment, the requirement of higher standards of preparation and performance for the office of elementary school principal, and the placing of this office on a professional economic foundation can all be accomplished. Few educational achievements would wield greater influence in the direction of increased school efficiency.

¹See page 87 of: Curry, Alva R., *The Relation of the Size of Elementary Schools to Pupil Costs*. Unpublished Master's Thesis—University of Missouri, 1926.

²See "Economic Resources and School Costs by States in 1926." *Journal of the National Education Association*, February, 1928.

BASES FOR SCHEDULING PRINCIPALS' SALARIES

In presenting the proposed professional schedule for principals in the preceding section, it was stated that this schedule would not be applicable without modification to particular school situations. The proposed schedule attempts to approximate what should be the average of many local schedules. These schedules would necessarily differ widely due to the varying conditions existing in local communities.

In discussing bases for the scheduling of elementary school principals' salaries it is not intended to imply that it should be the general practice to consider the needs of any one group of school employees separately and without relationship to those of other groups. Piece-meal scheduling is unwise.

The salary scales of a school system should be the subject of periodic investigation in every community. The schedules of all groups of school employees should be considered at these times. The qualifications and specifications for each group should be clearly defined.¹ The final schedule should reflect the school board's policy with reference to the economic compensation of those responsible for the schooling of the children of the community. Its provisions should be based upon a careful balancing of matured experience, the indications of the best available statistical data, and an intelligent attitude toward the welfare of the community as it is bound up in the lives of its children.²

The drafting of such a salary scale is unlikely to result if scheduling proceeds on a piece-meal basis. This does not mean that it is unnecessary to study each group of employees separately. Each group of school employees differs from every other group and will present special problems as the various criteria for scheduling are applied.³ This section will list some of the frequently used bases for salary scheduling and consider them with particular reference to the salaries of elementary school principals.

¹ See: "Guides to Salary Scheduling," *Research Bulletin of the National Education Association*, May, 1927, pages 159 to 164.

² The following reference may well be consulted in this connection: McGaughy, James R., *Teachers' Salaries in New York City*. Report of Citizens' Committee on Teachers' Salaries. Bureau of Publications, Teachers College, Columbia University, New York City, 1927.

³ See: "Bases for Fixing the Rates of Salary Schedules," *Research Bulletin of the National Education Association*, May, 1927, pages 164 to 180.

The criterion of common practice—Acceptance of this criterion would fix the salary rates for elementary school principals to agree with those in comparable communities. This criterion brings to bear the advantage of mass judgment. It is of some value and deserves consideration.

There is no guarantee, however, that common practice is best practice. Progress is made by trying something different from the ordinary. Common practice in the scheduling of principals' salaries has generally been based on a fallacy. It has been assumed that a principal is first a teacher, and incidentally a clerk and executor of minor administrative matters arising in school routine. Consequently many principals' schedules are derived by adding a few hundred dollars to those of teachers. This is poor procedure.

The schedule for elementary school principals should rest on its own base. This base should be the specifications set up for this office, and knowledge of the characteristics expected in those who fill the office.

Those wishing to employ common practice as a criterion for scheduling principals' salaries will find ample data in the salary bulletins and tabulations issued by the National Education Association.¹

The criterion of the cost of living—The acceptance of this criterion means that the cost of living of a group will exercise influence in determining the rates of the schedule for that group. By cost of living is not meant the amount necessary to bare existence. It is the amount necessary to meet a specified and acceptable standard of living for a particular group. This criterion has been used as one basis for scheduling by several cities.²

The cost of living of principals is increased due to their dependents. The questionnaires sent out by the committee reveal that 328 of the 614 supervising principals report one or more persons dependent upon them. The median number of dependents for the men principals was 2.59 which the addition of the principal himself would make a family unit of 3.59 persons. The median number of total dependents for the women principals was 1.01 which added to the principal herself makes a family unit of 2.01 persons. The median for the combined groups was 2.4 which added to the principal concerned would make a basic unit of 3.4 persons.

Information as to the number of those dependent upon the principals of a school system should exist as one basis of scheduling. Men

¹ See: *Research Bulletin of the National Education Association*, March and May, 1927, particularly page 191 of the March Bulletin.

² See: May, 1927, *Research Bulletin of the National Education Association*, page 166 and following.

and women of maturity and family responsibility will be barred from this office if the salary schedule is sufficient only to meet the needs of a single person without dependents.

TABLE 139—EXPENDITURES OF PRINCIPALS FOR FOOD, SHELTER AND CLOTHING

Expenditure	City Size						Total
	Under 5,000	5,001 10,000	10,001 30,000	30,001 65,000	65,001 100,000	Over 100,000	
Less than \$1000.....	1	1	14	9	7	3	35
\$1000-\$1499	3	7	48	27	34	34	153
1500- 1999	2	2	41	34	31	42	152
2000- 2499		1	10	18	10	69	108
2500- 2999			3	12	5	29	49
3000- 3499				2	3	17	22
3500- 3999				2		2	4
4000 and over.....						3	3
Blank			25	10	12	41	88
Total	6	11	141	114	102	240	614
Median	\$1333	\$1321	\$1458	\$1735	\$1565	\$2149	\$1747

The cost of shelter, food, and clothing indicated by the supervising principals replying to the committee questionnaire is given in Table 139. The medians for the various city groups range from \$1333 to \$2149. The report of the Citizens' Committee in New York¹ indicates that the cost of food and rent alone for married teachers with a family of three clustered around the figure \$2169. Detailed data should be available as to the cost of living of principals in individual communities as one basis for salary scheduling.

TABLE 140—EXPENDITURES FOR RECREATION AND TRAVEL

Expenditure	City Size						Total
	Under 5,000	5,001 10,000	10,001 30,000	30,001 65,000	65,001 100,000	Over 100,000	
\$1- \$99	1	2	4	9	7	6	29
100- 199	1	1	18	9	9	21	59
200- 299	2	2	25	24	19	23	95
300- 399		2	22	22	11	26	83
400- 499			17	10	11	26	64
500- 599	1	2	18	14	20	40	95
600- 699		1	1	3	5	18	28
700- 799			5	1		11	17
800- 899			2	2	5	12	21
900- 999			1	2	1	1	5
1000-1099	1	1	3	3	2	10	20
1100-1199							0
1200 and over.....			6	5	1	9	21
Blank			19	10	11	37	77
Total	6	11	141	114	112	240	614
Median	\$250	\$325	\$364	\$345	\$395	\$498	\$404

¹ Cited on page 485.

The questionnaire to supervising principals collected figures as to the expenditures for recreation and travel. The results are given in Table 140. The median expenditure for the group is \$404 annually, the range for various sized cities being from \$250 to \$498.

The 614 supervising principals reported as to money earned in addition to salary. There were 61.2 percent who reported no money earned in addition to salary. The remainder reported a median income of \$308 in addition to salary. About 40 percent of the principals find it necessary or desirable to supplement their salaries by additional earnings. Further investigation should discover to what extent outside work indicates a legitimate need for a larger income than the salary pays, and to what extent it represents a deflection of energy which should be devoted to school work.

The criterion of training—The schedule should take account of the training specified for qualification as a principal. If graduation from a two-year normal school or less, plus teaching experience is the requirement, different rates will be necessary than if all principals are required to have four or five years of professional training beyond high school. Training costs money. It must be paid for in any field.

The single salary principle—Emphasis has been given to the training criterion, as it affects classroom teachers, by the adoption of single salary schedules by a number of cities. At least 153 cities have single salary schedules affecting classroom teachers according to the 1926-27 report to the Research Division of the National Education Association. These cities were distributed in population as follows:

City Size	Number
2,500- 5,000	34
5,000- 10,000	36
10,000- 30,000	34
30,000-100,000	40
Over 100,000	9

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As it has been applied to classroom teachers a single salary schedule has been defined as one which pays equal salaries to those with equivalent training, experience, and other qualifications, regardless of whether they teach in elementary, junior, or senior high school. A limited application of this idea to elementary school principals has already been made with apparent success in Minneapolis.¹

It has been proposed that the single salary idea should be extended to include all principals.

¹ Webster, W. F., A Single Salary Schedule for Principals, *Proceedings of the National Education Association*, 1926, pp. 488-493.

Hosic stated in 1924 that:

The considerations which have led to the introduction of the single salary schedule for teachers will inevitably lead to the establishment of similar schedules for principals. . . . The salary schedules of elementary school principals will not long continue to end where those of high school principals begin.¹

Ide Sargeant stated in 1925 that:

The salaries for educational positions, professional qualifications being equal, must be based upon the necessary scale of living and not upon the grade of the position in a given system. There are certain duties, responsibilities, administrative positions for which allowances should be made when writing salary schedules. But aside from these modifications, there should be a single salary schedule based on equal educational qualifications and years of experience. With such single salary schedule men and women can be kept in positions where they are eminently successful rather than be tempted away to a new line of work because of its greater compensations. There is absolutely no defense in justice, logic, or sound economics for the policy which pays a college-trained man of thirty-five with a wife and two children \$3000 as a grade teacher, and \$4000 as a high school teacher; or that pays \$6000 to the principal of an elementary school and \$7500 to the principal of a high school; yet most salary schedules have been worked out on some basis of this sort and this very thing is the chief factor in making the teacher's position one of such constant change.²

The practice at present is to make substantial differences between the salaries paid elementary and high school principals. The extent of these differences is revealed in Table 141.

TABLE 141—MEDIAN SALARIES PAID PRINCIPALS IN CITIES IN 1926-27

Population of city	Supervising elementary		Junior high		Senior high	
	Median salary	Estimated number	Median salary	Estimated number	Median salary	Estimated number
1	2	3	4	5	6	7
2,500 to 5,000.....	\$2319	268	\$1779	268	\$2333	903
5,000 to 10,000.....	2229	412	2068	207	2821	607
10,000 to 30,000.....	2250	1094	2609	227	3424	497
30,000 to 100,000.....	3017	1476	3580	271	4438	233
Over 100,000	3650	3877	4238	247	5010	403
Approximate number in group		7127		1220		2643

The differentials between the salaries of principals of schools on the various grade levels have been defended on several bases:

(1) Sizes of schools—According to data of the United States Bureau of Education elementary schools in cities over 10,000 in population average approximately 500 pupils while high schools average 1000 pupils.³ Of the 18,000 high schools of the country in

¹ Hosic, James F., *The Single Salary Schedule in Practice, Proceedings of the National Education Association*, 1924, pp. 376-377.

² Sargeant, Ide G., "Report of Salary Committee," *Bulletin of Department of Elementary School Principals*, Vol. V, No. 1, October, 1925, p. 37.

³ United States Bureau of Education, *Statistics of City School Systems*, Bulletin, 1925, No. 41.

1926 for which data were available, 11,000 had enrolments of 100 pupils or less. There were but 767 high schools with enrolments over 1000.¹ There exists, therefore, considerable overlapping between elementary and high schools as to enrolment. The successful principals reported in another chapter were in charge of schools centering around a median of approximately 1000 pupils. The largest elementary school reported in this study enrolled more than 4000 pupils. These facts indicate that there are many elementary schools which offer in terms of size, responsibilities comparable to those of the largest high schools.

(2) Complexity of school organization—The argument is advanced that the high school is more complicated in organization than the elementary school. The implication still persists that “anyone with a little gumption, ability to do the rule of three and pronounce words correctly is ready for such an elementary task as the elementary school principalship.”² It is often forgotten that tests, classification of pupils, programing, and innumerable other functions have become a part of elementary school management and call for training far in advance of that formerly necessary for the principal of this institution. According to Eikenberry³ the typical school day of the high school principal is 377 minutes which together with an hour for lunch would make the total day approximately 7.28 hours. The median day for supervising principals in this study was more than eight hours. It does not appear that the complexity of high school organization requires more of a principal’s time than does that of elementary schools.

(3) Experience for the work—Within limits, experience in educational work is usually considered an advantage. On this item the elementary school principal can offer a record that compares favorably with the high school principal. The medians reported by Eikenberry on the high school principal and those reported on the supervising elementary school principal in this study were:

	High School Principals	Elementary School Principals	
		Supervising	Teaching
Total years in educational work.....	11.1	28.82	20.44
Total years as a principal.....	4.5	10.14	6.83
Total years in present position.....	3.0	5.49	4.59

¹ Sixth Yearbook of the Department of Superintendence. *The Development of the High School Curriculum*, National Education Association, 1928.

² Webster, W. F., *op. cit.*, page 488-493.

³ Eikenberry, D. H., *op. cit.*, page 52, Table 53.

(4) Professional preparation for work—On this point the high school principal holds the advantage shown below:

	High School Principals	Elementary School Principals	
		Supervising	Teaching
No answer or none.....	12.3%	53%	80.3%
Not classified	1.1	1	.2
Bachelor's degree	67.2	30	17.5
Master's degree	18.0	15	1.6
Doctor's degree	1.4	1	.4
	100.0	100	100.0

The training recommended for elementary school principals would place them on an equal footing with high school principals in this regard.

(5) Difficulty of managing children—Some contend that high school children are more difficult to manage, and involve a heavier burden of responsibility than those in elementary schools. It is probably true that a poorly administered elementary school will attract less attention than a similar high school. This does not mean, however, that the social results of poor management are any less serious in one than in the other. Child study shows more clearly each year the importance of habit and attitude formation, and of emotional development in the elementary school years. High school difficulties could frequently be prevented if those in charge of elementary schools were properly trained.

The committee believes that efficient elementary principals, with sound professional training, and in charge of large elementary schools should generally enjoy a first rate professional wage for their service. Nothing less will place properly qualified men and women in the nation's elementary school principalships. Traditional practice as it relates to differentiations in principals schedules should not stand in the way of this socially desirable achievement.

The criterion of the incomes of other professions—A previous section of this chapter gave some indication of the incomes of professional workers. In Chicago a citizens' committee obtained a number of intelligent estimates of a living wage for a professional man. Four experts in economics also prepared budgets. Guided by these figures the committee submitted estimates for a professional worker in that city. The results are given in Table 142.

Facts should be available as to the incomes commonly earned by professional workers in a city as one basis for scheduling the salaries of elementary school principals. The office of elementary school principal at its best requires training, exercise of responsibility, and

possession of a professional attitude comparable to the demands of other professions. It is fruitless to expect elementary school principals to possess professional qualifications if the economic return for this service is significantly lower than that commonly received by professional workers.

TABLE 142—YEARLY LIVING WAGE FOR PROFESSIONAL MAN AND FAMILY—
CHICAGO, ILLINOIS

Items	Average of 26 budgets	Average of four budgets made by experts in economics	Committee's recommen- dation
Rent and heat.....	\$1079	\$1110	\$1000
Electricity, gas, telephone.....	103	115	125
Food, ice, milk.....	905	742	900
Replacement of furniture and equipment.....	120	90	100
Laundry and domestic help (occasional).....	182	275	200
Clothing and its care.....	577	871	600
Newspapers, books, periodicals.....	45	45	50
Church, charity, public spirit.....	101	134	240
Clubs, organizations, social expense.....	71	86	75
Amusements, theater, opera.....	69	84	75
Transportation	90	86	90
Vacation	183	235	200
Health, doctor, dentist, medicines, sports.....	101	82	75
Insurance premiums: Life, fire, liability.....	206	261	170
Conventions, subscriptions	47	44	50
Saving for investment, home owning.....	457	457	450
Provisions for higher education for children....	123	197	270
Other items	272	48	150
Total annual income.....	\$4827	\$4995	\$4730

The criterion of the real wage—The acceptance of this criterion involves the adjustment of salary schedule rates so that they do not lose in purchasing power due to fluctuations in the value of the dollar. During recent years the value of the dollar has changed rapidly in purchasing power. It required \$208 in 1920 to purchase what \$100 bought in 1913. In 1927, \$173 was required to purchase what \$100 bought in 1913. The necessity of adjusting salaries to offset the effect to fluctuations in the purchasing power of the dollar is evident after consulting Table 143. This table shows, for example, that a salary of \$3000 unadjusted between 1913 and 1927, in the latter year purchased the same as \$1730 bought in 1913. One receiving a salary of \$3000 throughout this period would have lost in purchasing power \$14,630 due to the depreciation of the dollar. The salaries of principals in many communities, although substantially increased in recent years as to their face value, have less purchasing power than before the war.

TABLE 143—PURCHASING POWER IN SUBSEQUENT YEARS OF VARIOUS 1913 SALARIES

Year	Index of Cost of Living	Amount of Salary				
		\$2000	\$3000	\$4000	\$6000	\$7000
1913	100.0	\$2000	\$3000	\$4000	\$6000	\$7000
1914	103.0	1942	2913	3884	5825	6796
1915	105.1	1903	2855	3806	5709	6660
1916	118.3	1691	2536	3381	5072	5917
1917	142.4	1405	2107	2809	4214	4916
1918	174.4	1147	1720	2294	3440	4014
1919	188.3	1062	1593	2124	3187	3718
1920	208.5	959	1439	1919	2878	3357
1921	177.3	1128	1692	2256	3384	3948
1922	167.3	1196	1793	2391	3586	4184
1923	171.0	1170	1754	2339	3509	4094
1924	170.7	1172	1758	2343	3515	4101
1925	175.7	1138	1708	2277	3415	3984
1926	175.2	1142	1712	2283	3425	2996
1927	173.4	1153	1730	2307	3460	4037
Accumulated loss for 14 years		\$9792	\$14,609	\$19,587	\$29,381	\$34,278

The criterion of the standard of living—A number of reliable sources of information indicate that the standard of living is increasing in the United States at a relatively rapid rate.¹ In those communities where principals' salaries have been adjusted in recent decades merely to keep pace with the increased cost of living, this group has lost ground economically. Their standard of living has stood still while that of the nation's gainfully occupied in general has substantially increased.

Summary and conclusions—This chapter asks these questions: What economic return does the elementary school principalship now offer? Does this office offer a professional wage to those who qualify for it? What would it cost to place the elementary school principalship on a professional economic status? What criteria should guide those responsible for fixing scales of remuneration for elementary school principals?

In answer to the first question, data are presented as to the salaries received by various major groups of elementary school principals. The typical salary of elementary principals in rural schools is \$1860. The salaries of principals in city school systems vary according to

¹ See page 173 and following of the May, 1927, *Research Bulletin of the National Education Association*.

size of city. Supervising principals in the smallest cities receive a median salary of \$2319. Those in the largest cities a median of \$3437. The range between different states is still wider. Principals have reached a salary as high as \$5000, and one city is already paying a maximum of \$7000.

In answer to the second question, figures are presented as to the incomes received by professional workers. It is suggested that the mass of the incomes of professional people fall within the limits of \$2000 to \$8000. Over 40 percent of the 18,000 elementary school principals of the country receive salaries less than \$2000 a year, which is below the lower limit suggested as a professional wage, and less than the average income of the nation's 45,000,000 gainfully occupied persons. Many of the principals receiving salaries of \$2000 and more have reached this lower limit of a professional income only after many years of service. Few principals have reached salaries above \$5000, which is \$3000 below the upper limit suggested for professional incomes. It is concluded that elementary school principals are in an unfavorable economic position as compared with other professional workers.

In answer to the third question, a professional schedule for elementary school principals is proposed. The schedule begins at \$2000 and rises to a maximum of \$7000. The various beginning and maximum salaries are based upon such factors as school enrolment, amount of professional training possessed, and length of service. It is estimated that if professional schedules for elementary school principals were placed in force throughout the country with rates which on the average approximate those of the proposed schedule, the increase in cost involved for principals' and teachers' salaries would be \$10,070,944. It is assumed that the gradual development of such schedules would be accompanied by a concurrent lifting of the standards of training and performance required in the office of elementary school principal and by an extension of the policy of increasing the enrolment of the typical elementary school community. The committee concludes that it is economically practical to place the office of elementary school principal on a sound economic basis and recommends a general movement in this direction.

In answer to question four, various criteria are suggested for study in fixing the rates of the salary schedules of elementary school principals in a particular community.

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CHAPTER XXV

STUDIES ON THE PRINCIPALSHIP

THIS CHAPTER aims to summarize certain studies relative to the elementary school principalship, the general school principalship, and related subjects which have a bearing upon chapters of this Yearbook. Additional references on the principalship may be found in the annotated bibliography.

Insofar as the data permitted each investigation has been treated under the topics: Problem, Method and Findings. The studies have been grouped under the following headings:

Status of the Principalship
Duties of the Principalship—General
Supervisory Activities
Administrative Activities

STATUS OF THE PRINCIPALSHIP

Study No. 1. Conners, F. Herrick. *The Status of the Ohio Elementary School Principal*. Master's thesis. Ohio State University, Columbus, Ohio, 1925, 104 p.

Problem—To determine the nature of and conditions surrounding the work of the elementary school principal; and his social, economic and professional status, with a view to indicating bases for improvement.

Method—Data were secured by means of a questionnaire for superintendents in 65 cities of from 5,000 to 100,000 population and over, and superintendents in 13 exempted villages of 3,000 to 5,000 population. The study also presents data for 383 elementary school principals in Ohio, 243 of whom were women, and 140 men.

Findings—The study was divided into seven parts. The facts appearing for each were as follows:

1. General data concerning present position:
 - a. Sixty-three percent of Ohio elementary school principalships are held by women
 - b. The average principal had held his present position 6.2 years
 - c. The median number of teachers supervised is 12
 - d. The school under his control consists of grades 1-8, enrolling 415 pupils
2. Preparation and experience:
 - a. The Ohio elementary school principal has had 6.2 years preparation beyond elementary school, and is a high school graduate. A large percentage of the women received their professional equipment at the normal school. Many of the men have the same type of training, but more attend college or university
 - b. The Ohio elementary school principal has had 17 years of experience
 - c. Elementary school principals are chosen largely from the teaching ranks; the position of principalship is a reward for meritorious service
3. Personal data:
 - a. His median age is 47.1 years; the median age for women is 1.2 years higher than for men
 - b. The majority of the men are married, whereas such is the case with but one out of ten women

- c. The men have on the average over two persons totally dependent upon them for support; the median for women is zero
- d. The average yearly salary is \$1850
- e. They evince an interest in civic community welfare
- 4. Clerical help, office facilities, and equipment:
 - a. The Ohio principal is hampered in his duties by inadequate clerical help
- 5. Distribution of time:
 - a. The average time devoted to the five major functions is: Clerical work 14 percent, administration and organization 18 percent, teaching 60 percent, supervision 17 percent, other duties 6 percent. Taking the median for each function, an ideal day would include: clerical work 8 percent, administration and organization 21 percent, teaching 20 percent, supervision 37 percent, other duties 9 percent.
 - b. Nine hours per week are spent on school activities at home
 - c. Community activities take up about four hours per week
 - d. His school duties make up an eight-hour day
- 6. Supervisory functions:
 - a. Less than ten supervisory visits are made by the principal during the week
The period of observation averages about sixty minutes
 - b. Less than half these interviews are followed up by personal conference
 - c. Only one fourth file a record of such observation
- 7. Administrative relationships to superintendent:
 - a. The superintendent advises with principals concerning most assignments of teachers
 - b. The principals have little real power in the supervision of janitorial service
 - c. The principal has control of assignment to class groups
 - d. He may make regulations governing routine matters as long as these are in conformity with policies of the board and the superintendent
 - e. For texts and supplies he is limited to those adopted for the system as a whole

Conclusions—Analyzing the situation revealed in the returns, the writer commends points of strength such as desire for professional growth and advancement, the erection of experience prerequisites for the position, indications of consistent salary increases, support of professional organizations, recognition of the fallacies existing in the present distribution of the principal's time, evidences of supervisory cooperation and harmony, democratic trends in administrative relationships.

Study No. 2. Hart, Frank W. "Special Certification As a Means of Professionalizing Educational Leadership." *Teachers College Record*, Vol. XXVII, No. 2, October, 1925, pp. 121-128.

To reveal the lack of professionalization of the elementary school principals for "one of the educationally progressive states in the union." Based on returns assumed to be from the upper 25 percent, more than one third had no professional training courses in theory or philosophy of education and history of education; 45 percent had had no educational psychology, 55 percent no training in tests and measurements. Educational experimentation was missing in 81 percent of the cases, and approximately half had never taken training courses in the field of educational administration. Seventy-three percent had had no professional training courses in supervision.

A body of technical knowledge is a necessary condition of professionalized educational leadership. Such material, organized into professional courses includes:

1. Knowledge of the constitutional and legislative status of the public schools
2. Knowledge of organization best serving the interests of education
3. Knowledge of the relative success of various philosophies and systems of education as revealed in historical and comparative education
4. Knowledge of the detail technic to be employed in programming and projecting established educational policies

5. Knowledge of the relative merits of the means of evaluating the educational output
6. Knowledge of the research contributions to education and their practical implications
7. Training in the use of and command of the tools of research
8. Command of the technic that will provide for adaptation of the schools to the advancing educational goals
9. Knowledge of the physical and material sides of the school system and of their influence upon the educational outcomes, health, happiness, and efficiency of pupils and teachers
10. Command of the technic that should be employed in the fiscal and business administration of the schools.
11. Understanding of effective and ethical means of keeping the public behind the educational program
12. Knowledge of standards to be employed in the selection and promotion of staff
13. Command of ways and means of improving staff members in service
14. Command of the technic of supervision

Such a body of technical knowledge is available, as shown by a survey of the literature, inspection of the catalogs of schools and colleges of education, and an acquaintance with the men engaged in training educational administrators.

In conclusion it is stated that specialized certification will tend to place educational leadership on a professional plane.

Study No. 3. Martin, William H. "The Status of Elementary School Principals in New England." Report to New England Association of Superintendence, November, 1923.

Data from this study may be found in different chapters of this Yearbook.

Study No. 4. Morrison, J. Cayce. "The School Principalship in Ohio Cities and Exempted Villages." *Contribution in School Administration*, Volume II, No. 17, May 15, 1926, 71 p., University Studies, Ohio State University, Columbus, Ohio.

A study of the status of the principalship. Data from this study are presented in a number of chapters of this report.

Study No. 5. Morrison, Robert H. "Qualities Leading to Appointment as School Supervisors and Administrators." *Educational Administration and Supervision*, Vol. XII, No. 8, November, 1926, pp. 505-511.

Problem—To determine the qualities needed by the public school supervisor or administrator.

Method—The findings are the result of interviews held with superintendents and school board members concerning the qualities leading to appointment as supervisors or administrators.

Findings and conclusions—The following table is presented to show the rank, frequency, and percentage distribution of the first ten qualities as listed in forty interviews with employers of teachers.

Rank	Quality	Frequency	Percentage
1	Executive ability	25	62.5
2	Leadership	16	40
3	Ability to supervise.....	15	37.5
4	Broad experience and training.....	12	30
5	Ability to get on with people.....	10	25
6.5	Organizing ability	6	15
6.5	Student of educational problems.....	6	15
8	Willingness to assume responsibility.....	5	12.5
9.5	Foresight	4	10
9.5	Personality which inspires confidence.....	4	10

Detailed statements included for the first two general qualities are as follows:

1. Executive Ability

- (1) No one can be an executive who cannot cooperate with the majority of people. This means cooperation with both administrators and teachers
- (2) The executive must have a general idea of all phases of the work
- (3) The principal must be able to plan a program for the entire school
- (4) He must delegate tasks to others and follow up to see that these tasks are accomplished
- (5) He keeps everyone working in harmony
- (6) He knows how to pick out teachers who will "put across" extra-curriculum activities
- (7) He is friendly but never familiar
- (8) He keeps the parents informed
- (9) He assumes responsibility for his own mistakes
- (10) No material is wasted in his building
- (11) He does not permit teachers to neglect some phase of their work and devote all their time to some hobby
- (12) He weighs carefully all actions before creating a precedent
- (13) He has an untiring willingness to learn the problems of the subordinate teacher and an equally untiring willingness to help solve them
- (14) He speaks when authority must be asserted
- (15) A principal must be willing to do anything he demands of his subordinates
- (16) A principal must have a faculty of knowing when "to let well enough alone"
- (17) The principal must be able to handle difficult cases of school discipline
- (18) An executive uses other people to get things done
- (19) He manages both people and details

2. Leadership

- (1) A leader proposes new plans
- (2) He can adapt ideas suggested by others and use them to develop his plans
- (3) He never quarrels with the parents, yet he wins his point
- (4) He serves upon executive committees for community affairs
- (5) He commands work well done
- (6) He keeps physically fit and conserves his energy for big things
- (7) He is not critical of colleagues or subordinates
- (8) He is always courteous
- (9) We promote teachers to principalships who have in earlier experiences proved themselves good followers
- (10) He encourages suggestions

In summary, the writer states: 1. Appointment to positions as school supervisors and administrators is largely determined by character traits of the applicant. 2. Not all successful teachers make successful supervisors. 3. Teachers not fitted for administrative positions should be advised to remain classroom teachers. 4. Adequate salaries and more stable tenure of office will encourage preparation for administrative positions.

Study No. 6. Pollich, R. E. "Superintendents' Standards and Policies in the Selection, Appointment, and Promotion of Elementary School Principals." *The Elementary School Journal*, Vol. XXVI, No. 2, October, 1925, pp. 107-111.

Problem—To determine the standards for the selection, appointment, and promotion of elementary school principals.

Method—The data were secured by a questionnaire from superintendents in forty large cities located in twenty-five different states.

Findings

1. Eighty-seven percent of thirty-nine cities replying on this point indicate that elementary school principals are selected by the superintendent, sub-

- ject to the approval of the board of education. In the thirteen percent remaining they are selected by examination boards; in these cities the superintendent is either chairman or a member of the board
2. The common methods in determining the qualifications of candidates for elementary school principalships are: (1) Superintendent's knowledge of candidates, (2) credentials presented by candidates, and (3) the results secured through written examination
 3. With one exception, all of the thirty-six cities demand at least normal school graduation of candidates for elementary school principalships. Fifteen or forty-two percent do not consider candidates who are not graduates from a regular four-year college
 4. Thirty-five superintendents indicated that a minimum of at least two years of experience as teacher, supervisor, assistant principal or principal was required for a person to become an elementary school principal. More than one-half of the cities reporting demand two to ten years of teaching experience in the elementary grades
 5. All the large cities seemed to have some scheme for classifying elementary school principals. In most cases this grouping is based on the number of teachers supervised
 6. Thirty-seven city school superintendents indicated that about one-half appoint only persons from within their own school systems to elementary school principalships. Those appointing from other systems as well as from their own report appointing 20 to 25 percent of their principals from outside
 7. It appeared that elementary school principals in the large cities are no longer expected to teach classes
 8. Recommendation of the superintendent is the most important criterion for promotion of school principals. Evidence of progress, including travel, professional reading, university courses is given second place. Reports from twenty-seven superintendents show that the common practice is to promote principals with the growth of their schools. Only one of the twenty-seven reported that principals are demoted in case of decrease of attendance
 9. In the large cities principals are rarely demoted for causes other than decrease in the size of school
 10. Ninety-five percent of the superintendents reporting state that elementary school principals are promoted to junior high school principalships. About two-thirds of the cities replying on this matter report that they do not appoint principals from elementary to senior high school principalships. Though one-third report a policy of promoting elementary school principals to senior high school principalships, only one-half of this number, or one-sixth of the whole, have ever made any such promotion

DUTIES OF THE PRINCIPALSHIP—GENERAL

Study No. 7. Bates, Guy. "Functions of the Elementary School Principal." *The Journal of Educational Method*, Vol. IV, No. 5, January, 1925, pp. 178-184.

Problem—To determine the nature of the principal's work in actual practice and in what respect it differs from the ideal as viewed by them.

Method—The material of the study was secured by a questionnaire distributed to 112 principals. The principals were asked to record in detail each activity carried on by them during the day for an entire week, noting the time spent on the activity in each case.

Findings—Data are presented to show the percent of school day spent on general functions, as follows: Administration 51, supervision 36, clerical 10, community leadership and professional study 3. The median enrolment and median

number of minutes per week spent on the various duties of the principal in fifteen schools having clerks, and fifteen schools having no clerks appear in the table below:

Schools	Enrol- ment	Adminis- tration	Supervi- sion	Clerical
Fifteen schools having clerks.....	900	963	613	62
Fifteen schools having no clerks.....	550	613	588	325

An estimate made by the principals of the proper amount of time that in their judgment a principal should spend upon the functions under ideal conditions gave the following median percents: Administration 22, supervision 46, clerical 10.

The principals were asked to rank the five functions usually performed by them. The results are given below:

Rank	1	2	3	4	5
Administration	20	56	21	15	0
Supervision	66	37	7	2	0
Clerical	0	0	1	4	107
Community Leadership.....	1	2	35	72	2
Professional Study.....	24	18	50	18	2

In conclusion the analysis of the reports of the individual principals indicates little or no uniformity of practice among them, and that this is an indication of a difference of opinion as to what is of most importance to the successful operation of a school. Also, that the principal himself, rather than size of school, type of neighborhood in which the school is located, or the question of clerical assistance, determines the amount of time necessary to be set aside for administrative functions.

Study No. 8. Benson, J. R. "The Division of the Principal's Time." *The Elementary School Journal*, Vol. XXVII, No. 2, October, 1926, pp. 94-100.

Problem—To determine how the elementary school principal spends his official day.

Method—The data were secured from records of eight St. Louis principals on the manner in which they spent their official day. Twenty days consisting of six hours each (no record was asked of time before 8:30 A. M., after 3:30 P. M. or during the noon hour) during January were included in the separate records. Division of time was made among duties under five headings according to the activity in which they engaged—supervision, administration, community relations, clerical work, and personal matters.

Findings—The median amount of time spent daily by principals in the performance of specified activities is shown below.

Activities, Etc.	Median
Number of days involved.....	20
Average number of minutes.....	364
Average number of minutes devoted daily to	
Supervision	125
Administration	147
Community relations	24
Clerical work	50
Personal matters	34
Average percentage of minutes devoted daily to	
Supervision	34
Administration	40
Community relations	6½
Clerical work	12½
Personal matters	

Conclusions of the writer were as follows:

1. Less than 34 percent of the time was spent by these principals in supervision
2. Twelve and one-half percent of the principal's time was spent in clerical duties
3. No little time seemed to be spent by teachers of some schools in clerical work in addition to the time spent on records pertaining to their own pupils
4. Time spent in community problems was reported by every principal

Study No. 9. Bobbitt, Franklin. "Mistakes Often Made by Principals." *The Elementary School Journal*, Vols. XX, XXI, Nos. 5 and 6. January and February, 1920, pp. 337-346, 419-434.

Problem—To ascertain the nature of mistakes frequently made by principals.

Method—A list of mistakes that a principal might make was assembled by drawing on the experiences and observations of several hundred superintendents, principals and teachers.

Findings

A. In regard to his directorial function, the errors were as follows:

1. Autocratic and arbitrary direction of work and of the general affairs of the building
2. Taking care of matters personally that ought to be delegated
3. Trying to take care of too many things at once
4. Lack of interest in teachers' experiments
5. Unconsciously creating weaknesses in teachers by withholding responsibility
6. Taking to himself credit for all successes in the school
7. Feebleness or absence of directive effort caused by virtue of his position, professional timidity, or general professional failure to develop a technique of organization and management
8. Frequent change of policy

B. In regard to his performance of the inspectorial function, among the errors are:

1. Insufficient amount of time given to the work of inspection
2. Inspection of the work of the building on arbitrary standards
3. Inspection of the work on the basis of ill-defined standards
4. Inspection on the basis of fluctuating standards
5. Inspection without definite purpose, and failure to utilize the results of the inspection
6. Failure to report inspectional findings to the teacher whose work is being inspected
7. Permitting the inspectional findings to be influenced by the personal element
8. Criticizing teachers in conversation with other teachers
9. Secretly spying upon teachers
10. Failure to organize and coordinate the work of the building. It was suggested that the principal could prevent himself from becoming absorbed in office routine by careful planning of a schedule of work and a continual study of the educational objectives aimed at in each portion of the program and the means of attaining them
11. Virtual abdication of the position of professional leadership for the sake of taking care of the routine and the simple miscellaneous duties connected with the operation of the building
12. Failure to inspire and energize teachers and pupils
13. Failure to develop an *esprit-de-corps*
14. Weakness of initiative
15. Aloofness from teachers and pupils
16. Unsympathetic attitude toward teachers and pupils
17. Failure to establish discipline and order within the building
18. The closed mind; contentment with the aims and practice which through long habit have become second nature; refusal to believe that either ends or practices under present conditions should be rather rapidly changing and improving. Professional timidity

19. Excessive independence of action
20. Attempting innovations of important character without having previously made sufficient preparation for them
21. Failure to train teachers during service
22. Aloofness of the principal from community life
23. Partiality in the treatment of teachers, pupils, or parents.

Study No. 10. Boggs, J. "School Board Regulations Concerning the Elementary School Principal." *The Elementary School Journal*, Vol. 20, No. 10, June, 1920, pp. 730-742.

Problem—To summarize the prescriptive requirements concerning the elementary school principal in thirty American school systems taken at random, in an attempt to reveal the functions currently thought to belong to the school principal and to indicate those considered of major importance.

Method—The study was prepared from the analysis of school board manuals of the 30 cities. The examination was carried on until it was felt that analysis of further manuals would not materially extend the aggregate list.

Findings—As found from examination of school board manuals, the prescribed duties of principals, numbering seventy-seven in the aggregate are as follows, listed in the order of their frequency:

1. General supervision over his school 25
2. Care and protection of the physical property 25
3. Suspension of pupils for disciplinary purposes 22
4. Care of neatness of buildings and grounds 22
5. General control over discipline 22
6. Monthly reports to the superintendent 21
7. Keep record of attendance of teachers 19
8. Annual inventories of supplies and equipment 19
9. Visit and assist teachers in their instruction 18
10. Supervision of janitor 18
11. To enforce directions of board and superintendent 17
12. To hold fire drills 17
13. To be on duty at specified times 17
14. To report inefficient teaching to the superintendent 17
15. Make requisition for supplies 16
16. To direct and supervise all assistants 15
17. To receive, classify, and promote pupils 15
18. To keep, or to supervise registers of pupils 15
19. To supervise the heating and ventilation 13
20. To check up all supplies delivered to his building 13
21. To hold teachers' meetings 11
22. To notify all teachers of school board orders 10
23. To report general conditions to superintendent 10
24. Use or control of corporal punishment 10
25. To hold the work to course of study 9
26. To report time and quality of substitute teaching 9
27. To teach one or more classes a day 9
28. To confer frequently with the superintendent 9
29. To make requisition for repairs 9
30. To make or direct measurement of results 7
31. To cooperate with the attendance department 7
32. To bar agents, collectors, advertisers, etc., from building 6
33. To make out class schedules 6
34. To keep doors unlocked during school hours 6
35. To direct and supervise records made by assistants 5
36. To report the deportment of pupils to parents 5

37. To oversee pupils during noon period 5
 38. To care for books owned by the school 5
 39. To report pupil transfers and all tuition fees 4
 40. To post teachers' names and programs at the doors of classrooms 4
 41. To make and send daily programs to the superintendent 4
 42. To hold daily program to prescribed schedule 4
 43. Monthly reports concerning supplies 3
 44. To see that American flag is raised daily 3
 45. Prepare building for summer vacation and turn in keys 3
 46. To have personal charge of the school library 3
 47. To transmit school board orders to assistants 2
 48. To supervise the use of the school telephone 2
 49. To hear complaints from parents 2
 50. To report at the building in the autumn a week or two early 2
 51. To supervise ringing of the bells 2
 52. To guard against contagious diseases 2
 53. To dispose of out-worn books, equipment, or supplies 2
 54. To direct all athletic affairs 2
 55. To bar all sectarian teaching 2
 56. To provide for teacher—visiting of teachers 1
 57. To keep all reference books available during school hours 1
 58. To keep record of all gifts to the school 1
 59. To report unregistered children of legal age 1
 60. To report indigent children and their needs 1
 61. To make regular report to medical officer 1
 62. To direct the testing of fire hose 1
 63. To keep vaccination certificates of children 1
 64. To keep record of visitors to school 1
 65. To procure substitute teachers when needed 1
 66. To bar all animals from the premises 1
 67. To bar tobacco from the school premises 1
 68. To keep convenient a continually revised teachers' directory 1
 69. To act as time clerk on work done at the building 1
 70. To care for the school savings bank 1
 71. To report serious accidents to superintendent and parents 1
 72. To keep reports of school physicians 1
 73. To notify parents of pupils' absences 1
 74. To approve all notes from teachers to parents 1
 75. To order all fuel for the building 1
 76. To grant half-day sessions to weak children 1
 77. To advise with superintendents and board in hiring janitors 1
- Conclusions—The frequency with which the duties were mentioned indicate which were considered the most or the least necessary for principals to perform. The duties prescribed seemed to be of a clerical or routine nature. Regulations should pertain to supervisory functions, and such regulations would inform and direct principals in their work.

Study No. 11. Bryan, C. M. *Duties of the Elementary School Principal*. Master's thesis, University of Pittsburgh, Pittsburgh, Pennsylvania, 1925.

Problem—To analyze the activities of the elementary school principal.

Method—The data were collected by means of a questionnaire supplemented by personal interviews. Those to whom the inquiry was sent asked to list the specific duties performed and problems encountered in their work in any one day outside and inside school hours. The analysis was based on replies from twenty-five representative elementary school principals in Western Pennsylvania.

Findings

1. The replies showed an aggregate total of 720 specific duties performed by the principals during the school year from July 1, 1924, to July 1, 1925. This does not include all the possible duties performed by principals
2. The following table shows the duties performed by the principals, arranged in order of frequencies as to their greatest totals and percents of the whole number tabulated

Name of Heading	No. of Duties	Percent of Whole
General administrative	462	64.1
Clerical	79	10.9
Professional	61	8.4
Supervision of instruction.....	48	6.6
Civic	36	5.0
Social	27	3.7
Instructional (teaching)	7	.9
Total	720	99.6

3. The following data appear in a discussion of the average number of duties performed by principals of three classes of schools:

No. Principals Reporting	Class of School	Pupil Enrolment	Average Number of Duties
5	A	1000 or more	618.8
12	B	500-1000	537.7
8	C	Under 500	528

Unless there is some other contributing factor present, the number of pupils in a school is a factor increasing the number of duties of principals in charge. Data were compiled to show factors with which principals have to contend in their daily routine work. Tables relating to these factors (such as number of grades in school, number of pupils enrolled, class of school from the point of the number of pupils in it, the schools which have departmental work, the schools which have the platoon organization, the number of teachers in a building, the schools which have clerks, the principals who teach) were made up without analysis or comment.

Study No. 12. Buckingham, B. R. "An Analysis of the Job of the Elementary Principal." *Educational Research Bulletin*, Ohio State University, Vol. II, No. 15, October 17, 1923, pp. 243-246.

Problem—To analyze the work of the elementary school principal and discover ways in which the various activities might be more effectively performed.

Method—The study of the job of the principal was made by a group of students enrolled at Ohio State University, including principals of elementary and junior high schools and a few graduate students. A list of duties was made from time analyses of activities by members of the class in actual service and observations and recollections of the class members. Questionnaires were sent to superintendents in the larger cities throughout the country, to principals (these were confined mostly to Ohio city systems), and to a few teachers.

Findings—Study of the replies to the questionnaire revealed a discrepancy (1) between the amount of time devoted to certain activities by the principals and the importance assigned to these by superintendents, and (2) the importance assigned to various activities by principals and by superintendents. Superintendents might well become better acquainted with the activities of principals under their supervision, activities which make up the daily routine but do not come to the superintendents' attention.

Many principals are required to perform duties which should be done by assistants, while others have lost sight of leadership in the press of office routine. There did not appear to be any working knowledge of the principal's job on the part of either principal, superintendent or teacher.

Study No. 13. "Elementary School Principals Problems." *American Educational Digest*. Vol. 44, No. 6, February, 1925, pp. 243-245, 269-272.

Problem—To ascertain the most important and trying problems encountered by elementary school principals.

Method—The conclusions as to the nature of the problems were based on statements received from 573 principals distributed through forty-one states.

Findings—The twelve biggest problems in order of frequency of mention were:

Lack of time for supervision.....	348
Not sufficient office help.....	311
No voice in selecting subordinates.....	191
Poorly trained teachers.....	167
No voice in budget making.....	163
Little authority to shape course of study.....	126
Divided authority in administration.....	52
Little or no voice in administration.....	49
Teachers resent suggestions.....	46
No power to enforce directions.....	31
Supervision done by superintendent.....	27
Poor cooperation by superintendent.....	21

Study No. 14. Flowers, Ida V. "The Duties of the Elementary School Principal." *The Elementary School Journal*, Vol. XXVII, No. 6, February, 1927, pp. 414-422.

Problem—To determine how elementary school principals spend their time.

Method—The data were assembled from the diaries of 67 principals kept during January. Replies represented 25 schools in Baltimore and 42 schools in other cities.

Findings—Data on the percentage of time devoted by principals in schools outside of Baltimore showed the following total percents: Administrative duties 44.8; supervisory duties 30.0; clerical duties 16.0; community and miscellaneous 7.5; teaching own class and planning for teaching 1.7. The percentage of time devoted to various duties by the principals of schools in Baltimore showed total percents as follows: Administrative duties 41.1; supervisory duties 29.8; clerical duties 20.6; community and miscellaneous 5.2; teaching own class and planning for teaching 3.3. The total number of minutes spent by each principal during the fortnight was: For principals outside of Baltimore a range of from 5.0 to 8.3 hours per day with the median at 6.8 hours; for the principals in Baltimore the median time was 7.4 hours a day, the range was from 6.5 to 8.0 hours per day.

Examination of the items under the general phases of work showed that of the time devoted to administrative duties, the greatest amount is given to supervising the playground, exits, etc., conferences with teachers occupying second place. In supervisory duties, the greatest amount of time is given to classroom visitation. In spite of the amount of time spent in classroom observation, only a little more than 3 percent of the time is spent in individual conferences with teachers, with a very small additional amount devoted to group conferences.

Conclusions are: (1) That the average principal is finding it impossible to devote 50 or 60 percent of his time to supervision as urged by writers in the field; (2) that principals may well subject to careful analysis the way in which they spend their time in order that they may increase their efficiency; and (3) that boards of education and superintendents should do all in their power to relieve principals of some of the minor duties in order that their best efforts may be devoted to the improvement of instruction.

Study No. 15. Gist, Arthur S., and King, Wm. A. "The Efficiency of the Principalship from the Standpoint of the Teacher." *The Elementary School Journal*, Vol. XXIII, No. 2, October, 1922, pp. 120-126.

Problem—To investigate the views of teachers on the possibilities of the principalship.

Method—Information was secured from 300 replies to a questionnaire sent to 1,500 teachers. The questionnaire called for answers to the following question:

How may the principal be of most help to the teacher?

- I. In a professional way (professional leadership, course of study, the exceptional child, etc.)
- II. In an administrative way (general building régime, furnishing, equipment and supplies, etc.)
- III. In personal relationships (mannerisms, temperament, personal qualities, etc.)

Findings

I. Professional

1. One hundred-four teachers indicated that valuable assistance could be given in the work with the exceptional child
2. Eighty-three indicated that the principal could help with the course of study. Sixteen asked for some freedom in applying the course of study to local situations
3. Fifty-eight teachers indicated that the principal could be of assistance as a professional leader. Fifty-one suggested that the principal call their attention to the best current educational literature. Thirty-one asked for some pedagogic advice. Twenty-two indicated that the principal should be inspirational in the classrooms, in meetings, and in conferences. Twenty indicated that the principal should hold meetings where discussion is free, with the teachers often leading. Seventeen suggested that the principal do some demonstration teaching

II. Administrative

1. Fifty percent of the teachers indicated that supplies should be on hand when needed, especially at the beginning of the year, and be delivered to the teacher without delay
2. Twenty-eight percent pointed out that the principal should be a good manager. The building régime should be well defined and well understood by both teachers and pupils
3. Thirteen percent said that each teacher should assume her part of the responsibility in regard to the building load
4. Nine percent urged against interrupting regular class sessions
5. Five percent agreed that conferences should be short, definite and worth while, and regulated as to number
6. Three teachers suggested that a course in school administration be required of all candidates for elementary school principalships

III. Personal relationships

1. The importance of the higher human qualities (justice, courtesy, appreciation, etc.) was emphasized by sixty percent
2. Sixteen percent indicated that they welcomed prompt and constructive criticism
3. Seven percent gave suggestions for maintenance of poise by the principal

Study No. 16. Hampton, William Oscar. *How Public School Principals Use Their Time*. Doctor's thesis. University of North Carolina, Chapel Hill, North Carolina, 1926, 141 p.

Problem—To show the manner in which public school principals distribute their working time among various types of activities.

Method—One hundred and thirty principals listed by ten-minute periods during each day each specific activity to which attention was given. The record, was to be kept for thirty days or six school weeks.

In tabulating the records each specific activity was classified under some general head in an outline previously prepared from a study of books and magazine articles on the principal's work. (This outline was enlarged as the work proceeded.) The specific duties were recorded in sufficient detail to insure a complete analysis of all activities, and the actual number of minutes devoted by each principal to each activity was tabulated. The data were interpreted to analyze as fully as possible the activities of the principal and show the relative importance principals place upon various duties.

The findings were reduced to a percent basis for comparison with other investigations and a comparison of the importance of different duties as they appear in the time budgets of school principals. A means was sought of giving a cross-section of actual work of the school principal. The first step was to take the total amount of time reported by all principals. The second was to find the total amount of time devoted to each item of activity listed in the outline. The percent of the total time used in doing each type of work was then calculated.

Findings—The principals keeping detailed diaries for the investigation spent from five to eight and a half hours per day at their professional work. The average for the one hundred and thirty principals was approximately six hours per day. The range of the middle fifty percent was from five and a half hours to seven hours and forty-two minutes per day.

Conclusions

A. In general

1. Public school principals as a group are not distributing their time wisely among the various activities open to them. They are so busily engaged by a vast swarm of petty details that they have no time for planning the major professional activities
2. One of the most noticeable features of the work of the principals is the variability in the work of different principals. Principals do not have well adapted or uniform procedures for doing different tasks. No agreement exists in practice as to the time to be consumed by different duties
3. Principals develop independently whatever methods they employ. (The suggestion is made that as improved methods are developed they should be disseminated and adopted)

B. In regard to classes of activities

1. The amount of time devoted to supervision is insufficient and the time devoted to supervision is used unwisely. Inspection rather than the improvement of teaching seems to be the primary aim of the supervisory work. There was in general a neglect of follow-up work
2. It would appear that principals are not employed for their supervisory ability—success in organizing and administering the work of the school has been the basis upon which success has been judged
3. Principals are doing work that should be done by others under their supervision. The writer suggests that the principal's problem is one of selecting the duties that should be allowed to consume his time and of doing these as effectively and quickly as possible in order to make his time count
4. Superintendents and principals tend to give too little time to wholesome school publicity
5. From a study of the principal's clerical work, the writer recommends that the principal delegate as much routine work as possible, and that consideration be directed to the question of the value of activities
6. The principals are inactive in the social affairs of the community outside the schools
7. The writer states that "the most discouraging item in this and other reports of the principal's time distribution is the lack of professional study"

Study No. 17. Horrall, A. H. "The Elementary School Principal from the Teachers' Point of View." *The Elementary School Journal*, Vol. XXIV, No. 10, June, 1924, pp. 742-746.

Problem—To determine the characteristics of the successful elementary school principal from elementary school teachers.

Method—Through the cooperation of superintendents of schools in Washington, Oregon, Idaho, and California, data were secured by means of a questionnaire answered by a representative number of elementary school teachers.

Findings—One hundred six teachers of the 494 replying had taught under men principals, fifty-four under women and 334 under both. Of the 494, one hundred sixty-five expressed a preference for men, sixty-four for women. Of the two hundred sixty-five expressing no preference, nearly all made a statement to the effect that "personality, not sex, counts." An analysis of the answers of those teachers who prefer men principals shows the following factors mentioned most frequently: "Broad-mindedness," "does not harp on little things," and "more impersonal in criticisms." Most of the teachers showing preference for women principals stated that they are "more sympathetic and systematic." The general opinion seems to be that the best type of women is attracted to the elementary school principalship, which is not true in the case of men.

As chief characteristics suggested for a good elementary school principal, a majority mentioned tact, ability to discipline well, and an appreciation of the point of view of the parent, the teacher, and the pupil. In regard to characteristics that most elementary school principals lack, the five characteristics mentioned most frequently were: Tact, impartiality, sense of humor, ability to get the point of view of the teacher and the pupil, and sympathy.

Study No. 18. McClure, Worth. "The Functions of the Elementary School Principal." *The Elementary School Journal*, Vol. XXI, No. 7, March, 1921, pp. 500-514.

Problem—To determine the importance in theory and practice of the functions of the elementary school principal.

Method—Data of a theoretical nature were secured by means of questionnaires distributed to: Superintendents of the thirty largest cities in the United States, sixteen university professors of education, and the elementary school principals of Seattle. The questionnaire set up a classification of the principal's functions for evaluation by professors of education and by city superintendents according to the percent of time they expected the principal to give to clerical, administrative and supervisory tasks. In regard to actual practice, data were secured: (1) From the daily time records of forty-three Seattle principals for one week in March, 1920, (2) a ranking of the functions by thirteen university professors in accordance with their personal observation of the importance attached to the respective items in the present practice of principals, and (3) a study of current literature of problems of the principalship.

Findings and conclusions

1. The functions of the elementary school principal may be classified in accordance with educational theory in five classes in the following order of importance: Supervision of teaching, administration, community leadership, professional study and growth, clerical work
2. The principal should be the leader of his school community, and possess expert ability and professional ideals
3. Study of current practice shows that the principalship falls short of its ideal, the order of importance being ranked as follows:

Ranking	Judgment of University Men	Practice of Seattle Prin.
1	Administration	Administration
2	Clerical work	Supervision
3	Supervision	Clerical work
4	Community leadership or professional study	.....

4. Reasons suggested for discrepancy between theory and practice are:
 - a. Lack of understanding by principals and superintendents as to the functions of the principal and their relative importance
 - b. Inadequate training facilities and literature on the principalship
 - c. Slow evolution of the principalship as an educational organism
 - d. Lack of professional technic
 - e. Inadequacy of salary, making the position financially unattractive and improvement in service difficult

SUPERVISORY ACTIVITIES

Study No. 19. Barr, A. S. "An Analysis of the Duties and Functions of Instructional Supervisors. A study of the Detroit Supervisory Organization." *Bureau of Educational Research Bulletin*, No. 7. January, 1926, University of Wisconsin, Madison, Wisconsin, 179 p.

Problem—To offer an analysis and definition of the functions of supervisors for one school system.

Method—The investigation is introduced with a discussion of the system of organization and the guiding principles operating in the Detroit plan of cooperative control of supervision. A summary list of activities normally engaged in by supervisors is presented. The main outlines defined in specific activities given for illustration.

A study is made of the time spent by supervisors in the activities in which they engage. This is based on: (1) A tabulation of the frequency of occurrence of certain supervisory activities, as secured from approximately five thousand regular weekly reports of supervisors; (2) two time-card studies, (a) one based on daily time records over a two-year period, to show the distribution of supervisory time among general classes of activities, and (b) a more detailed study of time-cards over a five-month period which classified supervisory activities according to general headings, attempted a time distribution for each of the various agencies with whom supervisors work, and described the manner in which the work was carried forward.

Findings—The principles in effect for Detroit supervisors were that supervision must be democratic and scientific. Principals were responsible for supervision in their own buildings.

The distribution of certain supervisory activities over a period of two years 1921-1923, appearing from a tabulation of frequency of mention in the supervisors' regular weekly reports, is shown by figures presented in connection with a diagram:

Activity	Frequency	Percent
1. Selection of textbooks.....	364	1.9
2. Study of supplies, equipment and buildings.....	744	3.8
3. Assistance in selection, appointment, assignment, and transfer of teachers.....	451	2.3
4. Community activities	4,186	21.6
5. Field work	1,662	8.6
6. Training activities	2,300	11.9
7. Surveys, reports, records, schedules.....	1,027	5.3
8. Preparation of instruction materials.....	2,016	10.4
9. Research	1,784	9.2
10. Professional activities	716	3.7
11. Educational publicity	612	3.1
12. Survey of educational progress.....	404	2.1
13. General administration	3,090	15.4
	19,356	100.0

The time analysis covering daily records for the five-month period, January to May 1921-22, revealed the following statements: Supervisors spend about 20 percent of their time in working directly with teachers, 2.7 percent with administrative officials, 5.2 percent with staff, 5.4 percent with other supervisors, 16 percent with district principals, 2.6 percent with principals, and 3.7 percent with outside agencies. Supervisors spend .6 percent of their time in conferences, 9.5 percent in meetings, 5 percent in committee, 15.3 percent in visiting schools, 7.5 percent in correspondence and telephoning, 38.9 percent in research and study, and 1.4 percent on routine matters; 31.8 percent of a supervisor's time is spent in the direct preparation and plans for the use of materials, 19.7 percent in putting these plans into operations, 35.1 percent in general administration, 13.4 percent with routine matters.

The study of the time distribution of supervisory activities shows that supervisors seem to assign to their duties the following relative importance: (1) Community activities; (2) training activities; (3) general administration; (4) preparation of supervisory materials; (5) research in and the experimental study of instructional problems; (6) field work; (7) study of supplies; equipment, buildings, and budgets; (8) surveys, reports, records, schedules; (9) selection of instructional materials; (10) professional activities; (11) assistance in selection, appointment, assignment, and transfer of teachers; (12) publicity; (13) reports upon educational progress.

(1) A study of the activities of supervisors leads one to believe that they can be performed most economically and expeditiously when done by a service department independent of the several administrative units and serving all of them, (2) the activities of supervisors are, for the most part, in the nature of specialized service rather than administrative. While supervisors are responsible for the general instructional conditions within their several fields, they are not administrative officials. Their functions are instructional and not administrative.

Study No. 20. Crabbs, Lelah Mae. "Measuring Efficiency in Supervision and Teaching." *Teachers College, Columbia University, Contributions to Education, No. 175*, New York City, N. Y., 1925, 105 p.

Problem—The study aims: (1) To evolve a technic of supervision based on measurement; (2) to evolve a technic of measuring the efficiency of this supervision; (3) to apply the AR technic of measuring the efficiency of teaching in both rural and urban school systems.

Method—In October, 1922 a measurement program was conducted in grades three to eight inclusive in a residential town of about 10,000 population. Tests of intelligence, reading, arithmetic, spelling, composition, and penmanship were applied, and the crude scores for the pupils converted into mental ages, reading ages, etc. The results were presented at general and group teachers' meetings, and the measurement program repeated in October, 1923. The whole supervisory program, which also included testing for formation of special classes, parent interviews, improvement of teachers' examinations, was evaluated in the light of: (1) Evidence of work in testing following completion of the study, and (2) the total gain or loss in subject age units during the interval between the two periods of measurement.

The Franzen AR Teaching Efficiency formula (AQ or $AR = \frac{\text{subject age}}{\text{mental age}} \times 100$,

or Teacher Efficiency = Final AR - Initial AR) was applied to the above tests and to tests administered in two periods six months apart in one-, two-, and three-or-more-room schools of Queen Anne's County, Maryland. Subject efficiency measures computed for each teacher were correlated and a composite measure of teaching efficiency determined. The urban and rural teachers were ranked by supervisors on 1. ability to teach reading, 2. ability to teach everything except character and 3. ability to teach character. These estimates were correlated with

objective measures of teaching efficiency. The rural teachers were tested for professional knowledge, and the scores correlated with composite objective efficiency scores.

Findings and conclusions

I. In evaluating the program of supervision

1. Following the investigation steps were taken by various members of the school system to continue the testing work, and, to provide for study of test administration and interpretation, and the instruction of problem children
2. As the measurement program appeared to be the only significant new element in the situation, it was felt that any differential gain or loss could be ascribed largely to it

II. Some of the conclusions concerning the application of the AR technic

1. In the rural schools there is a general tendency for efficient teachers of penmanship to be inefficient teachers of reading, arithmetic, and spelling. This tendency was not found for the urban teachers
2. There is a general tendency for inter-correlations between objective efficiency measures to be higher for urban teachers than for rural teachers
3. In general, a teacher's ability to teach a narrow skill can be predicted more accurately from knowledge of his ability to teach a wider skill than from knowledge of his ability to teach another narrow skill
4. In general, a teachers' ability to teach a wider skill can be predicted more accurately from knowledge of his ability to teach another like type of skill than from knowledge of his ability to teach a narrow skill

Conclusions arising from the application of the AR technic were:

1. Teaching efficiency cannot be judged by supervisor's accurately enough to be of any practical value
2. Teaching efficiency cannot be determined by testing a teacher's knowledge of modern educational ideas and practices
3. Teaching efficiency in special fields can be measured accurately by means of the teaching-efficiency formula without making much, if any, allowance for pupils' IQ's or initial AR's
4. This study shows that many aspects of teaching must be measured by the teacher-efficiency formula before a sufficiently accurate measure of teacher-efficiency for practical purposes can be secured.

Study No. 21. Dyer, William P. "Activities of the Elementary School Principal for the Improvement of Instruction. The Kind of Supervisory Program which a City Superintendent of Schools Should Set up for His Elementary School Principals." *Teachers College, Columbia University Contributions to Education*, No. 274, New York City, N. Y., 1927, 109 p.

Problem—The study aims to determine: 1. The activities which elementary school principals in city school systems most frequently report for the improvement of instruction; 2. The influence, if any, of the training, experience and school conditions of the principals upon the activities undertaken; 3. The relative importance of activities carried on for the improvement of instruction. It also purposes to set up a program of such activities, which could be recommended to boards of education, superintendents, principals, and teacher training institutions.

Method—The data were assembled by means of a checking list, made up of 208 activities, classified in six sections relating respectively to the improvement of: 1. Technic of Teaching, 2. Teachers in Service, 3. Classification and Promotion of Pupils, 4. Curriculum, 5. Selection and Use of School Supplies, and 6. General School Conditions.

The principals were asked to give information on their education, professional training, educational experience, hours devoted to regular classroom teaching,

number of teachers under their supervision, number of assistant principals, number of office clerks, grades included in school organization, school officials acting as supervisory advisers, and yearly salary.

In addition, forty-three educational specialists were asked to rate the activities included in the checking list on a five-point scale. They were also to select those which they believed should be included in the work of the principal.

Findings—The activities most frequently reported by principals under the six general headings are as follows:

- A. Improving Technic of Teaching: Suggests how to adapt methods to individual differences—80.5 percent; gives educational tests in 3d, 4th, and 5th grades—73.4 percent; same in 6th, 7th, and 8th grades—70.8 percent; discusses special methods—68.9 percent; suggests how to guide pupils in planning projects—68.6 percent; suggests how to conduct types of lessons—68.8 percent
- B. Improving Teachers in Service: Encourages professional organizations—95.1 percent; holds individual conferences—92.5 percent; sends teachers to visit—79.1 percent; holds group conferences—72.4 percent
- C. Improving Classification and Promotion of Pupils: Makes special promotions—76.2 percent; arranges for physical examinations—71.4 percent; gives educational tests to classify pupils—70.3 percent; suggests how to improve attendance—69.7 percent
- D. Improving the Curriculum: Suggests parts to be emphasized—53.7 percent; suggests minimum essentials—52.5 percent; informs of changes which professors suggest—48.0 percent
- E. Improving Selection and Use of School Supplies: Suggests how to use supplies—73 percent
- F. Improving General School Conditions: Suggests how to improve discipline—79.6 percent; suggests how to make program schedules—74.8 percent; suggests how to improve appearance of rooms—74.3 percent.

The largest percentage of activities reported was classified under Technic, the smallest under Supplies, and Curriculum.

The educational specialists rated 49.1 percent of the activities as of major importance, 46.6 percent of average importance, and 4.3 percent of minor importance. Activities under technic stood highest in the average rating. At least 70 percent of the specialists included 90.4 percent of the activities in the work of the principal. They approved of the participation of the principal in activities named under all sections of the "checking list" except curriculum.

Analysis of data submitted by the principals showed: The most favoring qualifications were found to be graduation from a college of education, and at least two years of experience as a principal. The school conditions possessing the greatest advantages were pointed out to be size of school, twenty-eight or more teachers, no regular teaching duties, and at least one full-time clerk.

A list of 174 activities was made up to represent the program of the elementary school principal in improving instruction, the number of activities being distributed as follows: Improving Technic of Teaching 53; Improving Teachers in Service 32; Improving Classification of Pupils 36; Improving Curriculum 13; Improving School Supplies 10; Improving General School Conditions 30.

Study No. 22. Maxwell, C. R. "Analysis of the Work of the Supervisor" *School and Society*, Vol. XVII, No. 419, January 6, 1923, p. 28.

The article reports an analysis of the work of the supervisor in relation to other persons in the school system as worked out by a group of principals and supervisors during a summer term at the University of Wyoming. The analysis is as follows:

I. Cooperative work of administrator and supervisor

A. Outline of general aims and plans

- 1. Deciding on relative emphasis to be placed on different departments
- 2. Coordination of units in the system

- B. Course of study
 - 1. Formulation of general aims
 - 2. Approval of supervisor—teacher conference
- C. Textbooks, supplies, equipment
 - 1. Approval of recommendations of supervisor and teacher
- D. Selection and placement of teachers
 - 1. According to special aptitudes
 - 2. Rating of teachers
- E. Securing best physical conditions
- F. Promotion of community interests
 - 1. Parent-teachers' Association
 - 2. Literary and musical societies
 - 3. Educational and athletic contests
 - 4. Exhibits of school work
- G. Securing professional recognition for teachers
- II. Cooperative work of supervisor and teacher:
 - A. Course of study
 - 1. Formulation of course of study for approval by administrator
 - B. Textbooks, supplies equipment
 - 1. Determine needs
 - 2. Make recommendations
 - C. Grading and placing of pupils
 - 1. Normal children
 - 2. Sub- and super-normal children
 - D. Carry into effect the program for community interests outlined by administrator and supervisor
 - E. Raising prestige of teacher in community
- III. Work of supervisor in relation to teacher:
 - A. Formulation of general method of supervision
 - 1. Self-analysis of work of inspection
 - 2. Conferences
 - a. Before visits to discuss plans and aims
 - b. After visits to discuss work done
 - B. Evaluation of work of pupils and teacher
 - 1. Observation
 - 2. Standard tests
 - 3. Reaction of pupil to school and society
 - a. Ability of pupils for self-government
 - b. Attitude toward public property
 - c. Attitude toward school work
 - C. Improvement of teachers
 - 1. Development of professional spirit and efficiency
 - a. Teachers' meetings: local, state, national
 - b. Demonstration teaching
 - (1) By supervisor
 - (2) By teacher
 - c. Development of professional code
 - d. Directing observations of expert teaching
 - e. Professional reading
 - f. Talks from outside talent
 - 2. Constructive criticism
 - a. Judicious commendation
 - b. Suggesting improvements
 - (1) Privately
 - (2) In teachers' meetings
- IV. Final report to administrator.

Study No. 23. Mead, Cyrus D. "The Supervisor's Job" *The Journal of Education Method*. Vol. IV, No. 7, March, 1925, pp. 270-272.

According to the opinions of a group of eighteen teachers, supervisors, and principals in a 1923 Elementary Education seminar, the cardinal duties of a supervisor, or an elementary principal acting as supervisor were outlined in the following form:

1. To inspire and lead by:
 - a. A thorough academic and professional training
 - b. Sympathetic, human, friendly association
 - c. Being ever ready to give
2. To improve instruction by
 - a. Knowing what constitutes good teaching
 - b. Observing and constructively criticizing lessons
 - c. Demonstrating
3. To improve curriculums by
 - a. Knowing how to gather purposeful material
 - b. Cooperating with teacher committees
 - c. Keeping in touch with results in classrooms
4. To evaluate text material by
 - a. Keeping in touch with life demands
 - b. Familiarity with best educational theory
 - c. Knowing how to score, weigh and judge various texts
5. To administer approved mental and educational tests for
 - a. Classifying pupils
 - b. Diagnosis and prognosis
 - c. Evaluating teaching materials and methods
6. To strengthen the teaching staff by
 - a. Selection of teachers
 - b. Rating for promotion and advancement
 - c. Inspiring to professional and academic growth

Study No. 24. Morrison, J. Cayce. "Methods of improving Classroom Instruction Used by Helping-Teachers and Supervising Principals of New Jersey." *The Elementary School Journal*, Vol. XX, No. 3, November, 1919 pp. 208-216.

Problem—To determine a definite method of procedure for supervising principals in most effectively improving classroom instruction.

Method—The study was undertaken by a committee on the Department of Supervision of the New Jersey State Teachers' Association. Data were secured by means of a questionnaire sent in May, 1918, to all supervising principals and helping teachers in New Jersey.

Findings

- A. From an analysis of eighty-seven out of one hundred replies the following list of methods was compiled:
 1. Personal conference
 - a. Offering encouragement and inspiration
 - b. Pointing out teacher's errors or faults
 - c. Offering new plans, methods
 - d. Leading the teacher to recognize his own weakness and to seek improvement
 - e. Leading teacher to exercise initiative and to undertake new projects
 2. Teaching the class
 - a. Teaching the class while the teacher observed
 - b. Supervisor discussing the purpose and methods of his demonstration with the teacher before and after the class period
 - c. Supervisor taking the class during or at the close of the period to correct errors noted during observation

3. Having teacher visit other teachers
 - a. To observe good teaching
 - b. To seek help on certain specific problems
 - c. For specific purpose with results checked by supervisor
 4. By directing professional study
 - a. Suggesting reading
 - b. Noting improvement through suggested reading and professional study
 - c. By directing or encouraging normal, college, or university work
 5. By improving classroom management
 - a. Program
 - b. Lesson plan and reports
 - c. Discipline control
 - d. Pupil activity
 - e. Personal appearance
 6. Teachers' meetings
 - a. General
 - b. Discussion of indirect problems of instruction
 - c. Discussion of direct problems of instruction
 7. By model or demonstration lessons
 - a. Merely mentioned
 - b. Followed by group or general discussion
 - c. Preceded by teachers' preparation for the lesson and followed by supervisor's checking results on basis of conclusion reached in the discussion
 8. By contact with pupils
 - a. Written tests
 - b. Reading pupils' papers
 - c. Questioning pupils in class
 - d. School exhibits, and competition
 9. By provision of materials, books, class aids
 10. Use of standard measurements
 - a. With teachers' cooperation
 - b. Without teachers' cooperation
 11. Letters or bulletins to teachers
 - a. To meet needs seen by supervisor
 - b. To meet needs proposed by teachers
- B. With regard to the rating of teachers, it was found that eighty-seven supervisors of 2,880 teachers reported 9 percent "poor," 39 percent "average" and 47 percent "very good." Approximately 35 percent of the supervisors reporting gave the larger amount of their time to the "poor" teachers. Only 8 percent gave the larger part of their time to the "good" teachers.
- C. There appeared wide variation in the use made of anyone of the eleven methods of supervision listed above
1. The personal interview was the most commonly used method of improving classroom teaching
 2. A good deal of demonstration teaching was being done either by supervisors or good teachers
 3. Criticism of the teacher in the classroom before the pupils seemed to be largely disappearing
 4. The use of observation of good teaching for improving instruction consisted in too many cases of trusting to luck for good results
 5. Improvement of classroom management was brought about largely through personal conference, and indirectly improves classroom teaching
 6. There appears a tendency for teachers meetings to be less general and to deal with specific problems of classroom teaching
 7. Use of standard measurements may be made effective means of improving classroom instruction

Study No. 25. Perrin, H. Ambrose. "The Local Status and Activities of General Supervisors in City Schools." *The Elementary School Journal*, Vol. XXVI, No. 5, January, 1926, pp. 345-356.

Problem—To determine the status of general supervisors of grade work in city schools, and the activities of such supervisors.

Method—The conclusions are based on replies received to a questionnaire sent to supervisors in various parts of the United States. The replies were tabulated to show tendencies by cities of different sizes.

Findings—The findings may be summarized as follows:

1. The general supervisor is usually known as the elementary or grade supervisor. The terms "primary supervisor" and "assistant superintendent" are much less frequently used, and the term "director" is limited to cities of more than 50,000 population. In cities of 100,000 or more the title "assistant superintendent" is commonly used.
2. The unit of supervision is from the kindergarten through the sixth grade. Supervision from the kindergarten through the third grade is a close second.
3. General school supervisors do not visit on a regular schedule.
4. General supervisors tend to visit each teacher once in four weeks; many visit "according to need." The tendency in the smaller cities is to visit frequently; in the larger cities, infrequently.
5. The observational visits to the classroom are commonly thirty minutes in length, "according to need," or twenty minutes. The replies indicate that the visit ordinarily is the length of a class period. There is no appreciable variation in the cities of different sizes.
6. General supervisors ordinarily keep a record of the visits made, but they do not use a form blank for reporting to the teacher.
7. The best follow-up device after a classroom visit is a conference with the teacher. The return visit for comparison ranks second.
8. The general supervisor carries on many activities in connection with her classroom visits. The most important are: Evaluating lessons, suggesting remedial measures, checking on previous suggestions, noticing physical conditions, instigating projects, suggesting devices, teaching for demonstration, examining plan books, giving standard tests, and making special promotions. Activities ranking high or low for the cities in any class generally rank similarly for the cities in the other classes.
9. Certain activities other than classroom activities are carried on in the building visited. Conferences are held with the principal regarding general and special problems, the classification of pupils, the making of programs, and the improving of instruction. Conferences with both the principal and the teachers have to do with arranging visiting days for teachers, inter-room activities, and needed supplies. The supervisors generally attend building entertainments, and many of them attend after-school building meetings.

Study No. 26. Power, Leonard. "Plan for the Supervision of Instruction by the Principals of Elementary Schools." *The Elementary School Journal*, Vol. XIX, No. 6, February, 1919, pp. 408-18.

Suggests a plan for the supervision of instruction that might prove practical for principals willing to devote some time to this particular work. As the article aimed to build up a technic, a schedule actually used with reference to the supervision of geography was presented:

The first part of the schedule calls for visits to the teachers by the principal. The teachers were not informed as to the time of the visit or the points on which they were to be rated, but they were told what subject was under careful supervision. The particular schedule followed gave two visits to each teacher within a week of time and included the study period, when supervised by the teacher.

Notes were made mentally, and at the close of the visit a letter was prepared for the teacher, stating the following:

1. Name of teacher, grade, subject taught, lesson topic and time of recitation
2. Lesson type: Development, drill, review, or study
3. Recitation: Oral or written, a brief review of actual order of procedure during the recitation
4. Preparation on the part of the teachers, as shown by materials at hand, written questions on the blackboard, and in directions for study given to pupils
5. Assignment
6. Position of teacher: Seated or standing, in front of or to one side of class
7. Suggestions with commendations. (It is well to stress the strong points in making suggestions)

Copies were made of these letters and distributed to the teachers included in the study. Conferences usually followed the letters. By keeping in mind that the letter was for all, and making the suggestions practically free from very adverse criticism, the principal avoided arousing antagonism and won approval from the staff.

The second part of the plan involved visits by the teachers themselves. Each teacher who had been under the observation of the principal was given an opportunity to visit one other teacher and was visited by another. The visiting teacher was asked to take careful note of what she observed and to make a careful record for possible reference. Such record was to contain the points covered by the principal's letter, except the suggestions. While the teacher was visiting, the principal was to teach in her room. This gave him a chance to check up on the work of the class and served to keep him constantly alive to classroom problems.

The group meeting of the teachers concerned formed the last part of this plan. The aim of this meeting was to crystallize, in a few general suggestions, methods for improving instruction, the teachers themselves doing most of the talking.

Study No. 27. Tarbell, R. W. "Job Analysis of the Principal as a Supervisor of Instruction." *American School Board Journal*, Vol. LXX, No. 3, March, 1925, p. 54.

The article presents the following problems and suggestions for their solution, as a guide in matters of daily routine and a means of discovering better working methods:

Major Problems

Ways and Means of Solving the Problems

- | | |
|---|---|
| 1. Define a goal for teachers and set up standards..... | (a) Faculty conferences at beginning of year
(b) Issue bulletins on results desired
(c) Have noted educators speak on aims and ideals |
| 2. Classroom visitation to observe teaching | (a) Definite program as part of schedule
(b) Visiting upon request of the teachers
(c) Emergency visitations |
| 3. Rating of pupils..... | (a) Use standard tests
(b) Committee of teachers to judge pupils' work
(c) Compilation of different gradings for comparison |
| 4. Rating of teachers..... | (a) General reaction of pupils
(b) Comments from parents
(c) Attitude, personality, etc., of teacher |

<i>Major Problems</i>	<i>Ways and Means of Solving the Problems</i>
	(d) Professional improvement effected by teacher
	(e) Study of gradings made by pupils in that room
5. Selection of texts.....	(a) Principal may judge, if capable
	(b) Committee of teachers to judge with principal
	(c) Study book reviews in magazines
	(d) Get advice from experts in the field
6. Training of new teachers....	(a) Individual work with teachers, as a result of classroom visitation
	(b) Faculty meetings
	(c) Directed study
	(d) Summer school work
	(e) Correspondence courses in education
	(f) Public lectures
7. Directing changes in curriculum	(a) Get ideas from educational journals
	(b) Conferences with teachers on proposed changes
	(c) Experimental changes when some change appears to be needed
	(d) Confer with school board as to changes
8. Demonstration teaching	(a) Definite schedule for each room at stated intervals
	(b) Special work where needed
	(c) Have expert teachers do this occasionally
	(d) Arrange for poor teachers to visit rooms where expert teaching is being done
9. Securing of devices, books, materials, maps, etc., which are needed	(a) Have budget allowance to cover cost
	(b) Get permission from board to buy as needed
	(c) Teachers to requisition supplies in advance
	(d) Provide space for storage of material cataloged
10. Disseminating best professional thought and literature among teachers.....	(a) Place leading educational magazines in office for teachers to read
	(b) Assign parts to teachers for study and report at faculty meetings
	(c) Encourage all to read, individually
	(d) Have outside people address the faculty
11. Holding faculty meetings for discussion of instructional problems	(a) Faculty meetings at regular intervals
	(b) Definite program for each meeting to effect a dynamic coordination with problems of instruction
	(c) Put teachers on the program frequently

*Major Problems**Ways and Means of Solving the Problems*

12. Perfecting suitable building arrangements for efficiency of instruction

- (a) Study best literature in the field on subject
- (b) Make minor alterations, if possible and necessary
- (c) Appoint a committee of teachers to collect ideas from faculty on needed changes
- (d) Confer with school board as to advisability and possibility of making changes

13. Delegating work to other teachers; building up an informal system of supervision under him.....

- (a) Start with minor matters. Have teachers gradually take on added responsibilities, outside of regular program
- (b) Make each teacher responsible for some one item in the building, and be an expert in that duty

Study No. 28. Valentine, P. F. "A Job Analysis of Elementary Supervision." *The Journal of Educational Method*, Vol. V, No. 7, March, 1926, pp. 279-282.

Problem—To ascertain what several supervisors do in the actual process of elementary school supervision; and to secure the personal reactions of teachers with regard to those activities.

Method—A list of 36 specific activities performed was made up from records of personal conferences with ten people experienced in general elementary supervision, both rural and urban. This was sent to teachers familiar with teaching under supervision who were asked to indicate which of the activities were approved by them, and the ten they considered most desirable. The report is based on 98 replies from teachers in rural, small town, and city schools in five countries of California.

The writer concluded that the teachers seem to prefer a supervisory service that is marked by friendly and tactful attitudes and which contributes a real help in the classroom. Direct services were more valued than enterprises relating to the cultural or professional improvement of the teaching staff, experimentation, curriculum studies, or the like.

ADMINISTRATIVE ACTIVITIES

Study No. 29. Bowden, A. O. "A Faculty Self-Rating System." *School and Society*, Vol. XXIV, No. 617, October 23, 1926, pp. 527-28.

The article aims to present a method of aiding teachers to appraise their professional and social standing in the school community. A scale was prepared on which teachers could estimate each other as superior, good, poor, or very poor, in the following qualities: 1. Standing with Faculty; 2. Standing with Student body; 3. Standing in Community; 4. Ability to Teach; 5. Cooperation with Faculty; 6. Cooperation with Students; 7. Loyalty to School and Administration; 8. Loyalty to Community; 9. Professional Growth. An effort was made to insure freedom of expression by having the estimates submitted unsigned and sealed. The results were tabulated and graphs constructed showing the standing of the faculty as a whole and giving the highest points scored by the faculty, the lowest points, and the average. Super-imposed was a line indicating the standing

of each teacher. The plan where the system was tried out the same operation was to be repeated several months apart for comparative purposes. A marked improvement was observed in most of the faculty members on the points where they received a low rating.

Study No. 30. Curry, Alva R. *The Relation of the Size of Elementary Schools to Pupil Costs*. Master's thesis. University of Missouri, Columbia, Missouri, 1926, 103 p.

Problem—To determine the relation of size of elementary schools to pupil costs in cities of the United States of 100,000 and above population; and to suggest a plan whereby a more intensive study of this problem may be made.

Method—Data were assembled by letters sent to superintendents of all the cities of the United States of 100,000 and above population asking for financial publications of recent date showing current expenses for each elementary school for the school year, and the size of each elementary school. In answer to 67 letters, 41 publications and tabulations were received, 15 of which contained the required data.

Findings—A study was first made of the effect of size of elementary schools upon pupil costs in each of the fifteen cities submitting the necessary data.

Study of the data for the fifteen cities as a whole revealed:

1. In eleven of the fifteen cities the pupil costs showed a marked tendency to decrease as the schools increase in size. (Chicago, Philadelphia, St. Louis, Denver, Louisville, Oakland, Birmingham, Salt Lake City, Fort Worth, Spokane, Duluth)
2. In two of the fifteen cities the pupil costs show a slight tendency to decrease as the schools increase in size, but with little regularity. (Kansas City, Omaha)
3. In two of the fifteen cities the pupil costs show practically no change as the schools increase in size. (Newark, Seattle)

In analysis of the data to determine the effect of size of elementary school upon pupil costs:

1. When all of the cities are combined:
 - a. Pupil costs show a marked tendency to decrease as the schools increase in size up to schools having an average daily attendance of 800-899
 - b. There is a slight tendency for pupil costs to increase in groups 800-899 to 1500-1599 inclusive
 - c. There is little regularity in the increase or decrease of pupil costs in schools above the 1500-1599 group
2. When cities are grouped according to the city average pupil costs the following is shown:
 - a. Group I (Birmingham, Fort Worth, Salt Lake City, Louisville, and Philadelphia. The range of city average pupil costs was \$56.30-\$69.68)
 1. Pupil costs show a marked tendency to decrease as the schools increase in size until the schools reach an average daily attendance of 800-900
 2. Pupil costs show a slight increase in the groups 800-900 to 1600-1699
 3. Pupil costs tend to decrease in groups 1600-1699 to 2400-2499 inclusive
 - b. Group II. (St. Louis, Oakland, Newark, Spokane. The range of city average pupil costs for this group is \$70.61-\$79.17)
 1. Pupil costs decrease as the schools increase in size until the schools reach an average daily attendance of 1100-1199
 2. Pupil costs show an increase in groups 1100-1199 to 1900-1999 inclusive
 - c. Group III. (Omaha, Kansas City, Seattle, Denver, Chicago, and Duluth. The range of city average pupil costs for this group is \$81.61-\$86.99)
 1. Pupil costs decrease as the schools increase in size until the schools reach a daily attendance of 600-699
 2. There is no regularity in the increase or decrease of pupil costs above the 500-599 group

Study No. 31. Tiegs, E. W. "The Rating of Principals." *American School Board Journal*, Vol. LXXII, No. 3, March, 1926, pp. 43-45, 144.

The writer points out that the present unsatisfactory situation with regard to the status of principal-rating may be explained by the inadequacy of existing rating scales, the fact that many educators are unaware of the necessity for a constant rating of professional service on an objective basis, and that rating scales had hitherto been used as checking devices, rather than as tools for the improvement of service.

Refers to scales revealed in a survey by McClure (See *Fourth Yearbook* of the Department of Elementary School Principals), and those developed by Rugg, Connor, Courtis, and the Department of Classroom Teachers. The writer bases his criticism of scales for principal-rating on the absence of defined units of measurement, and the unreliability of the results.

A good rating scale should measure in terms of the opportunity to achieve results, and also measure the methods by which the results were obtained. A tentative scale for rating principals was presented.

The development of a rating scale involves: First, the choice of rating factors. The second element in the development of a rating scale is the definition of the chosen factors.

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65. PESTA, ROSE A. "Professional Growth of the Principal from the Standpoint of the Principal." *Bulletin of the Department of Elementary School Principals*, Volume IV, No. 2, January, 1925, pp. 74-82. (Address before the Department, July 3, 1924, Washington, D. C.)

Emphasizes the influence of a principal's training and attitudes upon school conditions.

66. POWER, LEONARD. "The Principal an Educational Leader." *Proceedings of the Department of Elementary School Principals*, 1921, Bulletin No. 18, pp. 7-10.

Suggests that principals may become expert through organization, training, school development, and developing supervisory technic.

67. "Principal's Handbook." Seattle Public Schools, 1919, 34 p.

A compilation of suggestions and requirements for the guidance of principals.

68. PYRILE, E. RUTH. "Some Specific Accomplishments of Principals Relieved from Clerical Detail." *Journal of Education*, Volume CI, No. 14, April 2, 1925, p. 388, Boston, Massachusetts. (See also: *Bulletin of the Depart-*

ment of Elementary School Principals, Volume IV, No. 3, April, 1925, pp. 158-160.)

Emphasizes the relieving of the principal from clerical duties in order that he may fulfill his various functions. Lists activities in which the principal should engage, giving professional leadership of his teachers as the most important.

69. RABERNORT, WILLIAM. "The Changing Status of the Principal." *Bulletin of the Department of Elementary School Principals*, Volume IV, No. 3, April, 1925, pp. 131-134.

The development of the principalship during the past 25 years.

70. RHODES, SARA L. "The Principal and a Democratic Régime." *The Third Yearbook of the Department of Elementary School Principals*, 1924. "The Status and Professional Activities of the Elementary School Principal," Chapter XV, pp. 371-379.

Ways in which principals may practice democratic control.

71. "Rules for the Opening of Schools." (New Rules and Regulations.) *The American School Board Journal*, Volume 73, No. 3, September, 1926, pp. 128-130.

Presents a list of rules formulated by New York City principals for guidance of teachers during opening of schools.

72. RYAN, BELLE M. "The Elementary School Principal." *Bulletin of the Department of Elementary School Principals*, Volume III, No. 1, October, 1923, pp. 21-26.

The most important requirements of a successful elementary school principal according to principals.

73. SARGEANT, IDE G. "The School Principal as a Citizen." *The Third Yearbook of the Department of Elementary School Principals*, 1924. "The Status and Professional Activities of the Elementary School Principal," Chapter IV, pp. 232-242.

Emphasizes the need of broad community activities as a citizen on the part of the principal.

74. SARGEANT, IDE G. "Single Salary Schedule a Necessity." *Journal of Education*, Volume CIV, No. 7, August 30, 1926, p. 154, Boston, Massachusetts.

Believes a harmful thing confronting the elementary school today is the salary schedule policy which pays the high school principal a much higher wage than is paid to the elementary school principal.

75. SARGEANT, IDE G. "The Elementary School Principal." *Journal of Education*, Volume XCVII, No. 13, March 29, 1923, pp. 343-344, Boston, Massachusetts.

Emphasizes the strategic position of the principalship and advocates adequate salaries for principals.

76. SARGEANT, IDE G. "The Elementary School Principal's Contribution to Public Education." *Volume of Addresses and Proceedings of the National Education Association*, 1923, pp. 1019-1021.

Considers the principal as occupying a strategic position in the school system.

77. SARGEANT, IDE G. "The School Principal and the Future." *Journal of Education*, Volume XCVII, No. 26, June 28, 1923, p. 719. Boston, Massachusetts. See: *Bulletin of the Department of Elementary School Principals*, Volume II, No. 2, January, 1923, pp. 75-76.

States that through principals' organizations—national, state and local—and by conferences we propose to make our work of such a high order that none but the ablest and best will be tolerated by the public.

78. SARGEANT, IDE G. "The School Principal." *The American School Board Journal*, Volume 73, No. 6, December, 1926, p. 86.

Believes that principals should be familiar with current politics in order to secure school support.

79. SARGEANT, IDE G. "The Principal as a Community Factor." *Proceedings of the Department of Elementary School Principals*, 1921. *Bulletin No. 18*, pp. 12-15.
Suggests ways of helping the principal make his school meet community needs.
80. SARGEANT, IDE G. "Report of Committee on Salaries." *Bulletin of the Department of Elementary School Principals*, Volume V, No. 1, October, 1925. See pp. 38-41.
Recommends that the maximum salary for principals in large cities be not less than \$10,000 a year and that no distinction be made between elementary and secondary schools.
81. SARGEANT, IDE G. "Make the Principalship Respectable." *Bulletin of the Department of Elementary School Principals*, Volume IV, No. 1, October, 1924, pp. 41-43.
Ways of improving the status of the elementary school principal.
82. SARGEANT, IDE G. "Developing the Elementary School as a Social Unit." *Bulletin of the Department of Elementary School Principals*, Volume I, No. 5, May, 1922, pp. 16-19.
Handicaps of schools seeking to develop desirable types of community life.
83. SMOOT, LUCY J. "The Elementary School Principal as a Community Leader." *Bulletin of the Department of Elementary School Principals*, Volume II, No. 2, January, 1923, pp. 70-72.
Makes the principal responsible for getting school ideals into the home and getting the community to initiate its own improvements.
84. STETSON, PAUL C. "The Progressive School Principal." *The American School Board Journal*, Volume 75, No. 3, September, 1927, p. 112.
States that leadership comes from continuous growth along certain lines.
85. STONE, CLARENCE R. "Development and Present Status of the Elementary School Principalship." *The American School Board Journal*, Volume 75, No. 5, November, 1927, pp. 41-42.
Discusses four stages of the school principalship: The head-teacher, part-time teaching, managerial and professional leadership.
86. "The Building Principal." *Educational Research Bulletin*, Volume I, No. 4, February 15, 1922, p. 28. Bureau of Educational Research, Ohio State University, Columbus, Ohio.
States that logically and historically the building principal occupies a commanding position.
87. "The Superintendent Writes His Principals." *The American School Board Journal*, Volume 74, No. 4, April, 1927, p. 52.
States that the highest type of efficiency recognizes human relationships.
88. TRABUE, M. R. "The Activities in Which Principals are Actually Engaged," *Yearbook of the National Conference on Educational Method*, 1928, pp. 123-132.
Based on an analysis of principals' diaries.
89. VINING, EUGENE. "If I were a Principal." *The American School Board Journal*, Volume 73, No. 5, November, 1926, pp. 43-44.
Definite administrative and supervisory procedures for the school principal.
90. WEET, HERBERT, S. "Possibilities of the Elementary School Principalship from the Superintendent's Point of View." *Volume of Addresses and Proceedings of the National Education Association*, 1923, pp. 654-660.
Believes that the school principalship promises in the future better salary returns and unusual advantages in the ways of promotions.

91. WEET, HERBERT S. "The Duties of the School Principal." *The Elementary School Journal*, Volume XX, No. 4, December, 1919, pp. 253-262.

The principal of an elementary school should be privileged and required to exercise initiative and leadership, rather than have his duties largely confined to carrying out orders of central school authorities.

92. WEST, R. L. "The Work of the Elementary School Principal." *Bulletin of the Department of Elementary School Principals*, Volume V, No. 1, October, 1925, pp. 23-26.

Discusses factors tending to increase the responsibility of the elementary school principalship.

93. WILLIAMS, J. D. "Report on Educational Progress." *Bulletin of the Department of Elementary School Principals*, Volume V, No. 1, October, 1925, pp. 33-54.

Reports progress of elementary principals for the year in nine different fields.

94. WINSHIP, A. E. "The Principal, The Law, and The Evidence." *Volume of Addresses and Proceedings of the National Education Association*, 1926, pp. 464-465.

Considers the elementary school dealing with pupils nine to eleven years of age, the promoter of social and industrial morale.

95. WINSHIP, A. E. "Elementary School Principals." *Journal of Education*, Volume CII, No. 7, September 3, 1925, pp. 181-182, Boston, Massachusetts.

Stresses the importance of the elementary school principal's work and notes his improved status.

96. WINSHIP, A. E. "America's Safety First." *Bulletin of the Department of Elementary School Principals*, Volume V, No. 2, January, 1926, p. 70.

States the principals responsibility in health, safety and moral education.

97. WRIGHT, FRANK W. "Leadership in the Principalship." *Bulletin of the Department of Elementary School Principals*, Volume V, No. 3, April, 1926, pp. 140-146.

Discusses factors in development of the principalship as leadership of teachers, more definite standards of training, etc.

98. ZMRHAL, J. J. "The American Program in Education As it is Related to the Work of the Principals." *Volume of Addresses and Proceedings of the National Education Association*, 1921, pp. 74-77.

Believes that the principal may serve the American educational program by securing competent teachers in all schools.

99. ZOOK, CARL S. "Report of the Committee on Resolutions." *Bulletin of the Department of Elementary School Principals*, Volume VII, No. 1, October, 1927, pp. 58-59.

Includes recommendations on the single salary schedule for all principals on the basis of training, experience, and number of pupils enrolled.

STATUS AND DEVELOPMENT OF THE PRINCIPALSHIP

100. AYER, FRED C. "The Principal and the Special Supervisor." *Bulletin of the Department of Elementary School Principals*, Volume IV, No. 3, April, 1925, pp. 143-154.

Compares the status and duties of the principal and special supervisor, stressing the need for cooperation.

101. *BATES, GUY. "Functions of the Elementary School Principal." *The Journal of Educational Method*, Volume IV, No. 5, January, 1925, pp. 178-184.

102. BENSON, A. F. "The Public School Principals." *The American School Board Journal*, Volume 64, No. 3, March, 1922, pp. 49-52.

A general discussion of the principalship and the qualifications for which it calls.

103. * BENSON, J. R. "The Division of the Principal's Time." *The Elementary School Journal*, Volume XXVII, No. 2, October, 1926, pp. 94-100.
104. * BOGGS, J. "School Board Regulations Concerning the Elementary School Principal." *The Elementary School Journal*, Volume, 20, No. 10, June, 1920, pp. 730-742.
105. * BRYAN, C. M. "Duties of the Elementary School Principal." Master's thesis, University of Pittsburgh, Pittsburgh, Pennsylvania, 1925.
106. * BUCKINGHAM, B. R. "An Analysis of the Job of the Elementary Principal." *Educational Research Bulletin*, Ohio State University, Volume II, No. 15, October 17, 1923, pp. 243-246.
107. CHASE, LAWRENCE S. "The Importance of State Elementary Principals' Associations." *Bulletin of the Department of Elementary School Principals*, Volume V, No. 1, October, 1925, pp. 27-31.
Reports data on the status of elementary principals' organizations.
108. CONNERS, F. HERRICK, and MORRISON, J. CAYCE. "A Contrast of the Preparation and Work of Men and Women Elementary School Principals." *Educational Research Bulletin*, Volume IV, No. 17, November 18, 1925, pp. 355-360, Ohio State University, Columbus, Ohio.
Compares elementary school principals in Ohio with regard to the status of men and women holding the position.
109. * CONNERS, F. HERRICK. "The Status of the Ohio Elementary School Principal." Master's thesis, Ohio State University, Columbus, Ohio, 1925, 104 p.
110. CROUCH, ROY A. "The Status of the Elementary School Principal." *The Fifth Yearbook of the Department of Elementary School Principals*, 1926. "Studies in the Elementary School Principalship," Chapter II, pp. 207-276.
Summarizes the evolution of the elementary school principalship in the United States and presents data on the elementary school principalship. Data cover personal and professional status, activities, duties, training and experience.
111. * "Elementary School Principals' Problems." *American Educational Digest*, Volume 44, No. 6, February, 1925, pp. 243-245, 269-272.
112. ENGLISH, MILDRED. "A Comparative Study of the Time Distribution of Rural and Urban Principals." *Bulletin of the Department of Elementary School Principals*. Volume VII, No. 1, October, 1927, pp. 4-19.
Reports data on the time distributions of rural and urban principals.
113. FISHER, JESSIE C. "Inquiry Into the Training of Assistant Principal." *Journal of Educational Method*, Volume V, No. 10, June, 1926, pp. 429-433.
Makes several recommendations concerning the work and training of assistant principals.
114. * FLOWERS, IDA V. "The Duties of the Elementary School Principal." *The Elementary School Journal*, Volume XXVII, No. 6, February, 1927, pp. 414-422.
115. FULK, JOSEPH R. "A Study of the Smaller Elementary Schools of Florida," *University Record*, Volume XVIII, February, 1924, University of Florida, Teachers College, Gainesville, Florida, 74 p.
Presents significant facts of the smaller elementary schools in Florida.
116. GARDNER, SIGEL O. "The School Principal and His Community." *American School Board Journal*, Volume 71, No. 4, October, 1925.
Points out that the community may demand too much of the principal's time.
117. * GIST, ARTHUR S., and KING, WM. A. "The Efficiency of the Principalship from the Standpoint of the Teachers." *The Elementary School Journal*. Volume XXIII, No. 2, October, 1922, pp. 120-126.
118. * HAMPTON, WM. OSCAR. "How Public School Principals Use Their Time." Doctor's thesis, University of North Carolina, Chapel Hill, North Carolina, 1926, 141 p.

119. *HART, FRANK W. "Special Certification as a Means of Professionalizing Educational Leadership." *Teachers College Record*. Volume XXVII, No. 2, October, 1925, pp. 121-128.
120. HOSIC, JAMES F. "The Single Salary Schedule in Practice." *Volume of Addresses and Proceedings of the National Education Association*, 1924, pp. 371-377. See also: *School and Society*, Volume XX, August 2, 1924, pp. 135-139. See also: *Teachers College Record*, Volume XXVI, December, 1924
- Summarizes administration of the single salary schedule. Discusses minima, maxima, factors determining salaries, methods of evaluating merit, etc.
121. KENNEDY, W. F. "Some Problems of a Platoon School Principal." *University of Pittsburgh, School of Education Journal*, Volume II, No. 1, September, October, 1926, pp. 15-19, 25-26.
- Points out the qualifications and educational objectives of a platoon school principal.
122. KLOPP, W. J. "A Study of the Professional Activities of Elementary School Principals.—I." *The Elementary School Journal*, Volume XXVIII, No. 1, October, 1927, pp. 54-61.
- Reports data on the activities of elementary school principals.
123. LEHMAN, G. W. "Principals' Code." (From Master's Thesis at Ohio State University.) *American Educational Digest*, Volume 46, No. 2, October, 1926. See also: *Educational Research Bulletin*, Volume V, No. 7, March 31, 1926, p. 152, Ohio State University, College of Education, Columbus, Ohio.
- Presents a code for principals with reference to relationships with persons in authority, teachers and pupils.
124. *McCLURE, WORTH. "The Functions of the Elementary School Principal." *The Elementary School Journal*, Volume XXI, No. 7, March, 1921, pp. 500-514. See: "The Status of the Elementary School Principal." *Proceedings of the Department of Elementary School Principals*, 1921, *Bulletin*, No. 18, pp. 15-20.
125. McCLURE, WORTH. "The Elementary School Principalship." *The Journal of the National Education Association*, Volume XVI, No. 9, December, 1927, pp. 283-285.
- Discussion of the status of the elementary school principalship, its opportunities, development, duties, and requisite training.
126. MCGILL, EUNICE PARR. "A Study of Clerical Help for Elementary School Principals." *The Sixth Yearbook of the Department of Elementary School Principals*, 1927. "Projects in Supervision," Chapter X, pp. 229-234.
- Reports data on clerical help in schools in cities of 75,000 population and over. Shows that more than half of the elementary schools have no clerical assistance.
127. MORRISON, J. CAYCE. "An Analysis of the Principalship As a Basis for the Preparation of Elementary School Principals." *Volume of Addresses and Proceedings of the National Education Association*, 1925, pp. 453-461.
- Reports a study of the status of Ohio school principals. Discusses the training and experience needed.
128. MORRISON, J. CAYCE. "Some Unsolved Problems of the School Principalship." *Educational Review*. September, 1927, pp. 89-93.
- Raises questions on the preparation, compensation, functions and equipment of the school principal.

129. MORRISON, J. CAYCE. "The School Principalship in Ohio Cities and Exempted Villages." *Contribution in School Administration*, Volume II, No. 17, May 15, 1926, 71 p., University Studies, Ohio State University, Columbus, Ohio.
Presents data on the social, economic, and professional status of school principals of Ohio cities and exempted villages.
130. MORRISON, J. CAYCE. "Legalizing the Supervising Principal, *American Educational Digest*, March, 1928, pp. 298-300.
131. * MORRISON, ROBERT H. "Qualities Leading to Appointment as School Supervisors and Administrators." *Educational Administration and Supervision*, Volume XII, No. 8, November, 1926, pp. 505-511.
132. PHILLIPS, GUY. "The Training of Principals." *The North Carolina Teacher*, Volume II, No. 10, June, 1926, pp. 319, 324.
Discusses the principal's qualifications and duties, with attention to the problem of training.
133. * POLLICH, R. E. "Superintendents' Standards and Policies in the Selection, Appointment, and Promotion of Elementary School Principals." *The Elementary School Journal*, Volume XXVI, No. 2, October, 1925, pp. 107-111.
134. PRICE, LAURA S. "The Functions of the Elementary School Principal." *Yearbook, National League of Teachers' Associations, 1923-1924*, pp. 46-50.
Presents the principal's functions as shown by: state laws and rules of state boards of education.
135. ROGERS, DON C. "The Value of the School Principalship." *Bulletin of the Department of Elementary School Principals*, Volume III, No. 3, April, 1924, pp. 177-184.
Compares wages of elementary school principals with those of semi-skilled and unskilled labor.
136. ROGERS, DON C. "Some Random Notes." *Bulletin of the Department of Elementary School Principals*, Volume IV, No. 2, January, 1925, pp. 111-112.
Gives notes on living costs, wages, salaries in Chicago.
137. "Salaries in City School Systems, 1926-1927." *Research Bulletin of the National Education Association*, Volume V, No. 2, March, 1927, 64 p.
Summarizes salaries paid teachers, principals, administrative and supervisory officers and other school employees. Discusses guides to salary scheduling, and gives selected, annotated bibliography.
138. SARGEANT, IDE G. "Report of the Committee on Educational Progress; Salaries, Clerical, and Supervisory Assistance." *Bulletin of the Department of Elementary School Principals*, Volume III, No. 1, October, 1923, pp. 35-52.
Reports data on the principalship secured from superintendents of cities of 10,000 or more population.
139. "Selecting Superintendents and Principals." *American Educational Digest*, Volume 46, No. 6, February, 1927, pp. 245-247, 276.
A summary of current practices in selecting principals.
140. SHROEDER, ESTHER L. "The Status of the Assistant Principal in the Elementary School." *Bulletin of the Department of Elementary School Principals*, Volume IV, No. 4, July, 1925, pp. 389-400.
Presents data from cities on the qualifications, duties, and salaries of assistant principals.
141. WEBSTER, W. F. "A Single Salary Schedule for Principals." *Volume of Addresses and Proceedings of the National Education Association*, 1926, pp. 488-493.
Discusses problems in a single salary schedule for principals.

142. WIEDMAN, D. E. "The Principals' Teaching Load." *The Fifth Yearbook of the Department of Elementary School Principals*, 1926. "Studies in the Elementary School Principalship," Chapter V, pp. 304-305.
Reports data on the teaching load of elementary school principals.

ADMINISTRATION

143. ABEL, E. L. "A Practical Teacher Rating Card." *The American School Master*, Volume XIV, No. 7, September 15, 1921, pp. 256-258.
Presents a teacher-rating card containing 10 items related to character, professional equipment and results obtained.
144. "A Check List for Improving the Teacher's Efficiency." *The American School Board Journal*, Volume 75, No. 1, July, 1927, p. 171.
Presents a checking list to determine the worth of a typical recitation.
145. "A Form for Rating Experienced Teachers." *The American School Board Journal*, Volume 75, No. 2, August, 1927, p. 102.
Presents a form used in New York City to rate experienced teachers.
146. "Applicants Available for Appointment in St. Louis Schools." *Public School Messenger*, Volume 23, No. 2, January, 1926, pp. 9-19.
Presents data applicants for appointment in St. Louis schools. Includes a scale for the analysis of the applications.
147. "A Principal's Budget for School Supplies." *The American School Board Journal*, Volume 75, No. 1, July, 1927, p. 69.
Refers to a plan for placing orders for supplies upon a yearly basis.
148. "A Way to Score Teachers." (Score Card prepared by B. L. Parkinson for *South Carolina Education*.) *American Educational Digest*, Volume 45, No. 10, June, 1926, pp. 451-452.
Presents a teachers' score card of 58 items related to personal, professional and social equipment, school management, and technic.
149. BAKER, BARNEY K. "Objective Measurement of Teacher-Traits" *The American School Board Journal*, Volume 75, No. 6, December, 1927, pp. 43, 136.
Recommends use of objective standards in measuring teacher traits.
150. BARTELS, ALMA. "The Principal and the Delinquent Boy." *The Fourth Yearbook of the Department of Elementary School Principals*, 1925. "The Elementary School Principalship—A Study of its Instructional and Administrative Aspects," Chapter VII, pp. 245-249.
Discusses factors influencing delinquent boys.
151. BENNETT, ERNEST. "Dealing with the Newspapers." *American School Board Journal*, Volume 72, No. 5, May, 1926, pp. 47, 147.
Suggests that principals keep the newspaper men informed of school events.
152. *Book of Standards for the Erection of School Buildings*. Part I, Board of Education, Oakland Public Schools, Oakland, California, May, 1926, 103 p.
A statement of organization, lines of authority, responsibility and policies of the school building program.
153. *BOWDEN, A. O. "A Faculty Self-Rating System." *School and Society*, Volume XXIV, No. 617, October 23, 1926, pp. 527-528.
154. BOYCE, ARTHUR C. "Methods for Measuring Teachers' Efficiency." *The Fourteenth Yearbook of the National Society for the Study of Education*, Part II. Public School Publishing Company, Bloomington, Illinois, 1922, 84 p.
Considers the relation of teacher rating to school efficiency and analyzes methods of measuring teaching efficiency.

155. BROWN, W. Q. "Teacher Participation in Administration." *Journal of Education*, Volume CVI, No. 1, July 4, 1927, pp. 10-11, Boston, Massachusetts.
Results of a study in Cincinnati of classroom teachers' participation in elementary school administration.
156. BRUBACHER, A. R. "The Teaching Personality Quotient." *American Education*, Volume XXV, No. 3, November, 1921, pp. 108-112.
Discusses a personality quotient developed for student teachers.
157. BUCKINGHAM, B. R. "Opinion and Practice as to the Rating of Teachers." *Educational Research Bulletin*, Volume I, No. 18, November 8, 1922, pp. 171-174.
Reports data from superintendents on teacher rating.
158. BUCKINGHAM, B. R. "The Principal as Executive," *Journal of Educational Research*, Vol. VI, No. 3, October, 1922, pp. 254-257.
Emphasis careful planning, delegation of authority and firm decision.
159. BURRIS, W. P. "Proposed Scale for Rating School Principals and Assistant Principals." *The Second Yearbook of the Department of Elementary School Principals*, 1923. "The Problem of the Elementary School Principal in the Light of the Testing Movement," pp. 462-464.
Scale of personal, social, educational and professional qualifications.
160. CARRIGAN, ROSE A. "The Principal's Part in Character Education." *The Third Yearbook of the Department of Elementary School Principals*, 1924. "The Status and Professional Activities of the Elementary School Principal," Chapter XVI, pp. 387-394.
Includes an analysis of the ideal citizen and discussion of methods of procedure in character education.
161. CHARTERS, W. W. "A Technic for Trait Analysis." *Journal of Educational Research*, Volume X, No. 2, September, 1924, pp. 95-100.
Describes six problems arising in trait analysis and the method of handling them with reference to the qualifications of a secretary.
162. CLARK, CHARLES S. "The Superintendent's Relation to His Principals." *The Journal of Education*, Boston, Massachusetts, Volume XCVII, No. 13, March 29, 1923, p. 344.
Suggests that the superintendent make plain what is expected of the principal; that he insure them time for educational work, and allow them as much authority as consistent with the operation of the organization as a whole.
163. CONNOR, WM. L. "A New Method of Rating Teachers." *Journal of Educational Research*, Volume I, No. 5, May, 1920, pp. 338-358.
Describes the rating of results of instruction, based on the principle that teaching, not teachers, should be rated.
164. COURTIS, S. A. "Possibilities and Potentialities in Measuring the Work of a Principal." *The American School Board Journal*, Volume 73, No. 6, December, 1926, pp. 37-38, 135-136.
An article dealing with basic problems in measuring the principal.
165. CROSS, E. A. "Personality: Can Anything Be Done About It?" *Educational Administration and Supervision*, Volume X, No. 6, September, 1924, pp. 343-353.
Discusses twenty-nine traits considered in superintendent's judgments to be essential qualities of a good teacher.
166. *CURRY, ALVA R. "The Relation of the Size of Elementary Schools to Pupil Costs." *Master's thesis*, University of Missouri, Columbia, Missouri, 1926, 103 p.
167. DAVIS, BURTON E. "Teacher Rating." *The Journal of the National Education Association*, Volume XVII, No. 1, January, 1928, p. 4.
Traces the development of teacher rating, referring to emphasis on outcomes of teaching as criteria of good teaching.

168. DAY, JOSEPH A. "The Changing Conception of the School Office as a Factor in Good Management." *Bulletin of the Department of Elementary School Principals*, Volume VI, No. 2, January, 1927, pp. 94-96.
Recommends use of modern standardized equipment and trained workers.
169. DICKEY, CHARLES E. "The Superintendent's Relation to His Principals." *Volume of Addresses and Proceedings of the National Education Association*, 1924, pp. 955-956.
Discusses the responsibilities of the principal as the superintendent's and the teacher's building representative.
170. DUTCHER, EDWARD H. "The Principal and His Relation to the Physical Welfare of His Pupils." *The Third Yearbook of the Department of Elementary School Principals*, 1924. "The Status and Professional Activities of the Elementary School Principal," pp. 471-476.
Makes suggestions to principals on contributing to pupil welfare.
171. "Educational Articles in the *Chicago Daily News*." *Bulletin of the Department of Elementary School Principals*, Volume IV, No. 2, January, 1925, pp. 107-108.
Lists educational articles appearing in a Chicago newspaper.
172. ENFIELD, O. D. "A Democratic Form of Organization." *Bulletin of the Department of Elementary School Principals*, Volume VII, No. 1, October, 1927, pp. 48-50.
General outline of an organization with delegation of responsibility.
173. FORCE, ANNA L. "Supervised Play in the Elementary School from the Standpoint of a Principal." *Bulletin of the Department of Elementary School Principals*, Volume III, No. 2, January, 1924, pp. 97-99.
Advocates the correlation of play with school work to improve classroom work, deportment and health.
174. FREYD, MAX. "A Graphic Rating Scale for Teachers." *The Journal of Educational Research*, Volume VIII, No. 5, December, 1923, pp. 433-439.
Relates to the practical application of a graphic rating method to teacher-rating.
175. FUCIK, FRANK A. "Value of School Assemblies." *Chicago Schools Journal*, Volume VII, No. 1, September, 1924.
Discusses the conduct and values of the school assembly, with attention to its use by the principal in his work.
176. GILLET, HARRY O. "Pupil Administration and Character Training." *Bulletin of the Department of Elementary School Principals*, Volume V, No. 2, January, 1926, pp. 104-110.
Discusses problems in providing for individual welfare through school organization.
177. HEBB, BERTHA Y. *Samples of Teacher Self-Rating Cards*. U. S. Bureau of Education City School Leaflet, No. 18, February, 1925.
Presents self-rating schemes for teachers and a bibliography on teacher self-rating.
178. HECK, ARCH O. "A Study of Child Accounting." *The Ohio State University University Studies*, Volume II, No. 9, November 16, 1925. Bureau of Educational Monograph No. 2, Columbus, Ohio, 259 p.
Evaluates data now recorded concerning school children throughout the country. Presents data on the items of actual use in school work.
179. HERRON, J. S. "Sidelights on the Administration of All-Year Schools." *Bulletin of the Department of Elementary School Principals*, Volume VI, No. 4, July, 1927, pp. 439-440.
The advantages and plan of an all-year school.
180. HERRON, STELLA. "The Part the Teacher Should Play in the Administration of the School System." *The American School Board Journal*, Volume 61, No. 2, August, 1920, p. 40.
Advocates increased cooperation between teacher and administrator.

181. HOGGE, MORGAN G. "A Principal's Obligations in Chicago." *Bulletin of the Department of Elementary School Principals*, Volume III, No. 2, January, 1924, p. 102.
Shows that rules of the Chicago Board of Education make principals the responsible administrative heads of schools.
182. HUGHES, W. HARDIN. "Selected Bibliography on Principles and Applications of Personality Measurement." *Educational Research Bulletin of the Pasadena City Schools*, Volume 3, Nos. 6, 7, February-March, 1925, pp. 15-23.
Presents a list of annotated references on personality measurement.
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185. JONES, OLIVE M. "Three Posers for Principals." *Bulletin of the Department of Elementary School Principals*, Volume III, No. 2, January, 1924, pp. 77-82.
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187. KLOPP, W. J. "A Study of the Professional Activities of Elementary-School Principals." *The Elementary School Journal*, Volume XXVIII, No. 2, October, 1927, pp. 140-146.
Describes a plan of organization to reduce principal's time given to routine activities.
188. "Letters of a Superintendent; Cooperation." *Journal of Education*, Volume CV, No. 9, February 28, 1927, Boston, Massachusetts, p. 226.
States that the supervising principal may help the special teacher with discipline.
189. "Letters of a Superintendent; Order without Silence." *Journal of Education*, Volume CV, No. 19, May 9, 1927, p. 517, Boston, Massachusetts.
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190. "Letters of a Superintendent. School Publicity." *Journal of Education*, Volume CV, No. 16, April 18, 1927, p. 425, Boston, Massachusetts.
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191. LONGSHORE, W. T. "Teacher Participation in the Determination of Policies from the Viewpoint of the Principal." *Volume of Addresses and Proceedings of the National Education Association*, 1925, pp. 107-110.
An article dealing with the advantages and opportunities of teacher participation in school administration.
192. McCLURE, WORTH. "Cooperative Effort in Supervision." *The Elementary School Journal*, Volume XXVII, No. 4, December, 1926, pp. 256-264.
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193. McCURE, WORTH. "The Rating of Elementary School Principals in Service." *The Fourth Yearbook of the Department of Elementary School Principals*, 1925. "The Elementary School Principalship—A Study of Its Instructional and Administrative Aspects," Chapter XXVIII, pp. 424-446.
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201. MORRISON, J. CAYCE. "Unsolved Problems in School Administration." *American Education*, Volume XXVIII, No. 5, January, 1925, pp. 212-218.
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207. SEARS, J. B. "The Measurement of Teaching Efficiency." *Journal of Educational Research*, Volume IV, No. 2, September, 1921, pp. 81-94.
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209. STANTON, EDGAR A. "Saving Time in Office Routine." *The Elementary School Journal*, Volume XXVIII, No. 4, December, 1927, pp. 263-272.
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212. "Suggestions to Teachers." *The American School Board Journal*, Volume 73, No. 3, September, 1926, p. 112.
Suggestions to teachers by a committee, New York City principals.
213. "Supervision." *Report by the Education Committee of the Chicago Principals' Club*. Bulletin No. 2, 1924, 31 p. D. S. Wentworth School Press, Chicago, Illinois.
Reports on the organization of administrative duties to provide adequate time for supervision.
214. "Teacher-Rating." *Report of the Committee of One Hundred of the National Education Association on Classroom Teachers' Problems*. Indianapolis, Indiana, July, 1925, 9 p.
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215. "The Strayer-Engelhardt Score Card for City of 100,000 People or Less." *American Educational Digest*, Volume 45, No. 12, August, 1926, pp. 537-540.
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217. * TIEGS, E. W. "The Rating of Principals." *American School Board Journal*, Volume 72, No. 3, March, 1926, pp. 43-45, 144.
218. TOWNE, LILLIAN M. "The Principal and His Physical Plant As an Aid to Pupils' Health." *The Fourth Yearbook of the Department of Elementary School Principals*, 1925. "The Elementary School Principalship—A Study of its Instructional and Administrative Aspects." Chapter XXV, pp. 404-407.
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219. "Training Teachers on Cooperative Plan." *American Educational Digest*, Volume 44, No. 1, September, 1924, pp. 6-10.
Description of teacher training plan used in Pennsylvania.
220. UNDERWOOD, FRANKLIN M. "Standards by Which the Elementary School Principal May Judge Classroom Work." *Bulletin of the Department of Elementary School Principals*. Volume III, No. 3, April, 1924, pp. 131-138.
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The teacher's part in teacher-rating should be participation.
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224. WEATHERWAX, ANNA. "Definite Gains Made by the Principals of Grand Rapids As a Result of Advertising the Worth of Education." *Bulletin of the Department of Elementary School Principals*, Volume IV, No. 3, April, 1925, pp. 155-158.
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225. WELCH, FREDERICK A. *A Manual for Use of Superintendents, Principals, and School Officials*. W. M. Welch Manufacturing Company, Chicago, Illinois, 1922, 155 p.
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226. WETZEL, WM. A. "Plan of Rating Teachers Based Upon Pupil Accomplishment." *School Life*, Volume XIII, No. 2, October, 1927, pp. 26-27. Published by the Department of the Interior, Bureau of Education.
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227. WILEY, J. BURTON. "Responsibility of the Superintendent or Supervising Principal for Leadership in Relation to the Public." *Education Bulletin*, Volume XIII, No. 6, February, 1927, pp. 231-233. Department of Public Instruction, Trenton, New Jersey.
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228. WILLARD, F. E. "Judging the Efficiency of Principals." *The Fifth Yearbook of the Department of Elementary School Principals*, 1926. "Studies in the Elementary School Principalship." Chapter XX, pp. 412-420.
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229. WINSHIP, A. E. "Modern School Administration." *Journal of Education*, Volume CV, No. 4, January 24, 1927, Boston, Massachusetts, p. 90.
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230. WINSHIP, A. E. "The Principal in Action." *The Ohio Teacher*, Volume XLIII, No. 8, April 1923, p. 355. (See also: *Bulletin of the Department of Elementary School Principals*, Volume III, No. 1, October, 1923, p. 9.)
Considers the principal a neighborhood leader.
231. WINSLOW, CHARLES S. "Our Newspaper Publicity." *Bulletin of the Department of Elementary School Principals*. Volume IV, No. 2, January, 1925, pp. 108-109.
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SUPERVISION

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233. ADAIR, CORNELIA S. "Cooperative Supervision." *Volume of Addresses and Proceedings of the National Education Association*, 1927, pp. 442-444.
Suggests that cooperative supervision means a working together of all the educational forces for the training of the nation's children.
234. ADAIR, CORNELIA S. "What Teachers want in Supervision," *Journal of Education*, Volume CVI, No. 19, November 21, 1927, pp. 494-495, Boston, Massachusetts. (See: *The Illinois Teachers*, Volume XVI, No. 5, January, 1928, p. 9.)
Teachers desire in supervision human, constructive and inspiring leadership.
235. ADAMS, EDWIN W. "The Principal's Program of Professional Activities." *The Elementary School Journal*, Volume XXIII, June, 1923, No. 10, pp. 733-741.
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236. AGNEW, THOMAS. "The Project Method from the Principal's Point of View." *Volume of Addresses and Proceedings of the National Education Association*, 1923, pp. 660-664.
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237. ANDERSON, C. J., BARR, A. S., and BUSH, MAYBELL G. *Visiting the Teacher at Work*, D. Appleton and Company, New York, 1925, 382 p.
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238. ANDERSON, C. J., and BUSH, MAYBELL G. "The Supervisor At Work, I-IV." Vol. III, Nos. 4-7, December, 1923, pp. 136-144; January, 1924, pp. 181-187; February, 1924, pp. 238-242; March, 1924, pp. 276-282.
Presents reproductions of classroom recitations analyzed by persons in the field of elementary supervision.
239. "A Superintendent's Letter to His Principals." *The American School Board Journal*, Volume, 74, No. 6, June, 1927, p. 130.
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240. AYER, FRED C. "Types of Supervisory Organization." *American Educational Digest*, Volume 45, No. 8, April, 1926, pp. 341-345.
Discusses departmentalized supervision of six special subjects. Presents data on the duties and administrative relationships of supervisors.
241. BALLOU, FRANK. "Improvement of Teachers in Service." *American Educational Digest*, Volume 46, No. 4, December, 1926, pp. 149-151, 180.
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242. BAMBERGER, FLORENCE E. "Supervision: A Forward Look." *School and Society*, Volume XXIV. No. 625, December 18, 1926, pp. 747-752. (Address before the Department of Education and the College for Teachers, October 22, 1926, Johns Hopkins University.)
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243. BARCLAY, E. R. "Supervisory Conference Before Supervision." *The Pennsylvania School Journal*, Volume 69, No. 9, March, 1921, pp. 403-405.
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244. BARR, A. S. "Some Problems Ahead in the Scientific Study of Classroom Supervision." *The Journal of Educational Method*, Volume VII, No. 2, November, 1927, pp. 64-70.
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245. * BARR, A. S. "An Analysis of the Duties and Functions of Instructional Supervisors—A Study of the Detroit Supervisory Organization." *Bureau of Educational Research Bulletin*, No. 7, January, 1926, University of Wisconsin, Madison, Wisconsin, 179 p.
246. BARR, A. S. "Scientific Supervision." *The Journal of Educational Method*, Volume VI, No. 5, January, 1927, pp. 190-201.
Describes methods for the scientific study of teaching.
247. BARR, A. S., and BURTON, WM. H. *The Supervision of Instruction*, D. Appleton and Company, New York City, New York, 1926, 626 p.
Presents general problems, principles and procedures in supervision.
248. BIRKHAM, GEORGE. "The Right Relationship of Cooperation Between the Elementary School Principal and Supervisors." *Bulletin of the Department of Elementary School Principals*, Volume III, No. 3, April, 1924, pp. 164-168.
Describes a plan effective in Detroit, Michigan.
249. BLAIR, FRANCIS G. "The Principal and the Improvement of Teachers in Service—Abstract." *Bulletin of the Department of Elementary School Principals*, Volume VI, No. 1, October, 1926, pp. 22-23.
The improvement in service does not imply a surrender of individuality or of independence by teachers.
250. BLAIR, FRANCIS G. "The Principal and the Improvement of Teachers in Service—Abstract." *Volume of Addresses and Proceedings of the National Education Association*, 1926, No. 64, pp. 474-475.
A discussion of improvement in service with reference to the freedom that may be allowed teachers by the principal.
251. BOBBITT, FRANKLIN. "Educational Science and Supervision," *Yearbook of the National Conference on Educational Method*, 1928, pp. 237-248.
Indicates the value of exact methods in refining the supervisory technic.
252. BOYNTON, F. D. "Improving Teachers in Service." *Journal of Education*, Volume CVI, No. 14, October 17, 1927, pp. 352-353, Boston, Massachusetts. (See: *School and Society*, Volume XXVI, No. 669, October 22, 1927, pp. 523-524.)
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253. BRIM, ORVILLE G. "The Nature of Aim and Its Bearing on Supervision." *The Journal of Educational Method*, Volume VI, No. 1, September, 1926, pp. 2-8.
Applies the principles underlying the nature of aim to supervisory practice.
254. BRIM, ORVILLE G. "The Supervising Principal as Trouble-Fixer or Educational Leader." *Educational Administration and Supervision*, Volume XII, No. 6, September, 1926, pp. 413-419.
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255. BRUECKNER, L. J., and CUTRIGHT, PRUDENCE. "A Technic for Measuring the Efficiency of Supervision." *Journal of Educational Research*, Volume XVI, No. 5, December, 1927, pp. 323-331.
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256. BUCKINGHAM, BURDETTE R. *Research for Teachers*. Silver, Burdett and Company, New York, 1926, 386 p.
Believes the teacher to be in a strategic position for research.
257. BUCKINGHAM, B. R. "Measuring Supervision." *Educational Research Bulletin*, Volume I, No. 15, September 27, 1922, pp. 123-126, Bureau of Educational Research, Ohio State University, Columbus, Ohio.
Suggests an experiment with supervised, inspected and unsupervised classes.
258. BURTON, WILLIAM H. *Supervision and the Improvement of Teaching*, D. Appleton and Co., New York, 1922, 510 p.
An attempt to discuss concretely the problems and procedures of the elementary school supervisor.
259. BURTON, WILLIAM H. "The Evaluation of Supervision," *Yearbook of the National Conference on Educational Method*, 1928, pp. 219-233.
Refers to specific studies and technics in evaluating supervision.
260. COOPER, W. J. "Improved Methods of Supervision." *Volume of Addresses and Proceedings of the National Education Association*, 1924, p. 950.
For the improvement of supervision would have the principal recognized as chief supervisory officer.
261. COLE, THOMAS R. "The Principal's Contribution to the Teacher." *Bulletin of the Department of Elementary School Principals*, Volume III, No. 1, October, 1923, pp. 29-34.
Teachers' suggestions of help to principals.
262. COLLIER, PAUL D. "Wherein Lies Skill in Supervision." *The Journal of Educational Method*, Volume V, No. 5, January, 1926, pp. 215-217.
Emphasizes democracy in supervision.
263. COLLINGS, ELLSWORTH. *School Supervision in Theory and Practice*, Thomas Y. Crowell Company, New York, 1927, 368 p.
Aims toward the improvement of the theory and practice of supervision.
264. COURTIS, S. A., "A Philosophy of Supervision," *Yearbook of the National Conference on Educational Method*, 1928, pp. 249-258.
Discusses concrete steps in applied supervision.
265. CLARK, R. C. "Creative Supervision and the Teacher," *American Educational Digest*, Volume 47, No. 3, November, 1927, pp. 99-102.
A general discussion of the work of the supervisor in relation to teacher selection, integration and development.
266. CLEMENT, W. WOODWARD. "Conditions Necessary for Effective Supervision." *Bulletin of the Department of Elementary School Principals*, Volume IV, No. 2, January, 1925, pp. 83-86.
Discusses need for a competent supervisor, the exercise of principal supervision and willingness to serve.

267. * CRABBS, LELAH MAE. "Measuring Efficiency in Supervision and Teaching." *Teachers College, Columbia University Contribution to Education*, No. 175, New York City, New York, 1925, 105 p.
268. CRABTREE, J. W. "Personality in Supervision." *Volume of Addresses and Proceedings of the National Education Association*, 1915, Oakland, California, pp. 516-519.

Believes supervisors should cultivate a desirable personality to accomplish work more successfully. Lists as necessary elements of a successful supervising personality.
269. CRABTREE, J. W. (Notes and Announcements.) *The Journal of the National Education Association*, Volume XV, No. 9, December, 1926, pp. A-271.

Recommends that principals arrange teachers' meetings for discussion of the problems.
270. DEFFENBAUGH, W. S. "The Improvement of Teachers in Service." *The Elementary School Journal*, Volume XXV, No. 5, January, 1925, pp. 380-386.

Suggests best means of improving teachers in service.
271. DORSEY, SUSAN M. "Some Suggestions Looking to Cooperation and Efficiency in the Functioning of Supervisors and Principals." *Volume of Addresses and Proceedings of the National Education Association*, 1927, pp. 436-440.

A discussion of ways in which supervisors may be helped by principals. Considers the supervisor an expert helping teacher, the principal the responsible head and director of the school.
272. DYER, W. P. "The Activities of the Elementary School Principal for the Improvement of Classroom Instruction." *Bulletin of the Department of Elementary School Principals*, Volume VI, No. 1, October, 1926, pp. 24-27.

Preliminary data from Research Study No. 21 of Chapter XXV of this report.
273. * DYER, WM. P. "Activities of the Elementary School Principal for the Improvement of Instruction. The Kind of Supervisory Program which a City Superintendent of Schools Should Set Up for His Elementary School Principals." *Teachers College, Columbia University Contribution to Education*, No. 274, New York City, N. Y., 1927, 109 p.
274. EAKELEY, F. S. "Making Supervision Personal." *American Educational Digest*, Volume 46, No. 3, November, 1926, pp. 112-114.

Discusses supervision with reference to the personal touch of the principal. Supervision to be successful must be definite, and include concrete illustrations.
275. ELMER, MAUDE V. "The Supervisor's Day at the School." *The Journal of Educational Method*, Volume VII, No. 1, September-October, 1927, pp. 11-16.

Describes the activities and objectives involved in a supervisor's program.
276. "Evaluating the Recitation." (School Administration Notes.) *The American School Board Journal*, Volume 69, No. 6, December, 1924, p. 107.

Outlines a method for evaluating the recitation in terms of teacher and pupil activity.
277. FILLERS, H. D. "Supervision." *American School Board Journal*, Volume 74, No. 2, February, 1927, pp. 44-45.

An article dealing with the principles, activities and outcomes of supervision.
278. FINK, JESSIE M. "Improvement and Preparation of Teachers." *Bulletin of the Department of Elementary School Principals*, Volume II, No. 1, October, 1922, pp. 17-18.

Necessity of incentives in the growth of teachers.
279. *First Yearbook, The Chicago Principals' Club*, June, 1926, 81 p., Chicago, Illinois.

Reports on the causes and remedy of pupil failures. Bibliography.

280. FOLSOM, A. E. "Personnel Management." *American Educational Digest*, Volume 46, No. 9, May, 1927, pp. 402-404, 117.
Discusses the work of the principal in dealing with teachers and pupils. Suggests three principles of personnel management.
281. GAGE, LUCY. "Problems of Supervision in the Early Elementary Grades." *Peabody Journal of Education*, Volume 4, No. 2, September, 1926, pp. 94-97.
Supervision must concern itself with child growth as well as achievement in learning.
282. GIST, ARTHUR S. "The Art of Supervision." *The Journal of Educational Method*, Volume V, No. 5, January, 1926, pp. 192-196.
Outlines certain personal qualifications desirable in a principal in connection with supervisory work. Suggests possession of definite plans, an art of supervision and a democratic attitude by principals to eliminate the objections to supervision.
283. GIST, ARTHUR S. *Elementary School Supervision*, Charles Scribner's Sons, New York City, New York, 1926, 308 p.
Concerns the objectives and devices of supervision, and application of supervisory methods in the school subjects.
284. GIST, ARTHUR S. "Stimulating Professional Study Among Teachers." *The First Yearbook of the Department of Elementary School Principals*, 1922. "The Technic of Supervision by the Elementary School Principal," pp. 122-123.
Professional study through standard tests, professional reading, and other means.
285. GOSLING, THOMAS W. "The Adjustment of the Duties of the Supervisor to Those of the Principal." *The Elementary School Journal*, Volume XXVI, No. 1, September, 1925, pp. 18-21.
Suggests how the clearer definition of the functions of each group may bring better relations between supervisors and principals.
286. GOSLING, THOMAS W. "Supervision without a Supervisor." *The Journal of Educational Method*, Volume I, No. 8, April, 1922, pp. 306-311.
Describes a plan of supervision wherein the principals are the real supervisors.
287. GRAF, LOUISE. "Improvement of Teachers in Service." *The Sixth Yearbook of the Department of Elementary School Principals*, 1927. "Projects in Supervision," Chapter XVI, pp. 282-285.
Activities to use in improving teachers in service.
288. GRAY, WILLIAM S. "The Work of Elementary-School Principals." *The Elementary School Journal*, Volume XIX, No. 1, September, 1918, pp. 24-35.
Discusses the principal's supervisory activities. Recommends study of recent development in methods, and experimentation.
289. HAMILTON, JESSIE M. "Supervision by the Principals." *Volume of Addresses and Proceedings of the National Education Association*, 1923, pp. 545-548.
States that the success of supervision will depend largely on the attitude taken toward it by supervisors and principals.
290. HARTWELL, E. C. "Supervision." *Journal of Education*, Volume CVI, No. 18, November 14, 1927, p. 473, Boston, Massachusetts.
Greatly increased supervision of classroom instruction by competent persons is the greatest problem confronting American school administration today.
291. HOLMES, BERTHA E. "The Supervision of Instruction, the Present Aim of the Supervisor." *Education*, Volume XLVII, No. 9, May, 1927, pp. 556-568.
Quotes from educational literature to illustrate changing concepts of supervision.

292. HORRALL, A. H. "Supervision—Its Weaknesses and Opportunities." *The American School Board Journal*, Volume 74, No. 3, March, 1927, pp. 52, 157.
Lists the weaknesses of supervision.
293. HOSIC, JAMES F. "Supervisory Agencies." *The Journal of Educational Method*, Volume III, No. 9, May, 1924, pp. 378-380.
Seeks to enlarge the concept of supervision. Recommends that supervisors provide themselves with a list of conditions underlying good teaching.
294. HOSIC AND OTHERS, "Educational Supervision," *The First Yearbook of the National Conference on Educational Method*, Bureau of Publications, Teachers College, Columbia University, 1928.
295. HUNTER, FRED M. "Professional Leadership of Superintendent." *American Educational Digest*, Volume 44, No. 7, March, 1925, pp. 291-293.
Encourages principals to systematize routine and give time to supervision of instruction.
296. "Improvement of Teaching: A Result of United Effort." *Superintendent's Bulletin*, The Oakland Public Schools, Volume VIII, No. 6, September 8, 1927, pp. 5-6.
The principal's part in improving teaching.
297. "Improving Teachers in Service." *Educational Press Bulletin*, No. 220, December, 1926, Springfield, Illinois, p. 4.
Suggests ways in which teachers can help themselves to grow.
298. IRWIN, ELISABETH A., and MARKS, LOUIS A. *Fitting the School to the Child*. The Macmillan Company, New York, 1924, 339 p.
Adapting educational experiences to individual needs, as determined by tests, etc.
299. JUDD, CHARLES H. "The Principal as a Supervisor of Classroom Teaching." *Volume of Addresses and Proceedings of the National Education Association*, 1926. No. 64, pp. 825-831.
Recommends arrangement of the high school principal's program with a view to training teachers in service.
300. JUDD, CHARLES H. "Scientific Methods of Supervision." *Education Administration and Supervision*, Volume XII, No. 5, May, 1926, p. 345.
Suggests that supervision should stress suitable methods of follow-up rather than a definite routine in teaching, owing to individual differences among teachers.
301. KELLOGG, WALTER G. "Supervision." *New York State Education*, Volume XV, No. 4, December, 1927, pp. 283-284. Published by New York State Teachers' Association, Utica, N. Y.
Remarks on the nature of supervision.
302. KELLY, DANIEL J. "The Training and Development of Teachers After Entering the Profession." *Volume of Addresses and Proceedings of the National Education Association*, 1923, pp. 1007-1008.
Considers training and development of teachers in connection with the beginning and the experienced teacher.
303. KENT, RAYMOND A. "What Should Teacher-Rating Schemes Seek to Measure?" *Journal of Educational Research*, Volume II, No. 5, December, 1925, pp. 802-807.
States that little consideration had been given in rating schemes to the composite resultant of teaching and the effort of the teacher.
304. KILPATRICK, WM. H. *Foundations of Method*, The Macmillan Company, New York, 1925, 383 p.
Consists of informal talks on principles of teaching method.

305. KILPATRICK, WM. H. "Democracy in Supervision," *Yearbook of the National Conference on Educational Method*, 1928, pp. 259-269.
Emphasizes the respecting and the development of personality in supervision.
306. KILPATRICK, WM. H. "Principles Underlying Sane Supervision." *Bulletin of the Department of Elementary School Principals*. Volume II, No. 1. October, 1922, p. 26
Emphasizes growth as the essence of life.
307. KNISELEY, J. M. "Effective Supervision." *Proceedings of the Department of Elementary School Principals, 1921. Bulletin, No. 18*, pp. 20-26.
States contributions of principal and supervisory to supervision.
308. KYTE, GEO. C. "The Elementary School Principal As a Builder of Teaching Morale." *The First Yearbook, Department of Elementary School Principals*, Michigan Education Association, August, 1927, pp. 44-52, Lansing, Michigan.
Teachers' reports of ways in which principals were or could be of help to them.
309. LOWRY, CHAS. D. "The Work of the Principal." *Chicago Schools Journal*, Volume V, No. 2, October, 1922, pp. 53-59.
Discusses two plans of subject supervision, favoring that of supervision by the principal rather than by the subject specialist. Believes the chief test of a principal to lie in his instruction of teachers.
310. MCCORMICK, ELIZABETH R. "Cooperative Supervision from the Viewpoint of the Elementary Principal-Abstract." *Volume of Addresses and Proceedings of the National Education Association*, 1927, p. 41.
Considers cooperation essential in the work of the supervisors and the supervised and makes service the "soul of cooperation."
311. McILRAVY, FRANK D. "The Right Relationship of Cooperation Between the Elementary School Principals and Supervisors—A Case Study." *Bulletin of the Department of Elementary School Principals*, Volume IV, No. 1, October, 1924, pp. 36-40.
Discusses the means employed in the Seattle school system for securing cooperation of principal and supervisor.
312. McKEEHAN, CHARLES F. "The Principal's Building Meetings." *The Third Yearbook of the Department of Elementary School Principals*, 1924. "The Status and Professional Activities of the Elementary School Principal." Chapter XIV, pp. 365-370.
The improvement of teaching efficiency by means of teachers' meetings.
313. MASON, EVA T. "The Principal and His Educational Program." *Third Yearbook of the Department of Elementary School Principals*, 1924. "The Status and Professional Activities of the Elementary School Principal," Chapter XXIII, pp. 525-531.
Value of a definite plan for grade and subject visitation.
314. * MAXWELL, C. R. "Analysis of the Work of the Supervisor." *School and Society*, Volume XVII, No. 419, January 6, 1923, p. 28.
315. MAYBERRY, L. W. "The Principal and the Supervisor." *The Elementary School Journal*, Volume XXVI, No. 2, October 1926, pp. 116-117.
Discusses the development of desirable attitudes on the part of principal and special supervisor.
316. * MEAD, CYRUS, D. "The Supervisor's Job." *The Journal of Educational Method*, Volume IV, No. 7, March, 1925, pp. 270-272.
317. MERRILL, JOHN. "The Principal of a Platoon School and His Supervisory Duties." *The Fifth Yearbook of the Department of Elementary School Principals*, 1926, "Studies in the Elementary School Principalship," Chapter XVI, pp. 377-383.
Shows that the platoon type of school organization offers several advantages.

318. MOHLMAN, DORA K. "The Elementary School Principalship." *University of Illinois Bulletin*, Volume XX, No. 36, May 7, 1923, 14 p. Bureau of Educational Research, Educational Research Circular No. 17, Urbana, Illinois. Considers supervision of instruction the principal's primary responsibility. Gives some of the prerequisites to professionalization of the principalship.
319. MONTGOMERY, RHODA. "The Principal's Supervision of the Special Subjects." *The Sixth Yearbook of the Department of Elementary School Principals*, 1927. "Projects in Supervision," Chapter IV, pp. 168-177. Presents a few methods found effective in special subject supervision.
320. MOORE, CLYDE, B. "Trends and Purposes of Professional Supervision," *Educational Administration and Supervision*, Volume XII, No. 6, September, 1926, pp. 379-392. Relates supervision to the objective of changing human nature. Discusses the traits of a good supervisor.
321. MORGAN, JOY E. "A Good Idea for Faculty Meetings." *Bulletin of the Department of Elementary School Principals*. Vol. V, No. 1, October, 1925, pp. 51-53. Shows how to use *The Journal* of the National Education Association in teachers' meetings.
322. MORRIS, MARY E. "The Principal as Supervisor of Instruction." *The Third Yearbook of the Department of Elementary School Principals*, 1924, "The Status and Professional Activities of the Elementary School Principal," Chapter XII, pp. 347-356. Presents a plan used by a principal as supervisor in dealing with new teachers.
323. MORRISON, HENRY C. *The Practice of Teaching in the Secondary School*. University of Chicago Press, Chicago, Illinois, 1926, 661 p. In four parts, dealing with fundamentals in the teaching process. Suggestive to elementary school principals.
324. * MORRISON, J. CAYCE. "Methods of Improving Classroom Instruction Used by Helping Teachers and Supervising Principals of New Jersey." *The Elementary School Journal*, Volume XX, No. 3, November, 1919, pp. 208-216.
325. MORTENSON, PETER A. "Improvement and Preparation of Teachers While in Service." *Volume of Addresses and Proceedings of the National Education Association*, 1922, pp. 195-198. Considering continued growth as a professional obligation.
326. MULROONEY, JULIA A. "The Relation of the Elementary School Principal to the General Testing Program." *Bulletin of the Department of Elementary School Principals*, Volume II, No. 3, April, 1923, pp. 118-123. Deals with the study of individual children as a means of assuring pupils the greatest benefit from schools.
327. NEAL, ELMA A. "What the Supervisor Can Do to Encourage Scientific Attitude in the Classroom." *The Journal of Educational Method*, Volume VI, No. 9, May, 1927, pp. 372-376. Suggests the use of objective data, research methods and so forth as means of awaking teachers to growth.
328. NEWLON, JESSE H. "Attitude of the Teacher Toward Supervision." *Volume of Addresses and Proceedings of the National Education Association*, 1923, pp. 548-551. Discusses the need of supervision from the standpoint of the experienced or new teachers.
329. NORTON, JOHN K. "The Elementary School Principal and Research." *Volume of Addresses and Proceedings of the National Education Association*, 1926, pp. 483-488. Believes that the function of the elementary school principal in relation to research will involve the interpretation of research findings and their application to classroom procedure.

330. OBERHOLTZER, E. E. "The Next Step in School Supervision." *Volume of Addresses and Proceedings of the National Education Association*, 1922, pp. 1439-1445.
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331. O'SHEA, M. V. "The Relations of Supervisors to their Teachers." *Normal Instructor and Primary Plans*, Volume XXXII, No. 7, May, 1923, pp. 26, 90.
An article dealing with the attitudes of the supervisors and the supervised.
332. PARR, EUNICE E. "The Principal as a Supervisor." *Bulletin of the Department of Elementary School Principals*, Volume V, No. 3, April, 1926, pp. 167-171.
Discusses vital elements in real supervision.
333. * PERRIN, H. AMBROSE. "The Local Status and Activities of General Supervisors in City Schools." *The Elementary School Journal*, Volume XXVI, No. 5, January, 1926, pp. 345-356.
334. PITTENGER, B. F. "An Argument for Supervision." *The American School Board Journal*, Volume 72, No. 2, February, 1926, pp. 41-43, 137.
Considers supervision a practical means of professionalizing teachers.
335. POTTS, FRANCES. "The Principal and the Professional Growth of His Corps." *The Third Yearbook of the Department of Elementary School Principals*, 1924. "The Status and Professional Activities of the Elementary School Principal," Chapter XIII, pp. 357-365.
Shows how a principal may contribute to professional growth, by outlining what he expects professionally.
336. POWER, LEONARD. "The Principal and Teachers' Methods of Ranking Pupils." *The Elementary School Journal*, Volume XX, No. 4, December, 1919, pp. 285-291.
Discusses means of decreasing the variability and subjectivity of teachers' marks.
337. POWER, LEONARD. "How to Make Visits Profitable to Teachers." *The First Yearbook of the Department of Elementary School Principals*, 1922. "The Technic of Supervision by the Elementary School Principal," pp. 11-18.
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338. * POWER, LEONARD. "Plan for the Supervision of Instruction by the Principals of Elementary Schools." *The Elementary School Journal*, Volume XIX, No. 6, February, 1919, pp. 408-418.
339. "Program for School Faculty Meeting." *The Journal of the National Education Association*, Volume XVI, No. 9, December, 1927, p. 304.
Presents an outline of a school faculty meeting.
340. REAVIS, W. C. "The Duties of the Supervising Principal." *The Elementary School Journal*, Volume XIX, No. 4, December, 1918, pp. 279-284.
Considers the principal the responsible head of his school. Divides duties into managerial, professional and social, and discusses each.
341. REYNOLDS, C. W. "Principal's Part in Supervising Classroom Instruction." *The American School Board Journal*, Volume 75, No. 1, July, 1927, pp. 54, 146, 148.
Ways in which a principal may aid teachers in their classroom work.
342. RICH, FRANK M. "Better Supervision." *The American School Board Journal*, Volume 64, Nos. 3-4, March, 1922, pp. 35-37, April, 1922, pp. 45-46.
Discusses problems met by supervisors in handling teachers.
343. ROGERS, BERTHA M. "Some Phases of Supervision." *The American School Board Journal*, Volume 64, No. 6, June, 1922, p. 46, 140.
Discusses briefly improvement of school practice through curriculum revision.

344. ROGERS, DON C. "Unit-Supervision vs. Subject-Supervision." *Bulletin of the Department of Elementary School Principals*, Volume III, No. 2, January, 1924, pp. 103-105.
Discusses the nature and needs of supervision, including statements from educators.
345. ROSSMAN, JOHN G. "Economy in Supervision." *The American School Board Journal*, Volume 68, No. 2, February, 1924, pp. 39-40.
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346. RUDY, IDA O. "My First Year as Primary Supervisor." *The Journal of Educational Method*, Volume III, No. 3, November, 1923, pp. 128-130.
Outlines steps taken by a primary supervisor in Dayton.
347. RUGG, GEORGE. "Visitation as a Means of Diagnosis." *The First Yearbook of the Department of Elementary School Principals*, 1922. "The Technic of Supervision by the Elementary School Principal," Chapter I, pp. 7-11.
A general discussion of visitation by the principal.
348. RUHNKE, REINHARD H. "The Improvement of Instruction and Creating Professional Attitude." *The First Yearbook of the Department of Elementary School Principals*, 1922. "The Technic of Supervision by the Elementary School Principal," p. 121.
Gives the observation and analysis lesson as an essential factor in supervision.
349. RUPERT, W. W. "What Shall Be the Frequency and Length of Supervisory Visits?" *The Pennsylvania School Journal*, Volume 69, No. 9, March, 1921, pp. 401-403.
Gives illustrations of the dependence of frequency and length of supervisory visits on the individual needs of teachers.
350. RUSSELL, CHARLES. *Classroom Tests*. Ginn and Company, Boston, Massachusetts, 1926, 346 p.
A handbook on the construction and use of non-standard tests for the classroom teacher.
351. SARGEANT, IDE G. "Progress in the Supervision of Elementary Education." *Journal of the National Education Association*, Volume 12, No. 3, March, 1923, pp. 80-81.
Notes the rising tendency to make the principal the school's executive head, with relief from a greater part of routine, detail work.
352. "School Problems." (No. 16.) A Department in the *Journal of Education*, Volume CVI, No. 17, November 7, 1927, p. 436, Boston, Massachusetts.
The principal could profitably conduct demonstration lessons for young teachers.
353. "School Problems." (Nos. 1 and 4.) Department in the *Journal of Education*, Volume CVI, No. 15, October 24, 1927, p. 380, Boston, Massachusetts.
States that teacher selection should be a joint affair of superintendent and principal.
354. "School Problems." (No. 14.) A Department in the *Journal of Education*, Volume CVI, No. 16, October 31, 1927, p. 407, Boston, Massachusetts.
States that supervision of instruction is the principal's chief duty.
355. SCHUBERT, ARTHUR. "The First Teachers' Meeting." *American School Board Journal*, Volume 69, No. 3, September, 1924, pp. 66, 68.
Allots special significance to the first teachers' meeting and suggests topics to be considered.
356. SCOTT, ZENOS E. "Improving Teachers in Service." *Volume of Addresses and Proceedings of the National Education Association*, 1921, pp. 773-779.
Suggests specific factors in the improvement of teachers.
357. *Second Yearbook of the Chicago Principals' Club*, The Chicago Principals' Club, Chicago, Illinois, June, 1927, 154 p.
Reports studies and experiments in elementary and high school supervision.

358. SHANGLE, C. PAINE. "Improvement of Teachers in Service," Volume III, No. 1, September, 1923, pp. 8-10.
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359. SIMPSON, I. JEWELL. "The Teachers' Meeting As an Instrument of Supervision in a County-Unit System." *The Elementary School Journal*, Volume XXVII, No. 3, November 1926, pp. 175-186.
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360. SPAIN, CHARLES L. "A New Definition of the Functions of the Supervisor." *The Elementary School Journal*, Volume XXVI, No. 7, March, 1926, pp. 498-506.
Outlines a plan of supervision carried on in Detroit.
361. "Special Supervisors and Principals." *The Elementary School Journal*, Volume XXI, No. 2, October, 1920, pp. 82-84.
Presents rules adopted at Atchison, Kansas, in establishing the correct relationship of special supervisors to superintendent, teachers and principals.
362. SPENCER, ROGER A. "The Work of the School Principal in Supervision." *The Elementary School Journal*, Volume XX, No. 3, November, 1919, pp. 176-177.
Discusses supervisory problems of the principal in improving the quality of instruction.
363. STARK, WM. E. *Every Teacher's Problems*, American Book Company, New York, 1922, 368 p.
Develops principles of teaching procedure based on the study of concrete situations.
364. STEINER, M. A. "Professional Reading." *Journal of Education*, Volume CVI, No. 10, September 19, 1927, pp. 244-245, Boston, Massachusetts.
Reports advantages of the professional reading of teachers and principals.
365. STONE, CLARENCE R. "Objectives of Supervision by the Principal." *The American School Board Journal*, Volume 75, No. 6, December, 1927, pp. 47-48.
Names specific objectives of supervision by the principal. Allots 40 percent of the principal's time to supervision.
366. "Supervision." *Report by the Education Committee of the Chicago Principals' Club*, Bulletin No. 1, 1923, 32 p., D. S. Wentworth School Press, Chicago, Illinois.
Discusses seven means of supervision. Gives annotated bibliography on supervision.
367. SWAN, GRACE G. "Cooperative Supervision." *Volume of Addresses and Proceedings of the National Education Association*, 1927, pp. 441-442.
Considers adequate preparation, appreciation of responsibility, ability to diagnose conditions and provide the remedy when and where needed, essential for a successful supervision.
368. SWAN, GRACE G. "Cooperative Supervision." *Bulletin of the Department of Elementary School Principals*, Volume VII, No. 1, October, 1927, pp. 29-32.
The qualifications of supervisors and types of teachers with whom they deal. Presents a plan of supervision used in Pittsburgh elementary grades.
369. *TARBELL, R. W. "Job Analysis of the Principal as a Supervisor of Instruction." *American School Board Journal*, Volume 70, No. 3, March, 1925, p. 54.

370. THAYER, V. T. "Some Suggestions for a Program of Democratic Supervision." *Educational Research Bulletin*, Volume VI, No. 9, April 27, 1927, pp. 177-182, Ohio State University, College of Education, Columbus, Ohio.
Suggest procedures in democratic supervision.
371. THEILGARD, SOPHIE A. "The Principals' Visits to the Classroom." *Chicago Schools Journal*, Volume V, No. 7, March, 1923, pp. 265-268.
Discusses supervision by the principal from the teachers' viewpoint.
372. THEISEN, W. W. "A Ways and Means Program of Supervision." *The American School Board Journal*, Volume 69, No. 4, October, 1924, pp. 43-45.
Essential features and procedures of supervision.
373. "The Professional Activities of Principals and Teachers." *Bulletin of Wisconsin Teachers Association*, November, 1926, Part II, pp. 29-41.
Published by Wisconsin Teachers Association, Madison, Wisconsin.
Presents material on mechanics and subject matter of teachers' meetings, principals' reading, functions, and problems.
374. THOMPSON, ANNA. "Greetings to the Department of Elementary School Principals—Abstract." *Volume of Addresses and Proceedings of the National Education Association*, 1927, pp. 435-436.
Requests from the department of elementary school principals cooperation in keeping classrooms free from interruption, demanding simplification of reports, and freeing teachers from over-crowded classrooms.
375. THUNE, ELMER T. "The Place and Functions of Supervisors of Special Subjects in City School Systems." *Master's thesis*, University of Washington, Seattle, Washington, 1926.
A study of the organization and operation of departments of special supervision in cities.
376. TIDYMAN, W. F. "Teachers' Questionnaire as a Device in Supervision." *Educational Administration and Supervision*, Volume X, No. 9, December, 1924, pp. 553-557.
Reports a survey of a small system to determine what supervision was doing to raise the quality of discipline and instruction.
377. UNDERWOOD, F. M. "Analysis and Evaluation of Supervisory Activities in St. Louis." *The Sixth Yearbook of the Department of Elementary School Principals*, 1927. "Projects in Supervision," Chapter III, pp. 162-167.
Lists activities of a supervisor in St. Louis.
378. UNDERWOOD, F. M. (and others). "The Supervision of Classroom Instruction." Parts I-III, *Public School Messenger*, Volumes 24-25, Nos. 1-2, April 15, 1927, September 1 and 2, 1927. From Supervision Series, Nos. 1-3, published by Department of Instruction, St. Louis Public Schools.
Part I deals with general principles of supervision and teaching. Part II concerns the application of the principles in the various subjects and grades. Part III is made up of case studies of teaching in all grades.
379. UNDERWOOD, F. M. "The Elementary School Principal As a Supervisor. Canons of Democratic Supervision." *Bulletin of the Department of Elementary School Principals*, Volume II, No. 2, January, 1923, pp. 47-53.
Discusses three phases of visitation, involving observation, diagnosis, and improvement.
380. * VALENTINE, P. F. "A Job Analysis of Elementary Supervision," *The Journal of Educational Method*, Volume V, No. 7, March 1926, pp. 279-282.
381. VINCENT, H. D. "The Principal and the Gifted Child—From the Standpoint of Scientific Measurements." *The Third Yearbook of the Department of Elementary School Principals*, 1924. "The Status and Professional Activities of the Elementary School Principal, pp. 450-458.
Measurement in education with special reference to pupil classification.

382. WAGNER, CHARLES A. "Dividing the Responsibility in the Supervision of Instruction." *The American School Board Journal*, Volume LX, No. 2, February, 1920, p. 43.
Believes that placing of responsibility for supervisory duties on the principal would be of benefit to both superintendent and principal.
383. WAGNER, CHARLES A. "The Arguments For and Against the Supervision of Instruction." *Volume of Addresses and Proceedings of the National Education Association*, 1922, pp. 1438-1439.
Presents with an attempt to refute, several opinions advanced against supervision.
384. WEBER, S. E. "School Supervision." *American School Board Journal*. Volume 63, No. 6, December, 1923, pp. 33, 34.
States that making the principal the chief supervisory officer in his particular school unit would improve the quality of work from grade to grade.
385. WHITNEY, FRANK P. "The Principal as Supervisor." *Education*. Volume XLV, No. 1, September, 1924, pp. 14-19.
Believes the principal can best handle the supervision because of first-hand knowledge and opportunity for service in that capacity. Mentions desirable outcomes of the principals' supervisory work.
386. WHITNEY, FREDERICK L. "Effective Factors in the Growth of Teachers in Service." *The American School Board Journal*, Volume 74, No. 6, June, 1927, pp. 41-43, 154.
Suggests that teacher-training institutions and the public school system assume joint responsibility for teacher improvement in service.
387. WILEY, WILL E. "Objective Methods in School Supervision." *American School Board Journal*, Volume 71, No. 4, October, 1925, pp. 55-56, 137.
Emphasizes professional leadership from the principal. Recommends graphic, objective methods in facilitating supervision.
388. WILSON, GUY M. "Improvement of Instruction." *Volume of Addresses and Proceedings of the National Education Association*, 1926, pp. 406-409.
Discusses visitation among teachers as a means of improving instruction, and the use of scales in forming clear concepts of good teaching and establishing objective standards.
389. WOODWARD, ANNIE C. "The Improvement of Instruction." *Journal of Education*, Volume CV, No. 19, May 9, 1927, pp. 511-512, Boston, Massachusetts.
Suggests means of improving instruction.
390. WRIGHT, FRANK W. "Elementary Principal as Leader." *Journal of Education*, Volume CIII, No. 12, March 25, 1926, p. 325. Boston, Massachusetts.
Advocates higher standards of remuneration for the office of elementary school principalship. Believes principal a leader of pupils and teachers.
391. WRINKLE, WILLIAM L. "The Diagnosis and Guidance of Teaching." *The Journal of Educational Method*, Volume VI, No. 10, June, 1927, pp. 425-433.
A discussion of the need for more effective supervision and the work of the supervisor.
392. YOUNG, ROSS N. "Ten Points for Principals." *Journal of Education*, Volume CIII, No. 12, March, 25, 1926, pp. 325-326, Boston, Massachusetts.
Presents ten points on the principal's supervisory functions.

ACTIVITIES OF PRINCIPALS' CLUBS, COMMITTEES, ETC.

393. BAISDEN, LEO B. "The Professional Organization of the Principals in Seattle." *Washington Education Journal*. Volume I, No. 6, February, 1922, pp. 175-176.
Describes program and organization of the Seattle Principals' Association.

394. CHASE, LAWRENCE S. "Why Principals Should Organize." *Journal of Education*, Volume CII, No. 2, July 9, 1925. p. 44, Boston, Massachusetts. Recommends the formation of a state elementary principals' association.
395. CHASE, LAWRENCE S. "The New Jersey Elementary School Principals' Association." *The Sixth Yearbook of the Department of Elementary School Principals*, 1927. "Projects in Supervision," Chapter XVII, pp. 286-293. Traces the development and activities of the New Jersey Elementary School Principals' Association.
396. "Constitution and By-Laws, Department of Elementary School Principals." *Bulletin of the Department of Elementary School Principals*. Volume VII. No. 1, October, 1927, pp. 54-58. The Constitution and By-Laws of the Department of Elementary School Principals, adopted July 7, 1927, at Seattle.
397. CRABTREE, J. W. "Notes and Announcements." *The Journal of the National Education Association*, Volume XVI, No. 3, March, 1927, p. A-86. Refers to an outline by Secretary Crabtree for use of schools at work on professional problems.
398. DIRIMPLE, BELLE. "Study Groups of the Seattle Principals' Association." *The Journal of Educational Method*, Volume IV, No. 9, May, 1925, pp. 397-398. A brief description of activities carried on by branches of the Seattle Principals' Association.
399. FINK, JESSIE M. "The Imperative Need of Organizing School Forces." *Bulletin of the Department of Elementary School Principals*, Volume V, No. 3, April, 1926, pp. 172-175. The value of organization of elementary school principals for effecting certain reforms.
400. FINK, JESSIE M. "The Relation of the Local Association to the Department of Elementary School Principals." *Bulletin of the Department of Elementary School Principals*, Volume II No. 3, April, 1923, pp. 95-100. Discusses the development of local principals' clubs. Outlines possible work of the national organization.
401. FINK, JESSIE M. "Our Department." *The Sixth Yearbook of the Department of Elementary School Principals*, 1927. "Projects in Supervision." Chapter I, pp. 139-144. Discusses the work of the Department of Elementary School Principals.
402. FOX, CHARLES J. "The Elementary Principals' Association." *Bulletin of the Department of Elementary School Principals*, Volume III, No. 3, April, 1924, pp. 186-187. Gives a list of functions of a Principals' Association.
403. GIST, ARTHUR S. "The President's Message." *Bulletin of the Department of Elementary School Principals*, Volume VII, No. 1, October, 1927. States the service of the Department of Elementary School Principals of the National Education Association.
404. GUTHRIE, MARY G. "The Work of the Course of Study Committee of the Chicago Principals' Club." *School and Society*, Volume XIX, No. 475, February 2, 1924, pp. 132-134. Describes in brief the work and personnel of the Course of Study Committee of the Chicago Principals' Club.
405. JONES, ARTHUR J. "Teachers and Principals Are Factors in Educational Research." *School Life*, Volume XI, No. 9, May, 1926, pp. 174-175. Notes the development of scientific research in education and suggests that the largest returns may result from classroom research.
406. KNISELEY, J. M. "Professional Study by Local Principals' Organizations." *Bulletin of the Department of Elementary School Principals*, Volume II, No. 3, April, 1923, pp. 109-116. The factors contributing to the success of principals' organizations such as flexibility, continuity of effort, and participation in the programs by the members.

407. "Letters of a Superintendent V—The Principals' Club." *Journal of Education*, Volume CV, No. 10, March 7, 1927, p. 255, Boston, Massachusetts.
Points out the opportunities for community and educational leadership in the Principals' Club.
408. LOCKWOOD, JESSIE M. "Principals' Professional Study Clubs." *The Third Yearbook of the Department of Elementary School Principals*, 1924.
"The Status and Professional Activities of the Elementary School Principal," Chapter III, pp. 230-231.
Briefly describes activities of Seattle principals' study clubs.
409. LONGSHORE, W. T. "Establishing the Local Organization of Principals." *Bulletin of the Department of Elementary School Principals*, Volume II, No. 3, April, 1923, pp. 93-95.
Outlines the initial procedures in establishing a local principals' club.
410. LONGSHORE, W. T. "Local Principals' Organizations in Forty-Three Cities." *The Fifth Yearbook of the Department of Elementary School Principals*, 1926. "Studies in the Elementary School Principalship," Chapter XI, pp. 333-343.
Presents data on local principals' organizations.
411. McSWAIN, E. T. "Elementary Principals Association." *The North Carolina Teacher*, Volume III, No. 2, October, 1926, p. 41.
Discusses the activities of national and state principals' associations.
412. "New Jersey Principals." *The Journal of Educational Method*, Volume VI, No. 2, October, 1926, pp. 88-89.
Describes activities of a local association in New Jersey.
413. "News of Chicago Schools." *Chicago Schools Journal*, Volume VII, No. 9, May, 1925, p. 349.
Reports the use of news articles by the principals' club in bringing information before the public.
414. "News of Chicago Schools." *Chicago Schools Journal*, Volume V, No. 9, May, 1923, pp. 377-378.
Reports a demonstration of "measured teaching."
415. OWEN, WM. B. "A Message from the President of the National Education." *Bulletin of the Department of Elementary School Principals*, Volume II, No. 3, April, 1923, p. 117.
Emphasizes the importance of exchange of ideas among principals through the national organization of elementary school principals.
416. PESTA, ROSE A. "Work of the Principals' Club in Maintaining the Professional Status of the Principal." *Bulletin of the Department of Elementary School Principals*, Volume II, No. 3, April, 1923, pp. 101-109.
Describes the development and activities of the Chicago Principals' Club.
417. PINKSTON, EVA G. "Some Professional Programs of the Dallas Principals and Supervisors Association." *Bulletin of the Department of Elementary School Principals*, Volume VI, No. 2, January, 1927, pp. 91-93.
Outlines topics discussed by groups of the Dallas Principals and Supervisors Association.
418. SARGEANT, IDE G. "The Past, Present, and Future of the Department of Elementary School Principals as Seen by the Old Guard." *Bulletin of the Department of Elementary School Principals*, Volume VI, No. 1, October, 1926, pp. 4-10.
Traces the development of the Department of Elementary School Principals with reference to objectives, leaders, and problems.
419. "Study Clubs for Principals." (Editorial.) *The Journal of Educational Method*, Volume V, No. 7, March, 1926, p. 277.
Commends the activities of school principals as an aspect of the movement for training in service.

420. SUMMER, H. W. "Chicago Schools on the Radio." *Bulletin of the Department of Elementary School Principals*, Volume IV, No. 2, January, 1925, pp. 109-110.
Reports addresses made by principals before various organizations.
421. "Why Join the Department of Elementary School Principals of the National Education Association." *Bulletin of the Department of Elementary School Principals*, Volume V, No. 2, January, 1926, pp. 120-123. (See further: *Bulletin of the Department of Elementary School Principals*, Volume V, No. 1, October, 1925, pp. 60-62.)
Presents statements by students and executives of school administration on the purposes and value of the Department of Elementary School Principals.
422. "Work of Principals' Committee of the Chicago Schools." *School and Society*, Volume XX, No. 519, December 6, 1924, pp. 718-719.
Quotes a superintendent's letter on the organization for supplying newspapers with constructive material about school affairs.

MISCELLANEOUS

423. BAIR, FREDERICK H. "Stimulating the Growth of Teachers." *Volume of Addresses and Proceedings*, 1923, pp. 915-916.
A discussion of three phases of the superintendent's work.
424. BELL, REGUA W. "A Job Analysis of Superintending the Public Schools in the North Central Association." *Master's thesis*. University of Oklahoma, Wilson, Oklahoma, 1926, 55 p.
Based on diaries kept by superintendents for seven days.
425. "Bibliography of Certain Aspects of Rural Education." *U. S. Bureau of Education Bulletin*, 1927, No. 4, Department of the Interior, Washington, D. C., 66 p.
Pages 35-42 contain list of references on supervision.
426. CUBBERLEY, ELLWOOD P. *The Principal and His School*, Houghton Mifflin Co., Boston, Massachusetts, 1923, 571 p.
Deals with the organization, administration and supervision of instruction in an elementary school, through a study of the work of the principal.
427. CUBBERLEY, ELLWOOD P. *Public Education in the United States*. Houghton Mifflin Company, Boston, Massachusetts, 1919, 517 p.
Traces the development of education in the United States from colonial to modern times.
428. DOUGLASS, BENNETT C. "The Status of the Superintendent." *The First Yearbook of the Department of Superintendence*, February, 1923, Chapter I-X, pp. 7-152.
Presents data on the status of the superintendent with reference to training, experience and tenure, his economic status, compensation, and professional activities.
429. EIKENBERRY, DAN H. "Status of the High School Principal." *U. S. Bureau of Education, Bulletin*, 1925, No. 24, 78 p.
Presents data on the status of high school principals. Recommendations on the principals training.
430. FISHER, JESSIE G. "Inquiry into the Training of Assistant Principals." *Journal of Educational Method*. Volume V, No. 1, June, 1926, pp. 429-433.
A study to determine what the colleges were doing for principalships and assistant principalships, and what they considered ideal conditions under which principals should get their practical training.
431. GIST, ARTHUR S. "Professional Study as Viewed by Those in Service." *The Fourth Yearbook of the Department of Elementary School Principals*, 1925. "The Elementary School Principalship—A Study of Its Instructional and Administrative Aspects." Chapter XXVII, pp. 417-423.

- Presents a rating of topics for the professional training and study of elementary school principals.
432. HORN, JOHN L. *The American Elementary School*. The Century Co., New York, 1923, 422 p.
Deals with the organization instruction and external relations of the elementary school.
433. HOSIC, JAMES F. "College Courses for Elementary School Principals." *Teachers' College Record*, Volume XXVII, No. 9, May, 1926, pp. 792-798.
A study to determine what courses were offered specifically for elementary school principals in colleges and universities.
434. KOOS, LEONARD V. *The High-School Principal. His Training, Experience, and Responsibilities*. Houghton Mifflin Company, Boston, Massachusetts, 1924, 121 p.
A description of the high school principalship including data on salary, training, experience and status.
435. KYTE, GEO. C. "Reorganization and Administration of an Elementary School to Meet the Needs of a Community." *University of California Publications in Education*, Volume 2, No. 2, pp. 77-144. University of California Press. Berkeley, California, 1925, Available in pamphlet form.
Describes the reorganization, administration and supervision undertaken in a school on the basis of surveys.
436. LEWIS, ERVIN E. *Personnel Problems of the Teaching Staff*. The Century Co., New York City, New York, 1925, 460 p.
A study of outstanding personnel management problems arising in public school administration and supervision.
437. MCCLURE, WORTH. "Helping the Principal to Grow Professionally." *The Elementary School Journal*, Volume XXVI, No. 5, January, 1926, pp. 339-344.
Points out the lack of an inclusive program for the improvement of principals in service and presents a program worked out by a Seattle superintendent.
438. MCGAUGHY, JAMES R., and others. "Teachers' Salaries in New York City" *Final Report of Citizens Committee on Teachers' Salaries*. Bureau of Publications, Teachers College, Columbia University, New York City, New York, 1927, 256 p.
Presents results of study of the teachers salary situation in New York City. Names acceptable bases of fixing salaries and proposes interim schedule with recommendation for ultimate adoption of single salary principle.
439. MACDONALD, MARION E. "A Catalog Study of Courses in Psychology in State Normal Schools and Teachers Colleges." *Yearbook of the American Association of Teachers Colleges*, 1927, pp. 110-118.
Reports a survey of psychology courses offered in state normal schools and teachers colleges.
440. MONROE, WALTER S. "The Undergraduate Curriculum in Education." *School and Society*, Volume XXIV, No. 606, August 7, 1926, pp. 177-181.
Reports a survey of education courses offered during 1923-24 or 1924-25 in colleges and universities.
441. O'SHEA, M. V. *The Child: His Nature and His Needs*. A Contribution of the Children's Foundation, Valparaiso, Indiana, 1924, 516 p.
Represents a survey of present-day knowledge concerning child nature.
442. ROGERS, DON C. "A Six-Foot Shelf for a School Principal's Professional Library." *Chicago Principals' Club Service Bulletin* No. 3, Chicago, Illinois, November, 1925.
Lists books suggested for principals by educators.

443. ROGERS, DON C. "A Contrast in Expenditures on Instruction and Expenditures on Operation and Maintenance of Plant in the School Systems of the Eight Largest Cities." *Bulletin of the Department of Elementary School Principals*, Volume IV, No. 2, January, 1925, pp. 112-114.
Study of the relation of school expenditures for instruction and expenditures for operation in the eight largest cities.
444. "State Laws and Regulations Governing Teachers' Certificates," *U. S. Bureau of Education Bulletin*, 1927, No. 19, 301 p.
Presents in tabular form the state laws relating to certification, with brief discussion of present status and trends.
445. TIEGS, E. W. "A Study in Special Supervision." *The American School Board Journal*, Volume 75, Nos. 2-3, August, 1927, pp. 39-40, September, 1927, p. 44.
Presents data from special supervisors in different fields concerning their activities.
446. WHITNEY, FREDERICK L. *The Growth of Teachers in Service*. The Century Company, New York, 1927, 308 p.
Discusses problems of the inexperienced superintendent of schools in a small city.

APPENDIX

TABLE 144—STATES CHOSEN TO RECEIVE PRINCIPALS' QUESTIONNAIRE

Name of division	No. of states in each division	No. of states chosen for study	Names of states chosen
New England	6	2	Connecticut Massachusetts
Middle Atlantic	3	1	Pennsylvania
East North Central.....	5	2	Indiana Michigan
West North Central.....	7	2	Missouri Nebraska
South Atlantic	8	4	Maryland North Carolina Virginia Georgia
East South Central.....	4	1	Alabama
West South Central.....	4	1	Oklahoma
Mountain	8	3	Arizona Colorado Montana
Pacific	3	1	California
Total	48	17	

TABLE 145—NUMBER OF EACH TYPE OF SCHOOL REPORTING IN EACH GEOGRAPHICAL SECTION

Type of school organization	Geographical sections									
	New England	Middle Atlantic	East North Central	West North Central	South Atlantic	East South Central	West South Central	Mountain	Pacific	U. S.
Kindergarten—5 ...	2	2	3	0	3	0	0	0	2	12
1—5	0	3	1	0	2	1	1	2	0	10
Kindergarten—6 ...	12	18	45	1	16	4	11	13	39	159
1—6	17	13	18	0	22	0	7	6	13	96
Kindergarten—7 ...	5	0	9	3	12	0	1	0	3	33
1—7	6	2	7	2	20	2	1	1	0	41
Kindergarten—8 ...	23	3	29	18	0	0	0	7	22	102
1—8	32	8	25	10	2	8	0	5	8	98
Kindergarten—9 ...	3	1	3	0	0	0	0	0	2	9
1—9	4	1	2	0	2	0	1	1	2	13
Miscellaneous	10	7	1	1	6	0	0	7	3	35
Blanks	0	1	2	0	2	1	1	0	2	9
Total	114	59	145	35	87	16	23	42	96	617

TABLE 146—KIND OF SCHOOL UNDER SUPERVISING PRINCIPALS BY CITY SIZE

Type of school organization	City size						Total
	Under 5000	5,001 10,000	10,001 30,000	30,001 65,000	65,001 100,000	Over 100,000	
Kindergarten—5	0	0	0	3	1	8	12
1—5	0	2	4	1	0	3	10
Kindergarten—6	0	4	17	29	47	61	158
1—6	2	0	31	25	19	19	96
Kindergarten—7	0	1	4	3	1	24	33
1—7	2	2	13	13	0	11	41
Kindergarten—8	0	0	23	11	14	54	102
1—8	1	0	25	13	13	46	98
Kindergarten—9	0	0	0	5	2	2	9
1—9	1	0	5	3	3	1	13
Miscellaneous	0	1	17	5	1	10	34
Blanks	0	1	2	3	1	1	8
Total	6	11	141	114	102	240	614

LIST OF BOOKS USED IN ASSEMBLING ESSENTIAL TRAINING TOPICS IN CHAPTER XXIII

1. ANDERSON, C. J., BARR, A. S., AND BUSH, M. G., *Visiting the Teacher at Work*, Appleton, 1925.
2. BURTON, W. A., *Supervision and the Improvement of Teaching*, Appleton, 1922.
3. CUBBERLEY, E. P., *Introduction to the Study of Education*, Houghton Mifflin, 1925.
4. CUBBERLEY, E. P., *Public Education in the United States*, Houghton Mifflin, 1919.
5. CUBBERLEY, E. P., *The Principal and His School*, Houghton Mifflin, 1923.
6. GIST, A. S., *Elementary School Supervision*, Scribners, 1926.
7. O'SHEA AND OTHERS, *The Child; His Nature and His Needs*, Child Foundation, 1924.
8. STARK, W. E., *Every Teacher's Problems*, American Book Co., 1922.
9. STRAYER, ENGELHARDT AND OTHERS, *Problems in Educational Administration*, Bureau of Publications, Teachers College, 1925.

VALENTINE'S LIST OF DESIRABLE SUPERVISORY PROCEDURES

(Figures in parentheses indicate the frequency of mention in 98 usable replies)

1. Hold office hours for teachers seeking help. (89)
2. Give classroom demonstrations when requested. (89)
3. Hold instructional group meetings with new teachers. (84)
4. Plan with new teachers individually. (83)
5. Advise and assist in the collection of collateral materials, visual aids, etc. (82)
6. Help teachers with broad and suggestive recommendations. (81)
7. Hold friendly personal conference with teacher following visit. (81)
8. Hold frequent instructional conferences with teacher groups. (70)
9. Send out mimeographed lesson helps. (67)
10. Encourage invitations from teachers for special visits to their classrooms. (67)
11. Send out mimeographed suggestions for reading and self-help. (67)
12. Personally give prearranged model lessons at teachers' meetings. (66)
13. Inspect and make recommendations concerning physical equipment of classroom. (64)

14. Direct classification and instruction to meet individual differences. (63)
15. Give spontaneous demonstrations during visit. (62)
16. Organize inspiration meetings with invited speakers. (61)
17. Organize special experimental work in the evaluation of texts and methods. (61)
18. Make silent, friendly classroom visits. (61)
19. Train and direct teachers in consistent use of texts. (60)
20. Conduct prearranged demonstrations of teaching by successful teachers. (58)
21. Conduct formal exhibitions of completed work. (55)
22. Organize teacher committees for curriculum studies. (55)
23. Ascertain the problem, project, or "teaching situation" prevailing in a room before visiting it. (53)
24. Conduct cooperative study and discussion groups. (52)
25. Exhibit or read brilliant work of other classes. (51)
26. Get the human background of each teacher by learning, through friendly interest, her outside responsibilities, why she is teaching, her ambition, etc. (46)
27. Rate teachers for promotion and advancement. (45)
28. O. K. tests and testing programs. (45)
29. Encourage and make recommendations concerning summer vacation improvement. (44)
30. Become familiar with the community interests and activities of the teacher. (41)
31. Send to teacher a typed report of criticism and help following visit. (37)
32. Personally administer standardized or other tests. (35)
33. Direct home reading courses. (31)
34. Organize, in detail, material and procedure for each teacher. (24)
35. Make suggestions during observed lesson. (21)
36. Take notes during observed lesson. (14)

DYERS LIST OF ACTIVITIES OF PRINCIPALS IN THE IMPROVEMENT OF INSTRUCTION

(The activities were rated by educational specialists as to whether or not they were desirable to perform. The same group rated the activities as to their relative importance in the principal's work. Elementary school principals indicated whether they performed the various duties in practice. The following list has been grouped according to these various criteria. Meaning of letters: A, technic; B, teachers; C, classification; D, curriculum; E, supplies; F, general.)

Class I—Major Importance (1.1-2)

A. Desirable for Principal to Perform

1. Reported by 75 percent of principals
 - Discusses general principles of teaching (A-2)
 - Discusses special methods (A-4)
 - Suggests how to adapt methods to individual differences (A-9)
 - Suggests how to improve pupils' attitudes (A-13)
 - Suggests how to improve study habits (A-16)
 - Suggests how to improve lesson plans (A-33)
 - Suggests remedial procedure for weak pupils (A-58)
 - Suggests how to organize routine work (B-90)
 - Holds individual and group conferences (B-62 and 63)
 - Sends teacher to visit (B-71)
 - Suggests how to improve attendance (C-131)
 - Makes special promotions (C-113)
 - Instructs janitor (F-181)
 - Suggests how to improve discipline (F-185)

2. Reported by 50 percent of principals

- Suggests how to stimulate pupils in planning activities (A-7)
- Suggests how to organize subject matter around large problems (A-8)
- Suggests how to make use of pupils' interests (A-11)
- Suggests how to develop skill of pupils in judging moral situations (A-14)
- Suggests how to improve methods of questioning (A-18)
- Suggests how to improve methods of assigning work (A-29)
- Makes summary of observations (A-45)
- Suggests how to prepare informal tests (A-52)
- Gives standard educational tests (A-54 and 55)
- Makes diagnosis of pupils' errors (A-57)
- Suggests how to use outlines for checking pupils' progress (A-59)
- Studies educational tests to improve methods (A-60)
- Instructs how to give standard tests (B-79)
- Discusses estimation of value of teacher's work (B-80)
- Invites superior teachers to report visits (B-73)
- Arranges demonstration lesson (B-75)
- Organizes professional library (B-85)
- Appoints committees of teachers (B-87)
- Makes age-grade tables (C-98)
- Gives group intelligence tests (C-101)
- Gives educational tests to classify pupils (C-102)
- Scores standard tests (C-103 and 104)
- Records mental age (C-105)
- Records intelligence quotient (C-106)
- Interprets educational tests (C-111)
- Arranges for physical examinations (C-114)
- Records physical examinations (C-115)
- Makes flexible plan of classification (C-134)
- Discusses minimum essentials (D-157)
- Recommends building improvements (F-179)
- Suggests how to improve health conditions (F-187)
- Discusses method of estimating pupils' work (F-191)
- Arranges exchange of subjects (F-193)
- Recommends teachers (F-202)
- Gives public addresses (F-205)

3. Reported by 25 percent of principals

- Discusses activities of pupils and teachers (A-6)
- Makes plan for observing specific problem (A-38)
- Gives educational tests in primary grades (A-56)
- Prepares outlines of topics for teachers' meetings (B-68)
- Calls for reports of experiments (B-70)
- Prepares bulletins (B-97)
- Makes table of grade difficulties (C-99)
- Computes and records educational quotient (C-108)
- Computes and records accomplishment quotient (C-109)
- Prepares classification sheet (C-112)
- Shows homogeneous grouping by intelligence quotient (C-117)
- Plans opportunity room (C-127)
- Makes promotion plan with normal time and enrichment of curriculum (C-129)
- Selects over-age pupils for junior high school (C-133)
- Discusses work for bright children (D-156)
- Prepares list of extra-curriculum activities (D-151)
- Conducts campaign for curriculum (D-154)

- Recommends textbooks (E-175)
- Prepares list of collateral reading (E-176)
- Prepares list of appreciative reading (E-177)
- Makes plan for reducing daily preparations (F-195)
- 4. Reported by 10 percent of principals
 - Analyzes subject into activities (A-5)
 - Studies pupils' special interests (A-10)
 - Studies pupils' attitudes (A-12)
 - Studies pupils' study-habits (A-15)
 - Studies methods of assigning work (A-28)
 - Makes record of projects (A-36)
 - Keeps teachers informed of observation plan (A-39)
 - Makes list of changes in methods (A-41)
 - Gives duplicate of summarized observation to teacher (A-46)
 - Organizes experiments in methods (A-61)
 - Conducts professional study (B-69)
 - Draws up yearly plan of professional improvement (B-96)
 - Records educational age (C-107)
 - Makes social survey (D-141)
 - Analyzes pupils' activities (D-145)
 - Organizes experiments in curriculum (D-162)
 - Refers cases to visiting teacher (F-206)
- 5. Reported by less than 10 percent of principals
 - Determines budget allowance for supplies (E-167)
 - Uses textbook score card (E-173)
 - Shows how to use textbook score card (E-174)
 - Uses building score card (F-178)
 - Uses health survey outline (F-186)
 - Determines total load of work of teachers (F-196)
- B. Undesirable for Principal to Perform
 - Gives individual intelligence tests (C-126)
 - Makes list of guiding principles for curriculum making (D-140)
 - Makes plan of organization for materials of curriculum (D-142)
 - Prepares list of educational objectives for each grade (D-143)
 - Makes list of suggestive projects for each grade (D-146)
 - Puts scientific studies of relative values of subject matter into a form suitable for use by teachers (D-149)
 - Makes tentative gradation of subject matter according to maturity of children (D-150)
 - Makes plan for continuous revision of curriculum (D-166)

Class II Average Importance (2.1-3)

- A. Desirable for Principal to Perform
 - 1. Reported by 75 percent of principals
 - Suggests how to conduct various types of lessons (A-26)
 - Encourages professional organizations (B-91)
 - Requires pupil to report (C-132)
 - Suggests how to use school supplies (E-170)
 - Suggests how to improve appearance of rooms (F-183)
 - Suggests how to improve daily programs (F-192)
 - 2. Reported by 50 percent of principals
 - Discusses with teachers:
 - Emphasis on oral and written work (A-21)
 - Policy of home work (A-23)
 - Conduct of short period drives (A-24)
 - Conduct of socialized recitations (A-27)

- Use of devices (A-31)
- Examination of questions (A-49)
- Marking of examination papers (A-50)
- Professional courses (B-92)
- Parts of curriculum to be emphasized (D-155)
- Changes in curriculum suggested by professors of education (D-165)
- Makes use of personal note-books during visits (A-44)
- Presents summarized observations at teachers' meetings (B-66)
- Arranges exchange of visits (B-74)
- Gives demonstration lessons (B-76)
- Uses estimates of teachers for requisitions (E-169)
- Collects materials for projects (E-171)
- Provides summary of rules (F-203)
- Makes parent-teacher programs (F-208)
- 3. Reported by 25 percent of principals
 - Studies amount of home work (A-22)
 - Prepares outline for planning lessons (A-32)
 - Keeps record of suggestions to teachers (B-64)
 - Invites experts to talk (B-67)
 - Organizes magazine club (B-86)
 - Discusses professional papers (B-93)
 - Interprets intelligence tests (C-110)
 - Makes homogeneous groups of pupils by school marks (C-119)
 - Same, by teachers' judgments (C-121)
 - Discusses organization of extra-curriculum activities (D-152)
 - Makes supplementary outline (D-154)
 - Makes study of pupils' errors (D-160)
 - Recommends improvement of records (F-189)
 - Recommends reduction of interruptions (F-200)
 - Visits parents (F-204)
- 4. Reported by 10 percent of principals
 - Makes study of oral and written work (A-20)
 - Asks teachers to check work (A-42)
 - Requires use of visiting outline (B-72)
 - Uses lesson plans of successful teachers (B-77)
 - Discusses self-ratings of teachers (B-81)
 - Writes accounts of teachers' work (B-83)
 - Keeps record of professional improvement (B-95)
 - Shows percentage of subject failures (C-100)
 - Makes homogeneous groups by study habits (C-124)
 - Studies causes of absence (C-130)
 - Prepares graded list of errors (D-161)
 - Uses outline for room appearance (F-182)
 - Uses outline for discipline (F-184)
 - Makes plan for make-up work (F-198)
 - Directs school newspaper (F-207)
- 5. Reported by less than 10 percent of principals
 - Studies methods of questioning (A-17)
 - Studies value of devices (A-30)
 - Prepares illustrative correlation lesson plans (A-35)
 - Prepares individual instruction assignments (A-37)
 - Uses list of activities for observation (A-40)
 - Uses chart for recording activities (A-43)
 - Suggests use of outlines for checking progress (A-53)
 - Makes catalog of teaching problems (B-84)
 - Uses stenographic reports of lessons (B-78)

- Makes plan for social survey of pupils (C-116)
- Makes homogeneous groups of pupils by educational quotient (C-118)
- Same, by social data (C-120)
- Same, by special interests (C-125)
- Records extra-curriculum achievements (C-137)
- Plans periodical examination of records (C-138)
- Records adaptations for special conditions (C-139)
- Uses equipment score card (E-172)
- Uses janitorial service outline (F-180)
- Uses outline for printed forms (F-188)
- Studies school marks (F-190)
- Determines relative difficulty of teachers' work (F-197)
- Studies interruptions of school program (F-199)
- Makes occupational descriptions of teaching positions (F-201)
- B. Undesirable for Principal to Perform.
 - Prepares list of general principles for teaching (A-1)
 - Prepares list of special methods (A-3)
 - Prepares practice materials of self-directing nature (A-19)
 - Prepares illustration lesson plans (A-34)
 - Prepares informal tests (A-51)
 - Procures substitutes for teachers engaged in special assignments of work (B-88)
 - Changes teachers to other grades for professional improvement (B-89)
 - Makes homogeneous groups by physical conditions (C-122)
 - Same, by days of attendance (C-123)
 - Makes promotion plan in less than normal time with no enrichment of curriculum (C-128)
 - Makes analysis of adult activities (D-144)
 - Makes list of moral situations (D-147)
 - Makes collection of social science materials (D-148)
 - Determines number of minutes per week for each subject (D-153)
 - Selects features from courses of study of other cities (D-158)
 - Puts community materials into usable form (D-159)
 - Collects samples of supplies (E-168)
 - Plans for relief from extra-curriculum activities (F-194)

Class III Minor Importance (3.1-4)

- A. Desirable for Principal to Perform.
 - Rating teachers on accomplishment quotients (B-82)
- B. Undesirable for Principal to Perform.
 - Lays out work into parts and spaces requirements (A-25)
 - Writes letters to teachers for purposes of summarizing suggestions (A-47)
 - Prepares examination questions (A-48)
 - Keeps stenographic reports of teachers' meetings (B-65)
 - Encourages teachers to measure growth by professional tests (B-94)
 - Makes plan whereby teachers are advanced with classes (C-135)
 - Coaches pupils who need help (C-136)
 - Collects opinions of laymen on curriculum (D-163)

LOCAL PRINCIPALS' ORGANIZATIONS

Akron, Ohio—Ladies' Principals' Club

President, Neonetta Gladwin, Grace School
Secretary, Nellie B. Haymaker, Forest Hill School

Baltimore, Maryland—Principals' Association

President, Mary E. Sultzer, 415 E. Lafayette Ave.
Secretary, Judson Hunt, 3210 N. Calvert St.

Battle Creek, Michigan—Principals' Club

President, Ida M. Raine, 40 Frelinghuysen Ave.
Secretary, Vivien Beers, 895 Maple St.

Beaumont, Texas—Beaumont Principals' Club

President, Effie Piland, Millard School, 645 Magazine St.
Secretary, Louis Hobby, Ogden School, 2300 Victoria St.

Berkeley, California—Principals' and Supervisors' Club

President, G. C. Mann, Board of Education
Secretary, Clelia Paroni, Board of Education

Birmingham, Alabama—Elementary Principals' Association

President, E. M. Meadows, Gate City School
Secretary, H. B. Norton, Robinson School

Boston, Massachusetts—Boston Principals' Association

President, John W. Regan, Head Master, Dorchester H. S.
Secretary, Frederick A. Guindon, Principal, Quincy School

Buffalo, New York—Elementary School Principals' Association

President, Allyn J. Williams, 580 Potomac Ave.
Secretary, Ada E. James, 153 Bedford St.

Camden, New Jersey—Camden Principals' Association

President, Martha B. Lummis, 407 Cooper St.
Secretary, Bessie D. Snyder, 941 Penn St.

Cambridge, Massachusetts—Grammar Masters

President, Francis J. O'Hara, Thorndike School, Spring St.
Secretary, John Lynch, Kelley School, Willow St.

Canton, Ohio—Canton Principals' Club

President, J. L. G. Pottorf, McKinley High School
Secretary, Mary B. Swope, Hartford School

Cedar Rapids, Iowa—Principals' and Supervisors' Club

President, Alice C. Inskeep, 200 N. 22d St. East
Secretary, Minnie F. Beenk, 1912 Mt. Vernon Ave.

Charleston, South Carolina—Principals' Club

President, F. W. Wamsley, Simonton School
Secretary, Simon Fogarty, Crafts School

Charlotte, North Carolina—Charlotte Principals' Association

President, A. M. Elliott, 211 E. Boulevard

Chattanooga, Tennessee—Schoolmasters' Club

President, J. S. Zeigler, E. Side Junior High School
Secretary, G. W. Swingley, Central High School

Chicago, Illinois—Chicago Principals' Club

President, Daniel J. Beeby, 315 Plymouth Court
Secretary, Evelyn F. Colby, 315 Plymouth Court

Cicero, Illinois—Departmental Principals' Club of Cicero

President, Ernest R. Bails, Woodrow Wilson School
Secretary, Robert L. Grimes, Columbus School

Cincinnati, Ohio—The Elementary Principals' Club

President, L. P. Stewart, Westwood School

Secretary, Margaret Daly, Central Fairmount School

Cleveland, Ohio—The Principals' Club

President, Martha A. Stewart, Prin., Henry W. Longfellow School

Secretary, Albertina Kolb, Prin., Waverly School

Colorado Springs, Colorado—Colorado Springs Public School Principals' Association

President, William S. Roe, High School

Secretary, Augusta Kneip, Midland School

Columbus, Ohio—Elementary Principals' Round Table

President, Elizabeth Jung, 97 E. Lane Ave.

Secretary, Lillian Thomas, 85 Cassidy Ave.

Council Bluffs, Iowa—Council Bluffs Principals' Club

President, Anna Ivory, Eighth Street School

Secretary, Mary Peterson, Rue School

Dallas, Texas—Principals' and Supervisors' Association of Dallas

President, J. A. Wilson, Sunset High School

Secretary, Nelle McCorkle, Obadiah Knight School

Danville, Illinois—Cubberley Principals' Club

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Secretary, Cora Parr, 511 29th St.

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Secretary, Florence Wolfe, 3808 Euclid Ave.

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Secretary, Mary Lucas, 350 Hill St.

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Secretary, Etta Henderson, 1229 McKinley St.

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Secretary, Cora B. Harvey, Alexander School

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President, Fred D. Wish, Jr., Municipal Building

Secretary, Annie Fisher, Henry Barnard School

Haverhill, Massachusetts—Haverhill Principals' Club

President, Florence I. Browne, 173 Kenoza Ave.

Secretary, Abbie C. Grover, 364 Main St.

Holyoke, Massachusetts—Women Principals' Club

President, Esther M. Greeley, 133 Chestnut St.

Secretary, Agnes M. Kelliher, 7 Whiting Ave.

Holyoke, Massachusetts—Men Principals' Club

President, John J. Lynch, 1158 Dwight St.

Houston, Texas—Houston Principals' Association

President, S. W. Dirickson, 306 West Main Ave.

Secretary, J. C. Perkins, 4327 Polk Ave.

Indianapolis, Indiana—Indianapolis Principals' Club

Secretary, J. F. Thornton, 5011 Central Ave.

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President, Myrtle Greene, 239 W. Washington

Secretary, Mary E. Smith, 111 W. Biddle

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Secretary, Jay I. Henshaw, School No. 5

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President, A. L. Hyames, Lincoln School

Secretary, Mary Carpenter, Roosevelt School

Kansas City, Kansas—Kansas City, Kansas, Elementary Principals' Association

President, Myrtle M. Evans, Prin., Abbott School

Secretary, Ella Robinson, Prin., Dunbar School

Kansas City, Missouri—Elementary School Principals' Association

President, Florence Betton, Prin., Askew School, 27th & Topping St.

Secretary, A. R. Curry, Prin., Hyde Park School, 34th & Gillhan

Knoxville, Tennessee—Principals' and Supervisors' Professional Club

President, R. H. Underwood, 720 Parkway Ave., Fountain City

Secretary, Nettie Webb, 1412 Fremont Ave.

La Crosse, Wisconsin—Principals' Club

President, Hannah McConville, 916 Ferry St.

Lansing, Michigan—Lansing Principals' Association

President, Edna Balderson, 223 S. Walnut

Secretary, Inez Halladay, 414 W. Barnes

Lincoln, Nebraska—Principals' Club

President, C. L. Culler, Whittier Junior High School

Secretary, Maude Rousseau, Randolph School

Little Rock, Arkansas—Little Rock Principals' Round Table

President, Thos. C. Abbott, 2014 Schiller Ave.

Secretary, Bessie Evans, Forest Park School

Long Beach, California—Principals' Club

President, Mrs. Ethel P. Glover, John C. Fremont School

Secretary, D. O. Robinson, Temple Ave. School

Los Angeles, California—Elementary Principals' Club

President, M. E. Peterson, Twentieth Street School, Hollywood

Secretary, Jessamine Crapser, Thirty-Sixth Street School

Louisville, Kentucky—Louisville Principals' Club

President, Blanche Lindley, 323 East St. Catherine St.

Secretary, Gertrude Kohnhorst, 2032 Eastern Parkway

Milwaukee, Wisconsin—Milwaukee Principals' Association

President, Paul Neubauer, Prin., Trowbridge Street School

Secretary, Pauline Ebbets, Prin., Walnut Street School

Minneapolis, Minnesota—The Minneapolis Principals' Forum

President, Zada White, 107 West 52d St.

Secretary, W. W. Staudenmaier, 4201 Portland Ave.

Mobile, Alabama—Mobile County Elementary School Principals' Club

President, Elizabeth Flock, 7 N. Bayon St.

Secretary, Mabel Alvarez, 15 N. Reed Ave.

Mt. Vernon, New York—Elementary Principals' Organization

President, M. H. Traphagen, 15 Union Ave.

Secretary, J. T. Palmer, 6 Rockridge Road

Muncie, Indiana—Women's Administrative Organization

President, Gladys Lord

Secretary, Maude Michael, 213 West Memorial Drive

Muskegon, Michigan—Principals' Club

President, Mrs. Elizabeth David, Moon School

Secretary, Mrs. Nellie Janouac, Pillsbury School

Nashville, Tennessee—Principals' Association

President, W. R. Manlone, 828 Meridian St.

Secretary, J. O. McKee, Ivanhoe Court

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President, John B. Hambright, Maple Avenue School

Secretary, Harry F. Stauffer, Franklin School

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President, Emma L. Gartland, 9 Washington St.

Secretary, Sophie T. Anthony, 24 Maple View Terrace

New Haven, Connecticut—New Haven School Principals' Club

President, Nellie A. Hogan, 24 Avon St.

Secretary, Elton E. Knight, 64 Shelton Ave.

New Orleans, Louisiana—New Orleans Principals' Association

President, Virginia V. Leclere, 4535 Canal

Secretary, Eva A. Brandao, 5207 Magazine

Newport, Rhode Island—Elementary Principals' Club

President, Dudley E. Campbell, John Clarke School

Secretary, Henry W. Robinson, Sheffield School

New York City, New York—Association of Women Principals of Public Schools in the City of New York

President, Jessie B. Colburn, 8 West 103d St.

Secretary, Loretto M. Rochester, 845 Lexington Ave.

New York City—Brooklyn Principals' Council

President, George B. Germann, P. S. 167, 1025 Eastern Parkway, Brooklyn

Secretary, Mary J. Garity, P. S. 53, 360 East 168th St., New York City

New York City—Brooklyn Women Principals' Association

President, Mrs. Minnie Q. Ledwith, 641 St. Mark's Ave., Brooklyn

Secretary, Susie A. Griffin, 2042 East 8th St., Brooklyn

New York City—Male Principals' Association of Borough of Queens

President, Mathew D. Quinn, P. S. 5, Academy St., near Grand Ave., Long Island City, N. Y.

Secretary, Martin Joyce, P. S. 97, 85th and Shipley Sts., Woodhaven, L. I., N. Y.

New York City—Men Principals' Association, Manhattan and The Bronx

President, William Rabenort, P. S. 66, 102d St. and 85th Ave., Richmond Hill, N. Y.

Secretary, Arthur T. Gorton, P. S. 27, 519 St. Ann's Ave., Bronx, New York City

New York City—New York City Association of Men Principals

President, William Rabenort, P. S. 66, 102d St. and 85th Ave., Richmond Hill, N. Y.

Secretary, Abraham Smith, P. S. 6, 347 Baltic St., Brooklyn

New York City—New York City Association of Women Principals

President, Olive M. Jones, P. S. 120, 187 Broome St., New York City

Secretary, Sara L. Rhodes, 574 Classon Ave., Brooklyn

Norfolk, Virginia—Norfolk Principals' Association

President, John A. Rorer, Colonial Hall Apt.

Secretary, Lillian M. Johnson, 404 Chestnut St.

Oak Park, Illinois—Supervisory Council

Secretary, Elvin G. Byers, 960 No. Blvd.

Oakland, California—Oakland Principals' Club

President, George Mortenson, Prescott Junior High School

Secretary, Ray O. Diether, Technical High School

Ogden, Utah—Ogden Principals' Club

President, Ina E. Craven, 2561 Fowler Ave.

Secretary, Josephine Seaman, 706 21st St.

Omaha, Nebraska—Elementary School Principals' Club of Omaha

President, Cassie F. Roys, Walnut Hill School

Secretary, Martha Phillips, Jungmann School

Oshkosh, Wisconsin—Oshkosh Principals' Club

President, C. I. Yule, Longfellow School

Secretary, D. H. Wright, Merrill School

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President, L. O. Bigham, 216 Stevenson Ave.

Secretary, A. M. Brown, 570 North Lake Ave.

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Secretary, Eleanor Mombert, School No. 14

Perth Amboy, New Jersey—Perth Amboy, N. J., Principals' Association

President, R. L. Predmore, School No. 4

Secretary, Ingeborg Aksén, 67 Catalpa Ave.

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Secretary, Frances L. Bowers, Wister School

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Secretary, Bertha V. Law, Glenwood School

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Secretary, Jessie Brewer, Prin., Central School

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Secretary, Mrs. L. D. Thomas, 140 N. 20th St.

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President, Mary D. Phillips, 104 Daboll St.

Secretary, F. DeS. Cosgrove, 258 Doyle Ave.

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President, Alice MacDonald, 813 So. Union

Secretary, Blanche Swinehart, 217 W. Pitkin

Quincy, Massachusetts—Parker Round Table

Secretary, James Perkins, 23 Merrymount Road

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Secretary, J. G. Walvoord, 309 West Blvd.

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President, W. H. Deierhoi, Highland Springs, Va.

Secretary, J. M. Davis, 806 Franklin St.

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Secretary, Louise Dyer, 313 Grandin Road

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Secretary, Clara A. Corey, Prin. No. 35 School

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President, Joseph B. Origgs, 2142 S. State St.

Secretary, Zeta Morris, 223 W. North Temple St.

San Antonio, Texas—Elementary Principals' Association

President, Mrs. M. A. Cochrane, 102 Lewis Street

Secretary, Ruth Moynahan, 307 S. Pinto St.

San Diego, California—Principals' Club

President, Wm. J. Oakes, 3108 Whittier

Secretary, Minnie Pease, 2630 Third St.

San Francisco, California—Principals' Association

President, Thaddeus Rhodes, Prin., Francisco Junior High School

Secretary, Susie Ward, Prin., Guadalupe School

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President, R. B. Thompson, Gardner School

Secretary, Anne Darling, Office of Supt. of Schools

Seattle Washington—Seattle Principals' Association

President, Charles Metsker, 4050 Ninth Ave. N. E.

Secretary, J. W. Scudder, 5270 17th Ave. N. E.

Sioux City, Iowa—Administration Club

President, Amelia Rynsburger, City Building

Secretary, Irene Boughton, City Building

Somerville, Massachusetts—Somerville Schoolmasters' Club

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Secretary, Charles E. Brainard, Prescott School

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President, Bess Turner, Lowell School
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President, S. Nannie Tracey, 704 E. Grand St.
Secretary, Edna Wood, 350 Honey

St. Joseph, Missouri—Elementary School Principals' Club

President, Mrs. Abbie Barnes, Geiger Apartments
Secretary, Lillie B. Polk, 1804 Faraon St.

St. Louis, Missouri—Elementary School Principals' Association

President, C. E. Stephens, 5415 Page Blvd.
Secretary, Walter E. Wilcox, 2748 Henrietta St.

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Secretary, Russell Peterson, 1211 Dayton Ave.

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Secretary, W. G. Campbell, 706 E. 8th St.

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Secretary, Asa S. Knapp, Porter School

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Secretary, Mrs. Lillian M. Rogers, Prin., McKinley School

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Secretary, Mrs. Edna W. Hennessee, Jackson School

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Secretary, Mrs. Jean Chinn, 2020 Glenwood Ave.

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Secretary, Allen E. Ecord, 1017 Tyler St.

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President, Mr. McCune, Prin. of High School, Sapulpa, Okla.
Secretary, Mrs. Battle, City Schools, Bartlesville, Okla.

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Secretary, Lena B. Munger, 13 Elizabeth St.

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President, Maude E. Aiton, The Portner
Secretary, Mrs. C. D. Walter

Washington, D. C.—Elementary School Principals' Association

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Secretary, C. A. Johnson, Cooke School, 17th & Col. Rd.

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Secretary, Opal Dietz, Cameron, W. Va.

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President, W. E. Walker, 1640 Wilson St.
Secretary, 2013 Ninth St.

Wilmington, Delaware—Elementary School Principals' Association

President, Sallie R. Shaw, No. 24 School
Secretary, Sarah S. Devine, No. 30 School

Worcester, Massachusetts—Worcester Principals' Club

President, Alice H. Belding, Greendale School
Secretary, Julia A. Butler, Salem Street School

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Secretary, J. Wilson, Anniston

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Secretary, O. D. Enfield, Eastman School, Los Angeles

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Secretary, Mary E. Murphy, Fairfield

Massachusetts—Massachusetts Elementary Principals' Association

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Secretary, Milton Fuller, Sawyer School, Gloucester

Michigan—Department of Elementary School Principals of the Michigan Education Association

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Secretary, Edna M. York, Widdicomb School, Grand Rapids

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Secretary, W. R. Morton, Robbinsdale

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Secretary, Amy Moore, Bryant School, Independence

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Secretary, Edith Isackson, Omaha

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Secretary, Alberta M. Johnson, Monterey Ave. School, Atlantic City

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Secretary, Florence Jamison, 904 West Fourth St., Charlotte

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Secretary, F. H. Duffy, Roosevelt School, Steubenville

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Secretary, Mrs. John W. Riley, Norman

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Secretary, Mary E. Miller, Walterboro

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President, Gertie Bell Rogers, Mitchell

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Secretary, James T. Whittlesey, 317 S. Marsalis, Dallas

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Secretary, E. A. Erickson, East Wenatchee School, Wenatchee

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Secretary, Sarah Porter, 210 Ash Ave., Moundsville

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President, Frank S. McCall, Gilbert Knapp School, Racine

Secretary, Roy M. Blackman, Hawley Air School, Milwaukee

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LIST OF MEMBERS THE DEPARTMENT OF ELEMENTARY SCHOOL PRINCIPALS

FOR THE YEAR 1927-28, CORRECTED TO MARCH 31, 1928

ALABAMA

Alvarez, Mabel L., 15 N. Reed Ave., Mobile, Ala.
Austin, Mary B., 210 George St., Mobile, Ala.
Belser, Birdie, 103 Lewis, Montgomery, Ala.
Calhoun, E. B., Norwood School, Birmingham, Ala.
Coffee, Ada V., 503 E. Tuscaloosa St., Florence, Ala.
Cowan, Ora V., 204 Dexter Ave., Mobile, Ala.
Crutchfield, Elmer, 1205 Quintard Ave., Anniston, Ala.
Dodge, Olive J., Board of School Commissioners, Mobile, Ala.
Flock, Mrs. Elizabeth C., 7 N. Bayou St., Mobile, Ala.
Gardner, W. M., Cordova, Ala.
Hall, W. R., Woodlawn Elementary School, Birmingham, Ala.
Henderson, Mary, 1004 S. Hull St., Montgomery, Ala.
Hill, R. Voyt, 1160 12th Ave., N., Birmingham, Ala.
Johnson, Harold B., 822 S. 20th St., Birmingham, Ala.
Jones, Mrs. Kimball B., 419 Johnston St., Albany Sta., Decatur, Ala.
Jones, Lenore, Yerby School, Mobile, Ala.
Kegley, T. M., Minor School, Birmingham, Ala.
Lackey, Mrs. W. M., Ashland, Ala.
McLatchy, Gertrude, Elyton School, Second Ave. and Center S. W., Birmingham, Ala.
MacMillan, Emma, 120 Cramer Ave., Montgomery, Ala.
Martin, Ralph, Kennedy School, Birmingham, Ala.
Matzenger, Lena, 1058 Selma St., Mobile, Ala.
Meadows, E. M., Gate City School, Birmingham, Ala.
Moore, A. C., Atmore, Ala.
Norton, H. B., Robinson School, Birmingham, Ala.
Orr, J. C., Lakeview School, Birmingham, Ala.
Ozler, W. C., Moore School, Birmingham, Ala.
Persons, Annie R., Sixth Ward School, 1906 Noble St., Anniston, Ala.
Pogue, James V., Gibson School, 2d Ave. and 50th St., Birmingham, Ala.
Pratt, F. B., Empire, Ala.
Price, N. H., Hemphill School, Birmingham, Ala.
Sapp, Ella F., 1711 Third Ave., Bessemer, Ala.
Sheffield, Mrs. Frances L., 10 N. Ann St., Mobile, Ala.
Snoddy, W. T., Acipco School, 31st Ave. and 17th St., N., Birmingham Ala.
Stewart, E. B., Yellow Pine, Ala.
Vaughan, Joseph T., Bush School, Birmingham, Ala.

Wiener, Florence E., 252 S. Ann St., Mobile, Ala.
Williams, J. D., Avondale School, Birmingham, Ala.
Wilson, Josephine, 1203 Leighton Ave., Anniston, Ala.
Wing, Mary, 123 N. Julia St., Mobile, Ala.
Wright, Theo R., Barker School, Birmingham, Ala.

ARIZONA

Ballfinch, Loy, 420 E. Fourth St., Tucson, Ariz.
Behrens, Hazel A., 259 S. East St., Globe, Ariz.
Brown, Mary A., 217 W. Oak St., Winslow, Ariz.
Dyer, Mrs. Gussie, P. O. Box 545, Hayden, Ariz.
Keen, Julia C., 74 E. Pennington St., Tucson, Ariz.
Merriman, Lurena, 107 Olive Rd., Tucson, Ariz.
Rennick, Ruth Elnor, Noftager Hill School, Globe, Ariz.
Schrepel, C. B., Jerome, Ariz.
Schwab, Rosa M., Grammar School, P. O. Box 153, Benson, Ariz.
Sheldon, Mrs. L. K., 769 E. Willetta St., Phoenix, Ariz.
Sundquist, Ada M., Inspiration Addition School, Miami, Ariz.
Thomas, J. Q., 419 W. Cherry St., Flagstaff, Ariz.
Townsend, Salome, 520 E. Fourth St., Tucson, Ariz.

ARKANSAS

Beard, C. E., 3511 N. Sixth, Ft. Smith, Ark.
Campbell, Mrs. J. D., 910 Bell Ave., Ft. Smith, Ark.
Cohen, Flora, 1109 Prospect Ave., Little Rock, Ark.
Conte, Lella M., R. R. 1, Hot Springs, Ark.
Cordell, Jane Thyra, Rogers School, Ft. Smith, Ark.
Day, J. A., Peabody School, Ft. Smith, Ark.
Jones, R. B., Belle Grove School, Ft. Smith, Ark.
Lewis, Mary J., 620 N. Eighth St., Ft. Smith, Ark.
Reiman, Emma, 1420 Bragg St., Little Rock, Ark.
Tatum, Ellie, 447 N. Washington Ave., El Dorado, Ark.
Washington, Ruby, Duval School, N. 14th St., Ft. Smith, Ark.
Webb, V. L., 604 Boyle Bldg., Little Rock, Ark.
Williams, Mollie, Belle Point School, Ft. Smith, Ark.
Wilson, W. A., 806 W. 14th Ave., Pine Bluff, Ark.
Woods, Ethel, 1205 Madison St., Jonesboro, Ark.

CALIFORNIA

- Abbott, Robert B., 1252 L St., Fresno, Calif.
 Addicott, Irwin Oliver, 105 S. L St., Madera, Calif.
 Alexander, Rae, Ethan Allen School, Seventh and Bryant St., San Francisco, Calif.
 Allen, Mrs. Charles D., 2940 Grant Ave., Fresno, Calif.
 Almack, John C., Professor of Education, Stanford University, Calif.
 Anderson, Emma C., 419 W. 76th St., Los Angeles, Calif.
 Andrews, Mary A., 810 S. Ross St., Santa Ana, Calif.
 Arnold, David Ray, 3758 Brayton Ave., Long Beach, Calif.
 Atterbury, Lydia, John Muir School, Berkeley, Calif.
 Ault, J. W., State Teachers College, San Diego, Calif.
 Aultman, Mrs. Lela W., 6811 Leland Way, Los Angeles, Calif.
 Badger, Abner A., 2234 Lavell Drive, Los Angeles, Calif.
 Baker, C. W., 926 San Gabriel Ave., Azusa, Calif.
 Balch, A. E., 3718 Illinois Ave., Fresno, Calif.
 Ballard, Willa E., Marengo Avenue School, South Pasadena, Calif.
 Barnes, Jessie Baldwin, 419 E. State St., Long Beach, Calif.
 Barry, A. P., Twin Peaks School, Corbett and Iron Ave., San Francisco, Calif.
 Bates, Elizabeth, 365 S. Highland Ave., Los Angeles, Calif.
 Baxter, Bernice, Crocker Highland School, Oakland, Calif.
 Beaty, J. J., Cleveland School, Oakland, Calif.
 Beckley, Mrs. Pearl E., 532 Riverside Drive, Chino, Calif.
 Bell, Zell, Vista, Calif.
 Bender, Cora F., 2615 I St., Bakersfield, Calif.
 Benner, W. A., 1670 Grand Ave., Piedmont, Calif.
 Bennett, Mrs. Mary J., Fremont Ave., Menlo Park, Calif.
 Benning, A. Irene, 155 Nieto Ave., Long Beach, Calif.
 Benson, Albert L., Longfellow School, Oakland, Calif.
 Berard, Elvina, Commodore Sloat School, Ocean Ave. and Sloat Blvd., San Francisco, Calif.
 Biffer, Mary C., 1253 W. Fifth, Los Angeles, Calif.
 Blakemore, Edith E., 1030 W. Second St., Pomona, Calif.
 Blanchard, Alice C., 235 E. Alvarado St., Pomona, Calif.
 Blumb, Joseph L., 1916 Woolsey St., Berkeley, Calif.
 Bonney, Wilbert H., 402 S. Philadelphia St., Anaheim, Calif.
 Borden, Nellie G., 2219 San Joaquin St., Fresno, Calif.
 Boukofsky, Rebecca M., 605 Tenth Ave., San Francisco, Calif.
 Bowen, Wayne F., Box 84, Compton, Calif.
 Bowman, Samuel H., 6917 Converse Ave., Los Angeles, Calif.
 Bowring, H. F., 133 High St., Modesto, Calif.
 Bradford, C. G., Box 87, Corcoran, Calif.
 Bradley, Anne M., 412 63d St., Oakland, Calif.
 Brandon, Mrs. Lotta H., 725 E. Palm Ave., Orange, Calif.
 Brauer, R. E., Roosevelt School, Box 67, Dinuba, Calif.
 Breen, Mrs. Arminia M., 1101 N. Stoneman Ave., Alhambra, Calif.
 Breen, Ellen R., 1067 Lincoln Ave., San Diego, Calif.
 Brems, Edna M., 540 Laurel St., San Diego, Calif.
 Brinkman, W. H., Williams Public School, Williams, Calif.
 Briscoe, William, 600 Brooklyn Ave., Oakland, Calif.
 Brown, Guy E., Box 602, Livermore, Calif.
 Bruce, Robert, Santa Maria Schools, Santa Maria, Calif.
 Burnam, Ann E., 149 E. Alvarado St., Pomona, Calif.
 Calder, Jessie, 2100 41st Ave., Oakland, Calif.
 Campbell, Florilla, 825 N. Baker St., Stockton, Calif.
 Cardozo, Truman V., 714 Third St., Modesto, Calif.
 Carmichael, Bessie M., 1220 16th Ave., San Francisco, Calif.
 Carnahan, Mrs. E. June, 1914 Maple St., Bakersfield, Calif.
 Carter, C. C., 751 Cedar Ave., Fresno, Calif.
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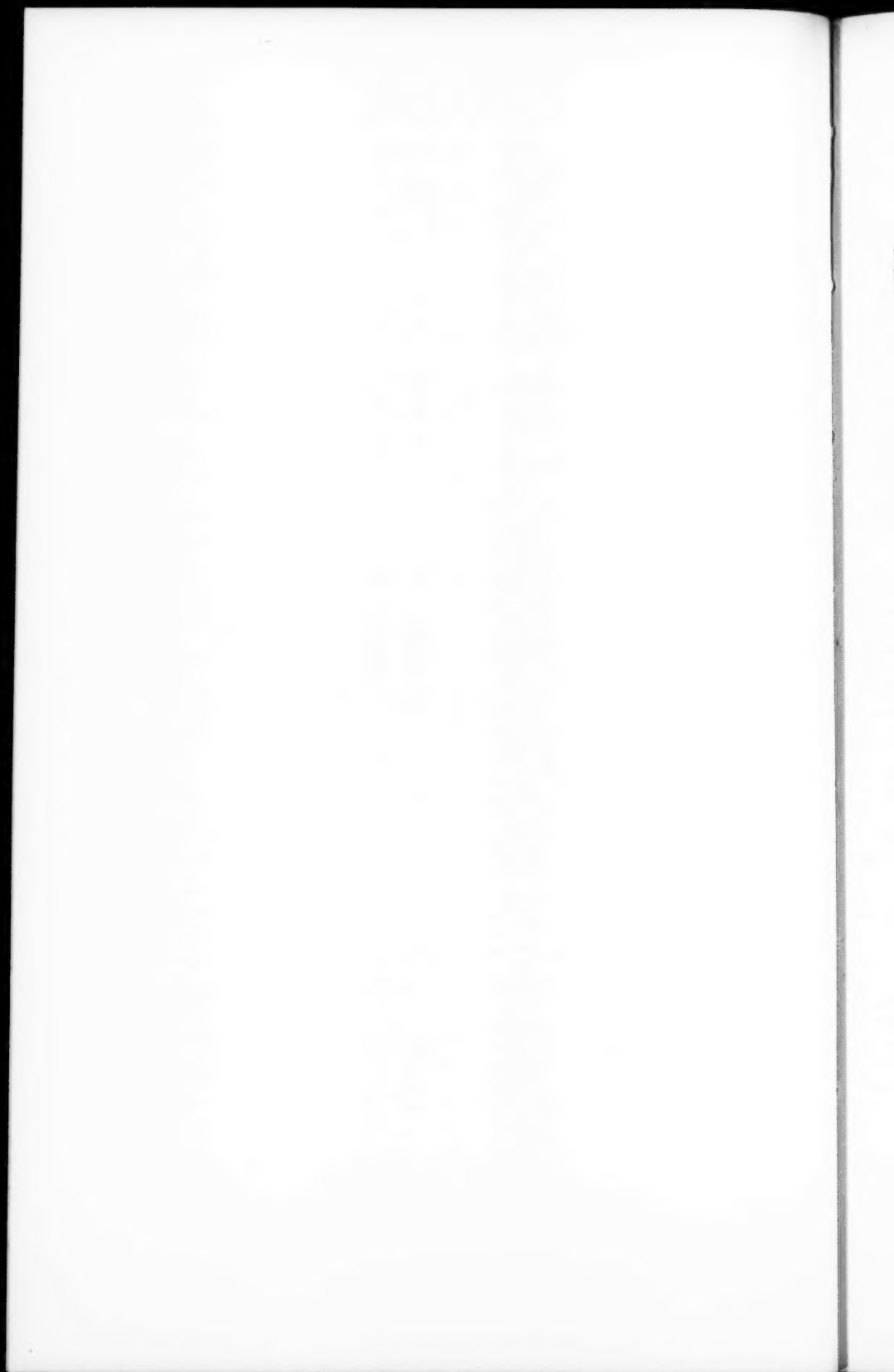
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