

THE PRINCIPALSHIP IN LARGE HIGH SCHOOLS OF THE
SOUTHERN ASSOCIATION OF COLLEGES AND SECONDARY
SCHOOLS

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This is to certify that the

thesis entitled

The Principalship In Large High Schools
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Colleges and Secondary Schools

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Alan Rufus Tonelson

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of the requirements for

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A handwritten signature in dark ink, appearing to read "Wm. H. R.", written over a horizontal line.

Major professor

Date May 20, 1963



ABSTRACT

THE PRINCIPALSHIP IN LARGE HIGH SCHOOLS OF THE SOUTHERN ASSOCIATION OF COLLEGES AND SECONDARY SCHOOLS

by Alan Rufus Tonelson

Purpose of the Study

This investigation of individuals in the high school principalship was undertaken to (1) reveal their personal background, (2) appraise their academic and professional preparation, (3) identify their responsibilities, (4) identify their problems, (5) appraise their morale, (6) determine the allocation of their time at work as well as their preferred time allotment, (7) study their goals, (8) gauge their economic status, and (9) discover existing patterns of promotion.

Limitations of the Study

The study was limited to principals of member high schools of the Southern Association of Colleges and Secondary Schools. Only schools with pupil enrollments 1,000 and over were included in the investigation.

Methods and Procedures

A questionnaire was developed and distributed to the sample group of 306 principals. Data collected from 256 respondents were used as the basis for findings and recommendations.

Findings

Personal Data

The principals were males, southerners by birth and tended to remain in this geographic region. The approximate median age was forty-seven years. Generally, they were married.

Academic and Professional Preparation

They possessed Master's degrees and had the equivalent of a semester of graduate work beyond this degree. The majority held the highest educational certificate issued in their state.

As undergraduates they majored or minored in the humanities, science, or mathematics and participated in under-graduate activities. As graduate students they placed highest value on courses in administration, and strongly emphasized the importance of study in supervision and curriculum.

The majority taught science, mathematics, or social studies with 17.5 years of teaching experience.

Duties and Responsibilities

A comparison of the actual time reported as spent in carrying out their duties compared with the time they preferred to spend in an ideal situation generally indicated a positive relationship. However, duties related to the improvement of instruction, supervision of teachers, and curriculum fell within the category of insufficient time allotment. In contrast to this too much time was taken up by office work and disciplinary problems.

Problems

Major problems cited were low teacher salaries, shortage of well-trained teachers, inadequate physical facilities, and too much clerical work.

Satisfactions and Dissatisfactions

Greatest satisfaction was derived in working with pupils and in the challenge of providing a sound educational program. Dissatisfactions were created by punitive responsibility, too many meetings, clerical work, and dealing with the public.

Goals and Aspirations

Generally, the principals favored a career in public education and were content to remain in the principalship.

Economic Status

Annual salaries ranged from \$5,000 to more than \$9,000 with the median being \$8,400. A third of the principals reported they found it necessary to augment their salaries. Generally, this was accomplished through extension teaching, investments, or wives working. One-third favored longer contracts than now held, for reasons of security.

Patterns of Promotion

Principals were nominated by the superintendent with approval of the school board. They were usually chosen from the classroom teachers within the school system. Maturity, experience, executive and leadership ability, and an understanding of human relations were major considerations in the selection.

Professional and Community Activities

The majority belonged to professional organizations and approximately 50 per cent had written articles or books. Most were active church and civic workers.

Personal Characteristics Contributing to Success

Honesty, ability to work with others, willingness to accept responsibility, interest in pupils, organizational ability, and intelligence were cited as personal characteristics contributing to a successful principalship.

Recommendations

There is a need for study to establish more general agreement concerning the nature of the principalship and of the duties and responsibilities involved.

Greater consideration needs to be given to the use of the assistant principalship as a type of internship. Superintendents should attempt to identify teachers with leadership potential and to place them as assistant principals.

There is a need to relieve the principal from clerical duties and to enable him to exercise effective educational leadership.

Evaluation is needed to determine whether qualified individuals can continue to be attracted to the principalship without significantly increasing remuneration.

Study should be given to the advisability of graduate programs in school administration being geared to the needs of the principalship in the geographic area which the graduate school serves.

Graduate preparation of principals should include appreciation and understanding of the pupil personnel program.

Procedures should be developed for assisting principals in dealing with individual and community pressures.

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SOUTHERN ASSOCIATION OF COLLEGES AND
SECONDARY SCHOOLS

by

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CHAPTER I

INTRODUCTION AND STATEMENT OF THE PROBLEM

Background for the Study

The high school in the United States has grown and developed with general acceptance based upon a foundation of law and the apparent faith in the belief that public education provides the means and methods for achieving effective citizenship in a democracy. As the system of public secondary schools has developed in the United States, educators with vision have sought to adapt the school to the needs of a continuously changing society. While multitudinous factors have undoubtedly had some influence on the changing nature of the American high schools, a number of strong influences stand out.

The purpose of the high school has changed from an institution intended to prepare an elite group for college work to the comprehensive high school which is designed to provide appropriate educational opportunities for all American youth. This change has resulted from a myriad of factors, among which are the various compulsory attendance laws which require all youth to attend school until attaining a certain chronological age. The net result has been the development of a complex curriculum necessitated by the

heterogeneous needs and abilities of the students in the comprehensive high school.

The transition of our society from predominantly rural to predominantly urban has also led to modification of the secondary schools. This transition coupled with the much discussed population explosion following World War II has resulted in a tremendous increase in enrollments in secondary schools, particularly in the rapidly growing urban centers of population.

A third factor which has resulted in a modification of the nature and purpose of the secondary school is the change in the nature of the employment market. Increasing technological developments, including automation, have resulted in a change in the educational and training requirements for available jobs. The public has come to realize that effective education is essential if the youth are to be prepared for the type of employment opportunities which will be available after they leave school.

It may be noted that each of the changes discussed above has tended to result in school units with larger enrollments and more complex curricula. These changes have also tended to emphasize the need for skilled administrative leadership for the efficient and effective operation of these large and complex secondary schools.

The importance of the continually changing nature of our society is often forgotten in the administration of

our schools. There is always the danger that the administrative organization will follow a pattern that has proved to be satisfactory for the past without any regard for new growth and development. American public schools, functioning within an increasingly complex setting, with its technological advances, automation, birth rate increase, and population migrations from rural to urban life and to suburban areas would seem to demand administrative leadership based upon professional training, educational experience, and exceptional personal qualities.

It does not seem likely as we enter the "space age" that our schools will retain the status quo. Schools are a means by which technological and sociological progress will be made. Despite the marked changes that have taken place in the secondary schools within the past few decades, more rapid and radical changes are probably yet to come as these schools change to meet the needs of the times. As these changes occur, the qualifications and the role of the educational leaders must also change. Those who will assume the new type of educational leadership in this complex society must adopt a positive role in shaping the personal and social ideals of youth in an effort to achieve the goals of our democratic society. In addition they must have insights into other disciplines such as sociology, psychology, business, law, and political science, for these are closely related to educational administration.

As the concept of educational administration continues to evolve in this century, it appears that greater emphasis is being placed upon the responsibility of the individual administrator. It is particularly important in regard to the public school principalship. Such a responsibility is proper as Chandler and Petty state:

The importance of the principalship has increased significantly in recent years. With larger school districts and a greater degree of purely administrative responsibility placed upon the school superintendent, the school principal has had to assume a more direct responsibility for what happens or fails to happen in a particular school.¹

In discussing the concept of dynamic leadership as it pertains to the principalship Hunt and Pierce have this to say:

If the principalship is to realize its fullest potential, its personnel must adopt the concept of dynamic leadership. There can be no place for the principal who is a follower or a neutral in the improvement of the educational program. He must have the qualities of a leader, and the insight of evidence shows that these are the result of sound training and experience built on wholesome, though not necessarily brilliant personal endowments.²

The principalship is a vital position in the American public school system. In describing the key role of the principal Corbally, et al. state:

¹B. J. Chandler and Paul V. Petty, Personnel Management in School Administration (New York: World Book Company, 1955), p. 598.

²Herold C. Hunt and Paul R. Pierce, The Practice of School Administration (Boston: Houghton Mifflin Company, 1958), p. 544.

"Principalship" and "leadership" are synonymous in education. The principal is in a position to affect attitude, social climate, morale, progress, cooperation, and direction of effort in the secondary school. He is the key person charged with the responsibilities of improving instruction. Despite the frustrations of administration and demands on his time, the effective principal realizes that the improvement of instruction is his most important responsibility. No one expects him to be an expert in all instructional areas, but he is expected to be an expert in coordinating, organizing, stimulating, activating, encouraging, arranging, planning, and evaluating techniques directed toward improvement of instruction in all areas and on all levels.

Studies of role expectancies of the high school principal invariably point to leadership as the number one expectation, partly because of the position's status factor, but more because the principal is expected to exhibit leadership with his personal and professional competencies. Surely a certain amount of prestige accompanies the office, but it hardly follows that an individual is a leader merely because he holds a status position. Nor does it follow that a person is a leader because he exercises authority.³

French, Hull, and Dodds in discussing the role of the principal as it affects secondary education and the community have this to say:

Never before has it been so important that those who organize and administer secondary education in the United States have the fullest degree of professional competence. Changes in social and economic conditions have increased the pressure on conventional secondary education and schools.⁴

³John E. Corbally, Jr., T. J. Jensen, and W. Frederick Staub, Educational Administration: The Secondary School (Boston: Allyn and Bacon, Inc., 1961), pp. 114-115.

⁴Will French, Dan J. Hull, and B. L. Dodds, American High School Administration: Policy and Practice (New York: Rinehart and Company, Inc., 1957), p. 23.

And they further state:

Unless a principal is effective in helping a community, the faculty and the students bring into being a high school in which the free concepts that his ability as a social scientist and an educator has helped them visualize and desire, he has failed in the most important aspect of the position.⁵

It appears, therefore, that a more intensive study of the role and responsibilities of the principalship might provide a contribution toward the improvement of educational opportunities for American Youth as the position has been given but cursory treatment by writers and authorities in public school administration.

Statement of the Problem

This is a study of men in the position of high school principal. The purpose of the study is: (1) to reveal their personal background; (2) to appraise their academic and professional preparation; (3) to identify their responsibilities; (4) to identify their problems; (5) to appraise their morale; (6) to determine the allocation of their time at work on the basis of their school day as well as on the suggested time allotment they would prefer if given a choice; (7) to study their goals; (8) to gauge their economic status; (9) to discover existing patterns of promotion. This purpose will be accomplished through

⁵Ibid., p. 25.

an analysis of the data provided by principals currently employed in the selected sample of secondary schools.

Scope of the Study

The study is an analysis of existing conditions in the member schools of eleven states comprising the Southern Association of Colleges and Secondary Schools. It was made on a regional basis in order that the data might be as comprehensive as possible. The sample was limited to those high schools having an enrollment of 1,000 or more pupils. Regional and enrollment limitations seemed advisable for many reasons:

1. The principals of the member schools of this regional accrediting association maintain professional contacts and interact through regional conventions, committee meetings and study groups.

2. The accrediting association through its adopted policies maintains a uniformity of requirements and services.

3. The results of a local situation or of a single state study might be deemed too narrow in scope and not valid if used in another locality or in another state. Conversely, a national study might be deemed too broad in scope to accurately reflect the situation in specific areas.

4. There are a limited number of principals employed in schools whose enrollments fall within the limits of the sample outlined in the design of this study. Therefore, it

appears desirable to sample the population on a regional basis in order that a sufficient number of cases might be included to assure a statistically stable group for processing data.

5. Evaluations that might be obtained from a small geographical area might reflect the point of view of a single training institution or of a single authority who was influential in that particular area and thus the evaluations would not be truly representative of the opinions of principals generally.

Methodology of the Study

This study was conducted as a descriptive study using the techniques of the normative survey.

Good and Scates in discussing this type of research state:

Much of the significance and importance of descriptive-survey studies lies in the possibility of investigating the status of conditions at any given time and of repeating the survey at a later date, thus providing descriptions or cross-sections at different periods of time, in order that comparisons may be made, the direction of change noted and evaluated, and future growth or development predicted. Such guidance is of relatively great importance in our complex and rapidly changing modern society.⁶

⁶Carter V. Good and Douglas E. Scates, Methods of Research (New York: Appleton-Century-Crofts, Inc., 1954), p. 550.

And again these authors comment:

Many survey-status studies emphasize present conditions with an implication of the idea that things will change. This vital interest in trends as the dynamics of status is in keeping with the general dynamic emphasis or outlook of present thought on research methodology.⁷

Barr, Davis, and Johnson in discussing status studies write:

Without knowledge of status and its adequacy there is much working in the dark. Not only is a knowledge of status important in and of itself, but as a foundation for the interpretation of many other kinds of data.⁸

Whitney in commenting on this type of descriptive research states: "To characterize it briefly, it may be said that descriptive research is fact-finding with adequate interpretation."⁹

In an effort to secure the needed data a correspondence method using the questionnaire was utilized and the instrument that was devised was sent to principals of high schools with an enrollment of 1,000 or more students. The instrument was prepared to secure responses to certain questions concerned with personal and professional characteristics of high school principals and was divided into

⁷Ibid., p. 551.

⁸Arvil S. Barr, Robert A. Davis, and Palmer O. Johnson, Educational Research and Appraisal (New York: J. B. Lippincott Company, 1953), p. 125.

⁹Frederick Lawson Whitney, The Elements of Research (New York: Prentice Hall, Inc., 1950), p. 160.

two categories (1) free response, in which the respondent supplied the word or words; and, (2) selection type, in which the respondent selected the response from among those presented within the items.

The particular cut-off point of 1,000 pupil enrollment was selected because schools of this size tend to have a full-time administrator. Such schools have been members of the Southern Association of Colleges and Secondary Schools for a longer period of time than have schools with smaller enrollments. Because of this they are generally more widely accredited by the Association.

The administration of such schools involves readily discernible features and problems that differ greatly from those encountered in smaller high schools.

The growing tendency in the South toward larger high schools through consolidation, the classification of high schools with enrollments of 1,000 or more pupils as large high schools,¹⁰ the suggestion of the Executive Secretary of the Commission on Secondary Schools of the Southern Association that the study be concentrated on the principalship of such schools, together with the fact that the writer's experience has been in schools of this size further determined the cut-off point.

¹⁰Edmondson, Roemer, and Bacon, op. cit., p. 566.

In devising the questionnaire, eight major categories were set up as follows:

1. Personal Data
2. Duties and Responsibilities
3. Major Problems
4. Personal Characteristics Contributing to Success
5. Morale
6. Financial
7. Professional Activities
8. Community Participation

The respondents were requested to check the appropriate answer or to provide appropriate data through free response techniques. The data were then analyzed according to accepted practices. A more detailed account of the methodology used in this study will be found in Chapter III.

Definitions of Terms

Southern Association of Colleges and Secondary Schools.--The accrediting agency for colleges and secondary schools embracing the following Southern States: Alabama, Florida, Georgia, Kentucky, Louisiana, Mississippi, North Carolina, South Carolina, Tennessee, Texas, and Virginia.

Secondary School.--The term given to any school which provides a program of learning for those enrolled in grades seven through twelve, grades eight through twelve, grades nine through twelve, or grades ten through twelve.

Secondary School Principal.--The person designated as the administrative officer in charge of a particular school providing a program of secondary education as defined by Good.¹¹

Limitations of the Study

This study has certain limitations that should be recognized if the data presented are to be intelligently interpreted. Certain of these limitations are inherent in the normative survey technique while other limits were determined by the sample and by the nature of the data included in this particular study.

Limitations of the Questionnaire Technique.--Certain limitations of questionnaire research are discussed by Good and Scates,¹² Mildred Parten,¹³ Whitney,¹⁴ and other authorities on research methods. Included in these limitations are:

1. It is extremely difficult to state the items in the questionnaire with sufficient clarity so that each respondent has exactly the same understanding of the information requested.

¹¹Carter V. Good, Dictionary of Education (New York: McGraw-Hill Book Company, Inc., 1945), p. 307.

¹²Good and Scates, op. cit., p. 683.

¹³Mildred Parten, Surveys, Polls and Samples (New York: Harper & Brothers, 1950), pp. 383 et sqq.

¹⁴Whitney, op. cit., pp. 140 et sqq.

2. It is usually possible for the respondent to express only the information specifically requested by the items of the instrument without opportunity to give reasons for the responses, additional pertinent data, possible exceptions and other data which might give deeper meaning to the data.

3. Practical limits on the length of the instruments prevent intensive investigation of all pertinent aspects of a complex area such as the secondary school principalship.

4. It is usually impossible to obtain returns from every member of a sample contacted through a mailed questionnaire. There is a question, therefore, whether those who respond are typical of the total sample.

Limitations Unique to This Study.---There are other limitations in the data which result from the nature of this particular investigation. Some of these are:

1. The sample was limited to schools of a specific enrollment from a specific geographical region. Any implications drawn from the results of this study for application to schools of smaller enrollment or located outside this region would have to be drawn with the greatest care and caution.

2. The population of the sample tended to concentrate in four of the eleven states included in the study.¹⁵ It

¹⁵Texas, Florida, Virginia, and Georgia.

is possible, therefore, that the data may reflect unduly such factors as state school laws and policies and the level of support for public secondary education in those four states.

3. The instrument used to gather the data for the study was constructed around a concept of the school principalship drawn from the rather limited statements of authors of publications in school administration. The validity of the content of the questionnaire, therefore, will be highly correlated to the validity of the writings of these authorities.

Every attempt has been made in this study to recognize these limitations, to minimize their effect whenever possible, and to draw conclusions and implications from the data in view of these limits.

Plan of Presentation of Data

This study is presented in seven chapters which are organized in terms of generally related areas of data concerning the secondary school principal. Each of these major areas becomes a chapter in the presentation. Chapter I includes a statement of the problem and an introduction to the study; Chapter II contains the development of the principalship and a review of the literature related to the study; Chapter III consists of a detailed review of the procedures used in the study; Chapter IV reports on the

personal data of the respondents; Chapter V discusses the principalship; Chapter VI is concerned with duties and responsibilities; and Chapter VII is the final chapter which includes the summary, conclusions drawn from the study, and implications for further study.

CHAPTER II

REVIEW OF THE LITERATURE

Introduction

In preparing a study of the high school principal and responsibilities of his position, it should be of value to investigate the previous work that has been done by responsible authorities in this area.

The results of the investigation of the literature will be presented in two major divisions; a historical development of the principalship and the results of studies which have been made of significant aspects of the position.

Development of the Principalship

The rise of the high school in 1820 began the development of the public secondary school and the growth of the modern secondary school principal. Therefore, the high school principalship is the oldest administrative position in American education and is an outgrowth of the Master system which had its beginnings in an earlier day. At this time the practice was to have reading and writing schools housed in the same building with a grammar master in charge of the reading school and a writing master in charge of the other school. The pupils in such schools divided their time between the two masters. This divided

authority hindered the development of local school administration. The Lancastrian, or monitorial system also hindered the development of local school administration, since under this system one person was responsible for instructing a large class, which made it necessary to employ a number of monitors to aid in keeping order. Eventually, these monitors in turn, began to operate in separate rooms thereby necessitating a need for a head teacher. This individual was known as the "principal teacher" or "headmaster." The term headmaster is in common use today in the private school and it designates the administrative head.¹

That the early high school principalship was not a professional position as it is conceived of today is well illustrated by the function of this school leader. The duties assigned to the "headmaster" were quite varied. In addition to his management of the necessary routines which consisted of teaching and administering his school, it was his responsibility to make necessary arrangements for cleaning and heating the school building, keeping records, serving as the town clerk, visiting the sick, ringing the church bell, and on occasions employing a birch rod in whipping recalcitrant pupils.

¹Paul Jacobson, William C. Reavis, James D. Logsdon, Duties of School Principals (New York: Prentice-Hall, Inc., 1950), p. 730.

The development of the public school system has been so rapid that those individuals who have been in charge of its operation have been so engrossed in developing the practical side of school administration, that a study of the evolution of the principalship has been neglected.

In an attempt to trace the evolution of this administrative office Ensign names James Sturm of Strassburg, Germany, as the forerunner of great secondary school administrators. Ensign in writing about this sixteenth century administrator says:

With wisdom beyond that of his years and period, and with skill rarely found, even today, he organized the Strassburg "Gymnasium" so effectively that it became a model for all those great secondary schools which Germany produced in a later century. But preliminary to this organization, he apparently inspected the entire educational equipment of the city or, in a modern phrase, conducted a genuine survey and in the light of its findings, builded his school to serve the higher scholastic needs of that community. In a short time the school, established on this scientific basis numbered six hundred boys or more, this at a time when, as a rule secondary schools were small, usually a score or two of boys, clustered about a single master.²

Sturm did very little actual teaching but busied himself with those activities such as are engaged in by the professional principal of today. From what can be gathered concerning his activities it can be judged that he was truly a competent school administrator and an important

²Forest C. Ensign, "Evolution of the High School Principalship," School Review, Vol. XXXI (March, 1923), pp. 181-182.

person in education as indicated in the following evaluation.

Sturm was not only a wise administrator, a scholar and a prolific writer but also a builder of curriculums, a student of values, an authority among his colleagues, and a commanding figure in educational leadership in Europe for two score years or more.³

The development of the high school principalship corresponds closely to the growth of the movement to open secondary schools of America to all youth. In the eighteenth century the Latin grammar school in New England was a typical small school with one master. The very nature of this small school was not conducive to the development of an administrator. It was not uncommon, however, to have an outstanding teacher in such a school. One of the greatest of these Latin grammar school teachers was Ezekiel Cheever. Ensign in writing of the administrative achievements of Cheever states:

. . . and while we look to Ezekiel Cheever as a great schoolmaster and educational authority, he was not, in the modern sense, an administrator. He taught and flogged and wrote. He inspired boys; he stood a worthy type of citizenship in his community, but his administrative duties were limited to the routine of a little school and, at most, to an organization requiring but one teacher in addition to himself.⁴

In the latter half of the eighteenth century and in the first half of the nineteenth century demands for a

³Ibid., p. 183.

⁴Ibid., p. 187.

less selective and less aristocratic secondary school stimulated the growth of the academy. This school was of a private or semi-public nature but likewise a small institution. In its organization there were a number of teachers, including a designated headmaster or principal who was also a full-time teacher. This person was made responsible for discipline and administered the routine of the school as promulgated by Board regulations. The headmaster of such a school was given little opportunity to demonstrate administrative competence. The reason for this was that a local committee directed and supervised the school program. Only when two or three persons comprised the faculty was one appointed "principal teacher" to aid the committee in administering the school. As headmaster of the academy he was a keeper of records, a custodian, and a disciplinarian rather than an administrator.

Early school records of Cincinnati, Ohio, indicate the manner in which the school committee distinguished between the respective duties of the principal teacher with those of the teachers in 1839; as reported by Jacobson, Reavis, and Logsdon:

The principal teacher was: (1) to function as the head of the school charged to his care; (2) to regulate the classes and course of instruction of all the pupils, whether they occupied his room or the rooms of other teachers; (3) to discover any defects in the school and apply remedies; (4) to make defects known to the visitor or trustee of ward, or district, if he were unable to remedy conditions; (5) to give necessary

instruction to his assistants; (6) to classify pupils; (7) to safeguard school houses and furniture; (8) to keep the school clean; (9) to instruct assistants; (10) to refrain from impairing the standing of assistants, especially in the eyes of their pupils; (11) to require the cooperation of his assistants.⁵

The assistant teachers, on the other hand, were charged:

(1) to regard the principal teacher as the head of the school; (2) to observe his directions; (3) to guard his reputation; (4) to make themselves thoroughly acquainted with the rules and regulations adopted for the government of the school.⁶

John Philbrick, the principal of the Quincy School in Boston, Massachusetts, is generally credited with the achievement of uniting all departments in a school under one administrative head. Pierce, however, has shown that the policy of placing all departments in a school under one administrative head was practiced in Cincinnati, Ohio, before 1835.⁷

By the middle of the nineteenth century an examination of the principalship in the large cities would have revealed that a teaching male principal was in charge of the school, that female and primary departments had women principals who in turn were under the direction of the male

⁵Jacobson, Reavis, Logsdon, op. cit., p. 730.

⁶Ibid., p. 731.

⁷Paul R. Pierce, The Origin and Development of the Public School Principalship (Chicago: University of Chicago Press, 1935), p. 9.

principal; and, the principal had certain duties which were limited to routine administrative acts, discipline, and the grading of pupils.

As early as 1857 in the schools of Boston, Massachusetts, the increase in the number of pupils and the decrease in the selectivity of pupils brought about the release of the "principal teacher" from his teaching duties. In turn, some other teacher known as the head assistant took over the function of teaching the principal's classes. The responsibility of visiting other classrooms and of giving instructions to the teaching staff was assigned to the principal. In the period following, the principal began to organize and regulate classes, to formulate programs of instruction, to devote time to public relations, and in practice to function as the real head of the entire school. At this time, school authorities began to recognize the principal as a specialist in his field and the fact that the principalship offered professional opportunities.

During the period from 1860 to 1900 a change occurred in the administrative duties of a principal and he began to be clearly recognized as the administrative leader. In this role he assumed additional duties including the organization of pupils and the management of the physical plant and the school grounds.

At the turn of the century principals in large city schools were selecting their assistants and assigning teachers

within the school. Clerical help was given the principal which relieved him from routine tasks and enabled him to devote his time to professional duties.

As pupil enrollment continued to increase, the schools became large and complex. To provide for the needs created by this growth, assistant principals, department heads, additional clerical helpers, and custodians were added to the staff. The principal now spent a large portion of his time in coordinating the efforts of all individuals under him.

During the last fifty years the principal's position as supervisory head of the school has been established. Where formerly his administrative duties tended to monopolize his time, the introduction of graded courses of study and "special" subjects such as art and music demand more and more of his time. The modern concept of the school principal seems to emphasize responsibility for curricular improvement, supervision of teachers, and improving the quality of instruction as well as the administration of the school.

In 1916, in Detroit, Michigan, the Department of Secondary-School Principals was organized at a meeting of the National Education Association. This organization has exerted a tremendous influence on the professionalization of the high school principal. The influence of the National Association of Secondary-School Principals upon the principalship of today can hardly be over-estimated as it

turned the attention of its members to a scrutiny of the principalship. The organization further stimulated a professional interest in the position which resulted in the inclusion of courses concerning the principal in departments of education in colleges and universities. Professional literature began to appear in magazines regarding studies made of the position. Bulletins and yearbooks published by the National Association of Secondary-School Principals provided an effective channel for dispersing information concerning the position and for setting standards for practices of principals. Principals were aroused to the sense of their professional responsibility and the position itself assumed a true professional status with the principal recognized as the professional leader in his school.

Today, the high school principal is concerned with the improvement of instruction and he plays a major role in supervision. The success he achieves in the above phases of his work can be accomplished through the effectiveness of the teachers. This he brings about through classroom visitations and in-service training.

Since 1920, the requirement of a special certificate for principals has developed. In addition, some states require graduate professional study for the position and in many of the better paying positions of the principalship the Doctor's degree has become a requirement.

In an address before members of the North Central Association of Colleges and Secondary Schools in 1923, Milo Stuart, then a principal, expressed his conception of the principal's task which he summarized as follows:

The relation of the principal to his teachers should be the most intimate of any. If a teacher fails, the principal fails; if the teacher succeeds, the principal succeeds. To sum up what the principal's job is, I should call him a referee--the captain of the ship--the boss of the firm--a juvenile judge before whose tribunal come not only the culprits but the adults who frequently contribute to the pupil's short-comings. He is a promoter who must project the future of his institution and convert the public to his plan. He is social physician to every parent who has a wayward son who needs attention. He is a friend-in-need to pupils and to all the homes in which misfortune comes. His powers, his activities, even the good he does, cannot be measured by a material yardstick.⁸

Sources of Information on the Principalship

In an effort to gain greater perspective for establishing a background of information for a study of the principalship, certain major types of sources appeared to be significant. Research in this area appears to be highly limited to surveys of the principalship, in summaries in textbooks on school administration, and bulletins of the National Association of Secondary-School Principals. There is a considerable amount of literature concerning the various

⁸Proceedings of the 28th Annual Meeting of the North Central Association of Colleges and Secondary Schools, March 15, 16, and 17, 1923, Chicago, Illinois, Part II, pp. 79-86.

aspects of the principalship. This information has been made available through four major sources:

1. Previous studies of the principalship
2. Reports from special committees
3. Reports on state studies
4. Reports on specific aspects of the position

The remaining portion of this chapter will summarize materials presented in certain of these sources which seem to be significant in the area covered by this study.

Previous Studies of the Principalship

Two notable and rather extensive studies of the secondary school principalship have been conducted on a national basis, one by Dan H. Eikenberry⁹ in 1925 and the other by Floyd M. Farmer¹⁰ in 1947. Each of the studies deals with certain personal data, aspects of undergraduate and graduate training, educational experience, and professional responsibilities.

Since both the Eikenberry and Farmer studies were based on a sampling of high school principals in the United

⁹Dan H. Eikenberry, Status of the High School Principal, United States Bureau of Education Bulletin, No. 24, Washington, D. C.: United States Government Printing Office, 1925, 71 pp.

¹⁰Floyd M. Farmer, "The High School Principalship," The Bulletin of the National Association of Secondary-School Principals, 32:82-91, April, 1948.

States and included much data of a comparable nature, it is possible through a comparison of the findings of the two studies to gain some insight into the development of the principalship during the period between 1925 and 1947.

Two profiles of high school principals based upon the two studies are shown. The first column presents some characteristics of the principals in the Farmer study and the second column presents characteristics of the Eikenberry high school principal. The contrasting items are paired and constructed from the national totals of the various items.

Comparison of Two National Studies of the High School Principalship

<u>High-School Principals of 1947</u> <u>Based on NASSP Membership</u>	<u>The Eikenberry High-School</u> <u>Principal of 1923</u>
1. Married male	Married male
2. Present age is 43.3	Present age is 33.4
3. His school is more generally a member of a regional accrediting association	His school is less generally a member of a regional accrediting association
4. Supervises high-school grades only	Supervised high school grades only
5. Responsible to the superintendent of schools	Responsible to the superintendent of schools
6. Teaches 1.4 periods per day in a comprehensive high school	Teaches three periods per day in a comprehensive high school

- | | |
|---|---|
| 7. Curriculum is conventional, college preparatory, commercial, general, household arts, and industrial arts | Not reported |
| 8. Has membership in city, county, regional, state, and national educational organizations, with 30 per cent chance of being an officer in all of the educational organizations, except the national; and there his chance would be five per cent | Not reported |
| 9. Has probably written a magazine article for publication | Not reported |
| 10. Has 23.1 undergraduate credit hours in education | Has 13.8 undergraduate hours in education |
| 11. Has 28.6 graduate credit hours in education | Has 4.4 years of training above high school |
| 12. Has a 50 per cent chance of having earned graduate credit hours in the last five years | Has one chance in three of having earned graduate credit in education |
| 13. Highest degree generally earned is a Master's degree | Highest degree generally earned is a Bachelor's degree |
| 14. Earned the degree between 1931 and 1941 | Not reported |
| 15. Serves in the state in which he received his educational preparation | Not reported |
| 16. Participated in intramural athletics and social activities such as dances and parties at college | Not reported |
| 17. Age 30.4 years on entering first high-school principalship | Age 26.9 years on entering first high-school principalship |

- | | |
|---|--|
| 18. Entered high-school principalship from high-school teaching position with 4.3 years of experience | Entered high-school principalship from high-school teaching position with either 2.7 years as teacher or 3.2 years as head of a department |
| 19. Entered high-school principalship from some other system | Entered high-school principalship from some other system |
| 20. Has been in present principalship four years | Has been in present principalship three years |
| 21. Has experience in other high-school principalships averaging five years | Has experience in other high-school principalships averaging 4.5 years |
| 22. Experience in two different high-school principalships | Experience in 2.3 different high-school principalships |
| 23. Total experience as a high-school principal, nine years | Not reported |
| 24. Has had clerical and sales experience; some work as a laborer; and some time on a farm | Not reported |
| 25. Annual salary is \$3,610.89 | Annual salary is \$2,423.00 |
| 26. Attends church, possible, active member, membership in civic groups, a socio-economic group, and a fraternal organization | Not reported |
| 27. Spends part of summer in rest and leisure-time activities, or attends summer school, or works in a nonteaching occupation | Not reported |
| 28. Usually reads professional magazines such as State and National Association of Secondary-School Principals <u>Bulletin</u> , <u>Clearing House</u> , and <u>American School Board Journal</u> | Not reported |

29. Usually reads nonprofessional magazines such as Readers Digest, Time, Life, and Saturday Evening Post Not reported
30. Has read two or three professional books, and two or three of the "best-sellers" during the year Not reported
31. Moderately liberal in the general operation of his high school, and moderately conservative as to pupils determining the content and activities of their school experiences¹¹ Not reported

As a part of the analysis of the comparison of the two studies as presented above, Farmer states:

The evidence from this study indicates strongly that the public high-school principalship is growing into a professional position. In former years the principalship was held by one of the more mature teachers, without too much thought given to his professional qualifications. Efforts of accrediting associations increased the educational requirements for the high-school principalship with the result that the position began to assume more importance in the educational field. A Bachelor's degree was ample qualification for the earlier principalship. In fact there were many principals who did not even have this degree. All of the high-school principals studied in this survey have had at least a Bachelor's degree with nearly three fourths possessing their Master's degree. Not only have the number of principals with higher degrees increased, but many more have also had some educational teaching experience before entering upon the high-school principalship. This internship is part of the professional development of the principalship. Prospective principals can view the principalship as a desired position, and in turn be viewed by schools as possible men for the principalship.¹²

¹¹Ibid., pp. 90-91.

¹²Ibid., p. 86.

Reports from Special Committees

The second major source of information regarding the principalship is reports from special committees appointed by professional educational organizations. Usually these committees are composed of members of the sponsoring organization and are appointed to study specific aspects of the principalship which are felt to be significant in terms of current development in the field.

In 1945, the Executive Committee of the National Association of Secondary School Principals instituted a study of the current status of requirements for certification of secondary-school principals. The chairman of the Committee on Training and Experience Standards was requested to direct the study and to prepare a report. After this Committee presented the results of the preliminary study to the Executive Committee of the Association, it was authorized to conduct a nation-wide survey. The final draft of this report consisted of eight chapters and the Committee summarized the report as follows:

Chapter I summarizes the present status of certification of secondary-school principals in the United States and sets the stage for the Committee's report.

In Chapter II the Committee has described the role which American secondary education must play in the present world theme. If American Secondary education is to measure up to its responsibilities, the highest type of educational leadership is necessary. Educational leadership depends upon a number of factors, the most important of which are the personal qualities of the individual, the nature of his educational preparation--both general and professional--and the

extent of in-service growth. This Committee believes that future progress in achieving the objectives of secondary education as discussed in Chapter II can best be promoted by a nation-wide program involving the following aspects:

1. Encouragement of young men and women who have taught several years in a secondary school with conspicuous success, who possess to a high degree the personal qualities described in Chapter III, and who have secured or are in the process of securing the general education discussed in Chapter IV to prepare for secondary-school principalships.
2. Requirement of a minimum of one year of graduate professional preparation beyond the four-year teacher-training program, designed to prepare for educational leadership as outlined in Chapter V.
3. An in-service training program designed to keep alive professionally all secondary-school workers, teachers, and administrators, old and young, experienced and inexperienced. Such a program is outlined in Chapter VI.
4. A state program of certification based upon the demands for leadership in American secondary schools of today as outlined in Chapters VII and VIII.¹³

Study committee reports are also issued from time-to-time by the National Conference of Professors of Educational Administration. In some instances quotations from these reports appear in textbooks on school administration and in the periodical literature. Hagman and Schwartz in a publication include such a committee report illustrating an approach to the problem of establishing the role of school administration which states:

. . . we believe that as the tasks of public education multiply in a more and more complex world, the administrator must develop, in pre-service and in-service experience, as a master educator.

¹³Dan H. Eikenberry, "Training and Experience Standards for Principals of Secondary Schools," The Bulletin of the National Association of Secondary-School Principals, 35:5-62, November, 1951.

This is the basis for our program of preparation and development of school administrators and for our feeling that in working in the field of public school administration we have an occupation of enormous social significance.¹⁴

Reports on State Studies

The third major source of information concerning the principalship is the published reports of actual studies conducted among principals of secondary-high schools within a particular state. Data from such reports are usually secured by sending questionnaires to the principals.

A number of surveys involving principals and various phases of their activities have been conducted on a state level and the results published in textbooks in school administration and in the Bulletin of The National Association of Secondary-School Principals.

Within the past ten years reports from such state studies have appeared in the literature. A. Russell Mack in a study of Massachusetts high school principals summarizes his report as follows:

1. The average age of graduation from college with a bachelor degree is twenty-two years.
2. There is a number of the principals who not only attended teacher colleges but also both teachers and liberal arts colleges.

¹⁴National Conference of Professors of Educational Administration, Report of Subcommittee on Philosophy, 1951, Orin Graff and Harlan L. Hagman, Chairman, Unpublished report, Hagman, Schwartz, Administration in Profile for School Executives, Harper and Brothers, New York, 1955, p. 305.

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3. That principals are alert to the need for improvement, either professional or academic, probably professional for the most part, is shown by the fact that of 256 principals, 251 have done graduate study and of these 181 hold degrees above the bachelor's.

4. Tenure is high with the average of sixteen years in the same school (probably not all years as a principal).

5. It would be expected that principals in the smaller high school would do some teaching.

6. In conclusion, a principal of a high school in Massachusetts receives an average salary of \$4,900, does very little actual teaching, has experience of twenty-four years, therefore, is probably forty-six years of age. He has been employed in the same school for sixteen years, has four years of college in his preparation, with sufficient graduate study so that he holds a master's degree. (In 1938-1939 the median salary was \$3,000, and the median of previous experience was nineteen years, making the estimate of average age, forty-one.)¹⁵

In an effort to determine the extent to which the public secondary-school principalship was professionalized in Arkansas, Lynch conducted a survey of certain factors affecting the status of the high-school principalship and drew the following conclusions:

The public secondary-school principals in Arkansas are predominantly men who feel that they are highly respected in their local communities. They have become a part of their communities by participating in its activities. It appears that, as far as prestige is concerned, the principals are in a position to exert a positive influence in their respective communities.

Most of the high-school principals have selected some phase of work in the field of education as a life career before completing their undergraduate

¹⁵A. Russell Mack, "A Study of Massachusetts High School Principals," The Bulletin of the National Association of Secondary-School Principals, 36:30-32, January, 1952.

preparation. Even that early, many were looking forward specifically to school administration. A factor which indicated that most of the individuals planned to become administrators is that a majority had taken courses in the areas of administration, supervision, and curriculum before being elected to an administrative position.

Most of the principals have had a rather extensive background of teaching and administrative experience as well as considerable professional preparation. Although the background of teaching experience of Arkansas high-school principals is not so extensive as that reported in similar studies made in other states, only a few in Arkansas had not served an internship as a teacher before becoming principals. Arkansas high-school principals are following the nation-wide trend in that they are attaining a high level of academic and professional preparation. The fact that a large majority have graduate majors in educational administration indicates that they are preparing themselves for their responsibilities in their profession.

High-school principals are concentrating on the professional courses which prove to be most valuable to them in their work. Most of the principals have taken courses in school administration, supervision, and curriculum either before or after becoming an administrator, and each of these areas was ranked high by the principals in order of importance to the principalship. Most of the principals also stated that they plan to concentrate on these areas in any further preparation.

Most of the incumbents reported that they were able to maintain a reasonable living standard on their professional salaries. Opportunity for advancement is present in the principalship since a direct relationship exists between salary and size of school, the salary and administrative experience, and salary and collegiate preparation.

Public secondary-school principals in Arkansas are engaging in activities which should improve their profession. A large majority of them are active, as far as membership is concerned, in the state and national education associations and in local school-masters clubs; and most of them hold membership in the national organization designed especially for high-school principals. Although several principals have impressive professional reading programs, most of them apparently are not regularly reading enough professional magazines to become and stay as fully informed as would be desirable. Only a few had written professional articles for publication.

Most of the individuals contacted in the survey planned to continue as a high-school principal, indicating a fairly high degree of stability in the principalship. Of those planning to leave the principalship, only a small number expected to leave educational work completely.

The high-school principals in Arkansas devote a relatively small proportion of their time to supervision and the improvement of instruction. They are thus neglecting what should be their most important function. Many principals are spending an undue amount of time on routine clerical work. Most of them have tried to systematize part of their work by maintaining regular office hours.

The high-school principals in Arkansas seem to have a general understanding of what their duties include, the basis for this being a mutual agreement with the superintendent of schools. The absence of a definition of the principal's duties in the rules and regulations of the board of education could result in neglecting major duties and in giving an undue amount of attention to minor duties. Many principals do not have authority in certain vital matters such as supervision of custodians and buildings, public relation activities, and rating teachers. However, many principals have complete or shared authority in regard to several other duties pertaining to the organization and administration of the high school.¹⁶

On an assumption that an index of the quality of education offered by the public schools of a state is the educational preparation of the principals, Punke conducted a study on changes in the educational backgrounds of Alabama high-school principals during the past twenty-five years and makes the following observation:

. . . It must be recognized that degree preparation alone is not an infallible index of teaching or administrative competence. However such preparation is

¹⁶Audie J. Lynch, "The High School Principalship," The Bulletin of the National Association of Secondary-School Principals, 38:26-28, March, 1954.

useful as a rough indicator. It is probably true also that during the past decade the content of degree training has been improved substantially--from the standpoint of preparing teachers and administrators who are competent to deal with problems which confront the public schools. There is justification for encouragement in the improvement which has taken place in the educational backgrounds of Alabama high-school principals during the period studied.

This improvement and encouragement should be made the basis for confidence and experimentation in attack on the larger problems that lie ahead in developing the educational and productive resources of the state and nation, rather than a basis for complacency or "mutual admiration" because of recent achievements. It is largely through persistent and insightful attack on educational problems that the state and nation can progress in developing its most important resources--the skills and competencies of the people.¹⁷

A study of the principalship was conducted by the Oregon Association of Secondary-School Principals. This comprehensive study was conducted over a period of four years and concerned itself with the myriad aspects of the principal's position. Attention is directed to the recommendations made by McAbee as a result of this study.

1. Efforts be made to increase the security and tenure of secondary principals in Oregon through longer term contracts. Principals in smaller districts, usually holding one-year contracts, generally serve fewer years in each position than do principals in larger districts holding contracts of longer duration than one year or who may be under legal tenure.

2. Further study be given this program because of the relatively short tenure of secondary principals. Emphasis should be given in the study to ascertain factors contributing to tenure of principals. Particular attention should be given the relationship between

¹⁷Harold H. Punke, "Improved Educational Backgrounds of Alabama High School Principals," The Bulletin of the National Association of Secondary-School Principals, 40:59-71, May, 1956.

tenure and the success or failure of secondary principals to fulfill the role expected of them by the community, students, teachers, and fellow principals in the discharge of their responsibilities. Evidence supports the belief that principals not only fail to expend their time as authorities and principals think they should, but do not spend enough time to satisfactorily perform the functions that teachers, pupils, parents and patrons think are of primary importance.

3. Greater attention be given by Oregon principals to consideration of the secondary principalship as a professional career. A relatively low proportion of principals indicated that the principalship was their goal in education. This problem needs additional study to ascertain the specific causes for the principals' desires to advance vertically in the profession.

4. Increased attention be given to raising salary standards of Oregon secondary principals in order to attract and retain the highest caliber of men in the secondary school principalships. Although well paid in comparison with principals throughout the nation, salaries of Oregon principals were found to be considerably lower than the minimum recommendations made by the National Association of Secondary School Principals.

5. Greater efforts be made to decrease teaching loads, secure additional staff assistance, and to increase the efficiency of district organization, especially in districts where the principal serves in the dual role of principal and superintendent, so that the principal can secure the necessary time to discharge the primary functions of his office--supervision of teachers and improvement of the instruction program. . . .

6. Professional growth through writing for publication be stimulated and encouraged when it is apparent that real contributions can be made to the professional body of literature in secondary education. Oregon principals to date have a meager record of publication of professional articles.

7. Increased efforts be made to broaden the professional reading program of Oregon principals with particular emphasis on professional journals in content subject fields. Due to the appropriateness of content to the discharge of their responsibilities, principals should be encouraged to read and study The Bulletin of the National Association of Secondary School Principals, Student Life, and School Activities.

8. More Oregon principals be encouraged to secure some formal preparation at institutions of higher learning outside Oregon, where other recognized authorities

in the field of secondary education may be teaching, and to utilize other feasible means to increase the heterogeneity of basic ideas and techniques for the operation of the secondary schools in the state. About two-thirds of the principals received their formal training and have held educational positions only in Oregon. The majority of the graduate preparation of Oregon principals has been done at one institution, the University of Oregon.

9. Additional study be made of the formal training of Oregon secondary principals in relationship to recommendations of the National Association of Secondary School Principals concerning the preparation at both undergraduate and graduate levels. Requirements for current certification of secondary principals in Oregon do not specify the general nature of either the graduate or undergraduate training.

10. Institutions of higher learning engaged in training secondary school principals take cognizance of the principals' ratings of the value of their formal training as preparation for the duties which they perform with a view to adapting the training program to fit the needs of the principals. The value accorded the training for the performance of many duties received less than an adequate rating. A varying percentage of the principals reported training for the performance of many duties as non-existent.

11. The State Department of Education institute a thorough study of certification requirements for Oregon secondary school principals with the view to specifying a broadened preparation within the framework of the amount of formal training now required. The amount of formal training now required for certification of Oregon secondary principals is greater than in most states; but, particular consideration should be given to areas of preparation which are needed but not specified at present. These should include: general education at the undergraduate level and an academic major in secondary education at the graduate level of preparation; visual aids and instructional materials; adolescent psychology, mental hygiene, guidance and counseling, and pupil and school evaluation; health education and health program administration; extra-class activities; history and philosophy of education, educational sociology, and comparative non-public and international education, internships, assistantships, or other forms of practical on-the-job training; renewal of initial certification based on satisfactory service and demonstrated professional growth; and techniques in group process compatible with democratic administration.

12. Efforts be made to broaden the teaching and other professional experiential background of Oregon principals. Teaching provided most of the pre-principalship professional experience of Oregon principals, but was rated by them as least valuable of eight different types of positions as preparation for the principalship. Recommendations of the National Association of Secondary School Principals indicate the need to establish a program of internship or similar pre-principalship experience. The principals' ratings of the value of other types of positions as preparation for the principalship indicate the need to increase the value of teaching as preparation for that position.

13. All feasible means be utilized to make Oregon secondary school principals increasingly aware of a modern concept of the principalship with respect to the relative importance of its various duties and functions. Particular emphasis should be placed on those aspects of the position which will assist the principals in establishing a working environment in which they might more effectively discharge their responsibilities. Oregon principals reported spending more time than they thought they should in the more technical duties of the principalship, and ratings of their training indicated a concern for these aspects of the principalship.

14. An increased amount of attention be given the inclusion of various aspects of the behavioral sciences in the formal training of principals. An analysis of the diary data revealed a great emphasis on human relationships in almost all aspects of the principal's job. Certification requirements and the principals' official transcripts show a regrettable gap in this important area of formal education.

15. Principals be encouraged to study their own performance of duties through self-evaluation, time studies, and other feasible means. Such data would also be of assistance for use with boards of education and communities in helping the principal establish conditions within which he might more adequately discharge his primary functions.

16. Secondary principals adapt the suggested criterion for the budgeting and expenditure of their time on the job to individual situations and utilize it as a guide for the improved organization and performance of their multiplicity of duties.¹⁸

¹⁸Harold V. McAbee, "The Principal's Job," Oregon Association of Secondary School Principals, Twenty-eighth Annual Conference Report, 1956, pp. 90-92.

Goettee conducted a study of the high-school principalship, drawing his data from a sampling of Texas public high-school principals. This study, as did the Oregon study, included personal data, academic preparation, teaching and administrative experience, the allocation of the principal's time, and the economic status of the senior high-school principal. He summarizes his findings as follows:

. . . 2. The Texas senior high-school principal has a favorable personal background for the principalship.

a. The Texas senior high-school principal was a male, born and reared in some rural area of Texas. His father was engaged in agriculture and his mother was a housewife.

b. The median age of the Texas senior high-school principal was 42.2 years, and he was a married man with children.

c. The Texas State Teachers Association, the Texas Association of Secondary-School Principals, The National Association of Secondary-School Principals, and the National Educational Association were the principal professional organizations to which the Texas senior high-school principal belonged.

d. The Texas Outlook and The Bulletin of the National Association of Secondary-School Principals were the professional magazines the Texas senior high-school principal read most frequently; and the Reader's Digest and Life headed the list of non-professional magazines read by him.

3. The academic background and professional preparation of the Texas senior high-school principal provide a good educational base for the principalship.

a. The Texas senior high-school principal had graduated from a public secondary school; had earned bachelor's and master's degrees from a Texas college or university; and had done some graduate study beyond the master's degree.

b. The senior high-school principal of Texas had earned the professional principal's certificate. Before being made a principal, he had taken courses in methods of teaching, educational psychology, general administration, and tests and measurements.

c. Almost one half of the Texas senior high-school principals had earned advanced college credit during the past three years.

4. The experience and tenure of the Texas senior high-school principal provide an adequate professional experience background for the principalship.

a. The Texas senior high-school principals included in this study reported educational experiences as follows: 92.5 per cent, classroom teacher; 32.6 per cent, elementary-school principal; 19.7 per cent, junior high-school principal; and 95.9 per cent, senior high school principal.

b. More than 40 per cent of the principals had gained teaching experience in the district before becoming principal, and 50 per cent had served five years or more in his present assignments.

c. Of the Texas senior high-school principals, 41.8 per cent had been classroom teachers just prior to being promoted to the principalship.

d. The Texas senior high-school principal had accepted his first assignment as principal at 28.4 years of age.

5. The Texas senior high-school principal allocates his time to meet the needs of his school and community.

a. The principal maintained regular office hours, and his work day was nine and three-tenths hours.

b. Of the school day, the principal spent 43.4 per cent of the time on administrative duties; 14.1 per cent, improvement and supervision of instruction; 13.9 per cent, pupil personnel administration; 12.1 per cent, extracurricular activities; and 9.6 per cent, community relations.

6. Professional leadership is provided by the Texas senior high-school principal.

a. The principal had a 48.4 per cent chance that the school board and superintendent believed he was the responsible head of the school with authority to plan and carry out a school program.

b. Of the Texas senior high-school principals, 49.6 per cent had their administrative duties defined by mutual agreement with the superintendent, and one out of three principals had his duties defined by the rules and regulations of the board of education.

7. The economic status of the Texas senior high-school principal should be improved.

a. The Texas senior high-school principal worked 9.83 months, and received a \$6,303 annual salary.

b. One third of the Texas senior high-school principals preferred to be employed ten months per year, eleven months, and twelve months, respectively.

c. Of the Texas senior high-school principals, 55.5 per cent had been forced to drop plans for personal and professional improvement.¹⁹

A study of the secondary-school principal in Virginia was conducted by White. The purpose of this particular study was to collect, to analyze and to present data that would be useful in carrying out an in-service training program. White depicts the average secondary-school principal as follows:

Personal data. The secondary-school principal in Virginia is 44.4 years old, married, has at least one child, and resides within the school division where he is employed. There is a great possibility that his wife is employed outside the home.

Preparation and training of the principal. He held a bachelor's degree when first assuming a secondary school principalship. His degree is likely to have been a Bachelor of Arts. At the present time he holds a master's degree and this is likely to be the Master of Arts. Both of these degrees were earned in Virginia.

When he became a secondary-school principal he had 25.8 semester hours in education. Of these hours 6.7 were in supervision. He is not working toward any degree or taking any work in education now.

The principal was 30.2 years old when he assumed his first secondary school principalship. Prior to this he held one or more of the following positions: secondary school teacher, assistant principal, coach, elementary teacher, and elementary principal.

He has taught school for approximately six years. More than likely he has taught in one or more of the following fields: social studies, science, mathematics, and English.

Professional activities. He belongs to the National Education Association, the Virginia Education, National Association of Secondary School Principals, Department

¹⁹James H. Goettee, "A Study of the Senior High-School Principal in Texas, 1957-1958," The Bulletin of the National Association of Secondary-School Principals, 44:45-48, February, 1960.

of Secondary School Principals Association, and the District Principals Association. The principal reads or has available the Bulletin of the Secondary School Principals Association, The NEA Journal, the VEA Journal, and possibly School Executive and Nation's Schools. His school division maintains a professional library for school personnel and his school also maintains one.

During the past two years he has participated in workshops, conferences conducted by the State Department of Education and has been a member of a local or national committee.

Turnover, Contracts, and Salary. The principal has held approximately two secondary school principalships and has been a secondary school principal for about twelve years. His average tenure is slightly above five years. He has been in this present position for nearly seven years. When he changed positions it was for three reasons: (1) increased salary, (2) larger school, and (3) better working conditions.

The principal has a contract for twelve months. However, he feels that it should be from two to five years. He favors longer contracts because of the security it would give him and because it would allow him to make long range plans.

For his first year as a secondary school principal he received a salary of \$2422.84. When he started in his present position he received \$3667.42. Since that time he has received a raise of \$1182.16 and now receives \$4849.58. He is not on a salary schedule. The increases given have been based on experience and additional professional training.

His work requires him to do a considerable amount of traveling within his school division. He feels that he should receive some compensation for this and suggests six to seven cents a mile or a fixed sum of money between two hundred and three hundred dollars per year.

.....
General Administrative and Supervisory Responsibilities.
 Time given to various school activities per week by the principal is shown below.

<u>Activity</u>	<u>Hrs.</u>
Classroom teaching	4.3
Preparation for class work	1.9
Correcting class papers	1.1
Supervision of instruction	7.6
Supervision of transportation	1.5
Plant inspection	2.4
Discipline	2.8
School correspondence	3.4

<u>Activity</u>	<u>Hrs.</u>
School records	2.5
Other office work	4.8
Co-curricular activities	3.3
Community relations	3.0
Conferences with teachers	3.5
Teachers meetings	1.3
Conferences with parents	2.3
Miscellaneous	2.9
Total	48.6

The following techniques are used by the principal in supervision: (1) conferences, (2) classroom visits, (3) faculty meetings, and (4) group discussions.

Problems of the Principal. The five major problems which the principal indicated he faces are: (1) shortage of well-trained teachers, (3) inadequate facilities, (3) low salary, (4) public relations, and (5) too much paper work.

Community Leadership. The principal has or has had a position of leadership in a church. He does not belong to a lodge. However, he does belong to a service club which is likely to be Ruritan, Lions, Rotary, or Kiwanis. He is or has been an officer in this club. He has been a chairman of a charitable campaign. He has not held an office in the local or State government. He is not engaged in any private business enterprise.²⁰

White concludes his study by recommending that:

Steps should be taken by the Department of Secondary School Principals to set up regional in-service training programs available to secondary-school principals throughout the state. It is recommended that the officers of the Association and the committee that is to be appointed to study this report formulate definite plans for carrying out such a program.

An in-service training program of this nature will give principals opportunities to exchange ideas with one another and work for solutions to common problems. In doing so it is anticipated that they would become better school administrators.²¹

²⁰A. L. White, "The Secondary School Principal in Virginia," Virginia Journal of Education, 7:21-22, March, 1956.

²¹A. L. White, "A Cooperative Study of the Secondary School Principal in Virginia," (unpublished professional project, University of Virginia, Charlottesville, Virginia, 1955).

In a study of duties of Tennessee High School Principals, Bass states:

. . . Actual time requirements of duties of high-school principals. Tennessee high-school principals were generally in agreement regarding the amount of time spent in their various types of duties. Approximately three fourths of the principal's time was reported as spent in the three areas: (1) 45 per cent in administration; (2) 20 per cent in supervision; and (3) 12 per cent in guidance. Principals in high schools with the smallest enrollments reported slightly more time spent in clerical than in public relation duties. Principals in the larger high schools reported more time spent in research than was devoted to clerical responsibilities.

Desirable time requirements of duties of high-school principals. Although Tennessee high school principals spend three fourths of their time in administrative, supervisory, and guidance duties, they indicated that the disproportionate amounts of time spent in administration and supervision were not desirable. Principals in the larger schools indicated that more time should be devoted to supervisory duties than should be spent in administrative duties.

. . . Critical problems reported by the principals. Between 20 and 35 per cent of the Tennessee high-school principals indicated a variety of challenges which have been grouped into the following five categories: (1) encouraging acceptable student performance; (2) projecting an educationally sound financial program for the high school; (3) inspiring high-school teachers to exercise their initiative; (4) attracting an able and industrious high-school staff; and (5) managing general administrative procedures.

Tennessee high-school principals indicated that the general management of their responsibilities represented a less difficult challenge than such factors as a lack of money, and the availability of competent and dedicated teachers. More regular and profitable attendance on the part of students was described as dependent upon needed resources which could make the high school more attractive for these young people and their parents.²²

²²Floyd L. Bass, "Duties of Tennessee High School Principals," The Bulletin of the National Association of Secondary-School Principals, 45:79-88, October, 1961.

Burrup in summarizing a recent study of the secondary school principalship in the eleven western states conducted by Emery B. Lewis concerning the feelings of secondary school principals about certain aspects of their professional preparation, their use of school time as well as the way they would like to use their school time in respect to improving their service to the school states:

How the principal uses his school time. The study showed the following. (1) The size of the school makes a difference in how the principal divides his school time. Principals in small secondary schools spend more time in teaching classes and in performing clerical duties. Principals of large secondary schools spend more time in performing general administrative tasks in supervision, and in community relations than is spent in the performances of these functions by principals in small schools. (2) The average time spent in seven general areas by all respondents was: (a) general administrative duties--32 per cent; (b) supervision--15 per cent; (c) pupil personnel administration--15 per cent; (d) clerical duties--11 per cent; (e) teaching classes--10 per cent; (f) community-relations--10 per cent; and (g) miscellaneous duties--7 per cent.

How the principal would like to use his school time. Principals would propose some changes in their present time schedules if they were free to determine the division of their school time. They would like to spend more time in supervision, in pupil personnel work, and in community-relations, and much less time in teaching classes and in performing clerical duties. The average time-division among the seven general areas as proposed by the participating principals would be as follows: (1) general administrative duties--31 per cent; (2) supervision--28 per cent; (3) pupil personnel administration--16 per cent; (4) clerical duties--4 per cent; (5) teaching classes--4 per cent; (6) community-relations--12 per cent; and (7) miscellaneous duties--5 per cent.

How principals would improve their service. Principals who participated in this study were aware of many things that they could do to improve their services to their schools. A rating of the relative importance



of the suggested improvements showed that most of them favored improvement by (1) doing something toward improving the curriculum; (2) improving their supervision of instruction; (3) developing better guidance and counseling programs; (4) developing better in-service training programs; (5) improving community-relations; and (6) holding more parent conferences. They also suggested more work on student activities, developing better remedial teaching programs; improving budgeting procedures, and planning school plant improvements.²³

Burrup further states that:

The Lewis study gives strong indication that a majority of the principals responding felt that they would be performing better or superior services if they could spend a much larger percentage of their time and effort in such functions as evaluation and reorganization of curriculum, supervision of instruction, working with committees interested in improving school-community relations, selecting competent staff members, fostering the organization of the guidance program, supervising and managing the school building, working to improve instructional processes and procedures, including the testing program and establishing good staff relationships.²⁴

Reports on Specific Aspects of the Position

In addition to the more comprehensive types of studies summarized above, various individuals have studied more specific aspects of the principalship. These studies are typically reported in The Bulletin of the National Association of Secondary-School Principals. Findings of some of these studies are presented as follows:

²³Percy E. Burrup, Modern High School Administration (New York: Harper and Brothers, 1962), pp. 50-51.

²⁴Loc cit.

Austin and Collins conducted a study among school teachers, school superintendents, lay citizens, high-school senior students, and high-school principals to determine attitudes toward the high-school principalship and varying concepts of the principal's responsibilities. In the conclusions the authors state:

There is no such thing as the high-school principalship in America. Rather, there is a range of roles, duties, activities, and influences which form various mosaics of performance which identify a position in each school as one of responsible leadership. To this position, when justified by formal appointment, we attach the title of principal.

As this study has collected information concerning the attitudes and expectations concerning the principalship, certain fairly clear conclusions have emerged. They include the fact that the principal's modern role is first and foremost that of leading in the instructional program. Further, managerial responsibilities can be delegated when necessary to further the effectiveness of the principal in his major work without fear of lack of support or understanding on the part of his fellow-workers and the community to be served. The role of the principal in the school includes responsibility for improving the educational program of the school, for counseling with pupils and their parents, and for understanding and helping the teaching staff with the solution of personal and professional problems.

As a citizen in the community, the principal is expected to live within the community and enjoy its social and civic life freely. He is not expected to announce his views on political and civic issues to any unusual degree, but is expected to serve on civic planning groups, be a member of a service club, participate in church life, and lead in the study of school and community by community study groups. On the other hand, he is not expected to leave his school building frequently to participate in civic organization activities to any great extent, and is not looked upon with great enthusiasm as the appropriate person to lead in the co-ordination of youth-serving agencies within the community.

As a member of a profession, the principal is expected to attend professional meetings of a local,

state, or national scope, and his reimbursement for part or all of his expenses for such attendance apparently seems reasonable. To a slight extent he is expected to do some writing for publication, and to represent the best interests of the school and the teaching staff in conference with the superintendent.

. . . There are variations in the role of the principal from region to region and school to school. It is certain that the principal's own beliefs about what are important among his responsibilities and opportunities determine his actions much more than his conscious estimate of what is expected of him by his community.²⁵

The duties of a high-school principal are numerous and vary from one school to another. Some of these duties are more demanding and of greater importance than others. Romine, in a study reports on an investigation of the duties of high-school principals and the demands which are made on him in terms of time, energy, and his general resourcefulness. He concludes that the five areas requiring the most time are those dealing with pupil activities, the curriculum, planning the school year, pupil records, evaluation and reporting, and attendance, discipline, failures, and related problems. He further states:

All aspects of the study suggest that pupils and the educational program are of more concern and of growing importance. This may be an excellent sign. Far too long, too many high-school principals have been unduly concerned with executive and managerial functions to the neglect of some things more intimately related to the purpose for which the school primarily exists--the education of young people. . . .

²⁵David B. Austin and James S. Collins, "A Study of Attitudes Toward the High School Principalship," The Bulletin of the National Association of Secondary-School Principals, 40:104-140, January, 1956.

It behooves a high-school administrator, therefore, to read, study, attend summer school, and in other ways prepare himself more adequately to discharge responsibilities in areas of duties which are important and in which there are growing demands. Equally important is the application of the individual to the task at hand.²⁶

If the principalship is assumed to be one of the most important positions of educational leadership, it must follow that continuous professional development is important in the fulfillment of the principal's responsibilities. In order to insure such professional development the school system he serves must provide for an evaluation of the principalship. Strickler in a study concerning the evaluation of the public school principal makes the following conclusions:

It goes without saying that every school system is interested in the professional improvement of the principal and in one way or another encourages this administrator to develop professionally. To accomplish this, 95.31 per cent of the larger school systems offer definite encouragement to their principals to attend educational conferences, workshops, etc.; 89.06 per cent, to read the professional literature; 87.50 per cent, to engage in self-evaluation; 82.81 per cent, to complete specific courses in school administration; 62.5 per cent, to write in the field of their profession; and 50.0 per cent, to attend specified institutions for graduate study.

The data provided by the questionnaire lead to four conclusions: (1) There is so little variation between the responses of the school systems of a population of 100,000-499,999 and of those of a population over 500,000 that the percentages for the total group fairly

²⁶Stephen Romine, "The High School Principal Rates His Duties," The Bulletin of the National Association of Secondary-School Principals, 34:13-18, May, 1950.

indicate current practice in regard to the matters investigated. To what extent the smaller schools should conform to the practice followed by the larger ones is a debatable question; however, the projection of the above conclusion would suggest that there may be a justification on the claim that administrative practice throughout the educational system is based upon that of the larger schools. (2) School systems of the size investigated generally evaluate their building principals in a manner which is professionally commendable: at regular intervals, throughout his tenure of office and in a cooperative fashion. Moreover, there is practically no deviation from the practice of evaluating this administrator in terms of executive ability, professional leadership, community leadership, professional growth, and personal qualities. (3) Current practice in this regard, however, must lead one to conclude that the evaluation too frequently fails to achieve directly any desirable purpose. Neither does the evaluation determine salary advancement nor does it direct the individual principal, whose initial appointment is so carefully and professionally made, in his personal and professional development. (4) As a final conclusion, current practice would suggest the need for two specific studies; one of the attitude of the public school principal toward his evaluation, and a second to establish criteria for the evaluation of the principalship and their application to an experimental group of public school principals.²⁷

Summary

Certain general statements may be made concerning the information gathered from a survey of the literature.

The high-school principalship is the oldest administrative position in American education and its origin may be traced back to the Latin grammar school of colonial New England.

²⁷ Robert W. Strickler, "The Evaluation of the Public School Principal," The Bulletin of the National Association of Secondary-School Principals, 41:55-58, February, 1957.

In the period between 1822 and 1875 there was a marked development of the public high-school. Usually, this early high school was directed and controlled by the local school committee which selected a "principal teacher" to carry out the administrative functions.

From 1875 on, the rapid growth of the cities with the resultant increase in the size of school systems made it necessary for principals to devote more time to administration with a resultant decrease in their teaching responsibilities.

Since 1900 there has been a constant growth in the importance and responsibility of the position varying with the size of the school and the community.

There is a great amount of literature relating to the high-school principalship, but much of it is empirical and usually consists of reports or practices secured through the questionnaire method.

The best sources of information concerning such studies usually appear in textbooks in School Administration or in The Bulletin of the National Association of Secondary-School Principals.

Specific studies used in this survey included those made by Dan H. Eikenberry and Floyd M. Farmer which made possible a comparative analysis of personal data necessary in studying a principal's qualifications.

A nation-wide survey conducted by the Executive

Committee of the National Association of Secondary Principals clarified the principal's role and specified areas from which he was to be selected.

Hagman and Swartz, in data collected from committee reports of the National Conference of Professors of Educational Administration illustrated the difficulties in the problem of establishing the principal's role.

State studies from Massachusetts, Alabama, Oregon, Texas, Virginia, and a composite study of the eleven western states dealt with preparation, tenure, salary, certification, community attitudes, and the varying concepts of the principal's responsibility as educator and citizen of a specific community.

The diversity of the data examined would seem to indicate too much flexibility in preparation required, method of selection, tenure of office, salary, and possibility of promotion. It also indicated that controlled experimentation is relatively rare in the study of the principalship.

CHAPTER III

PROCEDURES OF THE STUDY

The main purpose of the investigation was to focus attention on and give adequate consideration to the principalship in the larger high schools located in the southern area of the United States. The study is based upon an analysis of data provided by principals concerning the current status of their position and possible changes which might improve their effectiveness. The results of this analysis are used to make recommendations and to draw implications for further study.

As previously stated, this study was planned as a descriptive study using the techniques of the normative survey with a questionnaire as the instrument for collecting the data. There has been criticism of the use of the normative survey type of research; however, some of this criticism may have resulted from the lack of care on the part of the investigator. Whitney in commenting on this states:

It is basically important that the beginner in research recognize fully the contrast between too-often-unthinking survey and adequate scientific description with interpretation.¹

¹Frederick Lawson Whitney, The Elements of Research (New York: Prentice Hall, Inc., 1950), pp. 161 et sqq.

It should be recognized that all problems concerning human beings cannot be adequately investigated by means of the more scientific techniques of research. Good, Barr, and Scates in discussing this say:

Apparently, the more nearly we get to the heart of human problems, the less completely we can depend on approaches that are acceptable to those who emphasize the formal characteristics of objective science. In these areas one has to choose between loyalty to formalism and the desire to do something of practical worth, even though it is not entirely above criticism.²

J. H. Robinson in indicating that the scientific method is not the only means of learning about a situation declared that, "It is a fundamental and hopeful discovery to be ranked among the great inventions of mankind, that we do not necessarily learn much about a situation from what is sometimes called a scientific method dealing with it."³

General Methods

The writer's training and experience in secondary school administration and the feeling that there is a need to focus attention on the growing magnitude of the principal's job and the key role he plays in public education in the South influenced the selection of the study problem. In the

²Carter V. Good, A. S. Barr, and Douglas E. Scates, The Methodology of Educational Research (New York: Appleton-Century-Crofts, Inc., 1954), p. 410.

³J. H. Robinson, The Human Comedy as Devised and Directed by Mankind Itself, (New York: Harper & Brothers, 1937), p. 18.

investigation and development of this research problem on the status of the principalship in larger high schools of the Southern Association the following methods were used. After determining the study problem the writer conducted an investigation of material published in the professional literature in the area of the principalship in particular and educational administration in general. As a result of the reading of current professional literature, the writer was convinced that the study should be limited to the principalship of the larger high schools in the eleven southern states comprising the Southern Association of Colleges and Secondary Schools since no adequate regional studies were available.

Selection of the Instrument

As it would be almost impossible to conduct personal interviews with each principal involved in the study, the decision was made to use the questionnaire, an instrument better suited to cover such a wide geographic sampling. Good, Barr, and Scates in commenting on the use of this type of instrument in gathering data comment, "The questionnaire is a major instrument for data-gathering in descriptive-survey studies, and is used to secure information from varied and widely scattered sources."⁴ These same writers further comment, "The questionnaire is particularly useful when one

⁴Good, Barr, and Scates, op. cit., p. 606.

cannot readily see personally all of the people from whom he desires responses or where there is no particular reason to see the respondent personally. This technique may be used to gather data from any range of territory, sometimes international or national."⁵

Construction of the Instrument

In preparation for the construction of the instrument for this study an investigation of current literature was conducted to study various techniques in educational research as well as techniques involved in questionnaire construction. In addition, an examination of publications in the area of the principalship revealed what writers considered to be important aspects of this administrative position. From these readings a tentative questionnaire was constructed which included a number of major areas to be investigated as well as a large number of questions designed to ask for the desired information in each of the areas. Copies of the tentative questionnaire were presented to a selected group of high-school principals and professors of education in several colleges to appraise the tentative instrument for clarity, terminology, order of items, and length. A number of revisions were made following suggestions from members of this group and a trial questionnaire

⁵Loc. cit.

was constructed. This instrument included a number of areas to be investigated with approximately sixty items designed to obtain information in these areas. Before the final form was adopted the trial questionnaire was distributed to a sample population covering a cross-section of high-school principals eventually surveyed. Members of this sampling group were requested to complete the form and make suggestions or modifications which might improve the instrument. In the replies from members of this sampling group a number reported that too much time was spent in responding to the numerous items and indicated the desirability of limiting the length of the instrument in order that a representative return might be obtained. Following these additional suggested revisions the final copy of the instrument was constructed consisting of forty-five items divided into two groups of responses: (a) Free Responses in which the respondents supplied the words, and (b) Selection Responses in which the respondents selected responses from among those presented with the items.

The forty-five items were included under eight separate areas and a space was provided for Remarks and Suggestions. The eight areas retained in the final instrument were:

1. Personal Data
2. Duties and Responsibilities

3. Major Problems of Principals
4. Personal Characteristics Contributing to Success
5. Morale
6. Financial
7. Professional Activities
8. Community Participation

The form of the questionnaire which was distributed to the respondents was printed on an off-set press and consisted of a four page, folder-type sheet.⁶

In the printing of the questionnaire each was numbered to keep a record of those responding and to determine the extent of the returns. This anonymous approach was used to give respondents assurance that their replies would be held in strictest confidence. That this assurance of anonymity was accomplished to some extent is indicated by the frequency of personal comments that appeared under Remarks and Suggestions. The large number of requests for a summary of the findings of this study also seems to indicate interest on the part of the respondents in this study.

Selection of the Sample

As stated previously, it was proposed in the plan of the study to obtain responses from principals of high-schools holding membership in the Southern Association of

⁶See Appendix A for the Questionnaire used in this study.

Colleges and Secondary Schools. Since there were over 1900 secondary schools which were members of the accrediting association, it seemed impractical to attempt to include the entire population of schools in this study. The problem was further complicated by the tremendous diversity of these schools in terms of grades included, size of enrollment, and nature of their support. The problem of selection of the sample group, therefore, immediately presented itself. What should be the criteria for selecting the sample and what sampling technique should be utilized? Should the sampling be done on a random basis by selecting schools by some technique of random sampling? Should an attempt be made to delimit the investigation by selecting a particular cut-off point of a certain number of enrolled students? These possibilities as well as others were carefully weighed and considered before a final decision was reached.

Since it was deemed impossible to include all of the member secondary schools in the Southern Association it seemed desirable to select a sample which would most closely approximate the type of school and community in which the author of the study was employed. For this reason an arbitrary decision was made to include those secondary schools with enrollments of more than 1,000 pupils. This also seemed appropriate since the preponderance of these schools are located in metropolitan areas similar to the community in which the writer has obtained his experience.

With these criteria in mind, the problem then became one of obtaining the names and addresses of the schools falling within the selected size grouping and also the names of the principals of such schools. Contact with the principals who were to receive the questionnaire was made through the list of member schools printed in the publication, Proceedings of the Sixty-Third Annual Meeting of the Southern Association of Colleges and Secondary Schools.

Although the selection of schools may have presented a limited coverage, it was sectionwide in scope.⁷

Conducting the Research

Initial contacts were made with the secondary school principals in the selected sample group by mailing each a copy of the questionnaire in March of 1959. Included with the questionnaire were personal letters from the investigator and the Executive Secretary of The Commission on Secondary Schools of the Southern Association explaining the purpose and importance of the study and requesting cooperation in responding to the questionnaire.⁸ Enclosed with this material was a stamped return envelope. The return envelope was used to attract attention on the part of the respondent and develop a sense of urgency in returning the questionnaire.

⁷See Appendix B for secondary schools included in the study, by State, City or County, Name of School, Name of Principal and Pupil Enrollment.

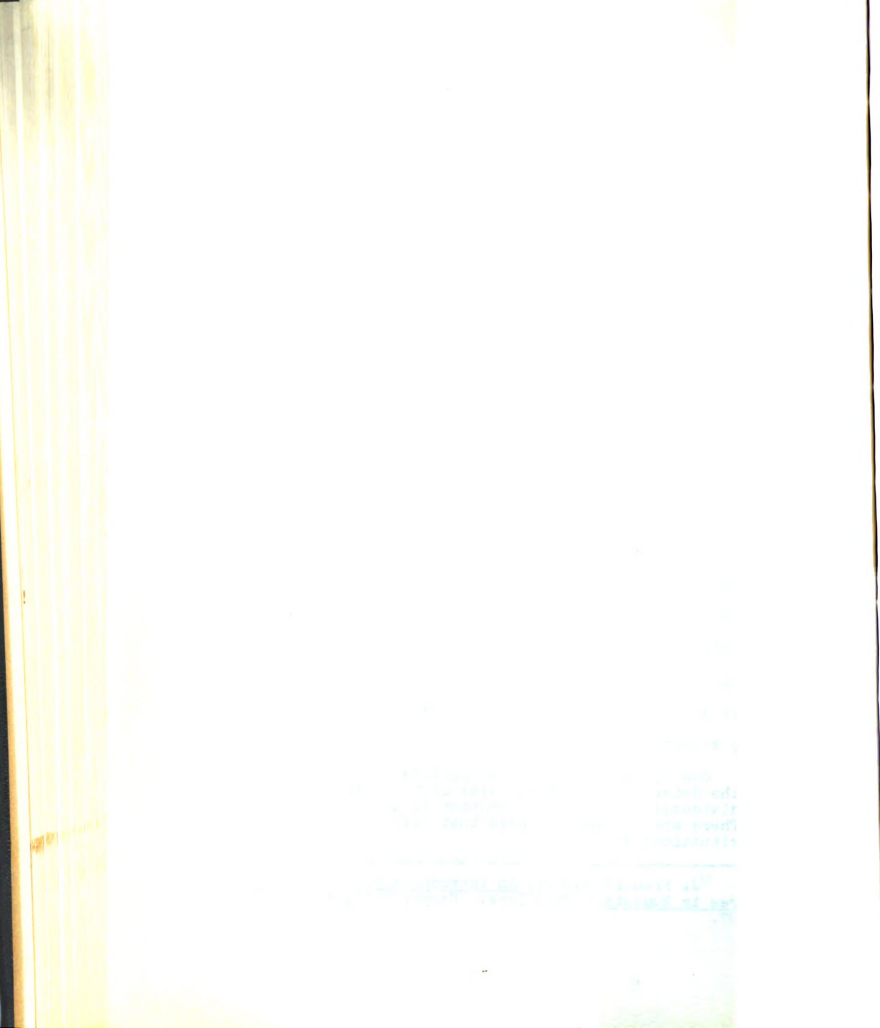
⁸See Appendix C for copies of the forms used to request participation.

From the three hundred and six original requests, 176 replies were received. After a period of three weeks a follow-up letter with an enclosed, addressed postal card was mailed to the remaining 130 principals who had not replied, again indicating the need for their cooperation. This request brought questionnaire returns from sixty-one of the 130 principals who had failed to send in the questionnaire originally. After a lapse of two weeks an additional addressed postal card was sent to those principals who had requested a duplicate questionnaire but failed to return the form. This request brought in an additional 19 returns.

Altogether responses were finally received from 256 principals or 83.7 per cent of the total sample. This perhaps indicates the interest which the principals held for the research effort. Questionnaires were received from principals in each of the southern states thereby providing a geographical distribution of the sample. Rummel in discussing the significance of the size of the sampling group states:

One of the most elusive problems in research is the determination of the size of the sample of individuals from whom information is to be collected. There are no general rules that will apply in all situations.⁹

⁹J. Francis Rummel, An Introduction to Research Procedures in Education (New York: Harper & Brothers, 1958), p. 107.



In further discussing the size of the sampling group he adds:

The most important factor in the analysis of data is to have an adequate number of representative returns rather than any given percentage of the number of questionnaires originally distributed.¹⁰

Table 1 indicates the number of secondary high-school principals in each state who returned the questionnaire.

Table 1.--Number of principals returning questionnaires by states

State	<u>Questionnaires</u>		<u>Principals</u>		Per Cent of Return
	Sent	Returned	Rejecting	No Response	
Alabama	20	18	1	1	90.0
Florida	51	47	1	3	92.1
Georgia	34	28	3	3	82.3
Kentucky	15	14	0	1	93.3
Louisiana	18	13	1	4	72.2
Mississippi	2	2	0	0	100.0
North Carolina	15	13	0	2	86.6
South Carolina	13	11	1	1	84.6
Tennessee	26	20	0	6	76.9
Texas	73	52	5	16	71.2
Virginia	39	38	0	1	97.4
Totals	306	256	12	38	83.7

Method of Analysis

Following the receipt of the questionnaire forms, all of the data collected were tabulated by hand-scoring methods.

¹⁰Ibid., p. 109.

It was felt that this method of tabulation was best suited for the two types of responses sought in the instrument, free response and selected response. After the responses in each section of the questionnaire were tabulated the percentages were computed. The responses to the items included in the questionnaire which were reported in this study are not cited as right or wrong but are presented to show prevailing situations. These responses are presented and interpreted and the findings shown in Chapters IV, V, and VI. The responses are also used as a basis for the summary, conclusions, and implications for further study in Chapter VII.

Summary

In this chapter, the general methods used in the study have been presented, including the planning preliminary to the determination of the problem. A description of the steps taken in the development of the questionnaire used to obtain the desired information was included. The basis of sample selection was also treated in this chapter. This section covered the criteria established for limiting the sampling universe to a reasonable size and kind.

All the formulations stated above were preliminary to the next description which dealt with the actual conduct of the study. Here were presented the detailed procedures used in soliciting participation by principals. Finally,

the tabulation of data by hand-scoring methods was described. The presentation of these data are made in Chapters IV, V, and VI.

CHAPTER IV

THE HIGH SCHOOL PRINCIPAL--THE MAN

Introduction

In any attempt to determine the status of the high school principalship, it would appear that certain characteristics of the principal as an individual would be pertinent. Much of the data gathered in this study could be classified in this category and it is this information which will be presented and discussed in this chapter.

Personal Data

It seems that in describing the high school principal, certain personal characteristics would be important. Most studies made of leadership positions such as Havinghurst,¹ Eikenberry,² Farmer,³ Neagley,⁴ and others in education and

¹Robert J. Havinghurst, "Rewards of Maturity for the Teacher," The Educational Forum, January, 1956, pp. 145-150.

²Dan H. Eikenberry, Status of the High School Principal, United States Bureau of Education Bulletin, No. 24, Washington, D. C.: United States Government Printing Office, 1925, 71 pp.

³Floyd M. Farmer, "The High School Principalship," The Bulletin of the National Association of Secondary-School Principals, 32:82-91, April, 1948.

⁴Ross Neagley, "Recruitment and Selection of School Administrators," CPEA Series, Bureau of Publications, Teachers College, Columbia University, New York, 1953, p. 16.

Wald and Doty⁵ in business and industry have emphasized the significance of certain of these characteristics.

Age.--The information regarding the age of the principals who provided the data for this study is included in Table 2.

Table 2.--Age of principals

Age Grouping	Number of Principals Reporting	Per Cent of Response
21-30	2	.8
31-40	41	16.0
41-50	98	38.3
51-60	96	37.5
61 and over	19	7.4
Total	256	100.0

It is evident from the responses presented above that the principal of the large high school is relatively mature in terms of age. Only 16 per cent of the principals included in the study are less than 40 years of age. When it is considered that many industries hesitate to employ a man who is past the age of 45, it is evident that the principals as a group are somewhat older than individuals in most occupational groups. Almost 45 per cent of the principals contacted in this study were over 50 years of age.

⁵Robert M. Wald and Roy A. Doty, "The Top Executive--A Firsthand Profile," Harvard Business Review, July-August, 1954, p. 45.

1941

1942

1943

1944

1945

1946

1947

1948

1949

The median age of principals in this study was 47.4 years. In similar studies, Eikenberry⁶ found the average age of high school principals in 1923 was 33.4 years. Farmer,⁷ in 1947, found that the average age of principals who were members of the National Association of Secondary-School Principals was 43.3 years. The differences in the age of principals in this study and the 1947 study may be explained by the fact that those included in this study were employed in the largest high school units and, as will be pointed out later in this chapter, most of them had previous employment as principals of smaller schools before attaining their present positions.

The considerable difference in the age of this sample group and that of the 1923 study, on the other hand, may be significant. Part of this difference may also be attributed to the fact that all types of schools were included in the early study whereas only large high schools were included in the sample for this study. It seems unlikely, however, that this factor could explain the entire difference. It seems almost certain that the greater age of this sample group resulted from the fact that the requirements in terms of teaching experience and of advanced study are considerably higher today than they were in 1923. These factors will

⁶Eikenberry, op. cit., p. 26.

⁷Farmer, op. cit., p. 90.

also be discussed in detail later in the chapter.

Sex.--All principals who responded to the questionnaire indicated that they were males. While there are a small number of women employed as principals of high schools, it is evident that the position is preponderantly a position in which employment is limited almost entirely to men. This agrees with the findings of earlier studies.

Marital Status.--According to the data gathered in this study, the principal is definitely a married man. Only two of the 256 respondents were single, one was divorced, and two were widowed. Over 98 per cent of the remainder were married. It appears that marriage is important in attaining success as a high school principal.

Family.--Table 3 indicates the number of children in the families of the respondents included in this study.

Table 3.--Number of offspring

Number of Children	Number of Principals Reporting	Per Cent of Reponse
0	22	8.9
1	64	25.8
2	93	37.5
3	49	19.7
4	18	7.3
5 or more	2	.8
Totals	248	100.0

Of the 254 principals who were married only nine per cent were childless. The average number of children in

these family groups is 1.9. While this is somewhat less than the 2.34 number of children in the average American family, it should be pointed out that the respondents in this study are members of a professional group and professional people tend to fall below the average of the American family in respect to the number of offspring.

Birthplace.--Table 4 presents data concerning the place of birth of the respondents and the Southern states in which they are now serving as high school principals.

Table 4.--State in which principal was born and is now serving

State of Birth	Number of Principals Reporting	Number Born in State	Now Principal in State of Birth
Alabama	18	22	11
Florida	47	7	7
Georgia	28	21	17
Kentucky	14	14	9
Louisiana	13	11	11
Mississippi	2	4	2
North Carolina	13	15	9
South Carolina	11	10	6
Tennessee	20	22	15
Texas	52	41	39
Virginia	38	26	25
Other		60	
Totals	256	253	151

Table 4 shows that a preponderance of the principals of the schools included in this study were born in the Southern states or in adjoining states. Of the 253 principals responding to this item, seventy-six per cent were

born in southern states and an additional ten per cent were born in states bordering on the southern states included in the sample.

It is further evident that there is a tendency for principals to remain in the state of their birth. Fifty-eight per cent of the respondents are included in this category.

Of the states outside of the south only New York and Pennsylvania contribute a significant number of principals to the region. Fourteen principals came from these two states.

It would appear that there is a tendency to draw principals from other southern states rather than outside the region. Over 75 per cent of the principals included in this study were born in the southern region. There were, however, many differences in the tendency of principals born in the various states to remain in their native states.

Principals born in Florida, Louisiana, Texas, and Virginia were most likely to remain in the state of their birth. On the other hand, there was a tendency for out-migration of principals born in Kentucky, Tennessee, North Carolina, and South Carolina. There is also a tendency for in-migration of principals in Florida, Texas, and Virginia. These three states have experienced population growth which is considerably above the national average.¹ Therefore principals born in Florida, Texas, and Virginia tend

to remain but evidently the supply of qualified personnel is not sufficient to meet the rapidly increasing demand.

The situation in Florida may be worthy of particular mention. Of the forty-seven respondents from this state only seven were born in the state and all of them held principalships there. This probably reflects the tremendous population growth in Florida but probably is also another indication that Florida is not typical of the southern region.

The situation shown in this table may have certain advantages or disadvantages. While on one hand the southern states hold their people to provide personnel within their region, certain disadvantages may result from inbreeding whereas certain advantages may accrue from bringing in individuals with different backgrounds of culture and experience.

Educational Background

One of the factors in any professional position such as the principalship is the educational background of the individual. Since the high school principalship is a professional position, an attempt was made to analyze the educational background of the respondents of this study.

The following data should be pertinent to the above.

Level of Education.---In spite of the fact that the schools included in this study are members of the Southern

Association which requires that the principal hold a Master's degree there were four principals who held only a Bachelor's degree. Although the reason for this was not stated, it seems probable that these men held the position prior to the time that the Master's degree became a requirement for the principalship of member schools. It is pertinent to note, however, that of two hundred and forty-six principals responding to this item 242 principals held at least a Master's degree.

It may be of interest that of the two hundred and twenty-six respondents who indicated the Master's as the highest degree held, the largest number, 124 held the degree of Master of Arts, 70 held the Master of Education, and 32 held the Master of Science degree. This is the designation made by the various colleges and universities rather than the essential differences in the nature of the courses completed.

It may also be worthy of note that sixteen principals of this group hold an earned doctorate and two additional respondents hold an honorary Doctor of Laws.

Graduate Hours.--Table 5 presents the number of graduate hours in education successfully completed by the respondents of this study.

It can be seen from investigation of the information shown in this table that a majority of these principals have completed considerably more than the number of hours

Table 5.--Graduate Hours in Education

Graduate Hours of Credit	Number of Principals Reporting	Per Cent of Response
10-19	11	5.0
20-29	13	6.0
30-39	60	27.5
40-59	73	33.5
60 and over	61	28.0
Totals	218	100.0

required for the Master's degree. The median number of graduate hours in education earned by the respondents is 42.9. This is almost the equivalent of a semester of full-time graduate work beyond the Master's degree. Since many educational leaders and professional organizations advocate a year of graduate work beyond the Master's for holding a principalship, it may be worthy of note to point out that sixty-one of the 218 principals responding to this item would be qualified under this requirement.

An analysis of the graduate work completed by the principals would indicate that the academic preparation for the principalship is constantly being upgraded. Eikenberry in his study reported in 1925 found that less than one-third of the principals responding had earned any graduate credit in education and that the mean level of academic background was 4.4 years of training above the high school.⁸

⁸Eikenberry, op. cit., p. 8.

Farmer's study in 1947 points out that the median number of graduate hours in education completed by principals in his study was 19.1 in the Southern states. He then goes on to say:

The evidence from this study indicates strongly that the public high school principalship is growing into a professional position. In former years the principalship was held by one of the more mature teachers, without too much thought given to his professional qualifications. Efforts of accrediting associations increased the educational requirements for the high-school principalship with the result that the position began to assume more importance in the educational field. A Bachelor's degree was ample qualification for the earlier principalship. In fact, there were many principals who did not even have this degree. All of the high-school principals studied in this survey have had at least a Bachelor's degree with nearly three-fourths possessing their Master's degree.⁹

The results of the present study would seem to indicate that at least among these respondents the graduate background would average considerably higher than those considered in the 1947 study. This is further supported by the tendency toward working beyond the Master's degree and toward the doctorate.

Type of College Attended.--Table 6 indicates the type of college attended or the undergraduate level of the principals involved in this study. It was felt that this information might provide an indication of the potential sources of personnel to fill the principalship in the future.

⁹Farmer, op. cit., p. 86.

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Table 6.--Type of college attended

Type of College	Number of Principals Reporting	Per Cent of Response
Liberal Arts	129	38.9
Teachers'	97	29.2
Arts and Sciences	85	25.6
Other	21	6.3
Totals	332*	100.0

*A number of respondents checked more than one type of college.

Information included in this table reveals that a preponderance of the principals attended Liberal Arts colleges, Teachers' colleges, or a College of Arts and Sciences in the Universities. The largest number of respondents attended Liberal Arts colleges.

It would not appear from this data that any particular type or size of college is more likely than another to produce graduates who will aspire to become high-school principals.

Undergraduate Background.--It would also appear to be pertinent to study the undergraduate majors pursued by the principals as an indication of possible potential school administrators. Table 7 lists the disciplines completed by the principals in this study as their undergraduate majors.

The information provided in this table indicates that while no particular discipline would provide a single

Table 7.--Undergraduate major

Undergraduate Major	Number of Principals Reporting	Per Cent of Response
Humanities	86	29.2
Language	10	3.4
Social Science	26	8.8
Science and Math	83	28.1
Physical Education and Coaching	20	6.8
Vocational	26	8.8
Education	35	11.9
Other	9	3.0
Totals	295*	100.0

*A number of respondents checked more than one undergraduate major.

source of potential principalship, a majority of the respondents of this study majored in the Humanities or in Science and Mathematics. It is also interesting to note that less than one-fourth of the principals listed education either as a major or as a minor as an undergraduate. This may be partially the result of the previous employment of the respondents as teachers in the secondary schools since a preponderance of secondary teachers major in a teaching field as undergraduates rather than in education. This would also seem to indicate that specific preparation for the principalship is primarily at the graduate level among the members of this sample.

Information was also gathered regarding the disciplines pursued as minors by this group. The pattern which resulted

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was almost identical to that of the major subjects.

Undergraduate Activities.--The participation in extra-curricular activities is often cited as an important factor in the preparation of students for a wide variety of occupations. It would therefore seem advisable to attempt to analyze the nature and extent of undergraduate activities in which the respondents in this study were participants.

Table 8.--Undergraduate Activities

Undergraduate Activity	Number of Principals Reporting	Per Cent of Response
Officer of Student Body	62	8.7
Varsity Athletics	131	18.2
Intramurals	114	15.9
Musical Organizations	48	6.8
Social Fraternities	91	12.7
School Publications	64	9.0
Dramatics	52	7.3
Clubs	112	15.6
Other	34	4.7
No Participation	8	1.1
Totals	716*	100.0

*A number of respondents checked more than one undergraduate activity.

It appears from the data shown in Table 8 that the Principals reporting in this study were quite active in extra-curricular activities and participated in an average of three such activities.

Somewhat over fifty per cent of the total number of principals took part in varsity athletics as undergraduates

in college. Other activities in which the majority of principals engaged were intramurals and club organizations. It is interesting to note that less than two per cent of the principals indicated no participation in any sort of undergraduate activity while attending college. The participation in extra-curricular activities of this group of principals compares favorably with those principals reported in Farmer's earlier study.¹⁰

Academic Honors.--In studying any profession it is pertinent to study the level of academic achievement of the members of the profession. Some indication of achievement was obtained in this study by determining the honors achieved in high school, college, or by membership obtained in honorary fraternities. Table 9 provides this data.

Table 9.--Honors Achieved

Honors Achieved	Number of Principals Reporting	Per Cent of Response
High School Honors	91	41.0
College Honors	59	26.6
Phi Beta Kappa	2	.9
Phi Delta Kappa	32	14.4
Kappa Delta Pi	12	5.4
Others	26	11.7
Totals	222	100.0

¹⁰ Farmer, op. cit., p. 83.

The information from the questionnaires shown in Table 9 reveals that approximately one-half of the principals in this study have been honor students either in high school or in college. Only two principals were selected for Phi Beta Kappa. The preponderance of the honorary fraternities to which the principals were elected was in the field of education as shown by membership in Phi Delta Kappa and Kappa Delta Pi.

Graduate Courses.--In discussing the professional aspects of training for the principalship it seems that the graduate courses pursued by the respondents would be of great importance, particularly to those responsible for programs of graduate preparation for this position. Table 10 indicates the types of graduate courses considered most helpful to these principals as preparation for their present position.

The respondents indicated that they considered courses in administration to be the most valuable of all subject areas pursued in their graduate program. Exactly one-half of the principals indicating a first choice selected courses in administration, and one hundred and fifty of the 256 principals listed courses in administration among their first three choices. Since only twenty-five principals listed courses in the principalship as among their first three choices in order of importance it appears that the respondents felt that they obtained greater benefit from courses in

Table 10.--Graduate courses considered as most helpful (order of importance)

Graduate Course	First		Second		Third		Total Number of Responses
	Number	Per Cent	Number	Per Cent	Number	Per Cent	
Administration	90	50.0	35	20.5	25	17.1	150
Supervision	24	13.3	36	21.0	11	7.6	71
Curriculum	15	8.3	26	15.3	20	13.7	61
Psychology	3	1.7	7	4.1	12	8.2	22
Educational	2	1.1	3	1.7	7	4.8	12
Psychology	5	2.8	18	10.5	20	13.7	43
Guidance							
Philosophy of	9	5.0	2	1.2	4	2.7	15
Education	3	1.7	18	10.5	13	8.9	34
Finance	2	1.1	2	1.2	2	1.4	6
Child Study							
Tests and Measure-	6	3.3	10	5.8	16	10.9	32
ment	12	6.7	9	5.3	4	2.7	25
Principalship	2	1.1	-	-	3	2.1	5
Public Relations	7	3.9	5	2.9	9	6.2	21
Other							
Totals	180	100.0	171	100.0	146	100.0	497

administration than from those courses specifically pointed toward the principalship. Courses in supervision and curriculum were also highly rated as proving beneficial to the principals. On the other hand, in spite of the emphasis from certain quarters on the importance of public relations for the school administrators only five principals selected courses in this subject area as being among the three most helpful courses. It is possible that this is a reflection of the quality of the courses rather than of the importance of public relations. This might be of special interest to professors responsible for the content and instruction in such courses. Other specific educational courses such as finance also received limited support as being most helpful.

Courses in Guidance and Tests and Measurements received considerable support although few principals considered them as most helpful but rather listed them largely as second and third choices as far as usefulness is concerned. This would seem to indicate that while these areas are not considered of primary importance, they were recognized as playing a vital role in the training for the principalship.

Type of Certificate.---In discussing certificates awarded to secondary-school principals, Glenn states:

Although rules and regulations concerning the certification of secondary-school principals date back to 1915, the majority of the certificates issued to secondary-school principals have become effective since 1937. Beginning in 1937 and extending through

1939, thirty-six kinds of certificates were made effective; and from 1940 through 1944, seventeen states made effective thirty-eight varieties of certification for secondary-school principals. Since 1944, ten states have made effective a total of twenty types of secondary-school principals' certificates.¹¹

All the principals who responded in this study possess some type of professional certificate. This may vary from the same type which is issued to teachers to a general administrative one. Generally, those holding the principalship in member schools of the Southern Association hold the highest certification issued by their respective State Departments of Education.

The requirements for awarding certificates to secondary-school principals in the various Southern States and the regulations governing their renewal seem to reflect disagreement from state to state. This disagreement is concerned with the amount and quality of the work done by the applicant for the principalship. The National Association of Secondary-School Principals has taken cognizance of the question of certification renewal and has recommended required renewal of the initial certificate after a period of three years of service.¹²

¹¹Burvil H. Glenn, "Training and Experience Standards for Principals of Secondary Schools," The Bulletin of the National Association of Secondary-School Principals, 35:8, November, 1951.

¹²Dan H. Eikenberry, Chairman, "Training and Experience Standards for Principals of Secondary Schools," The Bulletin of the National Association of Secondary-School Principals, 35:61, November, 1951.

Table 11 indicates the type of certificate held by the principals contacted in this study.

Table 11.--Professional certificate held

Professional Certificate	Number of Principals Reporting	Per Cent of Response
General Administrative	120	37.5
Special Principal's	55	17.1
Teacher's Certificate with Additional Requirements	115	36.0
Teacher's Certificate only	12	3.8
Other	18	5.6
Totals	320*	100.0

*A number of respondents checked more than one type of certificate.

It can be seen from the data that a majority of the respondents, almost ninety-one per cent, hold certificates with requirements above those for the teacher's certificate only. It appears that approximately four per cent of the principals are in violation of a Southern Association regulation which requires that the principal hold a certificate above that of a teacher's certificate, however, this may be attributed to a "Grandfather's Clause" as to the time the certificate was issued.

Background of Experience

Preceding data clearly demonstrate the need for a background of experience if a principal is to be able to

recognize good teaching, be helpful to the members of the instructional staff, and evaluate the work of teachers.

Teaching Experience.--It appears that the principals contacted in this study have had a rather extensive background of teaching experience varying from the public elementary school to the college level. Table 12 indicates the educational level of teaching as well as the range of years in teaching.

All the principals responding to this item in the study indicated that they had taught in a public secondary school for a period of from at least one year to almost forty years. The background of secondary teaching experience of high-school principals is pointed out by Eikenberry¹³ in his survey and later on by Farmer.¹⁴ Both of these writers indicate that the position most commonly held by individuals before appointment to the principalship was that of teacher in a high school.

The median number of years spent in high-school teaching of the respondents is 17.5. The majority of the principals indicated their teaching experience at all levels of education was from one to nine years. It is interesting

¹³Dan H. Eikenberry, Status of the High School Principal, United States Bureau of Education Bulletin No. 24, Washington, D. C.: United States Government Printing Office, 1925, p. 28.

¹⁴Floyd M. Farmer, "The High School Principalship," The Bulletin of the National Association of Secondary-School Principals, 32:82-91, April, 1948.

Table 12.--Range of years taught and level of teaching

Range of Years Taught	Public Secondary School		Public Elementary School		Private Secondary School		College	
	Number	Per Cent	Number	Per Cent	Number	Per Cent	Number	Per Cent
1-9	56	23.8	58	81.7	14	87.4	30	93.7
10-19	81	34.3	12	16.9	1	6.3	2	6.3
20-29	64	27.1	1	1.4	1	6.3	-	-
30-39	35	14.8	-	-	-	-	-	-
Totals	236*	100.0	71*	100.0	16*	100.0	32*	100.0

*A number of respondents checked more than one level of teaching experience.

to note that over 13 per cent of the respondents taught in colleges. This may be attributed to teaching fellowships originally granted to educators who return for post-graduate work in the colleges and universities as well as to teaching college extension classes during the regular school term.

A striking aspect becomes evident later on in this study when a comparison is made between the number of years spent in classroom teaching and the number of years spent in the principalship. It becomes apparent that promotions to the principalship of a high-school came late in the professional careers of many of the respondents.

Subject Areas Taught.--The principals involved in this study contradict the general belief held by many that secondary-school principals are largely appointed from the ranks of athletic coaches. The basis for this belief seems to stem from the fact that athletic coaches are in the public limelight more than other members of the education profession and this leads to their appointments to the principalship. Table 13 indicates the subject areas taught by the respondents in this survey.

It is interesting to note from the data in Table 13 that almost 68 per cent of the principals had previously taught science, math, English, or social studies, and that 35 per cent had taught the first two named subjects. However, even though the current scene emphasizes the critical

Table 13.--Subject area taught prior to the principalship

Subject Area Taught	Number of Principals Reporting	Per Cent of Response
English and Social Studies	151	32.7
Language (Modern and Ancient)	23	5.0
Social Science	22	4.7
Science and Math	162	35.1
Physical Education and Coaching	50	10.8
Guidance	3	.6
Vocational	34	7.4
Other	17	3.7
Totals	462*	100.0

*A number of respondents checked more than one subject area.

shortage of qualified teachers in math and science, and though one-third of the principals had taught in these areas, no qualified candidate for a principalship should be penalized by being retained as a teacher. Another interesting note is that less than 11 per cent of the principals responding in this study were formerly athletic coaches. It appears that this field of endeavor is not necessarily the stepping-stone to the principalship of the larger high-school.

Reasons for Becoming a Principal.--Better pay, invitation by school authorities, greater opportunity for service, and the challenging aspects of the position itself, were the four reasons checked with the highest frequency for entering the principalship.

It is evident that economic pressures represent one of the most important factors which encourage teachers to seek appointment as principals. Almost one-fourth of the respondents checked better pay as the reason for their decision to enter the field of school administration. This reason assumes additional significance when it is pointed out that over 98 per cent of the principals in this survey are married and almost 89 per cent of these have children, factors undoubtedly resulting in a need for greater financial compensation.

Generally, most principals express their enjoyment in the teaching they did before entering the principalship. This appears to be in accord with the responses in this study in that a dislike of teaching was checked by only one principal as a reason for entering the principalship.

Table 14 lists the reasons checked by the respondents as influencing their decision to become principals.

Professional Activities

In a discussion of professional activities of high school principals it is pertinent to point out that such activities tend to lead to the professional growth of these individuals involved. Since much of the professional growth of the principal must take place while he is employed in a full-time position, it is vital that he have means at his disposal which may make this in-service professional growth possible. Prominent among these are membership in

Table 14.--Reasons influencing decision to enter administration

Reason	Number of Principals Reporting	Per Cent of Response
Better Pay	189	23.7
More Challenging	124	15.6
Dislike of Teaching	1	.1
Position and Status	57	7.2
Opportunity to Improve Curriculum and Instruction	63	7.9
To Improve Educational Opportunity for Pupils	68	8.5
Invitation by School Authorities	163	20.5
Greater Opportunity for Service	131	16.5
Totals	796*	100.0

*A number of respondents checked more than one reason

professional organizations, professional reading, and the publication of studies and reports of experimentation.

Membership.--Membership in professional organizations tends to promote professional growth and because of this principals are closely identified with educational organizations which provide a means of sharing significant educational data with members of the organization and the general public on the local, the state, and the national level. As a member of such a group the principal is often called upon to develop professional programs, participate in discussion of mutual problems and policies, and work with fellow-members in the field of administrative endeavor. Table 15 indicates the membership in professional educational

organizations as reported by the respondents.

Table 15.--Membership in professional organizations

Type of Organization	Number of Principals Reporting*	Per Cent of Total Response
Local Principals'	219	85.5
County Principals'	133	51.9
State Principals'	241	94.1
National Principals'	232	90.1
Local Educational	230	89.8
State Educational	248	96.8
National Educational	214	83.6
Other	20	7.8

*Based on replies of 256 respondents.

It would appear from the data in Table 15 that the principals involved in this study recognize the opportunities for personal benefits and in-service growth as indicated by their memberships in the various educational organizations.

Almost every respondent in this project reported membership in local, state, and national organizations designed for those in the field of education. This membership includes the National Association of Secondary-School Principals and its parent organization, the National Association of Education.

Publications.--Many of the principals responding in this project indicated that they have written articles for publication. In response to the request to check the type of professional publication to which contributions have

been made 42 per cent of the respondents checked magazines and 39 per cent of the respondents checked newspapers. It is interesting to note that 13 per cent of the respondents made professional contributions through book publications.

It seems that the principals in this study feel that professional writing is a worthwhile endeavor. A comparison in this area with studies by Farmer,¹⁵ McAbee,¹⁶ and Lynch¹⁷ seems to indicate that the principals who reported tend to do more professional writing than the principals surveyed in the above studies. As in many other areas of this study, the result may be influenced by the fact that only the largest schools, representing the most desirable positions are included.

Professional Reading.---The in-service growth of the high-school principal may be furthered by professional reading. The competent administrator must read good professional books and articles to keep alert to educational and administrative trends.

The respondents in this study when asked to list the approximate number of hours per week spent in reading

¹⁵Ibid., pp. 87-88.

¹⁶Harold V. McAbee, "The Oregon Secondary-School Principal Grows Professionally," The Bulletin of the National Association of Secondary-School Principals, 42:77, February, 1958.

¹⁷Audie J. Lynch, "The High School Principalship," The Bulletin of the National Association of Secondary-School Principals, 38:27, March, 1954.

professional publications reported such readings varied from one to thirteen hours with 83 per cent reporting within a range of one to six hours. The median number of hours of professional reading for those reporting was 4.3.

Professional Honoraries.--It would appear that membership in honorary educational fraternities would be of some significance in determining the professional growth of the principals.

The respondents in this survey reported a high incidence of membership in honor societies for leaders in education with 62 per cent reporting such membership. The majority of the principals although members of many organizations hold membership in three educational fraternities, Phi Delta Kappa, Kappa Delta Pi, and Kappa Phi Kappa.

A comparison with the data in Table 9 concerning academic honors achieved in college would indicate that over 50 per cent of the respondents were elected to Phi Delta Kappa and Kappa Delta Pi after the completion of their undergraduate work.

Financial Status

The relationship of salaries of principals to earnings of professional people in other fields is an interesting one. It is difficult to define a professional salary level as current figures are not available on earnings of other professional groups. It is known, however, that medical

doctors, lawyers, dentists, and accountants are among the highest paid professional workers.

Salaries paid to a majority of the principals are usually too low to command the high level of professional leadership demanded. The fact that a high quality of service is performed by many principals in spite of their present low salaries is a testimonial to their devotion.

Certain factors may or may not influence the salary scale. Size of school, level of professional competency, and years of experience are influential factors.

Table 16 indicates the annual salary of the principals reporting in this study.

Table 16.--Annual Salary

Annual Salary Range	Number of Principals Reporting	Per Cent of Response
Less than \$5,000	0	.0
\$5,000 to \$5,999	6	2.3
\$6,000 to \$6,999	28	10.9
\$7,000 to \$7,999	65	25.4
\$8,000 to \$8,999	88	34.4
\$9,000 and over	69	27.0
Totals	256	100.0

The high-school principals responding in this study earned a median salary of \$8,400 annually. It is quite evident that the salary of high-school principals has increased in the last number of years when comparisons are

made with the annual salary paid to principals in the Eikenberry¹⁸ and Farmer¹⁹ studies. However, information from the National Education Association Research Division studies on salaries of principals indicates that the salaries of elementary school principals have advanced more rapidly than the salaries of high-school principals.²⁰

Employment other than the principalship.--It seems that principals do not share in the financial rewards that members of other professional groups experience with approximately the same amount of educational background.

Almost one-fourth of the respondents in this study indicate they have other employment during the year and almost 38 per cent of the respondents indicated that they found it necessary to augment their salary. These principals received additional money through teaching, through investments, through their wives teaching, or through property rental. Table 17 presents the data concerning the additional employment status of the respondents.

Amount of Additional Income.--Table 18 indicates the amount of additional income earned annually by the

¹⁸Eikenberry, op. cit., p. 41.

¹⁹Farmer, op. cit., p. 91.

²⁰National Education Association Research Division, "The Financial Status of Principals," The National Elementary Principal, XXXVIII (September, 1958), p. 132.

Table 17.--Need to augment salary and additional employment

Item	Number of Principals Reporting		Per Cent of Response	
	Yes	No	Yes	No
Necessary to augment salary	92	154	37.4	62.6
Other employment during year	60	194	23.6	76.4

principals in this study who responded to this question. It is interesting to note that one hundred and ten principals listed an additional income figure even though only ninety-two principals reported that they found it necessary to augment their salaries.

Table 18.--Amount of Additional Income

Income Range	Number of Principals Reporting	Per Cent of Response
Less than \$500	9	8.2
\$500 to \$999	25	22.7
\$1,000 to \$1,499	25	22.7
\$1,500 to \$1,999	8	7.3
\$2,000 to \$2,499	7	6.4
\$2,500 to \$2,999	3	2.7
\$3,000 and over	33	30.0
Totals	110	100.0

It may be of interest that 30 per cent of the respondents listing additional income earned fell within the highest category in this respect which amounted to three

thousand dollars or more annually. The majority of the respondents listed their additional income as being somewhere between five hundred dollars and fourteen hundred and ninety-nine dollars. The median of the additional salary earned falls between one thousand and one thousand, four hundred and ninety-nine dollars.

Working Status of Wife.--As previously stated in this chapter a number of principals in this study indicated that they found it necessary to augment their salary and this was done by wives being engaged in employment. In denoting the working status of the marital partner somewhat over 50 per cent of the respondents listed wives in a working or part-time working capacity and of these 42 per cent indicated that wives were employed full-time.

A number of the principals pointed out that their wives were employed in the field of education primarily as teachers. It might be assumed from this that a certain amount of intermarriage occurs between those engaged in the field of education and the fact that both husband and wife are working may remove a financial barrier to the marriage.

Residence.--Apparently the ownership of a home is a status symbol in our society and denotes a certain sense of permanency. It is therefore interesting to note that 92 per cent of the respondents in this survey indicated that they were owners of their homes. It might be that such ownership and the cost of maintaining the home makes

it necessary for the principal to augment his annual earnings.

In answer to the question concerning residence within the school district in which they were employed, 87 per cent of the principals answered in the affirmative. This would appear to be in keeping with a feeling on the part of the general public that employees of publicly supported institutions should reside in the area in which they are employed.

Educational Goals

In a study of the principalship it is pertinent to discuss the goals of those who hold this position in an effort to determine whether the principalship encompasses the highest attainment desired or whether it is merely a stepping-stone to other educational positions. The data that follows is presented in an effort to indicate the goals of the respondents.

Principals' Attitudes Toward Public Education.--As most of the respondents had taught at one time or another before their appointment to the principalship it was felt that a question indicating their feeling toward beginning a career in public education again was pertinent. The responses of those answering the question indicated that almost 66 per cent would again choose a career in public education, 16 per cent indicated they would not choose such

a career, and 18 per cent were undecided.

Principals' Attitudes Toward High-School Administration.--It would appear from the answers of the principals in this survey that this position encompasses their professional attainment in that 69 per cent indicated that they would seek a secondary-school principalship if they were to start again. However, 19 per cent of the respondents replied in the negative and 12 per cent were undecided.

Principals' Attitudes Toward Promotions.--In an effort to determine whether the principals in this survey see the position as the final educational goal they were asked to respond to the question: Indicate your reaction to each of these positions--Superintendent, Assistant Superintendent, State Department of Education, College Administration, College Teaching, Politics, and Business.

It might be significant to indicate that almost 22 per cent of the respondents replied that they were not interested in any of the above named positions. This might result from a feeling of satisfaction with the present position or natural inertia. For those respondents whose goals demanded promotion, the superintendency, the assistant superintendency, and college teaching were checked most frequently in the column headed "Interested only in unusual circumstances." The lure of greater compensation appeared to attract a number of the respondents in that this factor would cause them to seek a superintendency or an assistant

superintendency. An even smaller number of the principals indicated the lure of greater prestige might cause them to evince an interest in changing to the superintendency, assistant superintendency, or college administration.

One of the recognized incentives for motivating professional growth is the opportunity for advancement. However, such growth does not always insure promotion and it would seem that other factors must be considered as determinants when consideration for promotion is involved.

Community Activities

The participation by the high-school principal in community affairs affords him an opportunity to grow professionally as well as to interpret educational goals and policies to the public. The working relationships he establishes with other individuals in the community enable the principal to relate the work of the school to other activities and concerns of the total civic picture. There are numerous areas of community participation for the principal and he has the privilege of selecting the areas in which he desires to participate. Civic clubs, social clubs, business and professional clubs, fraternal organizations, and churches offer the principal possibilities for furthering his professional growth.

The principal must be aware of the dangers of joining an organization just for the sake of joining, for there is a real danger in that he may be pushed into too many

organizations with the result that he neglects his school and his health.

Table 19 presents data concerning club membership, present status as to an official position in the club or past club officer as reported by the respondents in this study.

Table 19.--Community Participation

Organization	Hold Membership	Present Officer	Past Officer
Welfare Club	58	17	19
Civic Club	185	62	92
Social Club	43	7	11
Business and Professional Club	65	20	28
Fraternal Orders	84	7	26
Parent-Teacher Association	214	38	11
Church	213	115	57
Other	6	1	3

A number of respondents indicated membership in more than one organization.

Almost all of the principals reporting in this study indicated a participation in community affairs through club membership. Almost 84 per cent of the respondents reported church membership. This figure is somewhat lower than the 91.5 per cent church membership of teachers as pointed out in a recent study.²¹ Forty-five per cent of the principals

²¹National Education Association Research Division, "The Status of the American Public-School Teacher," Research Bulletin, 35:32, February, 1957.

who were members of a church also indicated they held an office in the church. From these figures it may be assumed that principals are active in church affairs.

More than three-fourths of the principals indicated membership in a Parent-Teacher Association with almost 15 per cent holding office at this time. Such membership might be in the Parent-Teacher Association of the principal's school or it might well be in an elementary school when we are again reminded that only 9 per cent of the respondents were childless and the average number of children in the family was 1.9.

Seventy-two per cent of those reporting indicated membership status in civic clubs. One-fourth of these had either served as an officer or were serving as officers. It is evident that principals are assuming a leadership role in the community and its affairs through membership and official positions in civic organizations.

Less than 17 per cent of the principals checked membership in social clubs. It might be that the principal finds little time left from his school work, participation in other clubs, and his own professional organizations to become actively engaged in this type of organization.

Summary

In this chapter the investigator has presented some characteristics of secondary-school principals.

The principals, as reported, are males, southerners by birth, and tend to remain in their native states. They are a little older than forty-seven years and are generally married, with at least one child. They usually own their homes and reside within the district in which they are employed.

The majority possess Master's degrees, and have completed considerably more than the number of graduate hours required for that particular degree. The median number of graduate hours earned is 42.9. Sixteen principals hold Doctorates. It is significant that the majority hold the highest certificate issued by their respective State Departments of Education.

Most of the principals attended Liberal Arts or Teachers' Colleges, where as under-graduates they majored or minored in the humanities, science, or mathematics and participated in the usual under-graduate activities: varsity athletics, intra-mural athletics, club and fraternity functions.

Although generally agreeing that graduate courses in administration were of greatest value to them, the principals strongly emphasized the importance of considerable study in the areas of supervision and curriculum.

The majority of principals were at one time teachers of science, mathematics, or social studies in the secondary-school with 17.5 years of teaching experience. They sought

the principalships because of greater pay or because of invitation.

Keen interest in professional growth was revealed by a majority membership in local, state, and national associations, and principals' organizations. Excellent community relationships were evidenced in active church work and participation in civic groups.

In spite of heavy demands made by the nature of their office, at least 50 per cent of the participating principals were authors of magazine or newspaper articles, and in some instances, of books. Six hours a week was the average time spent in reading professional literature.

Salaries were not commensurate with preparation required for the position and the demanding nature of that position, the average salary of a principal being \$8,400. This low figure, particularly in the case of large families, necessitated many principals' wives seeking employment to augment family incomes.

In spite of all deterring factors principals tend to favor a career in public education, are usually content to remain in the principalship, and leave it for another position rarely except through the necessity of a higher income, through unusual circumstances beyond their control, or for greater prestige.

CHAPTER V

THE HIGH SCHOOL PRINCIPALSHIP--THE POSITION

Introduction

The high school principal is the official representative of his school and is generally the individual held responsible for the various phases of the school program, the supervision of staff members, the student body, and the physical plant. The personal qualities of the principal often determine both the efficient coordination of the efforts of the school personnel and the smoothness of the school operation.

The principal is responsible for interpreting his school and its program to the citizens of the community. He must be skilled in dealing with people, for he must like them and be liked in return. The leadership role of the principal in this area is a challenging one and the successful principal recognizes that the success of the educational program is the sum total of the successes of all the individuals that contribute to the program.

Selection and Entry

Sources of Supply.--Principals are generally nominated for their position by the superintendent of schools with the approval of school board members. Generally, such

nominations are made from individuals within the particular school system or competent individuals outside the school system.

Entry into the Principalship.--The maturity of an individual may be considered as a basic quality in the selection of a principal, for maturity usually contributes to emotional stability. It also enables the individual to cope with problems as he functions as an administrator. However, the investigator does not mean to imply that age alone will assure emotional stability or that advanced age is desirable for those attaining to the principalship. Havighurst in discussing the age factor states:

Thus the teacher tends to reach his prime later than other people. Experience contributes to his wisdom and wisdom makes him a better teacher, more sure of himself in his dealings with students. With a sedentary job, he feels no uncomfortable physical stress at 60 or even 70.¹

As many of the states require an annual physical examination for school personnel, it can be assumed that they are in fairly good health and that their productive efforts are not drastically curtailed by reason of growing older.

The age groupings of the respondents in this study are indicated in Table 20.

¹Robert J. Havighurst, "Rewards of Maturity for the Teacher," The Educational Forum (January, 1956), pp. 145-150.

Table 20.--Age at Entry into the Principalship

Age Range	Number of Principals Reporting	Per Cent of Response
21-30	102	40.1
31-40	114	44.9
41-50	34	13.4
51-60	4	1.6
61 and over	0	0.0
Totals	254	100.0

It is interesting to note that the median age of the principals responding was 36.6 years. In the Eikenberry² study in 1923 and the Farmer³ study in 1947 the median age of the respondents was 33.4 and 43.3 years respectively. Perhaps the advanced age of the principals in the Farmer study might be attributed to the fact that younger principals were serving their country during and immediately following World War II

When attention is directed to the years of classroom experience and the number of years served as a principal, it becomes evident that promotions to a principalship apparently came late in the careers of many of the respondents.

²Dan H. Eikenberry, Status of the High School Principal, United States Bureau of Education Bulletin, No. 24, Washington, D. C.: United States Government Printing Office, 1925, p. 26.

³Floyd M. Farmer, "The High School Principalship," The Bulletin of the National Association of Secondary-School Principals, 32:90, April, 1948.

Mobility

Number of Schools in Which Principals Served as Administrative Head.--The turnover among the principals reporting in this study tends to indicate a certain amount of mobility. The median number of principalships held before assuming the present position is 3.1. The range of principalships held extends from a first appointment to more than five such positions. Table 21 indicates the number of principalships held.

Table 21.--Number of principalships held

Number of Principalships Held	Number of Principals Reporting	Per Cent of Response
1	56	23.0
2	46	18.8
3	70	28.7
4	33	13.5
5 and over	39	16.0
Totals	244	100.0

Number of Years in Present Principalship.--The median number of years in the present principalship as reported by those answering the questionnaire was 6.9. This seems to continue a trend of principals remaining in their position for longer periods of time in that the Eikenberry⁴ study

⁴Eikenberry, op. cit., p. 30.

reported a median of 3.0 years and the Farmer⁵ study reported a median of 4.0 years. Table 22 indicates the number of years spent by the respondents in their present principalship.

Table 22.--Number of years in present position

Range of Years	Number of Principals Reporting	Per Cent of Response
0-4	104	43.1
5-9	70	29.0
10-14	36	15.0
15-19	12	5.0
20 and over	19	7.9
Totals	241	100.0

Promotional Patterns.--The employment background of the respondents in this study prior to their appointment to a principalship should indicate those experiences considered to be important for the position. There is probably no one path exclusive of others that leads to the appointment of a secondary-school principal. Table 23 indicates the position held prior to the first appointment as principal by those reporting in this study. It would appear from the table that the primary source in the supply of principals is from the ranks of the classroom teacher.

⁵Farmer, loc. cit.

Table 23.--Position held prior to first appointment as principal

Position	Number of Principals Reporting	Per Cent of Response
Junior High-School Principal	5	2.4
Elementary-School Principal	18	8.6
Assistant Principal	14	6.7
Athletic Coach	16	7.7
Classroom Teacher	76	36.4
Classroom Teacher and Coach	26	12.4
Dean of Students	4	1.9
Guidance Counselor	7	3.3
Supervisor	9	4.3
Armed Services	8	3.8
Business	10	4.8
Other	16	7.7
Totals	209	100.0

In a study of the elementary school principalship conducted by the National Education Association in 1958,⁶ the main source of supply for this position was found to be from the ranks of the elementary school teacher. This is comparable to the situation in the appointment of the high school principal as indicated above and in Table 23.

Once established in the principalship it appears from the information shown in Table 24 that the main source of supply is brought about through the movement of principals from one school to another. Almost half of the

⁶The National Elementary Principal, The Elementary School Principalship--A Research Study, Thirty-Seventh Year-book, Vol. XXXVIII, No. 1, September, 1958.

Table 24.--Source for filling vacancies in the principalship

Source	Number of Principals Reporting	Per Cent of Response
Staff of Same School	103	45.2
Another School Within System	68	29.8
Another School Outside System	44	19.3
Position Outside Public Education	4	1.8
Other	9	3.9
Totals	228	100.0

respondents indicated they had held a high-school principalship prior to the principalship in which they are now serving. It might be pointed out that promotion to a high-school principalship does not automatically fall to the assistant principal and that this position is not necessarily a stepping-stone to the higher administrative post even though it would appear that on-the-job training would qualify the assistant for the higher position. About 15 per cent of the principals responding indicated they had been promoted from an assistant principalship and almost the same percentage had been promoted from the principalship of a junior high-school.

Almost 90 per cent of the respondents in this study reported they had served in an educational capacity before assuming their first principalship. Generally, nominations for the principalship are made from individuals within the particular school system or competent individuals outside

the school system. Table 24 indicates that 75 per cent of the respondents reported they were employed in the school system in which they were promoted. This appears to follow school board policy in making promotions from within the system. This is evident in the following statement:

Outside applicants are given every consideration. however, if a capable and qualified person already in the employ of our county is an applicant, he would be given first choice. We like nominees to have had some experience in our county, if possible, before becoming principals.⁷

The mobility of those principals responding to this study has already been indicated in Table 21. It is interesting to note that salary increase is not cited as the foremost reason for changing from one principalship to another. It would appear that the apparent prestige of serving in a larger high school is considered of greatest importance in making a change as far as the respondents in this study are concerned. It is possible that in most cases the principalship in a larger high school also provided an increase in compensation for the principal although only the former was checked as his reason for changing positions.

Table 25 indicates the respondents' reasons for changing to the principalship of another school.

⁷The Elementary School Principalship, op. cit., pp. 108-109.

Table 25.--Reasons for changing position

Reason for Change	Number of Principals Reporting	Per Cent of Response
Better Working Conditions	31	9.7
Administrative Change	36	11.2
Increase in Compensation	95	29.7
Larger School	129	40.3
Other	29	9.1
Totals	320*	100.0

*A number of respondents checked more than one reason.

Personal Characteristics Contributing to Success

In considering personal characteristics which contribute to success in the principalship, it might be important to analyze the situation in which the principal operates. The principal cannot operate in a vacuum as he is constantly dealing with the public and especially with children and staff-members. In the interrelationship with the large number of individuals with whom the principal comes into contact in his daily work, there are a number of characteristics which perhaps contribute to his success as a leader and the lack of which may result in failure.

Neagley, in discussing this states:

All studies agree that no single trait or group of characteristics has been isolated which identifies a person as a leader in all situations. It would also seem that leadership does not appear to reside in any personality trait considered alone, nor in a constellation of related traits, but in the interpersonal

contribution of which the individual becomes capable in a specific setting--an interactional process between the individual and the situation.⁸

Table 26 indicates the responses of the principals in this study when asked to select the five characteristics which they felt contributed most to the success of a principal.

It appears that ability to work with others and an interest in pupils are considered as characteristics contributing to success in the principalship. This is understandable when one considers the intimate contacts a principal has in dealing with pupils, teachers, and parents.

Other characteristics deemed important by the respondents are organizational ability, honesty, intelligence, and a willingness to accept responsibility. Certainly, a successful principal must be an excellent organizer and able to administer his school without allowing it to take up all of his time. As the administrator of the school he should of course be able to make decisions promptly and discharge effectively his own responsibilities. Other responsibilities he should delegate as he can.

As one considers the training required for the principalship today, it is apparent that a high degree of intelligence is essential. A principal must be aware of the

⁸Ross Neagley, "Recruitment and Selection of School Administrators," C P E A Series, New York, Bureau of Publications, Teachers College, Columbia University, 1953, p. 16.

Table 26.--Selected personal characteristics contributing to success (rank in order of importance)

Characteristic	First		Second	
	Number ^a	Per Cent ^b	Number	Per Cent
Honesty	57	21.9	13	5.3
Sympathy	-	-	3	1.2
Patience	4	1.4	7	2.8
Firmness	2	.8	8	3.2
Ambition	1	.4	-	-
Sincerity	13	5.0	14	5.7
Enthusiasm	10	3.9	13	5.3
Initiative	4	1.4	9	3.7
Tactfulness	3	1.2	4	1.6
Good Health	7	2.7	7	2.8
Intelligence	21	8.1	19	7.7
Open Mindedness	2	.8	5	2.0
Sense of Humor	1	.4	4	1.6
Industriousness	2	.8	5	2.0
Personal Grooming	-	-	-	-
Interest in Pupils	22	8.5	27	10.9
Emotional Stability	5	1.9	13	5.3
Organizational Ability	22	8.5	40	16.2
Willingness to Accept Responsibility	28	10.8	20	8.1
Ability to Work with School Authorities, Personnel, and Patrons	56	21.5	36	14.6
Totals	260 ^c	100.0	247	100.0

^aNumber of Principals Reporting.^bPer Cent of Response.^cA number of respondents checked more than one characteristic.

Table 26.--Continued

Third		Fourth		Fifth	
Number	Per Cent	Number	Per Cent	Number	Per Cent
13	5.3	5	2.1	10	4.2
4	1.6	3	1.3	4	1.7
13	5.3	13	5.4	7	2.9
20	8.1	14	5.8	12	5.0
2	.8	1	.4	4	1.7
17	6.9	10	4.1	15	6.3
14	5.7	20	8.3	10	4.2
12	4.8	10	4.1	10	4.2
9	3.7	15	6.2	12	5.0
2	.8	5	2.1	7	2.9
16	6.4	19	7.9	18	7.5
2	.8	11	4.6	8	3.3
7	2.8	13	5.4	21	8.8
5	2.0	14	5.8	8	3.3
-	-	1	.4	1	.4
33	13.4	12	5.0	21	8.8
12	4.8	12	5.0	13	5.5
23	9.3	29	12.0	26	10.9
22	9.0	14	5.8	12	5.0
21	8.5	20	8.3	20	8.4
247	100.0	241	100.0	239	100.0

changing attitudes of society toward education and educators; he must be able to understand, to accept or reject such attitudes as they apply to the successful administration of his job. He must be aware of the increasingly flexible, complex, inter-related social structure whose horizons change almost daily; he must have both the knowledge of such conditions and the wisdom necessary to deal with them.

A study conducted by the National Education Association to determine needed qualifications for the elementary school principalship rated ability to get along with people at the top of the list.⁹ Other qualifications frequently mentioned were leadership, organizing, and executive ability.

It appears that regardless of the level of the principalship the characteristics or qualities contributing to the success of the principal tend to be similar.

Job Status

Line Relationship.--The data as shown in Table 27 reveals that the principal's administrative relations with the superintendent is that of subordinate to superior. Even though the principal may exercise great freedom as the responsible head of a school, the position does not carry autocratic power. The principalship is restricted by

⁹The National Elementary Principal, The Elementary School Principalship--A Research Study, Twenty-Seventh Yearbook, Vol. XXVIII.

Table 27.--Administrative relationships

Relationship	Number of Principals Reporting	Per Cent of Response
Primarily Responsible to Superintendent	248	84.0
Primarily Responsible to School Board	29	10.0
Other	17	6.0
Totals	294*	100.0

*A number of respondents checked more than one relationship.

regulations from the superintendent's office.

It is also apparent from the information that few principals have direct administrative relations with members of the school board. Jacobson, et al. in discussing the relationship between superintendent, school board, and principal state:

Inasmuch as the principal is the professional representative of the superintendent in the local school, the principal's administrative relations with the superintendent should be direct and not through the board.¹⁰

Contract.--Fifty-three per cent of the principals in this study indicated that they held an annual twelve month contract, and 13 per cent indicated that their contract

¹⁰Paul Jacobson, William C. Reavis, and James D. Logsdon, Duties of School Principals (New York: Prentice-Hall, Inc., 1950), p. 38.

was of a continuing form wherein they are employed for an indefinite period with definite procedures to be followed before the contract can be terminated.

The respondents in replying to the question, "Do you favor a longer contract?" indicated by a two-thirds majority that they were opposed to a longer contract than the one they presently hold. The remaining third of the respondents indicated that they favored a longer contract and gave as their reason for this, greater security in the position and the professional efficiency which would allow for more constructive program planning and evaluation over a period of years. These respondents also indicated that they felt there would be an improvement in their morale as well as in their achieving greater status in the eyes of the community if they were given a contract on a longer term than the one currently in force.

Tenure.--In the past few years the need for, or the undesirability of, tenure for administrators has received considerable attention. Both the National Education Association and the American Association of University Professors have conducted studies in this phase of employment.

In answer to a question concerning the respondents' attitudes toward tenure the data received revealed that almost three-fourths of the principals responding to the question reported that they were in favor of tenure status. These respondents also indicated they favored tenure mostly

under conditions which would indicate efficient performance in the execution of their duties.

Retirement.--It would appear that a retirement system would contribute to the effectiveness of the principal in that it would tend to hold him in a career in education and contribute to a higher morale factor. In addition, those principals whose ability to perform has been reduced through age or disability could be retired. All respondents in answering the question concerning retirement replied that such a plan was in effect. The age for retirement varied from a minimum of fifty years to sixty-five years as reported by the principals. The minimum age of sixty years was apparently the age at which most principals could voluntarily retire. The maximum age for retirement of principals varied from sixty years to seventy years.

Major Problems

It is only within the past few years that Americans have become aware of the tremendous role played by education in preparing its future citizens for physical and spiritual survival. The people in the United States are awakening to the realization that through better schools, improved educational methods, and guidance the challenge of these unsettled times may be met.

In an effort to analyze the areas of problems that high-school principals are encountering the respondents in this study were asked to check the three problems which

concerned them most as principals. This method was used as a realistic approach to the discovery of problems of greatest concern to the principals. The response of the principals is shown in the following table.

Table 28.--Major problems

Problem	Number of Principals Reporting*	Per Cent of Response
Too Much Clerical Work	105	41.3
Inadequate Physical Facilities	98	38.6
Merit Rating of Teachers	25	9.8
Public Relations	53	20.9
Integration	43	16.9
Low Salary Scale for Teachers	112	44.1
Lack of Sufficient Clerical Help	71	28.0
Shortage of Well-Trained Teachers	136	53.5
Other	69	27.2

*Based on replies from 254 principals.

Of the eight problems listed the shortage of well-trained teachers was checked by almost 54 per cent of the principals as presenting their greatest major concern. Closely related to this problem was that of the low salary scale for teachers. The data in the table also seem to indicate that many principals felt they spend too much time on clerical work and allied to this problem was the lack of clerical help provided.

It appears that contrary to a general belief held of the schools in the southern states the problem of

integration does not loom large in the minds of the high-school principals. About 17 per cent of the respondents checked this as a major problem. It may well be that principals refrained from checking this particular problem or that they felt this problem rested with the various legislative bodies in their respective states.

In a study of the problems of principals throughout the United States conducted in 1939 the following summarization was made by Patrick:

The most frequently mentioned problem is that of curriculum revision, a part of supervision, which comprises 36 per cent of the total. Over one half of the principals submitted problems in this field. Problems receiving high frequency of mention are internal organization, retention and guidance of pupils, development of more effective methods of teaching and provisions for an effective extra-curriculum program.¹¹

A study of Rhode Island secondary-school principals and their problems indicated that problems in the staff area were of greatest concern to them. This was followed by problems in the area of low ability and high ability pupils and then problems dealing with the curriculum.¹²

¹¹Robert B. Patrick, "The Most Pressing Problems of Principals," The Bulletin of the National Association of Secondary-School Principals, 23:4-28, May, 1939.

¹²Sidney P. Rollins, "A Summary of Problems of the Principal," The Bulletin of the National Association of Secondary-School Principals, 44:55-57, February, 1960.

Sources of Satisfaction

The successful performance of an administrator may be closely related to the satisfaction he derives from his work. On the other hand, unhappy situations may tend to mitigate against the effectiveness of an administrator and result in a deterioration of his effectiveness. Included in the research is a body of data concerned with personnel practices which tend to improve and increase morale. It seems that job satisfaction results in accomplishment, whereas, job dissatisfaction arouses forces which may contribute to poor morale and failure.

Insight concerning the morale of the participants in this study may result from an examination of the respondents' answers to the question, "What do you like most about your position?" The replies can be classified into a number of broad categories.

1. The satisfaction of working with boys and girls of high-school age.
2. The satisfaction of working with staff members.
3. The challenge to provide a sound educational program for boys and girls in the high schools.
4. The satisfaction of being in a position of leadership which provides freedom of action and an opportunity to perform professional services.
5. The opportunity of serving the community and of developing better citizens.

There appears to be little reluctance on the part of the respondents to answer the question of "likes." The

following specific remarks might conceivably be of some significance to those who desire additional factual data relative to the morale factor of position satisfaction.

1. The satisfaction of working with pupils:

"The personal satisfaction which I receive from being a part of helping boys and girls obtain the best possible education."

"The opportunity to see kids grow and develop into womanhood and manhood and find their place in life."

"The satisfaction that comes from associating with and helping young people."

"The opportunity to have a small part in the development of character and citizenship of so many individuals."

"The personal compensation received in seeing growth and progress in a student body and staff as well as the achievements of individual students in later life."

2. The satisfaction of working with staff members:

"Opportunity to work with teachers and members of the community in an important social institution."

"Challenging experiences of working with teachers and students."

"Work with intelligent personnel (teachers-administrators)."

"The opportunity to serve the people with whom I am privileged to work."

"Helping teachers and students in the pursuit of excellence."

"A cooperative staff with high professional spirit."

"The opportunity to provide an atmosphere and opportunity for staff development to fullest capability."

3. The challenge of the position:

"The challenge in a changing world--opportunity to help young people along their way--make a contribution toward bringing young people to a realization of their responsibilities."

"Tremendous challenge to provide an educational program of soundness and depth for our young people."

"The challenges--to take a job--plan and execute it."

"Principally the challenge of improving the job that is done for our teenage boys and girls."

"There is a thrilling and invigorating challenge in the job for me, never a dull moment."

"The challenge of working with young people."

4. The satisfaction of being in a position of leadership:

"Position of leadership, freedom of action, opportunity to perform professional services."

"Organization and administration of a good public school."

"The complete freedom given to the principal and faculty in the developing of all phases of the high school program, with the backing of the administration and the community."

"The responsibility of a large operation."

"Being a part of the many activities in which leadership and guidance is needed."

"Freedom given to me by superintendent and school board."

5. The satisfaction of serving the community:

"Opportunity to work with youth and the knowledge that my work is of a type that renders service toward public improvement."

"Feeling of solid accomplishment in following careers of former students; sincere appreciation from best citizens of community."

"The opportunity to serve the community and to provide young people with an opportunity to develop themselves to the best of their ability."

"Opportunity to do genuine service to community and youth."

"The overall potentiality and opportunity for school-community program and curriculum development."

"The opportunity to work in a community where the citizens are interested in public education."

Sources of Dissatisfaction

An area of the questionnaire was incorporated to reveal factors concerning the morale of the principals surveyed in this study. Certain items were therefore designed to give evidence also of certain dissatisfactions which might be present. In an effort to secure such data the following question was asked the principals, "What do you like least about your position?" The response to this question was not answered by a number of the respondents. This was in direct contrast to the question concerning what was "liked" which was answered by almost every respondent. It is impossible to determine from the data available whether this reflected a complete satisfaction by a number of respondents or a reluctance to list their negative reactions.

The answers which were given concerning dissatisfactions with the position may be grouped under the following headings.

1. The dissatisfaction resulting from the responsibility of the principal for punitive discipline.
2. The dissatisfaction resulting from the large number of meetings and the necessary clerical work which takes time which should be available for more important facets of the principals' responsibility.

3. The dissatisfaction resulting from the lack of time the principal can call his own.
4. The dissatisfaction resulting from dealing with the public such as irate parents and politicians.

A further analysis might be made of these sources of dissatisfaction from a closer examination of specific remarks concerning the aspects of the position least liked by the respondents. These appear as follows:

1. The dissatisfaction resulting from the principal's role in punitive discipline:

"Having to handle discipline cases which frustrate because circumstances beyond our control hamper our efforts. (Improper home conditions)."

"I like the disciplining aspects of my job least."

"Spending too much time with discipline problems or maladjusted students."

"Coping with varied disciplinary problems."

"The disappointment of not being able to reach a needy individual and get him on the road to honest, wholesome living. Having to discipline the child who cannot see the need for discipline."

"Handling difficult discipline problems passed on to me by the assistant principal."

"Decisions on disciplinary problems."

"Disciplining!"

2. The dissatisfaction resulting from too many meetings and from clerical details:

"Meetings! Meetings! Meetings! Reports! Reports! Reports!"

"The many minor actually unimportant paper work details that take my time from the teachers and students."

"Minor details of extra-routine nature which consume too much time and are irritating."

"The vast amount of time wasted by meetings at the central office in which the same problems are discussed but no decision is ever reached."

"Multitudinous details of planning program and seeing to it that plans are developed. Many of these things must be done by the principal and can't very well be delegated."

"Lack of time to actually do the job of principal instead of doing odd jobs about the school."

"Time consuming clerical work."

3. The dissatisfaction resulting from lack of time the principal can call his own:

"I have very little time of my own."

"Too many nights away from home."

"Too many extra-curricular activities. Too much time away from my family."

"The physical impossibility of satisfying the demands for participation in community activities."

"Too many meetings at night on school affairs."

"Constantly rushed--too much to do and too little time to do it in."

"Out-of-school time demands; all the fringe activities that center around a public school."

"Time involved in extra activities. Feeling of never having quite enough time of my own to do things."

"Long hours of work."

"Need more fall time. Longer vacation period or periods."

4. The dissatisfaction from dealing with the public:

"I dislike very much not being a free person who can express himself on vital issues. Let's face facts, a person in public education is stifled and is often at the mercy of crack pots and politicians."

"Dealing with parents of children who lack understanding of children and the responsibilities of the public school."

"Parents who have not properly raised their children and who are ready to criticize the school and take the sides of the children."

"Public apathy toward the role a teacher and administrator should play and the public's unwillingness to adequately finance a good program."

"Irate and unreasonable parents."

"People picking on me."

"Civic demands for service as a result of my position. (Often unfair or unreasonable requests, i.e. "Will you address our group tomorrow evening?")"

"Community politics and demands on time. Group pressures."

Summary

This chapter established the relationship of the principal to his school and his community and outlined personal factors necessary for a successful administration and interpretation of the school's program to the community. It discussed sources of supply, personal qualifications, job status, administrative problems, satisfactions and dissatisfactions.

Analysis of data showed that principals are generally nominated by the superintendent of schools with the approval of the school board. Generally nominations are made from individuals within the particular school system. Contrary to a general belief they are chosen from classroom teachers, elementary, junior high, or high schools, and not from athletic coaches. Maturity was found to be a primary

factor in principal nomination, the median age being 36.6 years.

Honesty, ability to work with others, willingness to accept responsibility, interest in pupils, organizational ability, and intelligence were cited as personal characteristics contributing to a successful principalship.

Data revealed a subordinate-to-superior relationship between superintendent and principal, the principal having no autocratic power. There were few direct administrative relationships with the school board. Contract situations varied, 53 per cent of the principals contacted holding twelve month contracts and 13 per cent holding a continuing form which could be terminated only by definite procedures. One-third of the group favored longer contracts for reasons of security, greater opportunity for constructive programming, improved morale and community status. Three-fourths favored tenure of office and all respondents were under a retirement plan. The latter would insure security and at the same time permit retirement because of physical disability. The retirement age varied from a minimum of fifty years to a maximum of sixty-five years with voluntary retirement possible at sixty.

Of the eight problems listed in Table 28 more than 50 per cent of the principals responding considered the shortage of well-trained teachers to be the greatest. Low salaries for teachers, too much clerical work, and adequate

physical facilities were also grave problems.

In spite of problems involved, satisfactions were found in working with boys and girls, in the challenge of providing a sound educational program for them, in leadership, and in community service.

Dissatisfactions were created by punitive responsibility, clerical work, lack of free time, dealing with the public, and the assumption by the school of the role of the home.

CHAPTER VI

DUTIES AND RESPONSIBILITIES OF THE PRINCIPAL

Introduction

An examination of the professional literature concerning the duties and responsibilities of principals reveals an amazing multiplicity of demands made on these administrators with apparently little evidence of standardization. Principals are called upon to perform many types of duties which not only vary in importance but also extend from mere clerical tasks to policy-making decisions which affect the entire school program.

In the last half century a policy of relieving the principals of large high schools from all teaching duties has become increasingly prevalent. Today, as a result of this policy, the principal can devote his time to administrative duties. Generally, the proportion of time available to the principal for administration is determined by the enrollment of the school.

Variation in Administrative Duties.--Gulick and Urwick in classifying administrative functions at the secondary level analyze the total function of administration as:

1. Planning
2. Organizing

3. Staffing
4. Directing
5. Coordinating
6. Reporting
7. Budgeting¹

An analysis of the responses of the principals replying to the questionnaire indicates that the duties most generally listed as required of secondary-school principals fall within five of the seven categories listed by Gulick and Urwick. Staffing and budgeting appear to be considered the responsibility of the superintendent's office.

Scope of Duties and Responsibilities

Although duties and responsibilities as performed by the principal are multitudinous, as previously stated, some of these are more demanding or more serious in nature than others. It would appear that the respondent's attitude toward the time element involved in carrying out such functions as compared to his conception of the time element in an ideal situation in carrying out the same functions might be helpful in indicating trends toward a more professional allotment of time. Table 29 indicates the response of the principals when asked to list those activities requiring a given percentage of time in their actual situation as compared to

¹Luther Gulick and L. Urwick (Editors), Papers on the Science of Administration, Institute of Public Administration, New York, 1937.

Table 29.--Time allotment of duties and responsibilities in actual and ideal situations (number of principals reporting)

Duties and Responsibilities	25% or more	
	Is Spent	Should be Spent
Varsity athletics	10	4
Public relations	42	29
Business Management	28	4
Discipline Problems	34	1
Plant Administration	26	6
Curriculum Coordination	26	56
Office Routine	71	6
Transportation	2	0
Cafeteria	1	0
Teaching	0	1
Pupil Personnel Services	11	13
Pupil Activity Program	16	3
Improvement of Instruction	60	130
Building Master Schedule	8	2
Assignment of Pupils	5	3
Conferences with Parents	19	5
Supervision of Teachers	80	132
Faculty Meetings and In-service Training	7	22
Developing and Maintaining Staff Morale	9	22
Other	0	0

Table 29.--Continued

<u>15% to 25%</u>		<u>5% to 14%</u>		<u>Less than 5%</u>	
Is Spent	Should be Spent	Is Spent	Should be Spent	Is Spent	Should be Spent
16	3	41	23	62	52
40	48	57	29	23	16
28	30	29	20	24	20
21	9	48	30	49	56
27	19	44	30	34	38
29	32	54	17	17	8
49	24	38	43	21	42
3	0	5	4	56	41
5	1	15	8	77	55
0	0	1	0	35	29
34	37	28	16	24	8
37	24	36	24	39	24
45	15	43	7	7	3
13	13	34	18	59	44
10	6	22	12	41	34
22	28	55	38	47	17
47	28	38	3	19	1
20	24	45	34	62	27
27	25	27	15	22	13
0	0	0	0	0	0

the amount of time they would spend in such activities in an ideal situation.

An examination of the data presented in Table 29 indicates that the responses tend to fall within five major categories:

1. Factors on which many principals spend less time than they should in an ideal situation.
2. Factors on which many principals spend more time than they should in an ideal situation.
3. Factors on which principals lack agreement regarding the time allotment in both actual and ideal situations.
4. Factors which are generally agreed to require a smaller percentage of the principal's time.
5. Factors which do not appear to be considered as a major responsibility of the principal of the large high school.

The data included in the table will be discussed in terms of the above categories.

Factors on Which Many Principals Spend Less Time Than They Should in an Ideal Situation

It is interesting to note that most of the factors which fall into this category are related to the improvement of the educational program of the school. Although the majority of the principals responding indicated that they spend more than 25 per cent of their time on supervision of teachers, improvement of instruction, and curriculum coordination, there were still numerous principals who reported spending relatively less time on these factors than they

thought they should. For example, one hundred and thirty-two of the 184 respondents indicated that in an ideal situation they should spend more than 25 per cent of their time in supervision of teachers, yet only eighty of this group indicated that they were able to do so. On the other hand, while fifty-seven respondents indicated that they spend less than 15 per cent of their time in supervision of teachers, only four thought that this time allotment was sufficient.

The responses concerning time allotted to the improvement of instruction parallels almost exactly the responses concerning the supervision of teachers. As a matter of fact, the proportion of those who are able to spend the amount of time on this function which they feel that they should is even smaller than in the area of supervision of teachers.

A similar pattern is indicated in regard to curriculum coordination. In this case, however, the number of respondents was somewhat smaller and the responses were more diverse. This may result from the fact that many school divisions employ an individual as curriculum coordinator or director of instruction who is considered to be primarily responsible for the development and coordination of the curriculum. In such situations the principal probably feels less responsible for the curriculum. In fact, in some school divisions the curriculum for all schools in the division may be developed in a central office.

There also seems to be a tendency for principals to

spend less time on faculty meetings and in-service training than they would recommend in an ideal situation although this tendency is less marked than in the three areas previously discussed. This may be attributed to the failure of the principal to recognize faculty meetings as an instrument for improving the educational program and also to the fact that in many school divisions in-service training is considered to be the function of the coordinator of curriculum or the director of instruction.

The responses concerning the improvement of staff morale closely parallels the responses to faculty meetings and in-service training. In this case, however, the divergence in responses may reflect differences in the philosophy of the principal since it would appear that those with the most democratic philosophy would attach more significance to this responsibility.

Factors on Which Many Principals Spend More Time Than They Should in an Ideal Situation

It would appear that while principals feel that they spend less time than they should on improving the educational program as discussed above, they also feel compelled to spend more time than they should on various types of office routine, business management, pupil activity programs, and plant administration. The tendency is less marked in these areas primarily because principals seems to lack agreement concerning the amount of time which should be delegated to

these activities. There seems to be general agreement that these activities should require less than 25 per cent of the principal's time, yet many respondents indicate that they are devoting more than one-fourth of their time to these activities. The difference between the ideal and actual situation is less marked below the 25 per cent level. This may represent both differences in the principal's responsibilities in different school divisions and differences in the principal's concept of his job.

The pattern is more distinct in regard to the amount of time required of principals by disciplinary problems. The majority of principals responding to this item seem convinced that they were required to spend more time on discipline than they should in an ideal situation. This is especially interesting in light of the fact that most schools of this size employ an assistant principal who is traditionally assigned the responsibility for discipline.

The respondents also seemed to be of the opinion that they are forced to spend more time in connection with varsity athletics than the activity merits. The lack of agreement probably reflects the varying emphasis placed on athletics in different communities. It would be interesting to be able to examine more closely the educational philosophy of the four respondents who indicated that even in an ideal situation they would expect to spend more than 25 per cent of their time in varsity athletics.

Factors on Which Principals Lack Agreement Re-
garding the Time Allotment in Both Actual and
Ideal Situations

There seems to be little agreement among the respondents concerning the principal's responsibility for pupil personnel services. There were significant responses in all four designated categories of time allotment both in terms of actual and ideal situations. This may indicate two possible explanations. There seems to be a lack of agreement of the nature of the activities included in pupil personnel services and it would also seem probable that those principals having a firm guidance point of view would attach more importance to this area. However, there does not seem to be any identifiable trend in the responses concerning this activity.

The responses dealing with parent conferences and public relations are very similar to those relating to the pupil personnel programs. This also indicates wide variation in the educational philosophy of the secondary-school principals resulting in varying concepts of their duties and responsibilities. It is also possible that in some cases the principals' responses to these items may reflect the policy of the superintendent of schools.

Factors Which are Generally Agreed to Require a
Smaller Percentage of the Principal's Time

While there is some difference of opinion, principals generally agree that the preparation of the master schedule

and the assignment of pupils to classes are necessary but should require relatively a small proportion of the principal's time. The fact that there is a smaller number of responses to these items probably indicates that in many schools these responsibilities are delegated to an assistant principal or to some other member of the staff. It would again be interesting to ascertain the concept of the principalship held by a small number of respondents who indicated that in an ideal situation they would expect these responsibilities to take more than 25 per cent of their time.

Factors Which Do Not Appear to be Considered as a
Major Responsibility of the Principal of the Large
High School

The respondents seemed agreed that if they had any responsibility for transportation and cafeteria these activities should require a small amount of their time. This would seem to indicate that these activities are typically operated directly from a superintendent's office and administered by a special staff. It may also be that since many of these schools are located in urban areas the transportation is provided by public facilities such as city buses.

The responses would also indicate that very few principals of larger high schools have any significant teaching responsibility. Since very few respondents indicated that they spend as much as 5 per cent of their time in teaching, it would appear that their instructional activities would

be limited to an occasional substituting activity or acting as a resource person.

In spite of the differences between the emphasis placed on many of the principals' responsibilities in their current positions as compared to an ideal situation, an analysis of the data in Table 30 reveals that the relationship existing between the actual and ideal time allotments is positive. Using the rank-difference method of correlation, rho's were obtained between the time actually spent on these duties and the time the respondents considered to be ideal in each time division.²

Table 30.--Rho correlations on time spent and principals' opinions on how time should be spent

Percentage of Time	Rho Correlation
25 per cent or more	.64
15 to 25 per cent	.74
5 to 14 per cent	.68
Less than 5 per cent	.75

In general, it appears that the proportionate amount of time reported as spent by the respondents agrees with their concept of an ideal situation.

²Henry E. Garrett, Statistics in Psychology and Education, Longmans, Green and Company, New York, 1947, pp. 343-347.

The Oregon Study

The data from the survey as presented in Table 29 might be compared with the results of a similar study which included the principals of the high schools in the First Class Districts of the State of Oregon. The Oregon study³ is one of the few comprehensive studies of the high school principalship in recent years and includes a comparison of time allotment in various activities very similar to that of this study.

The respondents of both studies agreed that they were not able to devote a sufficient amount of time on supervision of teachers and the improvement of instruction. There is evidently wide agreement that the high school principal needs to spend more time on educational leadership. On the other hand, while the Oregon group agreed that they needed to spend more time on business management and plant administration the respondents of this study were of the opinion that they were forced to delegate more time to these activities than they deserve. This difference may reflect administration policies peculiar to the Oregon situation. The Oregon group also expressed a belief that pupil personnel services deserved more of their time but the respondents in this

³Harold V. McAbee, "The Principal's Job," Oregon Association of Secondary School Principals, Twenty-Eighth Annual Conference Report, 1956, pp. 67-93.

study lacked agreement concerning the responsibilities of the principal in this area.

The two groups also agreed that the principal is required to devote too much time to routine office activities and the various programs of student activities, including varsity athletics. The Oregon group, however, felt that they devoted too much time to professional meetings and in-service training while the respondents to this study indicated the opposite feeling. Teaching responsibilities seemed to require too much time for the Oregon group but seem to be such a minor part of the principal's role in this study that it was not significant. It is not possible to make a comparison regarding discipline because it was not included as a separate category in the Oregon study. It is possible that the design of the Oregon study included discipline among the pupil personnel services. If this is true, the two groups would appear to agree that the principal must spend a disproportionate part of his time with discipline problems.

In general, it appears that the results of the two studies are agreed in two important areas, the need for more available time for principals to devote to providing educational leadership and the tendency for too much time to be devoted to the routine of the office and to student activity programs. These results also seem to agree with the findings of a majority of the related studies which are available.

Summary

This chapter began with attention being focused on the multiplicity of demands made on the principal and the apparent lack of standardization in their duties and responsibilities.

Principals were asked to estimate the amount of time actually spent on school duties and to suggest the amount of time they felt should be given to these duties in an ideal situation.

An analysis of the data shows that the responses fall within certain categories:

Those duties in which less time is being spent than thought necessary.

Those duties in which more time is being spent than thought necessary.

Those duties in which the time element tends to vary with the individual principal and in which there appears to be a lack of agreement.

Those duties which apparently take up only a small amount of time.

Those duties in which principals are not concerned and which are probably delegated to other members of the staff.

In general, it appears that those duties and responsibilities related to the improvement of the school's educational program fall within the category of insufficient time allotment. In this category were listed improvement of instruction, supervision of teachers, and curriculum coordination.

In contrast to this, the principals indicated too much of their time was taken up by office work, plant administration, disciplinary problems, and pupil activity programs including varsity, athletics.

In the category in which principals seem to lack agreement as to the time allotment in actual and ideal situations are listed such duties as pupil personnel services, conferences with parents, and public relations.

The preparation of the master schedule and the individual assignment of pupils appears to be a delegated function and requires little of the principal's time. Closely allied to these duties in the time relationship are responsibility for transportation, the cafeteria, and classroom teaching.

A comparison of the actual time reported as spent by the principals with that they thought ought to be spent in an ideal situation indicates a positive relationship. In general, it appears that they are successful in spending their time as they thought it should be spent.

In an additional comparison made with a study of principals in large high schools in the State of Oregon it appears that there is a similarity in the allotment of time actually spent in performing school duties and the amount of time that would be spent on the same duties in an ideal situation. The results of the two studies indicated the necessity for additional time to be devoted to providing

educational leadership and the tendency for too much time being used in such functions as office routine and student activity programs.

The broad differences among principals concerning the ideal allotment of time appears to reflect diverse concepts among the participants in the study concerning the role and responsibilities of the principal in a large secondary school. Some of the differences may also result from factors unique in certain schools or communities.

CHAPTER VII

SUMMARY AND RECOMMENDATIONS

The Study

The purpose of this study was to conduct a survey of high school principals in order to reveal their personal backgrounds, academic and professional preparation, responsibilities, problems, and morale. Included was an effort to determine the allocation of their time at work on the basis of the school day and of the suggested allocation preferred if they were given a choice. An examination was made of their goals, economic status, and existing patterns of promotion.

The data relative to the study were secured from principals of the larger high schools in the eleven Southern States comprising the Southern Association of Colleges and Secondary Schools.

A questionnaire was mailed to the principal of every member high school in the Association that had an enrollment of 1,000 or more pupils. Upon return of the questionnaire the data were tabulated, analyzed, and presented generally in terms of number of responses and the percentage of total responses.

Summary of Findings

The summary of findings will be presented in three sections:

The High School Principal--The Man

The High School Principalship--The Position

Duties and Responsibilities of the High School Principal

Before presenting the summary of the findings it may be desirable to review the framework within which the principal and his position have been considered in this study.

1. This study included only principals of large high schools and it should not be assumed, therefore, that these findings would apply equally to schools of smaller enrollments.

2. This study included only high schools in the eleven Southern States which comprise the Southern Association of Colleges and Secondary Schools. It should not be assumed that the same findings would result from similar studies made in other geographic regions.

3. This study included only high schools that held membership in a regional accrediting association. The results might have been slightly different if all large high schools in these states had been included.

4. Since this study included high schools with a large enrollment, they tend to be located in urban population

centers. This may also provide certain biases concerning the concept of the principal and the principalship.

The High School Principal--The Man

The study indicates certain personal characteristics which seem to apply rather generally to the principals included in this survey.

The principals of large high schools tends to be a rather mature group, as far as chronological age is concerned, with only 16 per cent of the group under forty years of age and almost half of the group over fifty years of age.

All of the principals included in this group were males. While there are undoubtedly some women serving as high school principals it would appear that sex is a decided factor in the selection of the chief administrator, particularly for large high schools.

Only two of the group were single. It would appear, therefore, that successful marriage is an important factor in becoming a high school principal.

The principal of the large high school in the South is a native of the southern region and the majority are employed within the states of their birth. While some states, such as Florida, employ a considerable number of principals from out-of-state even these tend to be natives of the southern region.

The background of education and experience as preparation for the principalship was included in this study.

The findings in this area included:

1. The Master's degree appears to be the minimum educational level for the type of principalship included in this study. The average number of hours of graduate work completed indicated that the typical principal has completed approximately one year of work beyond the Master's degree.
2. Courses in educational administration, supervision, and curriculum were considered by the respondents in this study to be the most important in preparation for the principalship. Courses in guidance, tests and measurements, and school finance were also indicated to be of considerable value.
3. The respondents of this study obtained their undergraduate preparation in the arts and sciences either in Liberal Arts Colleges, Teachers Colleges, or Schools of Science and Arts in Universities. They also began their professional careers as classroom teachers in these areas.
4. The data indicate that they were participants in extra-curricular activities as undergraduates. Only 1 per cent of the respondents had not participated in such activities.
5. The typical principal of the large high school has completed a number of years of teaching. The median number of years of teaching experience of the respondents in this study was 17.5. This partially explains the relative maturity of these principals as a group.
6. Some data were also gathered concerning the financial status of the principals. The average salary of the respondents was \$8,400 per year with salaries ranging generally between \$7,000 and \$10,000. Approximately one-third of the respondents indicated that it was necessary to augment their salary in order to meet their expenses. Additional income was earned primarily through added part-time work by the principal or through the earnings of the wife.
7. It appears that in a majority of cases the teacher's entry into administration came at the invitation of school authorities. Better pay was the greatest single reason for accepting

the additional responsibilities, although significant numbers of the respondents indicated that greater challenges and greater opportunity for service were also important considerations.

8. Most of the principals look upon their present positions as terminal. Very few indicated any desire to move into superintendencies, college positions, or other employment either in or outside education. Most indicated that if they were beginning their careers again they would choose careers in public education and would hope to become principals in secondary schools.

The High School Principalship--The Position

This study included principals who are the chief administrative officers of large high schools. It seemed desirable, therefore, to look at the nature of the position, sources of supply, and other factors relating to the principalship as an occupational opportunity.

The data indicated a number of factors which may be of interest.

1. The individual moves into his first principalship from some other position in public education. Most of the beginning principals moved from teaching positions. A preponderance of the principals were previously employed in the same school division, with almost one-half of the group being promoted from the staff of the same school.
2. Most of the principals of the large high schools included in this study had previous experience as principals of other schools. The respondents held an average of more than three principalships prior to obtaining their present positions in larger high schools.
3. It appears that the pattern of promotion leads from the classroom to the principalship of a smaller high school followed by promotion to increasingly large school units. It is also

interesting to note that a very small number of the respondents were appointed to their present positions from assistant principalships..

4. With few exceptions the principals are employed by a school board upon recommendation of the superintendent. The principal usually reports directly to the superintendent of schools.
5. The respondents generally indicated that they are satisfied to hold an annual contract and that they favor a system of tenure.
6. The principals indicated that the major problems connected with their position were shortage of available, well-trained teachers and the low salary scale available to them to attract better trained teaching personnel. Also constituting a major problem was a lack of adequate clerical assistance.
7. The respondents reported that their greatest satisfactions were derived from working with pupils and teachers and the opportunity to provide professional leadership and service. Their greatest sources of dissatisfaction and frustration were the result of their responsibility for punitive discipline, the lack of free time, and the relationship with pressure groups in the community.
8. The respondents reported their belief that in order to be successful as a high school principal it was desirable that the individual possess the capacity to work with others, have organizational ability, honesty, intelligence, and a willingness to accept responsibility.

Duties and Responsibilities of High School Principals

This study also attempted to obtain from the principals included in the sample their evaluation of the relative importance of the various duties and responsibilities of the position and the extent to which they were able to devote an appropriate amount of time to the more important functions.

1. In general, the respondents indicated that they were able to allot their time according to their concept of the importance of the various duties and responsibilities connected with their positions. There were, however, some notable exceptions to this general situation.
2. A large number of the respondents felt that they were not able to devote sufficient time to the duties related to educational leadership. Included in this category were such responsibilities as the supervision of teachers, improvement of instruction, and coordination of the curriculum. On the other hand, they found that it was necessary for them to spend more time on discipline problems, office routine, and pupil activity programs than they should in an ideal situation.
3. The analysis of the data included in this portion of the study also seems to indicate a wide divergence of opinion among the principals of these large high schools concerning the nature and role of the principalship and of the relative importance of the various duties and responsibilities involved in the position.

Comparison with Results of Previous Studies of a Similar Nature

A comparison of two previous studies of the high-school principalship has been reported in Chapter III. In comparing the findings of this study with those of Eikenberry and Farmer the following points appear to be pertinent.

1. There has been a continuing trend toward individuals obtaining their first principalship at a later age and a corresponding trend toward longer terms of teaching experience in the high school before obtaining the principalship.
2. There appears to be a trend toward the principalship being a full-time position with a corresponding decrease in the amount of time spent in teaching.

3. The academic preparation for the principalship is constantly being upgraded as the graduate background indicates an increasing amount of graduate study.
4. There is a tendency for principals to be educated and serve in the geographic region of their birth.
5. The findings of this study are at variance with the earlier studies of the principalship made in 1925 and 1947 in that promotions of teachers to the principalship now generally occur from within the same school division. It is possible that this might be the result of the sampling technique rather than an indication of a definite trend.
6. There has been a continuing increase in the salary of the principalship position. There may be a question, however, as to whether or not this salary has increased in proportion to that of other professional groups.

In addition to the studies discussed above there were other studies generally on a state level concerning the amount of time devoted to the various activities of the position. Findings of the current study agree that the principal needs to spend more time for supervisory duties and educational leadership and less time in administrative duties.

In general, an analysis of the results of studies made over a period of some forty years indicates that there has been no major upheaval or sudden change in the role and status of the principalship. Rather, there has been a gradual trend toward greater professionalization of the position.

Recommendations

It would appear from the presentation of the data that from this study certain tentative recommendations might

be suggested for further consideration.

1. There is a need for further discussion and study for the purpose of establishing more general agreement concerning the nature of the principalship of the secondary school and of the duties and responsibilities involved in the position.
2. It appears that greater consideration needs to be given to the possible use of the assistant principalship as a type of internship for the prospective principal. It is possible that there has been some improvement in this situation in that the respondents of this study embarked upon careers as principals a number of years ago and they might not be typical of the current scene. More specific investigation in this area might be appropriate.
3. It appears that most beginning principals enter the position upon invitation of their superintendents. It would seem desirable, therefore, for superintendents to attempt early identification of young teachers with leadership potential, and to place them as assistant principals at the earliest opportunity.
4. There appears to be a definite need to find means through which the principal can be relieved of much of the routine clerical and office procedure in order that he may have more time available to exercise educational leadership. It may be that the employment of additional or of better qualified clerks would solve this problem. On the other hand it may be necessary in some cases to modify the principal's concept of his role before he will turn to more vital activities for the major portion of his time. It may also be that the nature of the graduate preparation for the principal should be modified to emphasize preparation for more dynamic educational leadership, and to decrease emphasis on the administrative aspects of the position. Further study and investigation in this area seems indicated.
5. The results of this study indicate that a preponderance of the principals are native to the state in which they are employed. It would appear, therefore, that it would be valid for the graduate schools offering programs in school administration to tailor their programs rather specifically to

the situation in the state in which the graduate college is located. Before this recommendation could be generally applied, further study would be necessary in order to determine whether this situation exists in other geographic regions.

6. The data of this study tend to support the findings of previous studies that many effective and dedicated teachers accept positions as principals because of economic pressures and the higher salaries available in administrative positions. Many of these fine teachers do not prove to be particularly effective as administrators. It appears, therefore, that there is a critical need for the development of procedures and techniques which will effectively identify administrative potential.
7. There is an apparent need for further study of the possible development of more effective procedures for dealing with the pressures exerted upon the principal by individuals and groups in the community.
8. The respondents of this study represented the most desirable principalships available in the southern region both from the standpoint of status and position and of financial remuneration. It would appear that the financial rewards connected with these positions would not compare with those of positions in other fields requiring similar educational background and the assumption of similar levels of responsibilities. It seems evident, therefore, that a critical evaluation is needed in order to determine whether we can hope to continue attracting individuals qualified for this level of responsibility without significantly increasing the remuneration.
9. The data of the study indicate that there is very little agreement among the respondents concerning the importance of the pupil personnel program nor is there agreement concerning the responsibility of the principal for the development of this program. It would seem desirable to include requirements in the graduate preparation of school administrators which would be intended to develop a more thorough appreciation and understanding of the nature and importance of the pupil personnel program.

The Emerging Principalship

The fullest potential of a principalship can be realized only through a dynamic leadership. There is no place for the passive followers and those who hide behind the deceptive walls of neutrality in all matters involving educational improvement.

The principal must be a leader, a leader whom the weight of evidence proves to be a person of sound training and experience. He need not be brilliant but above average in intelligence with integrity beyond reproach.

Such a leader assumes a vital position in the American Public School System. The richness or the sterility of the school program depend upon him. His constructive thinking, his wide interests, his executive power to see things through will either modify, delay, or broadly extend both the needs and the interests of his students. These same qualities will be reflected in the degree to which he is accepted and supported in his community.

Few administrative positions have the potential for such direct and effective leadership as does that of the principal. He enjoys more than any other on the actual teaching-learning front the assets of proximity to and contact with pupils, teachers, homes, and community.

There are few administrative positions that demand greater responsibilities, offer greater challenges, and at

the same time provide fewer monetary rewards and less professional recognition.

In the future the principal will face even greater problems and challenges than those of the pre-atomic age. He will be responsible for the academic, social, moral, and cultural education of youth. It follows that to meet these challenges, he must increase his proficiency in administrative theory, psychological research, and human relations.

Such preparation points to a more democratic approach to administration which would result in increased efficiency, higher staff morale, and better public relations. It also points to the difficulties to be met in creating such an atmosphere and maintaining it; for the principal of necessity stands in an intermediate position between the central office, his teachers, the people of his local school neighborhood, and the citizens of his entire division.

With no intent to minimize the essential value of the classroom teacher or that of the superintendent, it might be worthy of consideration that evidence points to the principal as being in the most strategic position to help young people toward the realization of their potentials.

Herein also lies a danger zone, for a principal unprepared, inexperienced, with no understanding of the patterns of growth, nor of people and their problems, could easily become a detrimental factor.

Therefore, the task of a principal is too important, too fraught with difficulty and potential hazard to be assigned to a well-intentioned novice. Requirements should be carefully established for entrance into a principalship, and as rigidly enforced.

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APPENDICES

Please check or fill in the appropriate data.

PERSONAL DATA1. Age ☐ 21-30 years ☐ 31-40 years ☐ 41-50 years ☐ 51-60 years ☐ 61 years and over

2. State or country of birth _____

3. Marital status ☐ married ☐ single ☐ divorced ☐ separated ☐ widowed

4. Number of children _____ Number of children living at home _____

5. Educational background

type of college attended ☐ liberal arts college ☐ teachers' college ☐
☐ school of arts and sciences in a university ☐ other _____
 undergraduate major subject(s) _____
 undergraduate minor subject(s) _____
 number of graduate hours in Education _____ degrees held _____

6. Undergraduate activities in which you participated in college

<input type="checkbox"/> officer of student body	<input type="checkbox"/> musical organizations	<input type="checkbox"/> dramatics
<input type="checkbox"/> varsity athletics	<input type="checkbox"/> social fraternity	<input type="checkbox"/> clubs
<input type="checkbox"/> intramurals	<input type="checkbox"/> publications	<input type="checkbox"/> did not participate
<input type="checkbox"/> other(s) _____	_____	_____

7. Academic honors

☐ graduated with honors (high school) ☐ graduated with honors (college)
 honorary fraternities _____ other honors _____

8. Years of teaching experience ☐ public secondary school ☐ elementary school
☐ private secondary school ☐ college

9. Subject(s) taught _____

10. The three graduate courses considered most helpful in your present role (principal) in order of importance _____

11. List chronologically the last three full-time positions held prior to your present employment _____

12. Reasons for your decision to enter the field of school administration

<input type="checkbox"/> better pay	<input type="checkbox"/> opportunity to improve curricula and instruction
<input type="checkbox"/> more challenging	<input type="checkbox"/> to improve educational opportunity for pupils
<input type="checkbox"/> disliked teaching	<input type="checkbox"/> invitation by school authorities
<input type="checkbox"/> position and status	<input type="checkbox"/> greater opportunity for service

13. Did you serve in any educational capacity before assuming your first principalship?

☐ yes ☐ no If yes were you promoted to your first principalship:

☐ from the staff of the same school
☐ from another school within the system
☐ from another school outside the system
☐ from a position outside public education
☐ other _____

14. Age on assuming first secondary principalship ☐ 21-30 years ☐ 31-40 years
☐ 41-50 years ☐ 51-60 years ☐ 61 years and over

15. Type of certificate held for principalship

☐ general administrative certificate ☐ teacher's certificate only
☐ special principal's certificate ☐ other _____
☐ teacher's certificate with additional requirements for principalship

16. Number of schools in which you have served as principal before assuming your present position _____
 Number of years in present principalship _____

17. If you have changed your position as principal indicate reason(s)

☐ better working conditions ☐ increase in compensation ☐ larger school
☐ administrative change ☐ other _____

18. Size of staff supervised by you

☐ number of assistant principals
☐ number of counselors: of this number _____ are full-time and _____ are part-time
☐ number of teachers

DUTIES AND RESPONSIBILITIES

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1. As principal I am primarily responsible to the _____ superintendent _____ school board
other _____
2. This is a list of duties and responsibilities which are often required of the secondary school principal:

varsity athletics
public relations
business management
discipline problems
plant administration
curriculum coordination
office routine
transportation
cafeteria
teaching

pupil personnel services
pupil activity program
improvement of instruction
building master schedule
assignment of pupils
conferences with parents
supervision of teachers
faculty meetings and in-service training
developing and maintaining staff morale
other(s) (describe)

- a) In my present position the following activities shown on the preceding list require

25% of my time or more

_____	_____
_____	_____

15% to 25% of my time

_____	_____
_____	_____

5% to 14% of my time

_____	_____
_____	_____

less than 5% of my time

_____	_____
_____	_____

- b) In an ideal situation the following activities shown on the list should require

25% of my time or more

_____	_____
_____	_____

15% to 25% of my time

_____	_____
_____	_____

5% to 14% of my time

_____	_____
_____	_____

less than 5% of my time

_____	_____
_____	_____

MAJOR PROBLEMS OF PRINCIPALS

1. Check the three problems which concern you most as principal

_____ too much clerical work
_____ inadequate physical facilities
_____ merit rating of teachers
_____ public relations
_____ integration

_____ low salary schedule for teachers
_____ lack of sufficient clerical help
_____ shortage of well-trained teachers
_____ other(s) _____

PERSONAL CHARACTERISTICS CONTRIBUTING TO SUCCESS

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- The following is a list of personal characteristics which have been suggested as contributing most to the success of a high school principal. Select the five characteristics which you feel are most important and rank them in order. (Place 1 in the blank before the most important characteristic, 2 in the blank before the next most important characteristic, etc.)

<input type="checkbox"/> honesty	<input type="checkbox"/> enthusiasm	<input type="checkbox"/> sense of humor
<input type="checkbox"/> sympathy	<input type="checkbox"/> initiative	<input type="checkbox"/> industriousness
<input type="checkbox"/> patience	<input type="checkbox"/> tactfulness	<input type="checkbox"/> personal grooming
<input type="checkbox"/> firmness	<input type="checkbox"/> good health	<input type="checkbox"/> interest in pupils
<input type="checkbox"/> ambition	<input type="checkbox"/> intelligence	<input type="checkbox"/> emotional stability
<input type="checkbox"/> sincerity	<input type="checkbox"/> openmindedness	<input type="checkbox"/> organizational ability
<input type="checkbox"/> willingness to accept responsibility		
<input type="checkbox"/> ability to work with school authorities, personnel and patrons		

MORALE

- Length of contract (in months) for present employment as principal
☐ less than 9 months ☐ 9 to 11 months ☐ 12 months ☐ continuing

- Do you favor a longer contract (in terms of years?) ☐ yes ☐ no

If yes, state reasons(s) _____

- Do you favor tenure for administrative personnel? ☐ yes ☐ no

If yes, under what conditions? _____

- Does your school system provide a retirement plan? ☐ yes ☐ no

If yes, at what age? minimum _____ maximum _____

Summarize provisions _____

- If you were beginning your career would you enter public education?

☐ yes ☐ no ☐ undecided

- If you were beginning your career would you seek a secondary school principalship?

☐ yes ☐ no ☐ undecided

- Indicate your reaction to each of these positions (check more than one column if pertinent)

	Not interested in position	Interested only in unusual circumstances	Interested only because of greater compensation	Interested only because of greater prestige
Superintendent	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Asst. Superintendent	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
(Administration)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
(Curriculum)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
(Personnel)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
State Department of Education	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
College Administration	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
College Teaching	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Politics	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Business	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Other _____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

- Do you plan to continue working as a secondary school principal until retirement?

☐ yes ☐ no

- What do you like most about your position? _____

- What do you like least about your position? _____

FINANCIAL

174

1. Annual salary ☐ less than \$5,000 ☐ \$5,000 to \$5,999 ☐ \$6,000 to \$6,999
 ☐ \$7,000 to \$7,999 ☐ \$8,000 to \$8,999 ☐ over \$9,000
2. Length of contract for employment as high school principal
 ☐ less than 9 months ☐ 9 to 11 months ☐ 12 months ☐ 13 or more months
3. Do you have other employment during the year? ☐ yes ☐ no
4. Do you find it necessary to augment your salary as principal? ☐ yes ☐ no
 If yes, how? _____
5. Amount of additional income _____
6. Working status of marital partner
 ☐ working ☐ working part-time ☐ not working
7. Do you own your home? _____ Rent your home? _____
8. Do you reside within school district in which employed? ☐ yes ☐ no

PROFESSIONAL ACTIVITIES

1. Professional memberships (Educational organizations)
 ☐ local principals' association ☐ local educational association
 ☐ county principals' association ☐ state educational association
 ☐ state principals' association ☐ National Education Association
 ☐ National Principals' Association ☐ other(s) _____
2. Professional contributions to publications
 ☐ magazines ☐ books ☐ newspapers ☐ other(s) _____
3. Approximate number of hours per week spent in reading professional publications
 _____ hours
4. Honorary educational fraternities (list) _____

COMMUNITY PARTICIPATION

1. Check as applicable

Organization	Member	Officer	Former Officer
Welfare clubs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Civic clubs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Social clubs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Business and Professional clubs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Fraternal orders	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Parent-Teacher associations	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Church	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Other (state) _____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Remarks and Suggestions:

☐ I would like to have a copy of the study.

Please return the completed form in the enclosed envelope. Thank you for your kind cooperation.

APPENDIX B

List of Selected High Schools

Alabama

Birmingham

Ensley High School	Claude E. McLaine	(1751)*
Phillips High School	Edward Aull	(1867)
Shades Valley High School	F. A. Peake	(1503)
West End High School	Virgil Wilder	(1309)
Woodlawn High School	Ralph Martin	(2326)

Cullman

Cullman High School	Allen V. Hyatt	(1271)
Decatur High School	W. H. Jenkins	(1220)

Florence

Coffee High School	Tom Braly, Jr.	(1066)
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Gadsden

Gadsden High School	F. T. Dobbs	(1054)
Hueytown High School	Chas. C. Vines	(1030)

Huntsville

S. R. Butler High School	J. Homer Crim	(1191)
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Mobile

Murphy High School	O. B. Hodges	(3394)
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Montgomery

Robert E. Lee High School	T. C. Carlton	(1275)
Sidney Lanier High School	Lee W. Douglas	(1695)

Northport

Tuscaloosa County High School	J. L. Paterson	(1215)
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*Numbers in parenthesis denote pupil enrollment.

Oxford High School	H. T. Stanford	(1169)
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Prichard

C. F. Vigor High School	J. A. McPherson	(1590)
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Selma

Albert G. Parrish High School	J. C. Walker	(1350)
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Trussville

Hewitt-Trussville High School	J. Hewitt Burgess	(1187)
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Tuscaloosa High School	J. R. Pittard	(1641)
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Florida

Bradenton

Manatee County High School	P. F. Davis	(1189)
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Clearwater Senior High School	R. T. Glenn	(1570)
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Coral Gables Sr. High School	H. N. Rath	(2298)
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Daytona Beach

Mainland Jr.-Sr. High School	C. T. Welshinger	(1660)
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DeLand Jr.-Sr. High School	A. E. Bailes	(1170)
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Ft. Lauderdale

Ft. Lauderdale High School	H. F. McComb	(1799)
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Stranahan High School	Kenneth Haun	(1966)
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Ft. Myers Jr.-Sr. High School	Damon Hutzler	(1621)
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Gainesville

Gainesville High School	Wm. S. Talbot	(1375)
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Hialeah High School	E. G. Pease	(2422)
Hollywood		
South Broward High School	Harold Phares	(1752)
Homestead		
South Dade High School	E. B. Blackburn	(1109)
Jacksonville		
Alfred I. duPont High School	Sam I. Smith, Jr.	(1402)
Andrew Jackson High School	R. W. Lockett	(1932)
Englewood High School	C. T. Council	(2216)
Landon Junior-Senior High	Geo. H. Wood	(1674)
Paxon Senior High School	W. H. Shearer	(1189)
Ribault High School	B. B. Mendoza	(2006)
Robert E. Lee High School	J. W. Gilbert	(2448)
Terry Parker Jr.-Sr. High	Sidney G. Friend	(1740)
Jacksonville Beach		
Duncan U. Fletcher High School	F. A. Doggett	(1517)
Key West		
Key West High School	Dr. H. C. Campbell	(1321)
Lake City		
Columbia High School	N. J. Johns	(1139)
Lakeland High School	A. R. Adams	(1440)
Leesburg Junior-Senior High	Ray M. Hayes	(1094)
Melbourne High School	Dr. Wm. B. Baker	(1021)
Miami		
Miami Edison Senior High School	W. B. Duncan	(2554)
Miami Jackson High School	L. L. Sheeley	(2632)
Miami Senior High School	Olin C. Webb	(3369)
North Miami Senior High School	P. A. Davison	(2927)
Southwest Miami High School	Dr. Lee A. Aber	(2266)

Miami Beach

Miami Beach Senior High School	Irvin W. Katz	(2202)
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Orlando

Edgewater High School	O. R. Davis	(1986)
William R. Boone High School	C. E. Terry	(2162)

Panama City

Bay County High School	J. M. Johnston	(1809)
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Pensacola

Escambia High School	J. E. Hall	(1944)
Pensacola High School	R. C. Lipscomb	(1781)

Plant City Senior High School	Donald R. Yoho	(1031)
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St. Petersburg

Boca Ciega High School	R. L. Jones	(1703)
Northeast High School	J. M. Sexton	(1478)
St. Petersburg Senior High	Fred H. Geneva	(1411)

Sarasota Senior High School	H. W. Scherman	(1241)
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Tallahassee

Leon High School	Robert P. Stevens	(1889)
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Tampa

Chamberlain High School	Ateo P. Leto	(1696)
Hillsborough High School	Vivian Gaither	(2299)
Jefferson High School	Braulio Alonso	(1205)
Plant High School	G. F. Wilson	(2298)

Titusville High School	William E. Weeks	(1000)
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Vero Beach High School	Perkins Marquess	(1182)
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West Palm Beach

Palm Beach Junior-Senior High	J. J. McDonald	(1798)
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Winter Haven Senior High School	Shelley S. Boone	(1064)
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Georgia

Albany High School

Harold E. McNabb (1357)

Athens High School

Guy Driver (1592)

Atlanta

Brown High School

J. E. DeVaughn (1226)

Druid Hills High School

Charles M. McDaniel
(1453)

Fulton High School

J. Paul Todd (1129)

Grady, Henry, High School

Roger H. Derthick (1614)

Murphy High School

Geo. M. McCord (1583)

North Fulton High School

William Bryce (1382)

Northside High School

W. H. Kelley (1490)

O'Keefe High School

E. B. Brown (1084)

Roosevelt High School

D. M. Wells (1183)

Southwest High School

Claude C. Wills (1487)

Sylvan Hills High School

James C. Fain (1380)

West Fulton High School

C. E. Langston (1282)

Augusta

Academy of Richmond County

A. P. Markert (1791)

Avondale Estates

Avondale High School

J. C. Womack (1550)

Brunswick

Glynn Academy

James A. Warren (1128)

Canton

Cherokee High School

Jim H. Jordan (1015)

Chamblee High School

Howell C. Martin (1495)

Columbus

Baker High School

Frederick W. Kirby (1217)

Columbus High School

R. Brice Carson (1595)

Jordan Vocational High School

Richard H. Taliaferro
(2404)

Decatur

Decatur High School

Carl G. Renfroe (1268)

Southwest DeKalb High School

Wayne Teague (1328)

East Point

Russell, William A., High School	Linton Deck, Sr. (1156)
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Griffin

Griffin High School	D. B. Christie (1234)
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Macon

Lanier Senior High School	A. J. Swann (1009)
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Marietta

Marietta High School	Loyd C. Cox (1042)
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Savannah

Jenkins, Herschel V., High School	Dr. Howard F. Moseley (1044)
Groves, Robert W., High School	Donald M. Gray (1257)
Savannah High School	R. C. Beemon (2136)

Smyrna

Campbell High School	Jasper M. Griffin (1042)
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Valdosta High School	W. H. Bridges (1043)
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Waycross High School	J. M. Lancaster (1014)
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Kentucky

Ashland High School	H. L. Ellis (1149)
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Covington

Holmes High School	H. T. Mitchell (2038)
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Fern Creek High School	W. K. Niman (1502)
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Independence

Simon Kenton High School	R. C. Hinsdale (1085)
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Lexington

Lafayette High School	Dr. H. L. Davis (1032)
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Louisville

Suda E. Butler High School	H. L. Hatfield	(1281)
Sallie Phillips Durrett High	James C. Bruce	(1660)
duPont Manuel High School	Arthur Ries ,	(1856)
Louisville Male High School	W. S. Milburn	(1332)
Shawnee High School	Robert B. Clem	(1023)
Southern High School	T. T. Knight	(1723)

Middletown

Eastern High School	John W. Trapp	(1740)
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Paducah

Tilghman High School	Bradford Mutchler	(1011)
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South Fort Mitchell

Dixie Heights High School	Willard N. Shropshire	(1106)
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Valley Station

Valley High School	J. C. Cantrell	(2395)
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Louisiana**Alexandria**

Bolton High School	W. E. Pate	(1391)
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Baton Rouge

Baton Rouge Senior High School	D. F. Burge	(1837)
Istrouma Senior High School	Ellis A. Brown	(1564)

Crowley High School	Guy P. Lucas	(1067)
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Harvey

West Jefferson High School	Joseph L. Martina	(1256)
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Houma

Terrebonne High School	Louis D. Rogers	(1288)
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Lake Charles

LaGrange Senior High School	John J. Mims	(1034)
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Metairie

East Jefferson High School	S. J. Barbre	(1822)
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Monroe

Ouachita Parish High School	I. C. Strickland	(1123)
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New Iberia High School	John P. McGraw	(1172)
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New Orleans

Behrman Senior-Junior High	Vincent A. Palisi	(1332)
Warren Easton High School	H. T. Garland	(1197)
Alcee Fortier Senior High	Dr. Joseph S. Schwertz	(1719)

John McDonough Senior High	A. L. Firment	(1227)
F. T. Nicholls Senior High	Daniel A. Allain, Jr.	(1446)

Shreveport

C. E. Byrd High School	J. H. Duncan	(2417)
Fair Park High School	E. H. Herron	(2177)

West Monroe High School	Peyton B. Mangum	(1378)
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Mississippi

Greenville High School	R. J. Koonce, Supt.	(1001)
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Moss Point High School	L. W. Tanner, Supt.	(1037)
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North Carolina**Asheville**

Lee H. Edwards High School	W. P. Griffin	(1331)
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Burlington

Walter M. Williams High School	Lester R. Ridenhour	(1414)
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Charlotte

Central High School	Edward Sanders	(1684)
Harding High School	James R. Hawkins	(1158)
Myers Park High School	Jack Horner	(1228)

Durham

Durham Senior High School	C. E. Cooke	(1356)
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Fayetteville High School	Samuel R. Edwards	(1102)
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Gastonia

Frank L. Ashley High School	R. E. Carothers	(1603)
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Greensboro

Greensboro Senior High School	A. P. Routh	(1752)
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High Point High School	D. P. Whitley	(1749)
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Matthews

East Mecklenburg High School	D. K. Pittman	(1542)
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Raleigh

Needham Broughton High School	J. Q. Holliday	(1737)
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Roanoke Rapids High School	Wm. P. Branch	(1037)
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Wilmington

New Hanover High School	Dale K. Spencer	(2101)
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Winston-Salem

R. J. Reynolds High School	C. R. Jeyner	(1954)
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South Carolina

Beaufort High School	J. M. Randel, Jr.	(1087)
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Cayce

Brookland-Cayce High School	W. S. Parrish	(1364)
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Charleston Heights

Chicora High School	H. L. Corder	(1359)
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Columbia

Columbia High School	R. L. Kalmbach	(1204)
Dreher High School	J. K. Blum	(1353)
Fairforest High School	J. F. Mabry	(1078)
Gaffney High School	W. F. Davis	(1059)

Greenville

Greenville Senior High School	F. L. Fowler	(1630)
Parker High School	Harold B. Kay	(1112)
Hartsville High School	Doyle W. Boggs	(1403)
North Charleston High School	F. L. Arant	(1406)
Rock Hill		
Rock Hill High School	J. J. Godbold	(1531)
Spartanburg High School	Spencer M. Rice	(1283)

Tennessee

Athens

McMinn County High School	J. Will Foster	(1036)
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Chattanooga

Central High School	W. H. Millsaps	(1719)
Chattanooga High School	Creed F. Bates	(1616)
Red Bank High School	Dean Petersen	(1463)
Clarksville High School	Orlo R. Eager	(1006)

Cleveland

Bradley Central High School	Condon L. Wasson	(1804)
Donelson High School	Jimmy Edwards	(1439)
Elizabethton High School	S. P. Hyder	(1211)

Kingsport

Dobyns-Bennett High School	Elery A. Lay	(1014)
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Knoxville

Central High School	Dan Y. Boring (1228)
Fulton High School	W. M. Davis (1493)
Rule High School	John S. Humphreys (1327)
Young High School	John K. Hicks (1137)
Madison High School	Herman DePriest (1267)

Memphis

Central High School	R. E. King (1465)
Frayser High School	Leon M. Stevenson (1108)
Messick High School	Radford Rosebrough (1411)
South Side High School	C. H. Wadley (1106)
Morristown High School	Charles H. Strange (1271)

Nashville

Central High School	W. E. Lowe (1342)
Corinne L. Cohn High School	W. R. Rochelle (1384)
Hillsboro High School	John Koen (1352)
Isaac Litton High School	Marshall E. Foster, Jr. (1969)
Oak Ridge High School	Thomas H. Dunigan (1284)
Whitehaven High School	Shannon Robison (1398)

Winchester

Franklin County High School	Fred Langford (1091)
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Texas

Abilene High School	A. E. Wells (2147)
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Amarillo

Amarillo High School	Robert Ashworth (1634)
Palo Duro High School	Robert Ashworth (1046)
Tascosa High School	Robert Ashworth (1205)
Arlington High School	James W. Martin (1296)

Austin

A. N. McCallum High School	N. H. Wittner (1380)
S. F. Austin High School	Lipscomb Anderson (2195)

Baytown

Robert E. Lee High School	George H. Gentry (1800)
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Beaumont

Beaumont High School	Alton P. Griffin (1040)
South Park High School	J. J. Vincent (1032)

Brownsville High School	E. L. Pritchett (1165)
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Corpus Christi

Miller High School	Mark A. Nelson (1894)
Ray High School	U. D. Henslee (2148)

Dallas

Adams High School	D. M. Thompson (1748)
Adamson High School	H. A. Allen (1529)
Crozier Technical High School	W. J. E. Schiebel (1947)
Hillcrest High School	F. R. Boswell (1027)
Jefferson Junior-Senior High	R. E. Stroud (2481)
Justin F. Kimball High School	W. P. Durett (1275)
Samuell High School	W. S. Lanham (1703)
South Oak Cliff High School	Ben A. Matthews (1764)
Sunset High School	C. C. Miller (1815)
Woodrow Wilson High School	Dale Douglas (1460)
Highland Park High School	Frank Monroe (1389)

Edinburg High School	Ohland Morton (1104)
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El Paso

Burges High School	Don L. Mitchell (1273)
El Paso High School	John H. Estes (1283)
Jefferson High School	Roy G. Wilson (1374)
S. F. Austin High School	Chas. H. Harris (2773)

Freeport

Brazosport High School	C. V. Eikenberg (1210)
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Fort Worth

Arlington Heights High School	Homer J. Pegram (1572)
Diamond Hill-Jarvis Jr.-Sr. High	Clyde L. Brown (1019)
Paschal High School	O. D. Wyatt (2138)
Polytechnic High School	C. A. Thompson (1835)
Birdville High School	W. G. Thomas (1092)
Galena Park High School	W. C. Cunningham (1370)

Galveston

Ball High School	Morgan E. Evans	(1279)
Garland High School	Glen B. Couch	(1026)
Grand Prairie High School	H. H. Chambers	(1093)

Harlingen

Harlingen High School	C. E. Burnett	(1143)
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Houston

Austin High School	James H. Goettee	(1750)
Bellaire High School	H. G. Andrews	(2319)
Jefferson Davis High School	J. Paul Rodgers	(1282)
Jesse Jones High School	Coy W. Mills	(1331)
Lamar High School	Woodrow Watts	(2139)
Milby High School	W. I. Stevenson	(1802)
Reagan High School	Robert H. Williams	(2475)
Sam Houston High School	W. H. Powell	(1706)
Aldine High School	Paul Hensarling	(1126)
Spring Branch High School	John Moses	(1538)
Irving High School	W. T. Hanes	(3096)

Lubbock

Lubbock High School	W. H. Howorth	(1571)
Monterey High School	Floyd Honey	(1423)
Midland High School	Harold H. Hitt	(1653)

Odessa

Ector Junior-Senior High School	Dwight L. Kirk	(1206)
Odessa High School	Dwight L. Kirk	(2228)

Pasadena

Pasadena High School	V. W. Miller	(1650)
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Port Arthur

Jefferson High School	Z. T. Fortescue	(1831)
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San Angelo

Central High School	G. B. Wadzeck	(1385)
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San Antonio

Brackenridge High School	E. O. Hakala	(1121)
Burbank Vocational High School	T. F. Gates	(2015)
Edison High School	John B. Sullivan	(1110)
Highlands High School	A. E. Lehmborg	(2018)
Jefferson High School	Clyde M. Gott	(2103)
Lanier High School	R. H. Brewer	(1705)
San Antonio Vocational and Tech.	G. L. Fling	(1814)
Alamo Heights High School	E. T. Robbins	(1307)
Harlandale High School	Dillard McCollum	(1396)

Tyler

John Tyler High School	H. A. Moore	(1008)
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Victoria

Victoria High School	C. O. Chandler	(1065)
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Waco

Waco High School	A. R. Downing	(1755)
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Wichita Falls

Wichita Falls High School	O. T. Freeman	(2197)
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Ysleta High School	J. M. Hanks	(2028)
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Virginia**Alexandria**

Francis C. Hammond High School	T. Marcus Gillespie	(1288)
George Washington High School	Edgar G. Pruet	(1622)
Groveton High School	Emory W. Chesley	(1458)
Mount Vernon High School	Melvin B. Landes	(1372)

Annandale High School	Ralph E. Buckley	(1665)
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Arlington

Wakefield High School	Harold M. Wilson	(2491)
Washington-Lee High School	Benjamin T. Norris	(2643)

Charlottesville

Albemarle High School
Lane High School

Ben F. Hurt (1223)
W. I. Nichols, Jr. (1021)

Chester

Thomas Dale High School
Churchland High School

J. Wilson Crump (1175)
Frank D. Beck (1117)

Craddock High School

J. J. Booker, Jr. (1592)

Danville

George Washington High School
Fairfax High School

J. T. Christopher (1584)
Samuel J. Coffey (2112)

Falls Church

Falls Church High School
Hampton High School
Highland Springs High School

W. Leon Mason (2116)
Garland R. Lively (2000)
Victor W. Kreiter (1377)

Leesburg

Loudon County High School

D. Harold Knott (1220)

Lynchburg

E. C. Glass High School

L. H. McCue, Jr. (1788)

Lynnhaven

Princess Anne High School
McLean High School

J. W. Littleton (2715)
Craighill S. Burks
(2033)

Newport News

Newport News High School
Warwick High School

Robert Maidment (1446)
George W. Cox, Jr.
(1658)

Norfolk

Granby High School	Wm. L. Harrell (2073)
Great Bridge High School	D. C. Eley (1276)
Matthew F. Maury High School	A. Rufus Tonelson (1981)
Norview High School	C. W. Perdue (2075)

Portsmouth

Woodrow Wilson High School	Robert W. Allen (1688)
Pulaski High School	Kenneth E. Fulp (1220)

Richmond

Douglas S. Freeman High School	W. Howard Mears (1201)
Hermitage High School	H. A. McKann (1409)
John Marshall High School	Fred B. Dixon (1779)
Thomas Jefferson High School	W. W. Brock, Jr. (2037)

Roanoke

Jefferson Senior High School	Harold L. Secord (1829)
William Fleming High School	W. Albert Coulter (1081)

Rocky Mount

Franklin County High School	Elton A. Bonner (1190)
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Salem

Andrew Lewis High School	DeWitt T. Miller (1707)
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South Boston

Halifax County High School	J. M. Swanson (1639)
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Winchester

Handley High School	Garland R. Quarles (1025)
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APPENDIX C

COPY

Southern Association of Colleges and Secondary Schools
Suite 592, 795 Peachtree Street, N. E.
Atlanta 8, Georgia

Mr. A. Rufus Tonelson
Principal
Matthew Maury High School
Norfolk, Virginia

Dear Mr. Tonelson:

I have examined with interest your proposal to make a study of the work of the Southern Association principals in large high schools as a doctoral dissertation. It seems to me that the information which will be available as a result of your study should be very helpful to the principals of our schools.

You have the permission of this Association to write the principals of these schools indicating that we are interested in this study and should like to have their cooperation in developing the information which you are seeking. I feel sure that the principals of member schools will be pleased to cooperate with you in this professional undertaking.

Sincerely,

/s/ Raymond G. Wilson

Raymond G. Wilson
Executive Secretary

RGW/jh

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COPY

Maury High School
15th Street and Moran Avenue
Norfolk 7, Virginia

A. Rufus Tonelson,
Principal

Dear Colleague:

The origin and expansion of secondary education in the United States during the past thirty or forty years has resulted in a new approach towards the training and duties of the professional administrator of the larger high school. This rapid growth accompanied by the complex internal organization of the high school gives rise to the question whether the principalship is keeping pace with the development of the institution. The purpose of this study is to provide information regarding the present status of the principalship of the larger high schools in the Southern region. It is hoped that the results of this study may be used for the more effective preparation and selection of the high school principal.

As principal of one of these schools we hope you will be willing to help in providing information as it applies to your particular situation. It will be impossible to obtain complete data without your cooperation.

Please complete the questionnaire at your earliest convenience and return it in the enclosed envelope. You may be assured that your answers will be held in strict confidence.

With many thanks for your cooperation in this project, I remain,

Sincerely yours,

/s/ A. Rufus Tonelson

A. Rufus Tonelson
Principal

ART/pr

Enc.

COPY

Maury High School
15th Street and Moran Avenue
Norfolk 7, Virginia

A. Rufus Tonelson,
Principal

Dear Colleague:

Several weeks ago I mailed you a questionnaire on "The High School Principalship." I think that the information to be gleaned from such a study will be of value not only from an academic point of view but also will enhance our professional status.

Until the present writing I have not received your questionnaire. I know that this must be an oversight on your part and I'd appreciate your returning it to me as soon as possible.

If you have lost or mislaid your questionnaire, I'd be very happy to send you a duplicate if you will fill out the enclosed postal card.

With many thanks for your kind cooperation, I remain,

Sincerely yours,

Dear Mr. Tonelson:

..... Please send me a duplicate questionnaire on
"The High School Principalship."

..... I failed to receive your first letter. Please
send me a questionnaire and all pertinent in-
formation.

PRINCIPAL

HIGH SCHOOL

CITY

STATE

195

COPY

Dear Mr. Tonelson:

.....I have received the duplicate questionnaire and
I will return it within the next few days.

.....I do not care to participate in this project.

PRINCIPAL

HIGH SCHOOL

CITY

STATE

ROOM USE ONLY.

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