DESIRABLE QUALIFICATIONS FOR AN ELEMENTARY SCHOOL PRINCIPAL

by

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A Thesis submitted to the faculty of the Department of Education in partial fulfillment of the requirements for the degree of Master of Arts in the Graduate College University of Arizona 1939

Approved: 

Adviser

Date
# TABLE OF CONTENTS

<table>
<thead>
<tr>
<th>Chapter</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>I. INTRODUCTION</td>
<td>1</td>
</tr>
<tr>
<td>Importance of the Elementary School Principal</td>
<td>1</td>
</tr>
<tr>
<td>Purpose and Problem</td>
<td>3</td>
</tr>
<tr>
<td>Limitations</td>
<td>4</td>
</tr>
<tr>
<td>Definition of the Principal as Referred to in this Study</td>
<td>6</td>
</tr>
<tr>
<td>Method of Study</td>
<td>7</td>
</tr>
<tr>
<td>II. JOB ANALYSIS</td>
<td>8</td>
</tr>
<tr>
<td>Purpose of Job Analysis</td>
<td>8</td>
</tr>
<tr>
<td>Classification of the Elementary School Principal's Duties</td>
<td>9</td>
</tr>
<tr>
<td>Distribution of Duties</td>
<td>12</td>
</tr>
<tr>
<td>Summary</td>
<td>18</td>
</tr>
<tr>
<td>III. PERSONALITY</td>
<td>21</td>
</tr>
<tr>
<td>Definition of Personality</td>
<td>21</td>
</tr>
<tr>
<td>Importance of Personality</td>
<td>22</td>
</tr>
<tr>
<td>Desirable Personal Qualifications Necessary for an Elementary School Principal</td>
<td>24</td>
</tr>
<tr>
<td>Impressiveness</td>
<td>26</td>
</tr>
<tr>
<td>Reflections of One's Attitude Toward Life</td>
<td>28</td>
</tr>
<tr>
<td>Human Relations</td>
<td>30</td>
</tr>
<tr>
<td>Traits Necessary for Continued Growth</td>
<td>31</td>
</tr>
<tr>
<td>Summary</td>
<td>32</td>
</tr>
<tr>
<td>IV. EXPERIENCE</td>
<td>34</td>
</tr>
<tr>
<td>Desirability of Experience</td>
<td>34</td>
</tr>
<tr>
<td>General</td>
<td>34</td>
</tr>
<tr>
<td>Teaching</td>
<td>36</td>
</tr>
<tr>
<td>Administrative</td>
<td>40</td>
</tr>
<tr>
<td>Summary</td>
<td>42</td>
</tr>
<tr>
<td>V. CERTIFICATION</td>
<td>46</td>
</tr>
<tr>
<td>State Laws and Regulations Governing</td>
<td>46</td>
</tr>
</tbody>
</table>
### TABLE OF CONTENTS (Cont'd.)

<table>
<thead>
<tr>
<th>Chapter</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Elementary School Principals' Certificates</strong></td>
<td>46</td>
</tr>
<tr>
<td>Early Trends</td>
<td>46</td>
</tr>
<tr>
<td>Later Trends</td>
<td>51</td>
</tr>
<tr>
<td>Type of Credential or Certificate</td>
<td>53</td>
</tr>
<tr>
<td>Specific Courses</td>
<td>55</td>
</tr>
<tr>
<td>Additional Local Requirements</td>
<td>57</td>
</tr>
<tr>
<td>Supplement</td>
<td>58</td>
</tr>
<tr>
<td>Summary</td>
<td>60</td>
</tr>
<tr>
<td><strong>VI. RESIDENCE</strong></td>
<td>63</td>
</tr>
<tr>
<td>Limitations of Study</td>
<td>63</td>
</tr>
<tr>
<td>Specific Rules and Regulations as to Residence for Certification</td>
<td>63</td>
</tr>
<tr>
<td>States Possessing Rules and Regulations that Imply Residence Requirements for &quot;Certain Types&quot; of Certificates</td>
<td>65</td>
</tr>
<tr>
<td>Administrative Certificates</td>
<td>66</td>
</tr>
<tr>
<td>Supervisory Certificates</td>
<td>66</td>
</tr>
<tr>
<td>Life Certificates and Diplomas</td>
<td>66</td>
</tr>
<tr>
<td>Permanent Elementary School Certificate</td>
<td>68</td>
</tr>
<tr>
<td>State Certificate</td>
<td>68</td>
</tr>
<tr>
<td>State Elementary Certificate</td>
<td>69</td>
</tr>
<tr>
<td>Service Certificate</td>
<td>69</td>
</tr>
<tr>
<td>Teaching Certificate</td>
<td>69</td>
</tr>
<tr>
<td>Agreement to Teach</td>
<td>69</td>
</tr>
<tr>
<td>Special Subject Certificate</td>
<td>70</td>
</tr>
<tr>
<td>Certain Types or Grades of Certificates</td>
<td>70</td>
</tr>
<tr>
<td>Limited and Unlimited Certificates</td>
<td>71</td>
</tr>
<tr>
<td>Additional Requirements</td>
<td>71</td>
</tr>
<tr>
<td>Supplement</td>
<td>72</td>
</tr>
<tr>
<td>Summary</td>
<td>73</td>
</tr>
<tr>
<td><strong>VII. SUPERVISION</strong></td>
<td>75</td>
</tr>
<tr>
<td>Definition of Supervision</td>
<td>75</td>
</tr>
<tr>
<td>Purpose of Supervision</td>
<td>76</td>
</tr>
<tr>
<td>Types of Supervisory Principals</td>
<td>76</td>
</tr>
<tr>
<td>Probable Duties of a Supervising Principal</td>
<td>78</td>
</tr>
<tr>
<td>Desirable Qualifications</td>
<td>79</td>
</tr>
<tr>
<td>Personal Traits</td>
<td>79</td>
</tr>
</tbody>
</table>
# Table of Contents (Cont'd.)

<table>
<thead>
<tr>
<th>Chapter</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>Training</td>
<td>80</td>
</tr>
<tr>
<td>Experience</td>
<td>81</td>
</tr>
<tr>
<td>Certification</td>
<td>82</td>
</tr>
<tr>
<td>Knowledge of Community</td>
<td>83</td>
</tr>
<tr>
<td>Knowledge of Parents</td>
<td>84</td>
</tr>
<tr>
<td>Knowledge of Curriculum</td>
<td>85</td>
</tr>
<tr>
<td>Knowledge of Superintendent's Policies</td>
<td>86</td>
</tr>
<tr>
<td>Knowledge of Teachers</td>
<td>86</td>
</tr>
<tr>
<td>Knowledge of Pupils</td>
<td>87</td>
</tr>
<tr>
<td>Knowledge of Plant</td>
<td>88</td>
</tr>
<tr>
<td>Miscellaneous</td>
<td>88</td>
</tr>
<tr>
<td>Summary</td>
<td>89</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>VIII. RELATIONS TO THE COMMUNITY</th>
<th>92</th>
</tr>
</thead>
<tbody>
<tr>
<td>The Principal as a Desirable Community Leader</td>
<td>92</td>
</tr>
<tr>
<td>Publicity</td>
<td>92</td>
</tr>
<tr>
<td>Purpose</td>
<td>94</td>
</tr>
<tr>
<td>Types</td>
<td>94</td>
</tr>
<tr>
<td>Means and Agencies</td>
<td>94</td>
</tr>
<tr>
<td>Principals and Service Clubs</td>
<td>96</td>
</tr>
<tr>
<td>Home Contacts</td>
<td>98</td>
</tr>
<tr>
<td>Community Center Activities</td>
<td>100</td>
</tr>
<tr>
<td>Social and Welfare Agencies</td>
<td>102</td>
</tr>
<tr>
<td>Summary</td>
<td>104</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>IX. ACADEMIC AND PROFESSIONAL TRAINING</th>
<th>107</th>
</tr>
</thead>
<tbody>
<tr>
<td>Definitions</td>
<td>107</td>
</tr>
<tr>
<td>Purposes of Academic and Professional Training</td>
<td>108</td>
</tr>
<tr>
<td>Undergraduate Training</td>
<td>110</td>
</tr>
<tr>
<td>Basic Training</td>
<td>112</td>
</tr>
<tr>
<td>Graduate Training</td>
<td>114</td>
</tr>
<tr>
<td>Summary</td>
<td>116</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>X. CONCLUSIONS AND RECOMMENDATIONS</th>
<th>118</th>
</tr>
</thead>
<tbody>
<tr>
<td>Conclusions</td>
<td>118</td>
</tr>
<tr>
<td>Recommendations</td>
<td>124</td>
</tr>
</tbody>
</table>

BIBLIOGRAPHY | 127 |
TABLES

<table>
<thead>
<tr>
<th>Number</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>I.</td>
<td>TYPES OF ELEMENTARY SCHOOL PRINCIPAL-SHIPS IN ARIZONA, 1935-36</td>
</tr>
<tr>
<td>II.</td>
<td>AVERAGE PER CENT OF TIME PRINCIPALS OF TWO SIZES OF SCHOOLS WOULD GIVE TO VARIOUS DUTIES UNDER IDEAL CONDITIONS</td>
</tr>
<tr>
<td>III.</td>
<td>AVERAGE PER CENT OF TIME GIVEN TO SCHOOL DUTIES BY PRINCIPALS OF SCHOOLS OF DIFFERENT SIZES</td>
</tr>
<tr>
<td>IV.</td>
<td>AVERAGE OF IDEAL DISTRIBUTION OF SCHOOL DAY</td>
</tr>
<tr>
<td>V.</td>
<td>AVERAGE OF ACTUAL DISTRIBUTION OF PRINCIPALS' SCHOOL DAYS</td>
</tr>
<tr>
<td>VI.</td>
<td>COMPARISON OF ACTUAL AND IDEAL ALLOTMENTS OF PRINCIPALS' TIME</td>
</tr>
<tr>
<td>VII.</td>
<td>RANGE AND AVERAGE PER CENT OF TIME SPENT ON DUTIES BY FORTY PRINCIPALS</td>
</tr>
<tr>
<td>VIII.</td>
<td>THEORETICAL TIME DISTRIBUTION OF FUNCTIONS BY FIFTEEN UNIVERSITY PROFESSORS OF EDUCATION</td>
</tr>
<tr>
<td>IX.</td>
<td>REQUIREMENTS AS TO TYPES OF EXPERIENCE REQUIRED BY SUPERINTENDENTS, OF THOSE APPOINTED TO ELEMENTARY SCHOOL PRINCIPAL-SHIPS</td>
</tr>
<tr>
<td>X.</td>
<td>NUMBER OF YEARS OF EDUCATIONAL EXPERIENCE REQUIRED BY SUPERINTENDENTS OF THOSE APPOINTED TO ELEMENTARY SCHOOL PRINCIPAL-SHIPS</td>
</tr>
<tr>
<td>XI.</td>
<td>YEARS OF EXPERIENCE OF ELEMENTARY SCHOOL PRINCIPALS (INCLUDING TEACHING EXPERIENCE)</td>
</tr>
<tr>
<td>XII.</td>
<td>REQUIREMENTS FOR CERTIFICATION OF ELEMENTARY SCHOOL PRINCIPALS BASED ON DATA FROM TWENTY-EIGHT STATES REQUIRING SUCH CERTIFICATES</td>
</tr>
<tr>
<td>Number</td>
<td>Table Description</td>
</tr>
<tr>
<td>--------</td>
<td>-------------------------------------------------------------------------------------------------------</td>
</tr>
<tr>
<td>XIII.</td>
<td>Trend in the dates of adoption of elementary school principal's certificates based on states having certificates</td>
</tr>
<tr>
<td>XIV.</td>
<td>States requiring elementary school principals' certificates in 1927 and types</td>
</tr>
<tr>
<td>XV.</td>
<td>Sixty-eight activities grouped, showing type, example, and frequency of mention</td>
</tr>
<tr>
<td>XVI.</td>
<td>Number and per cent of professors of education, city superintendents, and elementary school principals who say certain courses are desirable basic courses</td>
</tr>
</tbody>
</table>
CHAPTER I

INTRODUCTION

Importance of the Elementary School Principal

"The influence of the principal is so important that the old epigrammatic expression, 'As the principal so the school', has come to be accepted as a truism in education." ¹

Cubberley states that we are not likely to over-estimate the importance of the office of school principal. The principal gives tone and character to the school under his control. Each principal must constantly grow if he is to measure up to the demands of his position. The mere fact that supervision is so predominantly personal in its nature and methods, gives to the office of school principal large potential importance. ²

The most important present-day achievement in American education is the prominence attained by the elementary school principal. He is no longer a classroom teacher promoted, nursing aspirations for a high school principalship, or dabbling in some outside business in order to provide for

² Cubberley, Ellwood P. The Principal and His School, pp. 27-28.
the time when he will retire.

The extensive variation of capacities in which the
principal serves magnifies the importance of the position.
We find the principal serving in the capacity of adminis-
trative head, supervisor and teacher. He is found in all
types of school systems and different schools in the same
system, including American, Mexican, and Negro schools.
The range extends from pre-primary to and including the
junior high school, with differences in the personnel, social
status, and general environment in schools of the same type.
A similarity of title does not assure a similarity of duties.
In some schools the principal will be little more than head-
teacher with a full teaching load and such duties as he may
perform relative to the principalship will come before or
after school. This condition varies on up to the position
having no teaching load whatsoever.

The principal is the directing head of his institution.
He will be expected to assume considerable responsibility
in the application of the educational program no matter
under what title or classification he may come. He should
be in closer contact with the student body and faculty
than any other official concerned. Through this contact
and through harmony with the teaching personnel of his
building he will usually determine the degree of success

of proposed administrative policies.

The general ability of the principal will in a large measure determine the heights of achievement to be attained by both teachers and pupils. A capable principal can develop a strong school even under adverse circumstances.

If we may assume that the ages of pupils ranging from kindergarten or pre-primary on through the elementary school is one of importance from the standpoint of being a formative period and one of guidance possibilities, and since the elementary school principalship may surely be considered as dealing extensively with children of these ages, it seems logical to assume that the position may be one of importance and any problem dealing with it may have significance.

Purpose and Problem

The purpose of this study is to combine, consolidate, and simplify the various detailed studies that have been made on the various phases and qualifications of the elementary school principalship into a more concise presentation of what may seem to be the more desirable qualifications, thus reducing the almost impossible task of searching through all the research in the particular field. It is intended to cover a larger scope than is usually found in individual research studies, serving to preserve the influence of useful studies, and inclining towards recommendations that may be of aid in future considera-
tions of the elementary school principal.

The problem involved in this study is that of outlining the desirable qualifications for an elementary school principal with respect to personality, experience, certification, residence, supervision, relation to the community, and academic and professional requirements.

Limitations

The limitations of this study are rather broad in that they will consider the elementary principal in the various capacities in which he serves in the numerous school systems of the country; that is, as administrative, supervisory, building, and teaching principal. Limitations must, due to existing circumstances, include:

- Principals of schools having as few as two teachers as well as those with the maximum number to be found.
- Principals of pre-primary, primary, intermediate, and junior high schools as well as those including all grades.
- Principals of schools differing in race and nationality, such as, Negro, and Mexican schools.
- Principals of both sexes.
- Principals of all elementary and junior high schools regardless of nationality, race, type, personnel, location, and environmental conditions.

It will be of interest to note Table I, which shows the situation in Arizona pertaining to the number of principals, and the types of principalships in regard to the number of teachers employed. The table shows that
<table>
<thead>
<tr>
<th>County</th>
<th>Number of Teachers</th>
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</thead>
<tbody>
<tr>
<td>Apache</td>
<td>5</td>
</tr>
<tr>
<td>Cochise</td>
<td>16</td>
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<tr>
<td>Coconino</td>
<td>4</td>
</tr>
<tr>
<td>Gila</td>
<td>1</td>
</tr>
<tr>
<td>Graham</td>
<td>6</td>
</tr>
<tr>
<td>Greenlee</td>
<td>1</td>
</tr>
<tr>
<td>Maricopa</td>
<td>8</td>
</tr>
<tr>
<td>Mohave</td>
<td>4</td>
</tr>
<tr>
<td>Navajo</td>
<td>7</td>
</tr>
<tr>
<td>Pima</td>
<td>9</td>
</tr>
<tr>
<td>Pinal</td>
<td>4</td>
</tr>
<tr>
<td>Santa Cruz</td>
<td>5</td>
</tr>
<tr>
<td>Yavapai</td>
<td>4</td>
</tr>
<tr>
<td>Yuma</td>
<td>5</td>
</tr>
<tr>
<td>Total</td>
<td>77</td>
</tr>
<tr>
<td>Cumulative:</td>
<td></td>
</tr>
<tr>
<td>Total</td>
<td>77</td>
</tr>
<tr>
<td>Per cent</td>
<td></td>
</tr>
<tr>
<td>Cumulative:</td>
<td></td>
</tr>
<tr>
<td>Per cent</td>
<td></td>
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</tbody>
</table>
there were two hundred and sixty-five principals serving in the elementary schools of the State of Arizona during the school year of 1935-1936. Seventy-seven, or 29 per cent, of these were in two-teacher schools; one hundred and forty-three, or approximately 54 per cent, in schools of five or less teachers; two hundred and three, or nearly 77 per cent, in schools of ten or less; two hundred and fifty-three, or 95 per cent, in schools with twenty or less; and only twelve, or 4.5 per cent, in schools with twenty or more; with three, or slightly over 1 per cent, serving in schools with thirty or more teachers.

Definition of the Principal as Referred to in this Study

It seems advisable that the word principal be defined as the administrative head of a school who is primarily responsible for the supervisory direction of a school and works under a superintendent. However, the writer feels that in this study the principal may be considered in a broader sense. The principalship, from the practical standpoint, must be more inclusive according to existing conditions in our own State. He may be serving as either an administrative head, in a building or supervisory capacity, or carrying a part or full time load of teaching in a smaller system in addition to regular administrative, supervisory, and clerical duties.
"The principal of an elementary school is the director of a social institution, not a mere structural organization, whose special functions are to provide for the many-sided development of its pupils, which means that the form of organization to be developed must be determined in the light of what is best for the children of the community." 4

Method of Study

The method of study used in this problem would come under the scope of the integrative method because it does not necessarily add new or original data but synthesizes the results of various research studies centering about the field or problem, and involves the survey of research concerning a given problem.

The data are to be found in books dealing with the principal's school duties, personal requirements, place in the community, and academic and professional training; periodical references dealing with the same material; publications of research agencies; reports from proceedings of different groups; and requirements of various state departments. Studies referred to will be carefully scrutinized to determine the accuracy and significance of their findings.

This material will be organized and presented in such a manner as to summarize and evaluate the findings, from which conclusions will be drawn and recommendations made as to desirable qualifications as of the present, and possible requirements of the future.

4. Reavis, Wm. C., Pierce, Paul R., and Stullken, Edward H. op. cit., p. 27.
CHAPTER II

JOB ANALYSIS

Purpose of Job Analysis

Every principal will need to make his own job analysis, the ultimate aim of which will be efficiency. In order to obtain this efficiency through a job analysis he must have in mind the manipulations essential to the job. He must have technical knowledge which deals with materials and methods. There will be need for job intelligence which will mean that he must have some conception of what needs to be known, what should be done, and a knowledge of sources of information. He will need job morale which will enable him to get along with others, respect their opinions, methods, and ideas. Excess assets that will enlarge his ability to make decisions and reach conclusions should be his, as well as a store of auxiliary information which would aid his general knowledge and give him a broader understanding of the problems of others.

Job analysis accomplishes four purposes. First, it tends to standardize the principal's duties. This however may be an outcome of doubtful value since educational theory advises the principal to meet the needs of his particular community. Second, it offers a means of improving the principal's work by checking his work against
well arranged lists. Third, a list of duties might be used in developing policies for clerical help, division of staff responsibilities, evaluating the position of the principal, and for training the principal in service. Fourth, "the analysis of responsibilities should be of value to colleges and universities in developing a training program."

**Classification of the Elementary School Principal's Duties**

As has been stated in the introductory chapter, the range of duties which may fall on the elementary school principal is extensive, depending largely on the type of school system in which he works. In spite of this wide range all principals perform the same general types of duties which are classified by Cubberley under four main heads, namely, organization, administration, supervision, and social activities.

The duties of the principal are numerous and varied, and almost as extensive as the field of education. Exact duties vary in different school systems and in schools of the same system due to the influence of community conditions, school size, nationality, policies of the superintendent,

2. Cubberley, E. P. The Principal and His School, p. 38.
the training of the principal himself, and other factors.

The desirability of standardization will depend upon the extent that good judgment is used by the principal in distinguishing the variation between good practices and the needs of his particular school. He will be called upon to exercise good judgment in the pursuance of different courses as various situations present themselves.

3 Otto in a study made from ten different sources classifies the principal's duties as follows:

Supervision -
  Class management
  Instructional
  Class recitation
  Pupil adjustment
  Supplementary
  Professional study and improvement
  Curriculum

Organization and Administration -
  Pupil control and management
  General management
  Teachers
  Personal
  Janitorial

Teaching -
  (Regular teaching would vary with specific situations)

Miscellaneous -
  Professional
  Extracurricular
  Parent-teacher work
  Community

In his report, Otto adds that it will probably never

4 Ibid., p. 617.
be possible to set up a final list of activities which all supervising principals should adopt due to the existence of special conditions which will determine to a considerable extent just how a particular principal can secure maximum results.

In a study of two hundred and seventy-nine diaries kept by forty principals for a school day from eight to three o'clock, duties are classed as coming under:

- Constructive Organization
- Routine Work
- Improvement of Learning
- Imperative, Temporary, or Emergency Problems
- Social Training, and Welfare

The Seventh Yearbook of the Department of Elementary School Principals committee lists the principal's duties under five groups:

- Supervision
- Administration
- Clerical
- Teaching
- Other Duties

Cubberley cites a theoretical study in which the judgment of fifteen university professors of education grouped the principal's duties under:

- Supervision of Instruction

7. Cubberley, E. P. op. cit., p. 43.
Numerous detailed reports are available showing well broken-down divisions of the duties of a principal. It is suggested for the reader who desires a more detailed breakdown of the duties that he refer to Chapter IV of The Elementary School Principalship. Principals may find this list of value as a check against their present activities. The report suggests that they may ask themselves:

Am I performing duties not included on this list?

Should I continue with these duties?

Am I failing to perform duties included on this list which I could do with advantage?

Is my division of time among the main topics what it should be?

Distribution of Duties

In studying reports on the distribution of duties one finds considerable variation and range. This is especially true not only of actual practice but it is also found in theoretical distributions to a lesser extent.

The Seventh Yearbook of the Department of Elementary School Principals indicates that there has been considerable agreement among principals in all sizes of cities as

8. The Elementary School Principalship, Seventh Yearbook, op. cit., Chapter IV, passim.
to the ideal distribution of time. This is shown in Table II which has been limited by the writer to only two sizes.

**TABLE II**

**AVERAGE PER CENT OF TIME PRINCIPALS OF TWO SIZES OF SCHOOLS WOULD GIVE TO VARIOUS DUTIES UNDER IDEAL CONDITIONS**

<table>
<thead>
<tr>
<th>Groups of Duties</th>
<th>School Size</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>100-499</td>
</tr>
<tr>
<td>Supervision</td>
<td>51.16</td>
</tr>
<tr>
<td>Administration</td>
<td>22.96</td>
</tr>
<tr>
<td>Clerical</td>
<td>7.54</td>
</tr>
<tr>
<td>Teaching</td>
<td>6.58</td>
</tr>
<tr>
<td>Other Duties</td>
<td>12.20</td>
</tr>
</tbody>
</table>

An actual distribution of the principal's school day with indication as to school size as reported in a study in the Seventh Yearbook of the Department of Elementary School Principals shows the following time distribution in Table III.

The averages of several studies which dealt with the ideal distribution are reported in the Seventh Yearbook of the Department of Elementary School Principals. The distribution is shown in Table IV.

---

### TABLE III

**AVERAGE PER CENT OF TIME GIVEN TO SCHOOL DUTIES BY PRINCIPALS OF SCHOOLS OF DIFFERENT SIZES**

<table>
<thead>
<tr>
<th>Groups of Duties</th>
<th>School Size</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>100-499</td>
</tr>
<tr>
<td>Supervision</td>
<td>31.57</td>
</tr>
<tr>
<td>Administration</td>
<td>27.06</td>
</tr>
<tr>
<td>Clerical</td>
<td>20.37</td>
</tr>
<tr>
<td>Teaching</td>
<td>5.86</td>
</tr>
<tr>
<td>Other Duties</td>
<td>14.79</td>
</tr>
</tbody>
</table>

### TABLE IV

**AVERAGE OF IDEAL DISTRIBUTION OF SCHOOL DAY**

<table>
<thead>
<tr>
<th>Groups of Duties</th>
<th>Average Time Distribution</th>
</tr>
</thead>
<tbody>
<tr>
<td>Supervision</td>
<td>43 per cent</td>
</tr>
<tr>
<td>Administration</td>
<td>24 &quot;</td>
</tr>
<tr>
<td>Clerical</td>
<td>6 &quot;</td>
</tr>
<tr>
<td>Teaching</td>
<td>6 &quot;</td>
</tr>
<tr>
<td>Other Duties</td>
<td>21 &quot;</td>
</tr>
</tbody>
</table>

A committee of principals, summarizing the average actual distribution of eleven different studies for the Seventh Yearbook of the Department of Elementary School Principals reported the following:

TABLE V

AVERAGE OF ACTUAL DISTRIBUTION OF PRINCIPALS' SCHOOL DAYS

<table>
<thead>
<tr>
<th>Groups of Duties</th>
<th>Average Time Distribution</th>
</tr>
</thead>
<tbody>
<tr>
<td>Supervision</td>
<td>28.45 per cent</td>
</tr>
<tr>
<td>Administration</td>
<td>40.78 &quot; &quot;</td>
</tr>
<tr>
<td>Clerical</td>
<td>14.45 &quot; &quot;</td>
</tr>
<tr>
<td>Teaching</td>
<td>9.67 &quot; &quot;</td>
</tr>
<tr>
<td>Other Duties</td>
<td>7.05 &quot; &quot;</td>
</tr>
</tbody>
</table>

A summarization of other studies reported in the Seventh Yearbook of the Department of Elementary School Principals indicated the comparison as shown in Table VI.

In order to show the contrasts in studies, may the writer cite the reader to a study made in Ohio in 1926. This study showed that the average elementary school principal spent 52 per cent of the average day in classroom

TABLE VI

COMPARISON OF ACTUAL AND IDEAL ALLOTMENTS
OF PRINCIPALS' TIME 14

<table>
<thead>
<tr>
<th>Groups of Duties</th>
<th>Average Time Distribution</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Ideal</td>
</tr>
<tr>
<td>Supervision</td>
<td>51.56%</td>
</tr>
<tr>
<td>Administration</td>
<td>24.87%</td>
</tr>
<tr>
<td>Clerical</td>
<td>5.99%</td>
</tr>
<tr>
<td>Teaching</td>
<td>5.71%</td>
</tr>
<tr>
<td>Other Duties</td>
<td>11.87%</td>
</tr>
</tbody>
</table>

Coxe 15 found that 66 per cent of the elementary school principals in New York cities and villages employing superintendents did no teaching whatsoever.

The Seventh Yearbook of the Department of Elementary School Principals committee 16 found that little more than 4 per cent of the average working day of the average supervising principal was given to classroom teaching.

A study made by Hampton 17 on the activities of public

school principals with the per cent of time devoted to each, 
(based on 2,516 school days of 130 principals) reveals the 
following:

<table>
<thead>
<tr>
<th>Supervision of Instruction</th>
<th>20.08 per cent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Administrative Activities</td>
<td>65.36 &quot;</td>
</tr>
<tr>
<td>Social Activities</td>
<td>2.26 &quot;</td>
</tr>
<tr>
<td>Teaching Duties</td>
<td>3.94 &quot;</td>
</tr>
<tr>
<td>Clerical Work</td>
<td>8.02 &quot;</td>
</tr>
<tr>
<td>Miscellaneous</td>
<td>.34 &quot;</td>
</tr>
</tbody>
</table>

A study of two hundred and seventy-nine diaries kept 
by forty principals for a school day from eight to three 
o'clock showed a distribution of time as indicated in the 
following table:

**TABLE VII**

**RANGE AND AVERAGE PER CENT OF TIME SPENT**
**ON DUTIES BY FORTY PRINCIPALS**

<table>
<thead>
<tr>
<th>Duties</th>
<th>Average</th>
<th>Range</th>
</tr>
</thead>
<tbody>
<tr>
<td>Constructive Organization and Admin.</td>
<td>24.2 per cent</td>
<td>10.9-53.6 per cent</td>
</tr>
<tr>
<td>Routine Work</td>
<td>30.1 &quot;</td>
<td>18.4-47.9 &quot;</td>
</tr>
<tr>
<td>Improvement of Learning</td>
<td>24.4 &quot;</td>
<td>10.2-41.1 &quot;</td>
</tr>
<tr>
<td>Imperative, Temporary,</td>
<td>19.3 &quot;</td>
<td>4.5-33.5 &quot;</td>
</tr>
<tr>
<td>or Emergency Problems</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Professional Training and Welfare</td>
<td>2.0 &quot;</td>
<td>0.0-7.6 &quot;</td>
</tr>
</tbody>
</table>

Cubberley cites a study in which the judgments of 
fifteen university professors of education are tabulated.

The distribution is shown in the following table:

TABLE VIII

THEORETICAL TIME DISTRIBUTION OF FUNCTIONS BY FIFTEEN UNIVERSITY PROFESSORS OF EDUCATION

<table>
<thead>
<tr>
<th>Rank of Importance</th>
<th>Function</th>
<th>Median of Time for</th>
<th>Ranges</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Supervision</td>
<td>40%</td>
<td>25-65%</td>
</tr>
<tr>
<td>2</td>
<td>Administration</td>
<td>20%</td>
<td>10-40%</td>
</tr>
<tr>
<td>3</td>
<td>Community Leadership</td>
<td>15%</td>
<td>10-25%</td>
</tr>
<tr>
<td>4</td>
<td>Professional Study</td>
<td>11%</td>
<td>5-30%</td>
</tr>
<tr>
<td>5</td>
<td>Clerical Work</td>
<td>10%</td>
<td>0-20%</td>
</tr>
</tbody>
</table>

Summary

Klopp's study showed that principals with thirty or more teachers devoted more time to administration and the improvement of learning activities and less to routine administration than did principals with less than thirty teachers. This was probably due to the fact that principals with thirty or more teachers had clerical help.

There are many studies dealing with job analysis. It is probably impossible for any study to completely cover the subject because of the influence of community conditions.

school size, pupil nationalities, superintendent's policies, and the training of principals who fill and will fill the various jobs. It seems evident that the classification of duties will change according to the situations that occur.

Lists of duties that have been included in this chapter have been submitted not for conformity but that they might offer material for the principal to check with and make comparisons relative to the duties that he performs in relation to his own situations. In so doing he may inquire as to his own performances that are not listed and question the worthiness of their continuation as well as to those listed that may not be included in his particular set-up.

The best time allotment for a given community or a particular school cannot be determined by nation-wide studies. Ideas or distributions presented in this chapter should never be considered as fixed limits but rather as suggestive standards against which principals may check themselves. Ideal distributions vary greatly in value depending on local situations.

Studies seem to suggest that there might be a better division of time; that there should be well-organized and well-planned daily schedules for effective functioning, and that a delegation of more activities will tend to relieve the principal of administrative and routine duties which in turn will offer possibilities for more effective work in the improvement of teaching. They seem to suggest
too that there is need for more participation in social welfare and professional improvement, and a need for more emphasis on the general improvement of teaching through supervision by the principal, with a change of emphasis from the inspectorial to the demonstrative type with due attention to curriculum construction.

Principals who find themselves over-burdened with administrative duties could well afford to analyze their present duties. A definite recording of the entire day's work divided into minutes over a period of a week or two should give a fairly good summary of the duties performed. By consideration of the per cent of the day's time spent on each duty one might draw conclusions as to whether the time was well spent.

Once a school is organized and under way an average of 50 to 60 per cent of the principal's time, during each school week, should be given to carefully planned supervision.

Cubberley suggests that the reason for emphasis on administrative duties in the past has, no doubt, been due to the rules of boards of education. These boards have seemingly placed emphasis on administration, and neglect in this phase of work is hard to conceal from the central office, while supervisory duties go unnoticed.

CHAPTER III

PERSONALITY

Definition of Personality

A summary of a discussion by Laurent on personality indicates numerous and overlapping angles.

"Personality is an endowment which is our very own and belongs to us alone, whether it is natural, acquired or cultivated. It is defined as the qualities or characteristics, personal traits or attributes peculiar to some individual, specifically, it is that quality which sustains poise through self control in the face of propitious or unpropitious circumstances. It is a source of wealth that springs from within. The word personality describes that which is personal, that which belongs to one human being only. A man's personality is that which distinguishes him from, and makes him recognizable in a crowd by some trait either moral, intellectual, physical, or simply practical. All that is necessary for personality is a personal quality or defect sufficient to dominate the mental faculties, which exist in an uncommon form when compared to the common form of other individuals." 1

Laurent states that there are two kinds of personali-

"Those that force themselves forward and stand out among the crowd, distinct by their qualities or defects, and those that have standing by favor of an endowment that makes them independent, such as name, rank, and fortune." 2

1. Laurent, H. Personality How to Build It, pp. 3-19.
2. Ibid., p. 13.
Shellow defines personality as the sum of qualities "peculiar" to some individual rational being.

Charters defines personality as the integrated total of traits possessed by an individual. On the basis of his definition, and for the benefit of further discussion let us say that personality is made up of traits. He defines traits in their broadest sense as characteristics, and states that when all traits that one possesses are listed and evaluated we have a profile of his personality.

Importance of Personality

"One of the most variable, and yet probably most essential requirements of the principal is his personality or personal characteristics."

The variety of roles assumed by the principal makes heavy demands on his personal qualifications due to the fact that he should be a superior organizer, a skilled administrator, a wise supervisor, and a strong executive and general manager.

By the principal possessing a pleasing and growing personality the children and teachers of his school will

come to think of him as their friend and counselor, and even their judge whose decisions are just and final.

It is important to the principal that his personality be not half-formed or of a highly developed "specific" type, but rather one that is well-rounded which will enable him to get along well with his associates, and in turn allow his personality assets to present their full value.

Every individual should make a careful survey of his personal resources in order that he may take inventory of his physical, intellectual, and moral qualities and defects. The principal should be conscious of himself and be able to see the picture of his own individuality.

It seems fairly well agreed that certain traits of personality go towards making desirable qualifications for certain stations in life. That is, certain aggressive qualities which might be of value to certain salesmen might prove detrimental to a principal, therefore it is desirable that he develop certain personality traits which may in turn aid him in securing or holding a job.

Practically all confidential reports and recommendations dealing with public school applicants give considerable weight to personal qualifications.

In all fields we find men perpetuating themselves in

offices and positions due largely to qualities that are often referred to as personality, rather than to any great degree of training or knowledge in their respective fields.

Desirable Personal Qualifications Necessary For an Elementary School Principal

Taking for granted that the elementary principal should be a leader let us consider the qualities necessary for leadership.

Larson in his educational leadership score card lists the following qualities:

- Good Address
- Vitality (forcefulness)
- Courage
- Independence (assumption of responsibility)
- Enthusiasm (and optimism)
- Sympathy
- Loyalty
- Sincerity
- Initiative (and originality)
- Progressiveness

These headings along with those by other writers will be grouped and considered later in this section.

The following general headings are shown by Morrison in a study of the distribution of qualities leading to appointment as school administrators as listed from forty interviews with employers of school personnel.

Executive ability
Leadership
Ability to supervise
Broad experience and training
Ability to get along with people
Organizing ability
Student of educational problems
Willingness to assume responsibility
Foresight
Personality which inspires confidence
Ability to discipline
Ability to mix
Consideration for opinions of others
Courage
Initiative
Poise
Vision

Lide in a study of the personality traits of successful principals secured a list of traits from interviews with superintendents, high school and elementary school principals, college professors, supervisors, members of boards of education, inspectors, teachers, and others. This list was telescoped into twenty-six traits.

Co-operation
Considerateness
Breadth of interest
Good judgment
Broadmindedness
Dependability
Poise
Sincerity
Leadership
Adaptability
Health
Thoroughness
Intelligence
Promptness
Resourcefulness

In dealing with the desirable personal qualifications necessary for an elementary school principal it may be well to consider them from the standpoint of four groups. First, impressiveness, those things which cause people to remember favorably, or make good impressions generally; second, reflections of one's attitude toward life; third, human relations necessary to leadership; fourth, traits necessary for continued growth.

Impressiveness: Shallow states that the qualities or traits that come under impressiveness are confined to general appearance, and lists the following:

- Carriage
- Poise
- Build
- Complexion
- Clothes
- Facial expression
- The way you walk
- The way you stand
- The way you sit

Shallow adds that the first impression which is visual is closely followed and aided by the sense of hearing.

13. Ibid.
and lists the following:

- Tone of voice
- Pitch
- Inflection
- Speed and ease of talking
- General conversation exhibits
- Quality of intelligence

Personal appearance will probably go as far towards making the first impression a good one as anything. Size and general appearance should attract favorable comment if any at all. Neatness and good taste are of primary concern. Proper care of hair, teeth, face, clothes, and other personalities are essential.

One should guard against all unpleasant mannerisms, or things of a personal nature that might be offensive to others, showing indications of good breeding at all times.

"He must remember to carry himself at all times as a gentleman of the world should and would, being clean, both in his person, and in his speech and acts." 15

In addition to the qualities mentioned, Larson16 includes under good address, which is considered under general impressiveness; interest in other people and their problems, ability to remember names and faces, ability to carry on interesting conversation, keen sense of humor, ability to attract and retain friends, and poise in meeting people.

16. Larson, E. L. *op. cit.*
difficult situations.  

On Larson's score card vitality or forcefulness may be listed under impressiveness. They should be considered both from the mental and physical standpoint. A healthful condition of both mind and body is necessary to vitality or forcefulness. One should have a bearing of physical force and energy. Vitality and forcefulness are necessary to promptness. A leader should be able to instil the feeling in other people that he has strength, physical and mental, with which to accomplish the things that he proposes to do or lead others to do.

Reflections of Ones Attitude Toward Life: Writers indicate that it is difficult to make a hard and fast classification of traits or qualities because of the overlapping and intermingling. Variation in the different lists may be accounted for largely on the ground of a difference in terminology.

In view of this condition it seems advisable to consider the necessary qualities dealing with reflections of ones attitude toward life under three headings, namely; courage, independence, and enthusiasm.

The principal must "have the courage to carry out what his judgment dictates should be done."

17. Larson, E. L. *op. cit.*
Courage calls for both physical and moral qualities which enable one to stand up for those principles which one may conscientiously believe to be right, and to carry on in the face of obstacles and evident defeat. It enables one to render an opinion when requested, to state one's evidence and draw conclusions, to shoulder responsibility, and to carry through necessary but disagreeable duties.

Independence and self-assertion are fundamental, they direct much of our activity.

If the principal has the quality of independence he can and will assume responsibility, he aids in organization, renders service, volunteers information and contributes to discussions though his opinions may be unpopular, and shows the ability to direct himself.

"The principal should be enthusiastic and optimistic in order that he may inspire his teachers and pupils with enthusiasm for the work of the school."

"Enthusiasm and interest are great producers of energy."

Larson states that the principal should have thorough convictions regarding his work, confident through knowledge

of the outcome of his endeavors, and should show a whole- hearted purpose in the performance of his activities. He should be able to inspire and encourage others in their work, and should reflect cheerfulness and cordiality.

Human Relations: In this group the writer considers that the qualities may be combined and limited for discussion to three, namely; sympathy, loyalty, and sincerity.

Human relations call for intelligence, good common sense, convictions, tact, loyalty, technical knowledge, and professional skill on the part of the principal.

The personnel that the principal works with should be led to feel that he is their friend, companion, counselor, and, when occasion demands, their judge, whose decisions are just and final.

"The principal should by nature be sympathetic but not sentimental."

Poise, sympathy, and a knowledge of human nature will help him in dealing with others.

"The ability to feel for and with others is an extremely important social trait."

The principal cannot conceal a lack of sincerity for long. His statements should be reliable, his decisions fair. He should give credit where credit is due, his acts

27. Shellow, Sadie Myers. op. cit., p. 277.
reflecting an unselfish attitude.

Traits Necessary for Continued Growth: Charters states that when "trait" is used in the broadest sense, it means a characteristic.

"Biologists define a trait as a characteristic that distinguishes an individual or class. They include under the general term such characteristics as brown eyes and grey hair, as well as such traits of personality as honesty and self-confidence.

"A student of morals confines the term to the small group of general fundamental qualities such as honesty, courage, loyalty, self-confidence, and independence.

"In the field of character a trait may be defined as a type reaction. The trait of courage indicates the fact that the individual who possesses this quality is likely to react according to type in a wide variety of situations. If he does, then we say he possesses the trait under consideration." 29

The traits or qualities that seem particularly necessary for continued growth are initiative and originality, and progressiveness.

The principal will find that his position is one of difficulty. In some cases he must carry out the plans and policies of others, while at other times he must develop and initiate plans and procedures to fit his own community needs. He should have broad vision, initiative,

29. Ibid.
and constructive ability. He should have the ability to analyze and form judgments.

The success of school policies will depend largely upon the educational insight, largeness of vision, ability to administrate, discretion, and frankness in discussion that the principal may or may not show.

In order to be progressive the principal must keep himself informed regarding current events and topics, particularly professional literature. He should support professional organizations. He should critically survey his own activities and achievements, and try to strengthen them. The principal should be cooperative, willing, and helpful, and as a result of study try to remove his own deficiencies.

Summary

It seems that the personal qualifications of the principal are of primary consideration in spite of the importance of all other qualifications. No individual has the possibilities of becoming an elementary school principal if he is lacking in personal qualifications when compared or rated with individuals who possess them. Likewise, chances for promotion for the one who does hold a position are limited. Men or women are very likely to be

32. Larson, E. L. op. cit.
judged first as to these qualifications, and further consideration for a position is unlikely for one who cannot qualify in this respect.

Degrees, educational units, and professional training will be of little value to one who continually finds himself a job seeker as a result of inadequate personal qualifications.

Educational leadership should become a part of the principal's work. This will require the development of personality traits which in turn may be developed by self-analysis and education. If the principal makes a real effort to develop these traits, other things being equal, he should meet with greater success than one who ignores this possibility and expects the public to accept him as he is.
CHAPTER IV

EXPERIENCE

Desirability of Experience

General: According to the Seventh Yearbook of the Department of Elementary School Principals, there seems to be considerable debate as to the experience one should have before entering into the elementary school principalship. No research studies definitely answer this question.

An investigation of successful elementary school principals indicates that several years of educational experience, varied between teaching and administration, broadened the viewpoint and was an advantage.

Ellis cites the First Yearbook of the Department of Superintendence as authority for the assumption that experience is a most important factor in the preparation of school administrators, and that, in the past, experience has been a very important requisite for admission and promotion in the profession.

It may be of interest to note that a group of twenty-

2. Ibid., p. 294.
seven selected principals indicated that they had had the following types of educational experience:

Elementary school principal
Elementary school teacher
High school teacher
Junior high school teacher
High school principal
Normal school instructor
High school department head
County superintendent
District superintendent
Teaching elementary principal
Assistant elementary principal

The reports of one hundred and eighty-three superintendents who were asked to indicate the type of previous experience required for candidates for the elementary school principalship are shown in the following table:

<table>
<thead>
<tr>
<th>Rank</th>
<th>Type of Experience</th>
<th>Number Reporting</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Teaching and Administration</td>
<td>46</td>
</tr>
<tr>
<td>2</td>
<td>Elementary Teaching</td>
<td>40</td>
</tr>
<tr>
<td>3</td>
<td>Successful Teaching</td>
<td>37</td>
</tr>
<tr>
<td>4</td>
<td>Administration</td>
<td>25</td>
</tr>
<tr>
<td>5</td>
<td>No Requirements</td>
<td>18</td>
</tr>
<tr>
<td>6</td>
<td>Varied Experience of All Kind</td>
<td>12</td>
</tr>
<tr>
<td>7</td>
<td>Normal School or College Graduate</td>
<td>4</td>
</tr>
<tr>
<td>8</td>
<td>Teacher Training</td>
<td>1</td>
</tr>
</tbody>
</table>

5. Ibid., p. 267.
The preceding study also indicates the number of years of educational experience required of applicants. The results are shown in Table X.

**TABLE X**

NUMBER OF YEARS OF EDUCATIONAL EXPERIENCE REQUIRED BY SUPERINTENDENTS OF THOSE APPOINTED TO ELEMENTARY SCHOOL PRINCIPALSHIPS

<table>
<thead>
<tr>
<th>Years of Experience</th>
<th>Number Reporting</th>
</tr>
</thead>
<tbody>
<tr>
<td>Varied (several, etc.) or all kinds</td>
<td>7</td>
</tr>
<tr>
<td>10 at least</td>
<td>7</td>
</tr>
<tr>
<td>9</td>
<td>1</td>
</tr>
<tr>
<td>8</td>
<td>6</td>
</tr>
<tr>
<td>7</td>
<td>2</td>
</tr>
<tr>
<td>6</td>
<td>4</td>
</tr>
<tr>
<td>5</td>
<td>49</td>
</tr>
<tr>
<td>4</td>
<td>10</td>
</tr>
<tr>
<td>3</td>
<td>12</td>
</tr>
<tr>
<td>2</td>
<td>15</td>
</tr>
<tr>
<td>1</td>
<td>3</td>
</tr>
<tr>
<td>0</td>
<td>64</td>
</tr>
</tbody>
</table>

In a recent examination for principals of elementary schools of Chicago, thirty-four points of a possible one hundred were allowed for experience, which indicates that considerable value was placed on experience when considering the prospective principal.

Teaching: Ellis cites the First Yearbook of the

7. Ellis, A. E. op. cit., p. 66.
Department of Superintendence as authority for the statement that for the purpose of becoming familiar with educational problems it is desirable that the prospective school administrator have experience as a classroom teacher.

Apparently the schools of Chicago place some value on the experiences acquired by actual classroom work. Reavis states that in Chicago all candidates for the principal's certificate must present credentials showing that they have had at least six years of successful experience, two of which must have been actual classroom teaching, before being admitted to the examination for selection.

There is a tendency on the part of many states to require teaching experience before granting an administrators certificate, the requirements running as high as five years. Three years seems to be the most common requirement for state certification.

A study reported by Reavis involving twelve states shows that eleven of the twelve required two or more years of teaching experience.

"The laws of the states were silent with regard to the purposes of the requirement of experience on the part of principals. However, the following purposes are generally accepted:

"Leadership is usually withheld from the novice in any professional field until through apprenticeship tests or other methods of examination, capacity and leadership qualities have been demonstrated.

"An internship or apprenticeship service acts as a weeding-out process.

"Actual experience in teaching provides an opportunity for the individual who aspires to the principalship to acquire insights into school practices both from the teacher's and principal's points of view." 11

The influence of local requirements of city boards of education on the personnel of the principalship appears to require two or more years of experience in teaching.

Stullken's study of the principal, as revealed in one hundred city school surveys, shows that in 17 per cent of the cities the principal was merely a promoted teacher with a long term of experience.

The preceding citation does not necessarily show desirability but does seem to indicate the weight that teaching experience carries in obtaining certain positions.

"Only successful teachers with satisfactory academic and professional training should be able to secure the principal's certificate." 14

12. Ibid., p. 432.
Beavis states that:

"Stullken concluded that the current practices of some of the school systems in promoting teachers to the principalship was not necessarily in conflict with the recommendation regarding the professional leadership requirements of principals. However, the survey data indicated that, in many of the cities in which the practice of promoting teachers to the elementary school principalship was followed, the principals were lacking in educational leadership." 15

16 Judd's study of elementary school principals indicates that approximately 75 per cent of the superintendents prefer principals with from two to five years of teaching experience. Judd says he yields to no one in respect for skillful teaching, but that he is certain that long and successful experience as a teacher not infrequently constitutes a real disqualification for the principalship. 18

MacDonald in his study of the principalship in Pennsylvania found that about 80 per cent of the elementary school principals had had elementary school experience.

Beavis states that:

"The original source of supply for the

17. Ibid.
elementary school principal is the classroom teacher. However, the classroom teacher must usually pass through a succession of experiences, such as assistant principal, assistant in charge of a branch school, teaching principal, part-time teaching principal, and building principal, before attaining the professional status of a supervising principal." 19

The following table prepared by the Office of Education, Washington, D. C., may prove to be of interest to the reader:

<table>
<thead>
<tr>
<th>Years of Experience</th>
<th>Number of Principals</th>
<th>Per cent</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>101</td>
<td>1.15</td>
</tr>
<tr>
<td>2</td>
<td>106</td>
<td>1.20</td>
</tr>
<tr>
<td>3</td>
<td>153</td>
<td>1.74</td>
</tr>
<tr>
<td>4</td>
<td>166</td>
<td>1.88</td>
</tr>
<tr>
<td>5-9</td>
<td>1064</td>
<td>12.07</td>
</tr>
<tr>
<td>10-14</td>
<td>1183</td>
<td>13.42</td>
</tr>
<tr>
<td>15-19</td>
<td>1134</td>
<td>12.87</td>
</tr>
<tr>
<td>20-24</td>
<td>1110</td>
<td>12.59</td>
</tr>
<tr>
<td>25-29</td>
<td>1153</td>
<td>13.08</td>
</tr>
<tr>
<td>30 and over</td>
<td>2645</td>
<td>30.00</td>
</tr>
<tr>
<td>Total</td>
<td>8815</td>
<td>100.00</td>
</tr>
</tbody>
</table>

of elementary school principals found that principals with only one or two years of experience checked fewer activities than did those with more years of experience. The largest number of duties or activities were checked by those with three to six years of experience.

The data seemed to warrant the conclusion that principals should not be expected to develop an extensive supervisory program until they have had at least three years experience in the position.

The most favorable qualifications were found to be graduation from a college of education, and at least two years experience as a principal.

Deffenbaugh reported the following in his study:

"The median number of different school systems in which 8930 principals reported having worked in as teachers or administrators, or both, was three.

"The median salary increased with the number of years of experience.

"Elementary school principalships are not for the very young. Different studies indicated a median age ranging between 45 and 48.

"Six hundred and twenty-five principals, who were appointed to jobs in 1930-31, who were not employed in school jobs during the previous year, reported that the chief source of supply was from other school systems; 55.2 per cent being from other schools in the same state, and 5.9 per cent from schools in other states. This made a total of 61.1 per cent

22. Dyer, Wm. Penn. op. cit., p. 29.
23. Ibid., p. 35.
coming directly from teaching positions or principalships in other school systems." 24

Reavis states that:

"A study of a group of successful elementary principals, revealed the fact that a relatively high percentage of these principals entered the elementary school principalship from high school positions and small superintendencies.

"A certain amount of recruitment in the better supervising principalships in the middle sized and large cities is made from persons who have attained positions of responsibility in small school systems. The positions which usually furnish the largest quota of recruits are the town or small city superintendency, county superintendency, grade supervisor, high school principal, and department headship in high school." 25

Reavis states that sampling data for six hundred and fourteen schools reported in the Seventh Yearbook of the Department of the Elementary School Principals indicated that:

"Persons in the principalship at that time had had versatile experience, and were not people who were stereotyped with respect to a single type of work. Most principals had taught several grades and had had experience in more than one principalship." 26

Summary

It seems generally agreed that a variation of experience is desirable, this variation ranging from

experience as a classroom teacher on up to experience to be had in various administrative capacities. Seemingly the purpose or value of such a wide range of experience would be to broaden the viewpoint regarding the entire school picture.

The range in the number of years of educational experience required of applicants for the elementary school principalship shows considerable variation. Many schools require no experience on the part of the applicant for a principalship. Requirements of from two to five years experience are the most common. In some cases requirements go beyond five years.

There seems to be value placed on teaching experience as a prerequisite for the principalship, but even in this there is diversification of opinion.

Studies indicate that actual teaching experience is of value for the purpose of becoming familiar with educational problems arising in the classroom. Teaching experience aids in the understanding of the personal problems of teachers and pupils, and offers insight into school practices from both the teacher's and principal's points of view.

While there is variation in the actual teaching experience requirements as a prerequisite to the principalship, three years is perhaps the most common requirement for administrative certification granted by the various
states that require teaching experience.

It is also pointed out that an internship or apprenticeship service acts as an aid in identifying those who may be weak in leadership.

In spite of the generally accepted values to be derived from teaching experience some writers are of the opinion that prolonged and extensive teaching experience may prove detrimental to the prospective principal.

Studies indicate that previous administrative experience is desirable. There are indications that the principal who has acted in an administrative capacity may perform more duties than one who is spending his first year or two in such a position. This is due no doubt to the fact that he possesses a broader knowledge as to what needs to be done, sees more to be done, and as a result of past experience, has or should have better methods of work and organization which lend to speed and accuracy.

Studies on the median age of principals in service show variations of from 45 to 48 years.

Many desirable principalships in middle sized and large cities are filled by individuals who have had previous experience as principals and administrators in other school systems.

The desirability of experience may be summarized by stating that the values to be derived have a practical
significance. As a result of past experiences it would seem logical that one could better meet situations arising relative to pupils, teachers, and community.
CHAPTER V

CERTIFICATION

State Laws and Regulations Governing Elementary School Principals' Certificates

Early Trends: The primary purpose of this chapter is to show the trends in certification and to give a general idea of certification requirements.

In some cases administrative certificates, or administrative and supervisory certificates, are required of elementary principals as well as of superintendents and those who are classified as supervisors. In other cases a specific certificate is issued to the elementary school principal as such.

For example, in the case of Arizona, an administrative certificate is required of any administrator in charge of a school or school system of five or more teachers, there being no specific reference to the elementary school principal. However, before one may be certified as an elementary school principal he must be eligible for an elementary teaching certificate.

The Seventh Yearbook of the Department of Elementary

School Principals reports that in 1927 there were, according to letters from various state departments of education, few states in which state requirements existed for elementary school principals in addition to those ordinarily required for teachers.

The situation with regard to certification of elementary school principals could be classified under one or the other of two situations.

"First; states with no special requirements for the certification of elementary school principals or where there existed minor prerequisites such as the highest teachers' certificate and minor professional study requirements.

"Second; states in which special certificates were established affecting the elementary principal." 3

By 1927 in Iowa, Louisiana, Minnesota, Nevada, North Dakota, South Dakota, and West Virginia it was necessary for one to hold the highest grade elementary school certificate possible, and in some cases to meet certain additional minor requirements as in the case of Minnesota, which required two years of teaching experience and six semester hours in elementary school administration in addition to the highest teaching certificate.

The states with special certificates affecting the

3. Ibid.
4. Ibid., p. 392.
elementary school principalship were Alabama, California, Connecticut, Delaware, Indiana, Kentucky, Maryland, New Jersey, North Carolina, Utah, and Wyoming.

These special certificates could be divided into five general groups, namely:

- General administrative and supervisory
- General administrative
- General supervisory
- Elementary supervisory
- Elementary school principal

It will be noted that only one of these has a title which specifically refers to the elementary school principal. However, elementary principals were also certified under certificates bearing the other titles mentioned. Of course, there were numerous variations in the minimum requirements in the various states, but the following is a fair example of the nature of the minimum conditions for entering the elementary principalship:

"Required training:
Graduation from a four-year unaccredited high school and attendance at two summer schools, or examination with a minimum grade of 85 per cent.

Experience:
No teaching experience required.

Subjects for examination:
- Arithmetic, algebra, geometry, high school English, general history, general science, methods and education.

Minimum age 18 years.
Certificate valid for two years."

6. Ibid., p. 392.
From the example of the minimum requirements just mentioned, it seems that some states had practically no training requirements whatsoever. The examination in lieu of this short period of required training is questionable, especially when considering that much of the examining was over high school subjects. It seems undesirable that there should be no required teaching experience on the part of the prospective principal. In spite of low and undesirable qualifications some certificates had a duration period of two years. It would seem that if certificates were to be issued with such poor qualifications that they should have been, at the best, only temporary certificates. In general, the tendencies seemed to be as follows:

"Teaching or administrative experience is required in the majority of cases. The range is from zero to five years, with the largest number at three years.

"Certificates are valid for a period ranging from three to six years with the largest number at three years.

"Renewals tend to be for life after one had shown evidences of successful experience and professional spirit. Those specifying professional courses for renewals did not require more than 10 units (semester hours).

"College training requirements varied from two to five years with the largest number at four years." 7

The range as to the number of prescribed units of

professional courses ranged from fifteen to thirty. A majority did not specify the type of professional courses to be taken. Indiana was the most specific, requiring "eighteen semester hours in elementary school administration (records and statistics) and two semester hours of public school administration, elementary school supervision, tests and measurements, psychology of childhood, and school law." 8

The tendencies on the part of most of the states being considered gives some encouragement at least to those who think certification standards should be raised in many of the states. Three years of teaching experience is a common prerequisite. In general, the validity or duration period of certificates range from three to six years. The validity or duration of certificates might well be set at four years in cases where training requirements are fairly high, but where they have a tendency to be low a shorter duration period might be desirable, with certificates granted for a longer period where there has been extensive professional training.

The writer feels that the practice of renewing certificates for life is undesirable due to the fact that it might, in some cases, have a tendency to stop professional growth. For those who have reached the maximum requirement in states having standards comparatively high, six

to ten units of professional work would seem desirable in
order to renew certificates, thus encouraging some pro-
fessional growth.

College training requirements might well be set at
five years, with a minimum of twenty-four units of under-
graduate work in education. The graduate work should con-
sist of at least a major in educational administration and
supervision with particular attention to the elementary
school field.

Later Trends: In order to show the development and
trend of certification of the elementary school principal,
it is interesting to note a study compiled as late as 1937
by Peterson.

Peterson found that twenty-eight states, or 57 per
cent, had adopted requirements for the certification of
elementary school principals. A few of the more common
requirements characteristic of a majority of the states
requiring the certificate are shown in Table XII.

It is evident from the studies cited that the
certification of elementary school principals has been pro-
gressing in the past few years.

The minimum amount of professional experience required
seems to have increased to some extent by 1937. Of the

9. Peterson, E. H. "Certification of School Administrators
   in the United States." School and Society, 45:784-
   785 (June, 1937).
TABLE XII

REQUIREMENTS FOR CERTIFICATION OF ELEMENTARY SCHOOL PRINCIPALS BASED ON DATA FROM TWENTY-EIGHT STATES REQUIRING SUCH CERTIFICATES

<table>
<thead>
<tr>
<th>Requirement</th>
<th>Number of States</th>
<th>Per cent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Experience:</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Two to five years professional experience</td>
<td>19</td>
<td>68</td>
</tr>
<tr>
<td>Training:</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Bachelor's degree or better</td>
<td>17</td>
<td>61</td>
</tr>
<tr>
<td>Examinations required in certain specified subjects</td>
<td>5</td>
<td>18</td>
</tr>
<tr>
<td>Median number of total units of educational courses</td>
<td></td>
<td></td>
</tr>
<tr>
<td>required</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Median number of total units of administrative courses</td>
<td></td>
<td></td>
</tr>
<tr>
<td>required</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Validity:</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Median term of validity of certificates in years</td>
<td></td>
<td>5</td>
</tr>
</tbody>
</table>

states requiring an elementary school principals' certificate, 68 per cent required at least two years of experience. In 1927 only eleven states required the special certificate with training requirements ranging from practically none at all to five years. In contrast with this condition there were by 1937, twenty-eight states with such certificates with 61 per cent of them requiring a Bachelor's degree or better. There had also been more definite re-

requirements as to educational and administrative courses. The median term of validity of certificates increased from in the neighborhood of three, to five years. Although comparative figures were not available the trend seemed to be in the direction of certification by credentials rather than by examinations.

The following table shows the trend in the date of adoption:

**TABLE XIII**

**TREND IN THE DATES OF ADOPTION OF ELEMENTARY SCHOOL PRINCIPAL'S CERTIFICATES BASED ON STATES HAVING CERTIFICATES**

<table>
<thead>
<tr>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>No.: Per cent: No.: Per cent: No.: Per cent: No.: Per cent</td>
</tr>
<tr>
<td>0 : 0 : 0 : 0 : 5 : 10 : 7 : 14 : 16 : 33</td>
</tr>
</tbody>
</table>

The preceding table shows that up until 1910 there had been no progress made towards special certification for elementary school principals, most of the progress having been made within the past twenty-five years. More progress has been made since 1930 than during all the years previous.

**Type of Credential or Certificate:** Eleven different states requiring certificates for elementary school principals as shown in a study compiled in 1927 demonstrated quite a variety as to type. These are shown

II. Peterson, B. H. *op. cit.*, p. 785.
in the following table:

**TABLE XIV**

**STATES REQUIRING ELEMENTARY SCHOOL PRINCIPALS' CERTIFICATES IN 1927 AND TYPES**

<table>
<thead>
<tr>
<th>State</th>
<th>Type of Certificate</th>
</tr>
</thead>
<tbody>
<tr>
<td>Alabama</td>
<td>Certificate of administration and supervision</td>
</tr>
<tr>
<td>California</td>
<td>School administration certificate</td>
</tr>
<tr>
<td>Connecticut</td>
<td>Supervisors</td>
</tr>
<tr>
<td></td>
<td>Permanent -- life</td>
</tr>
<tr>
<td></td>
<td>Limited -- 3 years under prescribed conditions</td>
</tr>
<tr>
<td>Delaware</td>
<td>Elementary school principals' certificate</td>
</tr>
<tr>
<td>Indiana</td>
<td>Elementary school principals' license</td>
</tr>
<tr>
<td></td>
<td>First grade -- 5 years</td>
</tr>
<tr>
<td></td>
<td>Second &quot; 3 &quot;</td>
</tr>
<tr>
<td></td>
<td>Third &quot; 2 &quot;</td>
</tr>
<tr>
<td>Kentucky</td>
<td>Standard certificate for administration and supervision</td>
</tr>
<tr>
<td>Maryland</td>
<td>Elementary school principals' certificate</td>
</tr>
<tr>
<td>New Jersey</td>
<td>Supervisors' certificate</td>
</tr>
<tr>
<td></td>
<td>Permanent -- life</td>
</tr>
<tr>
<td></td>
<td>Limited -- 3 years</td>
</tr>
<tr>
<td>North Carolina</td>
<td>Elementary school principals' certificate -- 5 years</td>
</tr>
<tr>
<td></td>
<td>Provisional elementary school principal's certificate -- 2 yrs.</td>
</tr>
</tbody>
</table>

---

TABLE XIV (Cont'd.)

<table>
<thead>
<tr>
<th>State</th>
<th>Certificate Details</th>
</tr>
</thead>
<tbody>
<tr>
<td>Utah</td>
<td>Diploma in school administration Life</td>
</tr>
<tr>
<td></td>
<td>Certificate in school administration -- 2 to 5 years depending on experience and professional study</td>
</tr>
<tr>
<td>Wyoming</td>
<td>Administrative certificate Certificates are of two classes, one being good for life, the other for 3 years.</td>
</tr>
</tbody>
</table>

In general, the states having more than one type of certificate, made the distinction in regard to experience and professional training.

Specific Courses: In reviewing the specific courses, suggested and required by the various states for certification, one finds a wide range or variation. In order to give the reader some idea of these courses the writer will list those that have been listed as requirements or from which selections might be made, to satisfy the requirements in the states requiring elementary school principal certification. The courses were as follows:

- Administration
- Administration of high or junior high schools
- State and county school administration
- City school administration
- *Elementary school administration

Public school administration
Organization and administration of vocational education
*School organization
Organization and supervision of elementary education

Supervision
*Elementary school supervision
General psychology
*Educational psychology
*Child psychology
History of education
State school history
Statistical methods
*Tests and measurements
Records and statistics
*Elementary school curriculum
High school curriculum
City school problems
Rural high school problems
High school methods
Special methods
*Elementary school methods
Methods in mental diagnosis
School law
School house hygiene and construction
School hygiene and sanitation
Educational philosophy
*Principles of education
Science of education
Secondary educational training
The junior high school
School surveys
Rural education
*Observation and practice
*Growth and development of the child
*Work of the elementary school principal
Sociology
Ethics
Logic
Civics

Courses in administration and supervision were most commonly required with courses in methods, psychology, organization, tests and measurements, and history of education ranking next in order.
The writer has indicated with an asterisk (*) those courses which in his opinion the prospective elementary school principal might find to be of most value. These courses represent from twenty-four to thirty-six units of professional work.

Additional Local Requirements

Reavis cites a study in which an analysis of the rules and regulations of boards of education of two hundred and fifty-one cities in nineteen states showed that seventy-four cities had local requirements for the elementary school principalship, in addition to the requirements of the states that the cities were located in. Approximately 20 per cent of the cities had requirements exceeding those of their state, 10.8 per cent exceeding the state requirements as to experience. Most of the cities required four years of training, only 7.1 per cent admitting candidates with less. Of the cities exceeding their state requirements, 85.7 per cent had populations in excess of 30,000.

"In the states which had not established requirements for the principalship, 187 cities had published rules and regulations which had set up local requirements for admission to administrative and supervisory positions. In these cities the position most frequently mentioned in connection with special qualifications was the elementary school principalship. The local requirements in training in these cities were

slightly lower than were those in the cities of the states which had established requirements, and the experience requirements were slightly greater. 15

Supplement

Since making the study pertaining to this chapter the writer has had certain materials brought to his attention which he feels should be included in order to make the study more complete.

Specialization of Certificates: "Thirty-one states (1937) and the District of Columbia issue specialized administrative or general supervisory certificates. With few exceptions, the certificates that are issued are required. In states not issuing administrative and supervisory certificates, the holding of teachers' certificates, usually of a high grade, is sufficient to enable administrators and supervisors to meet state demands for certification. Teachers' certificates are accepted also for 'certain types' of administrative and supervisory positions in some of the thirty-one states issuing administrative and supervisory certificates. 16

"The certificates themselves have been increasingly specialized from the earlier 'supervisory' certificates; certification of administrators by examination, once the predominant method, is now found infrequently; the proportion of life certificates issued to administrators has declined." 17

Administrative and supervisory certificates became

17. Ibid., pp. 76-77.
effective September 1, 1938 in Nebraska. There were then thirty-two states issuing administrative or general supervisory certificates.

Of the thirty-two states requiring administrative or supervisory certificates twenty-one states required such a certificate for the elementary school principal. In other cases where the elementary school principal was not specifically referred to, in order to do supervisory work in, or to be a superintendent over elementary schools, administrative or supervisory certificates were required.

Minimum Requirements: "Minimum requirements for administrative and supervisory certificates in a given State usually are higher than the minimum requirements for elementary teachers."

Collegiate Preparation: "More than three-fourths of all administrative and supervisory certificates require four years of collegiate preparation as basic to special preparation for work in administration and supervision.

"Slightly more than half of the states granting administrative or supervisory certificates require graduate work, usually one year.

"The possession either of a prior teacher's certificate, or of college work qualifying for the administrative and supervisory certificate is required in nearly all cases.

"In addition to, or in some cases included in, the general education required, special undergraduate or graduate preparation in the

18. Development of State Programs for the Certification of Teachers, op. cit., p. 53.
19. Ibid.
20. Ibid., p. 55.
field of specialization is also prescribed. The range in such requirements is from no special requirements other than those for teachers, to a year of graduate work." 21

Experience: "Preliminary teaching, supervisory, or administrative experience is required for all but a few administrative and supervisory certificates. The median of the total amounts of experience required for such certificates in the states issuing them is about three years; the range is from one to six years, not including the experience requirements for teaching certificates issued prior to the issuance of administrative or supervisory certificates." 22

Summary

There seems to be a very decided trend toward the requirement of some sort of certificate for the elementary principal. These certificates in the past have generally been referred to as administrators', supervisors', or elementary school principals' certificates. A number of states specifically refer to the certificate as an elementary school principals' certificate.

A majority of the states now require special certification for the elementary school principal, which in turn indicates that they are requiring special training for educational leadership.

The states having requirements show wide variation but certain requirements seem to be common to quite a number; such as an experience requirement of three years,

22. Ibid., p. 66.
(with a more common range of from two to five years) with a decided tendency to require some experience.

The common validity range or duration of certificates was from three to six years, three years being most in evidence.

Renewals showed a tendency to be for life where there was evidence of successful experience and professional spirit. Where professional courses were required for renewals not more than ten units were required.

In regard to professional courses and training required, the tendency seemed to be in the direction of a requirement of twenty units of professional courses with six of these specified as administrative courses. Courses in administration and supervision were most commonly required, with methods, psychology, organization, tests and measurements, and history of education sharing in importance.

It seems that there has been a lack of recognition of the need for special training for each type of school administrator. However, there seems to be a trend towards the cognizance of this need.

Practically all of the progress that has been made in this type of certification requirement has come about within the past twenty-five years, more progress having been made in the last five years than during any previous ten-year period.
Local requirements in many cases exceeded those of the states. Their requirements as a rule required college degrees, specific administrative and supervisory training, and two or more years of experience in teaching.

The greatest weakness in the matter of certification seems to be in the lack of special recognition of the work of the elementary principal as such. It seems that there should be more training in the specific field that he is to work in, with more emphasis on elementary school administration, curriculum, methods, organization, supervision, and problems more directly related to the child himself.
CHAPTER VI

RESIDENCE

Limitations of Study

The writer had hoped to determine the residence requirements, if any, in regard to the elementary school principal. In making a study of residence requirements very little data were available which made specific reference to residence requirements as such. The writer found no data which specifically referred to the principal's residence. The information that was found referred in general to teachers. It may be assumed that when the word "teacher" is used in a general way, it includes those persons in the teaching profession.

There are only a few states that have any specific regulations in regard to the requirements of residence as a prerequisite to obtaining certification.

Specific Rules and Regulations as to Residence for Certification

According to a Review of Educational Legislation (1933-34), Florida required two years and New Mexico one year of state residence prior to employment in public

schools. Two years later New Mexico repealed the one year residence requirement for teachers and permitted the granting of one year temporary certificates to persons meeting other requirements. However, New Mexico required six semester hours of work in New Mexico institutions of higher learning for a regular teacher's certificate.

According to the Bureau of Education Bulletin of 1927, applicants for certificates to teach in Nevada had to certify that they had secured positions in Nevada or had taken up residence in the State. This law was amended in later years so as to require only 80 per cent of its teachers to be residents of the State.

Wyoming did not grant certificates to residents of other states unless they had a bona fide position in Wyoming.

Two other states, New Jersey and South Carolina, had legislation regarding residence. It is doubtful that their legislation concerning residence was related in any way to certification. However, their cases will be mentioned as

they may be of interest to the reader.

"New Jersey forbade discrimination in dismissals on account of residence."

"The legislature of South Carolina gave every teacher freedom to choose her residence and boarding place and forbade interference by any school trustee in this respect."

It seems evident from the data available that rules and regulations making specific residence requirements for certification to teach are not to be found very often. This is probably as it should be. Such requirements would have a tendency towards the limiting of the selection of teachers to only graduates of state institutions. Such a practice would seem questionable due to the fact that some schools might have difficulty in filling certain positions with properly trained and qualified individuals. The outcome of such limitations might have a narrowing effect upon education as a whole in a particular state.

States Possessing Rules and Regulations that Imply Residence Requirements for "Certain Types" of Certificates

A number of states require a certain amount of experience within the state before issuing certain types of certificates. This type of ruling necessarily implies a certain amount of residence.

Administrative Certificates: Three years of experience was required by Wyoming (1925) for a "first class administrative certificate."

Utah in 1925 required five years of experience for the "diploma in school administration." Two of the years of experience must have been gained in Utah.

Supervisory Certificates: Illinois School Laws of 1923-25 show that for a "State four-year supervisory certificate" two out of the three years experience required on a "county supervisory certificate" must have been within the State.

Utah in 1925 required five years of experience for the "supervision in the primary grades" diploma. Two of the years of experience must have been gained in Utah.

Life Certificates and Diplomas: The California School Laws of 1925 show that of forty-eight months of teaching experience required for a "life diploma" twenty-one months must have been within the State.

According to the Nevada Laws and Regulations for the Certification of Teachers, (1924-26) to obtain a "life diploma" one must have had forty-five months of teaching experience within the State if a graduate of the Nevada

9. Ibid., p. 248.
10. Ibid., p. 152.
11. Ibid., p. 243.
12. Ibid., p. 132.
State Normal School or the University of Nevada, if not, they must have had sixty months of experience, twenty-four of which must have been in Nevada.

The "life certificate" in Montana (1926) required from three years to twenty-seven months of teaching experience in the State, depending on the conditions under which the individual had previously gained certification.

To obtain the "life" certificate in South Carolina (1925) one must have had ten years of teaching experience within the State.

According to a Circular of Information "Examination and Certification of Teachers," July, 1925, and April, 1926, Idaho required five years of teaching experience within the State, or five years experience elsewhere plus two years experience within the State for a "State elementary life certificate."

In order to obtain the "life elementary State certificate" the State Board of Education of Oklahoma (1923) required from one to five years of teaching experience within the State depending upon the amount and type of professional training.

15. Ibid., p. 235.
16. Ibid., p. 149.
17. Ibid., p. 223.
In order to obtain a "life professional diploma" in South Dakota (1925) one must have had thirty-six of seventy-two months of teaching experience within the State. Oregon required sixty months of experience for those seeking a "life State" certificate with fifteen months within the State. However, this ruling applied to those who could comply with only the minimum scholastic requirements.

To obtain the "standard life certificate" Washington (1925) required that twenty-seven months out of five years experience be spent in the public schools of the State.

Three years of experience was required by Wyoming (1925) for an "elementary life credential." One of the three years of experience must have been acquired in Wyoming.

Permanent Elementary School Certificate: The School Laws of Colorado (1923-25) show that for a "permanent elementary school certificate" one must have spent forty-five months teaching in the elementary schools of the State.

State Certificate: Mississippi (1931-32) granted a "State" certificate to graduates of a four-year accredited

19. Ibid., p. 225.
20. Ibid., p. 250.
22. Ibid., p. 142.
high school of the State who had completed six weeks of
teacher-training in a summer normal school or the equiva-
23 lent in a standard college of the State.

*State Elementary Certificate:* Illinois School Laws of 1923-25 show that for a "State elementary" certificate issued on a first-grade county certificate, two out of the three years experience required must have been within the 24 State.

*Service Certificate:* In 1925 according to reports from New Hampshire the "service" certificate which was issued in that State, had as a prerequisite ten years of experience, three of which must have been within the 25 State.

*Teaching Certificate:* In order to obtain a certificate to teach, Montana requires attendance at one of the divisions of the Greater University of Montana and credit 26 in certain specified courses.

*Agreement to Teach:* "The legislature of Connecticut in 1931 required all students enrolling in public normal schools to sign a written statement that they would teach in the public schools of the State for two

25. Ibid., p. 194.
years following graduation unless excused therefrom by the State board of education." 27

Special Subject Certificate: Three years of experience was required by Wyoming (1925) for certain "special subject" certificates. One of the three years of experience must have been acquired in Wyoming.

Certain Types or Grades of Certificates: In order to receive certain types or grades of certificates in Montana, according to a Circular of Information Pertaining to Montana Teachers' Certificates, June, 1926, one must have had at least thirty-five months of teaching experience in Montana. If the applicant was not a graduate of a standard Normal School or an institution of higher educational learning but was acquiring certain types or grades of certificates by examination he had to present evidence to the board of examiners that he had five years of successful teaching experience in Montana.

White states that Michigan and Nevada issue certain certificates to graduates of their own institutions only. He adds that Missouri grants a one-year certificate to graduates of institutions outside the state and requires attendance at a Missouri institution for renewal.

Vermont (1923) had specific requirements ranging from thirty to one hundred and seventy weeks of experience within the schools of the State. These requirements ranged considerably depending on the type of certificate and the professional training and qualifications of the applicant.

**Limited and Unlimited Certificates:** Wisconsin (1925) required two years experience in State schools where the applicant was qualifying by examination for the "unlimited State certificate." The "limited State certificate" required only one year of experience in the State.

**Additional Requirements**

A number of states required either examinations in, or courses in, such subjects as state school laws, state government or constitution, physical and health education, and state education and programs. However, these requirements did not necessarily imply residence due to the fact that examinations could be taken in the specific courses. No doubt many of the courses might have been taken by correspondence or extension.

According to White, interstate recognition of certification has never existed to any appreciable

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32. Ibid., pp. 253-254.
33. Ibid., p. 278.
34. White, G. M. op. cit., p. 127.
extent, and during recent years a tendency to restrict the certification of teachers from other states has developed.

Supplement

As has been previously stated in this chapter very little data were available which made specific reference to residence requirements as such. In examining material which has been brought to the writer's attention since this chapter was originally written, the writer has found that this same condition still exists. However, there are a few bits of rather general information which might be of interest to the reader. The available up-to-date information is decidedly lacking in offering information that implies residence requirements for "certain types" of certificates.

"During the economic disturbances beginning in 1929, a tendency of employing officers to favor local applicants for teaching positions became quite marked in some sections. In some cases the movement was practically State-wide. At least two states enacted laws requiring residence for certification. Although such laws do not appear to be operative at present (1937), certain indirect restrictions on out-of-State teachers exist in several states that appear to have little relationship to classroom efficiency. Among these are requirements that certain courses be taken in the higher educational institutions of the State making the prescriptions." 35

The recent bulletin on the Development of State Programs for the Certification of Teachers offers the following recommendations which may prove to be of interest to the reader:

"The interstate migration of teachers should not be hindered by certification regulations or requirements based upon any considerations other than professional competency of teachers. It follows that certification will not be refused because of lack of State residence and similar reasons, and that the meeting of special subject-matter requirements peculiar to a State, such as knowledge of State school law or State history, will be demanded only after the new teacher has had time to meet such requirements." 36

"Out-of-state applicants are granted one or more types of certificates in all states upon the basis of credentials." 37

Summary

Very little data are available which would indicate that residence requirements are a prerequisite to securing a position in the public schools of the respective states. There are only a very few states that make reference to any residence requirement for certification. Florida and New Mexico require State residence. However, New Mexico's requirement may be met by taking six semester hours of work in New Mexico institutions of higher learning.

37. Ibid., p. 38.
Wyoming and Nevada require residence to obtain a teaching certificate unless the applicant can show evidence that he has already secured a position within the State. However, Nevada requires that 80 per cent of the teachers be residents of the State.

New Jersey and South Carolina forbid dismissals as a result of a teacher's residence or boarding place.

A number of state regulations and laws imply residence in that they require a certain amount of experience within the state before issuing "certain types" of certificates. There is a wide range involved in these different requirements. The acquisition of "certain types" of certificates in the various states require experience within the state ranging from thirty weeks to ten years.

Additional requirements are made by some states in that they make specific requirements regarding certain subject matter peculiar to the state. This does not necessarily imply residence due to the fact that credit may be received by examination. In many cases the subjects could be taken by correspondence or extension.
CHAPTER VII

SUPERVISION

Definition of Supervision

Writers seem to agree that there is an overlapping in the defining of the words supervision and administration, and due to the fact that their duties are not always properly classified there is some difficulty in obtaining clear-cut definitions.

It seems difficult in practice to sever the connection which exists between administrative and supervisory duties.

"Supervision is a specialized function devoted to the inspection, direction and improvement of the educational activities of individuals working at one administrative level, administered by superior officers working at higher administrative levels.

"The function of administration in its primary meaning is to 'carry out,' 'have charge of,' 'operate,' or 'manage.' Speaking generally one administers his own services; he supervises the services of others.

"A principal giving an achievement test in person, for example, is 'administering' a test, even though he may be performing a supervisory duty. It becomes a supervisory device only as he may utilize the results of the test in inspecting, correcting, or improving the work of others at a lower administrative level." 1

Supervision in general is the function of guiding

1. Ayer, Fred C., and Barr, A. S. The Organization of Supervision, pp. 346, 348.
the work of the teacher in the classroom.

Purpose of Supervision

The main purpose of supervision is to provide better conditions for learning by diagnosing the problem and preparing and executing a definite plan.

In order that the main purpose of supervision may be more specifically indicated the purpose should be considered in relation to the pupil, teacher, and general learning condition.

If supervision is to accomplish its main purpose due attention should be given to the curriculum and program that is to be offered to the pupils with the greatest of attention to their individual needs. The teacher should be aided by guidance and all possible helps that may be found necessary to better conditions for learning. The learning situation in general will be aided by attention to materials, attention to the physical conditions surrounding both teachers and pupils, and to proper diagnosis of the teaching situation with particular attention to the personnel of both teachers and pupils, and general environmental conditions.

Types of Supervisory Principals

In general, as far as our own State is concerned

principals may be divided into two types, teaching principals, and supervisory principals.

The teaching principal is the most common in our local situation due to the fact that the number of large schools is comparatively few. See Table I of Chapter I. Many of the principals teach full or almost full time. Much attention should be exercised in economizing on time spent on other duties if the principal is to give a reasonable amount of time to supervision.

Ayer places the supervisory principal in one of two groups, the supervising, or non-teaching principal for each building, and the principal who supervises three or four buildings.

For large school systems the principals who do supervisory work may be non-teaching principals who do supervisory work in one building in connection with their other duties, or they may move about and supervise three or four buildings, their work being confined very largely to supervisory duties.

Of course the type of supervisory work done by the principal will depend to a great extent on local situations.

Deffenbaugh suggests that it is desirable where there are buildings with sixteen or more rooms that a non-

teaching supervising principal be employed for each building. In cases of smaller buildings he suggests that the group type of supervising principal be employed who supervises several buildings, depending, of course, on the size of the schools and to some extent on their location. When considering the types and locations of schools of our own State this type of principal would seem impractical in most cases.

Probable Duties of a Supervising Principal
Ayer\(^6\) cites a study by Dyer which involved a checklist of two hundred and eight activities usable by principals in the improvement of classroom instruction. These activities are classed under six headings, namely:

- Improving technique of teaching
- Improving teachers in service
- Improving classification and promotion of pupils
- Improving curriculum
- Improving selection and use of school supplies
- Improving general school conditions

In analyzing the principal's job some attention has already been given to supervision and the per cent of the principal's total time which is and should be given to this one phase of his job. See Chapter II.

In general the principal's supervisory duties might be considered as having to do with provision of professional leadership for his teachers, school policies, super-

\(^6\) Ayer, Fred C., and Barr, A. S. op. cit., p. 99.
vision of activities within his building, application and operation of the course of study, and general help and guidance for both teachers and pupils in order that better learning conditions may be provided.

Desirable Qualifications

Personal Traits: For a general idea and discussion of personal qualifications the writer might refer the reader to Chapter III of this study which discusses personality and deals with the qualifications desirable for leadership. However, the qualifications discussed therein may be briefly summarized under the following divisions:

- Good address
- Vitality (forcefulness)
- Courage
- Independence (assumption of responsibility)
- Enthusiasm (and optimism)
- Sympathy
- Loyalty
- Sincerity
- Initiative (and originality)
- Progressiveness

The Eighth Yearbook of the Department of Superintendent lists the following personal qualifications with brief explanations regarding each.

- Cooperation calls for—kindness, sympathy and tact.
- Confidence is engendered by reliability and sincerity.

Loyalty to subordinates is as important as loyalty from subordinates.

Initiative, self-reliance, industry, perseverance, enthusiasm and optimism are necessary to originate and carry through projects in teacher training, for better instruction, and for the building of curriculums.

Energy, loyalty, and sincerity inspire confidence.

Tact, adaptability, resourcefulness, patience, and sense of humor are necessary to avoid friction and disagreements.

Training: Individuals who expect to supervise should have at least one, and preferably two, years of formal training beyond that possessed by the teachers they are going to supervise. Considerable sentiment exists for possession of the Master’s degree. Ideally, the one who is to supervise should be a graduate of both a normal school or teachers college, and a college of education.

The training should consist of courses in history and philosophy of education, tests and measurements, modern methods, curriculum construction, research, administrative problems, and school hygiene.

In addition to these, courses which would give a broad general education should be taken. Once in the field there should be training in service.

The writer feels that such courses as the following

10. Ibid.
11. Ibid.
would be of particular value to the supervising principal: administration of elementary schools, supervision of elementary education, elementary school curriculum, activity programs in the elementary school, educational tests and measurements, elementary statistical methods, introduction to educational research, methods in elementary school teaching, guidance functions in education, philosophy of education, and educational psychology. Training will be dealt with more fully in a later chapter.

Experience: According to the reports of twenty states, the experience requirement for a supervisory certificate varied from eight years to no requirement at all. The majority of states reporting required from three to five years of educational experience.

In 1927 a Bureau of Education report showed that out of twenty states requiring a supervisory certificate for persons intending to do supervisory work in elementary schools, eighteen required experience. Three years seemed to be the most common experience requirement.

There seems to be a tendency on the part of our states that have not previously had requirements, such as those just referred to, to fall in line regarding the raising of

standards for administration and supervision. For example, our own State in 1933 introduced requirements for such certificates and stipulated that three years of teaching experience should be required as a prerequisite.

It would seem from the requirements that different state boards of education are setting up, or have set up, and from the data presented in Chapter IV of this study, which deals with experience, that some educational experience is a desirable qualification for elementary school principals. Experience that has been acquired in an elementary school situation seems the most desirable in that it would offer a better insight into the problems related to such a school.

Certification: The Eighth Yearbook of the Department of Superintendence shows that in 1927 there were twenty states having laws and regulations requiring special certificates for supervisors.

Besides special certificates a number of states prescribed certain types of certificates not designated as administrative or supervisory which were valid for administrative and supervisory positions. See page 47 of Chapter V.

Seemingly, there has recently been a tendency to

15. The Superintendent Surveys Supervision, op. cit., p. 223.
16. Ibid.
differentiate between administrative and supervisory functions, and between the functions and qualifications required by high school and elementary school principals. Elementary school principals certificates require specialization in elementary school subjects or in elementary education, and in administration and supervision. This general idea has been previously stated and is discussed in detail in Chapter V which deals with certification.

Reavis states that:

"An analysis of the requirements in education shows that lawmakers have desired to insure some preparation on the part of principals for meeting practical problems in administration and supervision, for understanding the elementary school child, and for directing the use of modern methods and materials in classroom teaching." 17

Knowledge of Community: The progressive theory is that the school should adjust itself to the community.

The principal as a supervisor, should make a community survey to determine the positive and negative factors which may influence the child during his hours outside of school. Such a survey may possibly require the changing of negative learning conditions as much or more than teaching techniques.


Use should be made of positive factors such as parks, libraries, museums, factories, and recreational centers in order that the school work may be made more concrete and effective.

Knowing the community is a part of the problem of the supervising principal. He should keep in mind that projects that are superimposed upon a situation of which they are not a part have no value.

Hubbard says that:

"It is still unique for a principal to make a careful study of the occupations, nationalities, and interests of the people in his school district, and then, to use that knowledge systematically to adjust the practices of the school to meet the community needs." 20

Knowledge of Parents: The principal will find it very desirable to know the parents of as many of his pupils as possible, particularly the parents of problem children.

Information showing parental occupation, interests, emotional tendencies, financial conditions, birthplace, citizenship, and financial status, will be of considerable value. The principal should know the moral and social status of the family, and the number of children in it.

In addition he should have knowledge of the occupation that is characteristic of the district from which the parents of his pupils come.

**Knowledge of Curriculum:** The Eighth Yearbook of the Department of Superintendence has the following to say regarding the necessary knowledge of curriculum:

"Since to supervision belongs the responsibility of assuming a large part of the leadership in making the course of study, much is demanded in the knowledge of its content, the relation of subject matter and method, the application of sound educational psychology, and the social and intellectual values to be acquired through its use.

"Conception of the interaction between the curriculum and social change places a great responsibility upon those engaged in curriculum making." 22

The principal should work with his teachers in interpreting and adapting the course of study to local situations, cooperate in selecting teaching materials, interpret building projects, and cooperate with the general supervisor, if there is one, in guiding the development and in analyzing content and methods being developed. He should coordinate and integrate the activities of his teachers in course of study and curriculum making. He should have a general knowledge of the aims and objectives of the elementary subjects, and the administrative ability to organize and direct teachers in group work. The

curriculum should be considered as to whether or not it can meet the needs of the community in which it is to be used. If it cannot, then the principal as a supervisor will need the aid of good curriculum knowledge in order that he may revise it to meet local needs.

Knowledge of Superintendent's Policies: If working as a subordinate it will be the principal's duty to carry out to the best of his ability the policies that are set forth for him to follow. The alert principal follows the leadership of his superintendent as shown in speeches, bulletins, reports, conferences, and any other method that may be used to indicate policies.

Knowledge of Teachers: In order to know the teacher Anderson, Barr, and Bush suggest the collection of information regarding the teacher's professional, physical, personal, and social equipment, and a case study of the teacher's past history.

The principal should recognize the fact that there is likely to be a wide range of individual difference in teachers regarding training, experience, energy, professional enthusiasm, and other things, which will influence teaching procedures.

Records in the superintendent's office, teacher

rating scales, self rating scales, and personal observation are some of the sources which may be of assistance in helping to acquire information regarding the teacher.

Knowledge of Pupils: The N. E. A. Research Bulletin suggests a study of the following as helpful to the gaining of knowledge pertaining to the pupils of one's school:

- Age-grade distribution
- Progress studies
- Promotion, failure tabulations
- Intelligent tests
- Achievement tests
- Citizenship and character tests
- Informal tests
- Personal interviews
- Case studies

The principal should if possible make a decided effort to know personally each member of his student body. This may be impossible if he has a large school. Unfortunately in many cases the principal comes to know best those with whom he comes into contact as a result of disciplinary problems. If possible the principal should register all new pupils. This will help him to have a knowledge of the personalities in his school and perhaps give him a better understanding of conditions that may be peculiar to individual students. The writer has found that the school nurse and the school attendance officer are two very good sources for obtaining knowledge pertaining to pupils and their home conditions. Such information often leads to a

better understanding as to the cause of certain deficiencies in the child's school work.

**Knowledge of Plant:** The principal should make a thorough investigation to determine the physical fitness of the school plant and equipment. He should ascertain the efficiency of the plant as to its ability to lend aid to the advancement of the instructional phases of the school's work.

A survey of the following things may help the principal in obtaining needed information regarding the school plant.

- Heating
- Ventilation
- Fire protection
- Cleaning
- Lighting
- Electrical service
- Water supply
- Toilets
- Mechanical devices
- Inventory
- Janitorial service

Perhaps one of the most valuable aids for obtaining knowledge of the school plant will be the school janitor. If the janitorial service is what it should be, and if it is properly handled it should be able to supply a large fund of information regarding the school plant.

**Miscellaneous:** It is not the purpose to try to indicate here all of the knowledge that it would be desirable for the supervising principal to have. However, a few of

the more important things have been included. In addition to those things that have been mentioned it may be well to add that the principal should have a thorough understanding of elementary methods, measurements, and diagnostic and remedial procedures. See pages 80 and 81 of this chapter for further suggestions.

Two problems that are of particular importance in Arizona are the Mexican pupils and transiency. The principal should realize the full significance of the implications involved as a result of foreign speaking children in the schools and of the problems created as a result of the large number of pupils who are continually shifting about from school to school and from state to state.

Summary

In defining supervision it is sometimes difficult to formulate a clear cut distinction between it and administration due to the fact that there is a tendency towards some overlapping of the two.

Supervision is a specialized function devoted to the inspection, direction, and improvement of the educational activities. Its purpose being to provide better conditions for learning by diagnosing problems and preparing and executing a definite plan.

Types of supervisory principals considered are: the supervising or non-teaching principal for each building.
the principal who supervises several buildings, and the
principal who teaches all or almost all of the time.

The activities of the principal who does supervisory
work may be grouped under six headings: improvement of
the technique of teaching, improvement of teachers in
service, improvement of classification and promotion of
pupils, improvement of curriculum, improvement of selection
and use of supplies, and improvement of general school con­
ditions.

The personal qualifications that are desirable may be
summarized under the following divisions: good address,
vitality (forcefulness), courage, independence (assumption
of responsibility), enthusiasm (and optimism), sympathy,
loyalty, sincerity, initiative (and originality), and
progressiveness.

In general the desirable training of the supervising
principal should consist of courses in history and
philosophy of education, tests and measurements, elementary
school methods, elementary school curriculum construction,
research, elementary school administration, elementary
school supervision, activities of the elementary school,
statistical methods, and guidance functions in education.
There should be a broad general education and provision
for training in service.

A common length of teaching experience for the
position seems to be in the neighborhood of at least three
years. Preferably, the type of experience would be that which might be acquired in an elementary school situation.

By 1927, there were twenty states that required special certificates for those who were to do supervisory work. Five types of certificates were common: administrative and supervisory, general administrative, general supervisory, elementary school supervisory, and elementary school principal.

It seems very essential that the principal should have a thorough knowledge of the community, parents, curriculum, superintendent's policies, teachers, pupils, and school plant, in order that the school may better adjust itself to the community. The principal should realize the implications involved as a result of foreign speaking children in the schools and of the problems created as a result of the large number of pupils who are continually shifting about from school to school and from state to state.
CHAPTER VIII

RELATIONS TO THE COMMUNITY

The Principal as a Desirable Community Leader

Upon the principal rests a great responsibility for community leadership. His success depends largely on his activities in his community. He should remember that he is a representative of the entire community and not any particular part of it. His relationship with the public would be such that he will gain a reputation for being just and fair to all.

The principal should try to develop a friendship with the leaders in his community, and "he should strive to win their confidence and interest in his program of education." 2

"The efficient elementary principal acquires his real power through personal touch with his community. He is a member of the church of his choice, and men's clubs for social and political interests. The board of trade or chamber of commerce will welcome him if he is the real producer of human values that he should be. Anything that will get him and keep him in touch with men, real, live ones, will be his salvation." 3

Otto points out that the principal who expects to be

2. Ibid.
a desirable community leader should be alert to secure from the whole community the comments and suggestions which bear upon child welfare, and he should share actively in the varied activities and interests of his community.

The principal should be an educational leader in his community and nothing more, his influence being felt as an educational leader and not as a political leader.

The principal should not try to place himself at the head of the various social, civic, and welfare organizations of the community. In fact he will perhaps be wise if he keeps from becoming too much involved in such matters. He should take a definite sincere attitude as an interested individual only. To do otherwise may result in a great drain upon his energies and time which might better be used in direct connection with his school work. Organizations are often times looking for people who can and will assume responsibility. They look upon the principal as such a person. By stepping into such positions of leadership the principal is likely to be the recipient of much criticism and may even find petty jealousies arising as a result of his work. All this simply offers another avenue for the creation of enemies.

On political matters his status should be that of an intelligent voter and not as one who propounds political

Publicity

Perhaps a better name for publicity would be public relations. The word publicity is rather offensive to some people in that they have the feeling that "selling something" is implied. As a result, some people may put their "sales resistance" into action. Undesirable outcomes may well be imagined.

**Purpose:** In general the purpose of publicity is to keep the people informed concerning the purposes, accomplishments, conditions, and needs of the school.

**Types:** According to Reynolds there are two types of publicity, that which has a special purpose, such as the publicity which would precede a contemplated bond election, and that type which offers continuous informational service and keeps the community informed regarding the schools as a whole. This latter involves the taking of the school to the community.

**Means and Agencies:** Some of the more common and useful means and agencies for establishing good school and community relations are:

8. Mueller, A. D. *op. cit.*, p. 34.
Personal contacts with community leaders
Business, professional, and social contacts
The board of education
Home contacts
Community center activities
Pupils and teachers
Newspapers and school publications
Speeches, lectures, and radio
School exhibits, demonstrations, and fairs
Special occasions, and weeks
Bulletins

A number of these means and agencies will be more fully discussed later in this chapter.

Reynolds appropriately suggests that in telling the school story five things should be kept in mind. First, somebody to tell it. Who is to tell the story. Will it be some responsible school executive, a school news committee, the faculty, school press, or can the children be of some use? Any or all of these agencies may be used depending on the available means and the existing conditions. Second, somebody to tell the story to. Whom is the story to be told to? In this case careful analysis should be made of the recipients of the story and then it should be put out in a manner that they can read and appreciate. Third, something to tell it in. Shall it be told in the newspaper, school bulletins, school publication, or what? The newspaper may be used to advantage at times. Probably school publications and bulletins are the best in many cases. Fourth, something to tell. What is

to be told about? The public as a rule is interested in
the work of the school, the personnel of the school, and
the accomplishments of both pupils and teachers, and the
school in general. Publicity that has some connection
with the child is desirable. Fifth, the best way to tell
it. The information to be told should be well thought
out and told in an interesting manner and in a way that
it may be understood by the people.

Principals and Service Clubs

Every principal needs the business and professional
contacts that it is possible for him to get through
10 service clubs. "He should welcome the opportunity to
belong to a business and professional men's club in his
11 community."

This idea seems desirable due to the fact that a great
deal of the principal's time is spent with women and
children. In order to help maintain a broader point of
view and to counteract his daily life his "outside" asso-
ciations should prove to be of value.

The alert principal may very well make use of the con-
tacts made possible through membership in civic and
luncheon clubs as a means of discovering what business and
civic groups are thinking about the schools, and to convey

10. Horrall, A. H. "What Price Administration?" The
Nation's Schools, 17:21 (May, 1936).
to these same groups any contributions that are being made by the schools to the public welfare.

It seems obvious that participation in service clubs can bring benefits to the school and to the principal. However, the principal may well exercise a bit of caution in the matter. There are a number of things to be considered. For example, can he afford to give a great deal of time in the capacity of an office holder or as a working committee member? Will such organizations take valuable time away from his school duties? Can he afford the expense involved, such as initiation fees, monthly dues, and in some cases fines for having on a necktie of the wrong color or "what have you"?

Benefits that may be derived from service clubs are:

"Service clubs offer provision for a group of citizens who are eager to eliminate suffering among children.

"They bring the school in contact with groups where a positive program of child development exists.

"They foster a general interest in children and education.

"They provide the principal with an organized outlet for a program of school interpretation.

"They bring the principal in contact with viewpoints and needs of the community.

"They help the principal to broaden his

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Home Contacts

One of the most important responsibilities of the principal in his school community is the co-ordination of the educational activities of the school and the homes.

"The principal should undertake to direct and control in so far as his leadership will permit, the influences of the homes in his school community in the positive education of the children." 15

An important relationship exists between the school and the parents of the children who attend school. Dealing with parents is an administrative responsibility, and the value of friendly relations cannot be over estimated.

"Informed parents means understanding parents, and in most situations satisfied parents. No school can truly succeed in promulgating its philosophy by depending upon chance information that seeps home through the child." 17

The following are suggested as means of making home contacts:

17. The Principal and His Community, Eleventh Yearbook of the Department of Elementary School Principals of the National Education Association, p. 280.
Interviews with parents
Offers insights into ambitions which parents have for children

School nurse
Attendance officer
Home visits
Visiting teacher
Knowledge of child's permanent record card
School census
Economic surveys

Questionnaires sent to home (may be impractical due to inaccurate information)

It might be mentioned here that the Parent Teacher Association is a good asset for helping to make home contacts. It offers a good means through which the school may be interpreted to the parents and through which the parents may get a better understanding of the problems of the children.

The writer has found from experience that the school nurse, and attendance officer have been a great deal of help in establishing contacts with the home. Many desirable results and understandings have come about as a result of their help. Interviews with parents and a thorough knowledge of the child's permanent record card have been other substantial helps.

Community Center Activities

A study of six hundred and fourteen supervising principals reported in the Seventh Yearbook of the Department of Elementary School Principals indicated that the types of community activities were found to come under one hundred and twenty-five more or less separate movements, sixty-eight being of general community interest. These were grouped under six general types. The types of activities are shown in the following table:

TABLE XV
SIXTY-EIGHT ACTIVITIES GROUPED, SHOWING TYPE, EXAMPLE, AND FREQUENCY OF MENTION

<table>
<thead>
<tr>
<th>Type of Activity</th>
<th>Example of Type</th>
<th>Frequency</th>
</tr>
</thead>
<tbody>
<tr>
<td>Welfare</td>
<td>Community chest drive</td>
<td>24 times</td>
</tr>
<tr>
<td>Health</td>
<td>Child clinic</td>
<td>15 &quot;</td>
</tr>
<tr>
<td>Improvement</td>
<td>Chamber of Commerce</td>
<td>15 &quot;</td>
</tr>
<tr>
<td>Child recreational</td>
<td>Scouts</td>
<td>9 &quot;</td>
</tr>
<tr>
<td>Educational</td>
<td>Parent-teacher asso.</td>
<td>3 &quot;</td>
</tr>
<tr>
<td>Thrift</td>
<td>Thrift drive</td>
<td>2 &quot;</td>
</tr>
</tbody>
</table>

The following specific activities which are the five most frequently mentioned, suggest that the community

activities of the majority of principals tend to be broad in scope.

The American Red Cross
The Parent-Teacher Association
The Junior Red Cross
The Community Chest Drive
The Boy Scouts of America

Sixty-four per cent of the principals referred to in the previous study reported some time given to community work, the median time being 1.96 hours per week.

A majority of the principals reported that evening meetings were held in their schools, more than 50 per cent being presided over by the principals themselves. The amount of time devoted to community activities will vary with different communities. It is a sound principle that community work should not be so great in its demands that it interferes with a principal's efficiency in his school.

Meetings or school functions held in the school are often the only means the principal has of meeting the mothers and fathers of the pupils.

The school is likely to be the only meeting place available, and as such may be much in demand. The principal should attempt to make his school the center of activities which are largely educational, social, recreational, civic, and hygienic in character.

22. Ibid., p. 250.
The organization of the school as a community center presents an important problem to the principal, because when the school becomes the community center it serves as a focus for the development of public opinion, and helps to unify, and solidify the community.

Social and Welfare Agencies

Realization of the intimate relation between the physical status of a child and his ability to do school work has been an essential factor in the development of a number of forms of social service.

It is the duty of the school and its officials to cooperate with outside agencies in order that more effective work may be done by both. The principal has an important work in identifying the needy and in investigating or having investigated cases that may need attention. Here again the school nurse and attendance officer will prove to be of great assistance.

Some of the social and welfare agencies that have been mentioned by various writers, as pointed out by Otto, and by the Eleventh Yearbook of the Department of Elementary School Principals are:

26. Ibid., p. 529.
Child welfare clinics
Welfare associations
Child guidance clinics
Psychological clinics
Charity groups
Religious and denominational agencies
Y. M. C. A.
Y. W. C. A.
Boy Scouts
Girl Scouts
Camp fire girls
Junior Red Cross
Health department
Public library
Safety councils
Police departments
Fire departments
Juvenile courts

Some of the results accomplished by welfare agencies are: free school supplies, lunches, clothing, medical attention, dental work, emergency relief work, physical examinations, health education, fuel, and rent. These accomplishments and results will undoubtedly tend towards the increasing of school attendance.

It is the opinion of the writer that the assistance rendered by social and welfare agencies in Arizona has been and probably will be of considerable significance. Arizona with a large Mexican population and a considerable amount of transiency among the common laboring class, has found the relief problem to be of importance.

In spite of the importance of this problem the principal should keep in mind that his job is to work in a cooperative capacity and not to become too much in evidence as far as being in charge or administering the plan is
Summary

It would seem that the success of the elementary principal may depend to a very large extent on his ability to be a desirable community leader. To do this will require more or less real activity on his part, with due attention to tact, justice, alertness, use of good judgment, and the ability to interpret the program of his school to the public. His leadership should be limited largely to those things that are related to the educational interests of his community. He should stay out of politics as well as civic enterprises which may overtax his energy and take valuable time away from his school work.

Well directed publicity or public relations may be used by the principal to keep the people informed concerning the purposes, accomplishments, conditions, and needs of the school.

Publicity is of two types, that which serves a special purpose, and that which offers continuous information to the public regarding the school as a whole.

Usable means and agencies for establishing school and community relations are, personal, business, professional, and social contacts, boards of education, and home contacts, community center activities, pupils and teachers, newspapers and school publications, speeches, lectures, radio, school exhibits, demonstrations, fairs, special
In school publicity five things should be kept in mind. They are, who is to tell the story, who is the story to be told to, something to tell it in, something to tell, and the best way to tell it.

Indications are that it is desirable for principals to take advantage of membership in service clubs as a further means of bringing the school and community closer together. This end may be aided by the discovery of the thoughts of the laymen, and by explaining the contributions that the school is making to the public welfare. The principal should exercise care and see to it that such organizations do not consume too much of his time and energy, thus detracting from his school work.

Home contacts are a desirable means of bringing the home and school closer together. They offer a friendly means whereby the home and school may better understand each others problems, and the problems of the children. Desirable home contacts may perhaps best be accomplished by personal interviews, and visits by the principal or his subordinates.

Community center activities provide a means, and in some cases the only means, of personal contact between the home and school. For the working fathers and mothers these activities offer an after-working-hours contact possibility. Such activities offer a means for the development of proper
public opinion, and tend to unite the community in desirable undertakings.

Social and welfare agencies are of great importance to the school because of the desirable influence they may have on school attendance, and the possibility they offer for the relief of human suffering.

The principal, by close cooperation with these agencies, has an opportunity to increase the efficiency of his school to a great extent, depending of course on the needs of the children, and the economic and social conditions of his community.

Social and welfare agencies may be of considerable value in Arizona because of the high percentage of Mexican population, and the tendency of the laboring class towards transiency within the State.
CHAPTER IX

ACADEMIC AND PROFESSIONAL TRAINING

Definitions

Course—"a unit of instruction for the completion of
which a given number of semester units or credits is
awarded."

Academic course—"a general cultural, or non-professional course."

Basic course—one of a primary nature, that serves as an essential foundation.

Profession—Almaok and Lang give a comprehensive explanation of the word profession in discussing the criteria of a profession.

"A profession seeks to use all the resources it can command for the benefit of society. It differs from a trade in that the momentary consideration is secondary, and, in the sense of expecting or insisting upon money rewards in proportion to the service performed, may be entirely overlooked. Unselfishness is one of its prime principles. Altruism is its prevailing spirit. Whenever the call for service comes, the professional-minded man or woman does not think, 'Am I paid for this?' or 'Have I already done a day's work?' or, 'Am I obligated in any way to concern myself with this person?' He or she cheerfully gives the fullest measure of strength


2. Ibid.
and talent as the need demands. A profession is therefore social service." 3

Professional training—"that discipline which results in the ability to perform a particular service." 4

Professional course—"a course in education or allied fields particularly designed to prepare for teaching and other school subjects." 5

Training program or curriculum—"a group of courses, usually both academic and professional, preparing students for teaching and other school positions, such as the elementary school principalship." 6

Degree—"a college award for the completion of certain requirements, usually a given number of both academic and professional courses." 7

Purposes of Academic and Professional Training

Academic and professional training should propose to develop good organizers and managers, leaders thoroughly grounded in fundamental principles and proprieties of human relationships, the latter tending to develop needed sympathy, common kindness of speech, and a courteous

6. Ibid.
7. Ibid.
manner, in order that individual contacts between the school principal and citizens of his community may be pleasant.

Hosic states that:

"The principal needs a fine conception of the place and work of a modern school in the community, the habit of thoughtful analysis of situations and problems, a working knowledge of possibilities, and sufficient command of the necessary techniques to enable him to perform his various duties skillfully. He must be able to meet new situations as they arise, not merely deal with situations made familiar through study or experience." 9

Training should develop an ability to read current literature and scientific books. It should develop a knowledge of scientific methods in statistics and measurements, of curriculum and courses of study.

If academic and professional training are to accomplish their intended purposes then there should be thrown open to the principal the fields of:

"History, philosophy, sociology, comparative education, psychology—particularly the psychology of character and the psychology of curriculum—course-of-study making, devising of tests and measures, problems of general school organization and management, problems of general supervision, and community leadership.

"On the other hand, he may investigate problems relating more immediately to the twofold task of organizing and directing the pro-

10. Ibid., pp. 49-50.
gram of activities in a school, and in setting up and maintaining conditions favorable to the program." 11

Undergraduate Training

A principal cannot be expected to be a scholarly expert in everything but a general training should fit him to study values in different fields. If academic training is lacking the school official may become a narrow technician and will lack ability to live a balanced life. 12

One writer points out that there appears to be a gap in the social education of the school administrator. If this be true, then a comprehensive general education such as should be possible in undergraduate work may have a tendency to narrow this gap. 13

Knight indicates that the content and scope of general education should differ very little from that of the ordinary educated person, and that more materials dealing with problems of government, taxation, sociology, and economics might be offered as being desirable for the prospective school administrator. 14

Cubberley, in discussing the training of a super-

14. Ibid.
15. Cubberley, E. P. Public School Administration, pp. 133-134.
intendant of a school in his book on Public School Administration, makes some very fitting suggestions which in the writer's opinion are to a large extent applicable to an elementary school principal.

In general these suggestions are to the effect that the school administrator should essentially have a good college education. The exact nature of the education being less important than is the fact that it should be broad, challenging, and that it should result in development and stimulation. It should tend towards better understandings, and it should better enable the school administrator to meet people of culture and refinement on an equal plane.

The work cited suggests further that there should be technical preparation in educational theory, educational administration, and practical preparation in school practice.

In the writer's opinion the undergraduate training offered the prospective elementary school principal should have as its primary objective the development of good judgment and initiative. His training should stimulate his efforts, his desire to render service, and should give him preparation that will broaden and develop his interests.

Chapter V of this study, although bearing the title of "Certification", gives an extensive list of required and suggested courses for the undergraduate as well as for the graduate training of the elementary school principal. A number of these courses representing from twenty-four to thirty-six units of work have been indicated by the writer as perhaps particularly desirable for the professional training of the elementary school principal. If of particular interest to the reader, these suggested courses may be found on pages 55 and 56 of Chapter V.

Basic Training

What professional courses and topics are desirable and basic in the training of the elementary school principal? Some light has been thrown on this question by a study in which one hundred and thirty-two college professors of education, one hundred and thirty-seven city school superintendents, and one hundred and two elementary school principals made contributions. All of the states were represented in the tabulations. The results of the study are shown in Table XVI.
TABLE XVI

NUMBER AND PER CENT OF PROFESSORS OF EDUCATION, CITY SUPERINTENDENTS, AND ELEMENTARY SCHOOL PRINCIPALS WHO SAY CERTAIN COURSES ARE DESIRABLE BASIC COURSES 17

<table>
<thead>
<tr>
<th>Course</th>
<th>Superintendents</th>
<th>Principals</th>
<th>Professors</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>No.</td>
<td>%</td>
<td>No.</td>
</tr>
<tr>
<td>History of education</td>
<td>123</td>
<td>90</td>
<td>90</td>
</tr>
<tr>
<td>Philosophy of education</td>
<td>125</td>
<td>91</td>
<td>97</td>
</tr>
<tr>
<td>Educational psychology</td>
<td>136</td>
<td>99</td>
<td>102</td>
</tr>
<tr>
<td>Elementary supervision</td>
<td>137</td>
<td>100</td>
<td>101</td>
</tr>
<tr>
<td>Sociology</td>
<td>126</td>
<td>91</td>
<td>94</td>
</tr>
</tbody>
</table>

In the previously mentioned study the following courses were ranked in the following order of importance:

History of education:
- Evolution of the elementary school
- Great American educators
- Types of early American schools
- Outstanding figures in foreign education
- Types of early European schools

Philosophy of education:
- What are the aims of education in a democratic society
- What social agencies educate the young
- What is education
- Current differing philosophies
- Educational theory
- The relation and difference between philosophy and science in education
- What place do public and private schools have

18. Ibid., pp. 597-598.
Educational psychology:
Mental and educational tests
Psychology of elementary school subjects
Diagnosis and remedies
Psychology of adolescence
Mental adjustment
Elementary educational statistics
Current differing psychologies

Elementary supervision:
Principles of administration and supervision
Function of the principal
The curriculum
Methods of teaching
Diagnostic and remedial procedure
Function of supervisors
The use of scientific method in education

Sociology:
Function of school in society
Forms of control
Social evolution

These data would tend to show that the lack of agreement as to what constitutes desirable basic courses and desirable basic topics in the professional training of the elementary school principal is not as great as it is sometimes made to appear in current educational literature.

Graduate Training

What work is appropriate for the principal who has his degree and who wishes to study with a view of rendering better service in his field? This question is a practical one as principals are continually being faced with it. The answer depends to a large extent on what the student has already taken as an undergraduate.

Cubberley advocates, for the school administrator, at least a year of graduate study in which advanced educational problems are taken up.

Engelhardt calls attention to the fact that colleges of education in the universities are in a position today to offer as significant a training for the profession of educational administration as other professional colleges are to offer preparation for business administration, engineering, law, or medicine.

To name the several subjects that should be included under the head of "appropriate graduate work for elementary school principals" is difficult because of variations in nomenclature. Appropriate graduate work in education for elementary school principals should be scientific study at the level to which they have risen. Certainly such subjects as:

"...history of education, philosophy or principles of education, educational sociology, educational psychology, and comparative education should be included, with such emphasis as the students' previous acquirement shall determine. General educational administration should also be counted in for the sake of perspective and a proper knowledge of relations, as well as studies in economics, politics, and present day problems of civilization. If possible, courses in these general subjects should make particular reference to the problems of the elementary school." 23

The distribution of the student's time among these different courses should be determined in part by his previous preparation and in part by his own tastes.

Summary

The studies taken into consideration in this chapter indicate that there is a wide field of knowledge to be covered in the educational field if the prospective principal, and the one who is already on the job, expect to render the maximum amount of service to society.

If academic and professional training accomplish their purposes it is reasonable to believe that as a result of this training there may be better organization and management in our schools, individuals more thoroughly grounded in human relationships, a better knowledge on the part of the principal as to the place of the school in the community, men and women who can make thoughtful analysis of situations and problems, and the ability on the part of administrators in general to be able to meet new situations as they arise.

In general the undergraduate work of the principal should stimulate the development of a high ideal of service. His preparation should be broad, and should open up permanent interests in music, art, literature, history, science, human welfare, and culture. Preparation should develop interests in the scientific and industrial world.

It should give him technical preparation in educational theory, as well as practical knowledge to be used in the educational field. In general academic training should fit the principal to study values in different fields.

Studies indicate that basic courses in history of education, educational philosophy, educational psychology, supervision and sociology are essential.

It seems that if the principal is to approach the maximum possibility of efficiency and value to society he must have advanced training beyond his A. B. degree. The general opinion seems to be that this training should amount to at least a year of graduate study depending largely on what his earlier preparation has consisted of. The graduate training should be of a scientific nature starting on the level at which he has already arrived. Courses to be pursued should depend partly on previous preparation and partly on personal tastes.
CHAPTER I

CONCLUSIONS AND RECOMMENDATIONS

The problem involved in this thesis has been to outline the desirable qualifications for an elementary school principal with respect to personality, experience, certification, residence, supervision, relation to the community, and academic and professional training.

A job analysis has been included to determine the duties that an elementary school principal should necessarily qualify himself to perform.

Conclusions

I. Job Analysis

A. Every principal will need to make his own job analysis.

B. It is probably impossible for any study to completely cover the subject of job analysis because of the influence of community conditions, school sizes, pupil nationalities, superintendents' policies, and the training of principals who fill and will fill the various jobs.

C. The principal's duties may be classified under eight main headings: organization, administration, supervision, social activities, teaching, clerical work, general routine, and professional study.

D. The principal cannot necessarily conform to a given list of duties due to differences involved in relation to the situations presenting themselves
within his own school.

E. The best time allotment for a given community cannot be determined by nation-wide studies.

F. There is need for well-organized and well-planned schedules for the distribution of the principal's time.

G. A delegation of more activities will tend to relieve the principal of administrative and routine duties which in turn will offer possibilities for more effective work in the improvement of teaching.

H. There is need for more participation in social welfare and professional improvement.

I. In general, too much of the principal's time is taken up by administrative, clerical, routine, and miscellaneous duties, and not enough time is given to supervision.

II. Personality

A. The personal qualifications of the principal are of primary consideration in spite of all other qualifications.

B. The writer believes that certain traits of personality go towards making desirable qualifications for certain stations in life. Numerous personal qualities or traits, considered essential for the principal, have been listed and discussed to some extent in Chapter III, pages 24 to 32, inclusive.

III. Experience

A. A variation of experience is desirable, ranging from experience as a classroom teacher to that obtained through various administrative capacities.
B. Requirements of from two to five years of experience are required in many states. Three years of experience is the most common requirement.

C. Teaching experience aids in the understanding of the personal problems of teachers and pupils, and offers insight into school practices from both the teacher's and the principal's points of view.

D. An internship or apprenticeship service is desirable as a means of detecting possible leadership qualities.

E. Principals with from three to six years of experience appear to perform more duties than do those who have fewer years of experience.

F. The median age of principals in service according to available studies show a variation of from forty-five to forty-eight years.

G. There is a tendency on the part of large and middle sized cities to employ principals who have had previous experience as principals and administrators in other school systems.

IV. Certification

A. A decided trend exists toward the requirement of a "special" certificate, other than the teaching certificate, for the elementary school principal.

B. There is a decided trend on the part of states to require from two to five years of teaching experience before issuing the "special" elementary school principals' certificate.

C. The common validity range or duration of certificates is from three to six years, three years being most in evidence.

D. Renewal of certificates in many states is for life.
E. Where professional courses are required for renewals not more than ten units are required.

F. In cases where professional courses were required for renewal of certificates, courses in administration, and supervision were most common, with methods, psychology, organization, tests and measurements, and history of education sharing in importance.

G. More progress has been made towards "special" certification for elementary school principals since 1930 than had been made up to that time.

H. Local certification requirements in many cases exceed those of the states.

I. Local requirements as a rule required college degrees, specific administrative and supervisory training, and two or more years of experience in teaching.

J. The greatest weakness in the matter of certification seems to be in the lack of special recognition of the work of the elementary school principal as such.

V. Residence

A. A few states make reference to residence requirements for certification but refer in general to teachers. There is no specific references to the principal's residence. It may be assumed that when the word "teacher" is used in a general way, it includes those persons in the teaching profession.

B. A number of state regulations and laws imply residence in that they require a certain amount of experience (ranging from thirty weeks to ten years) within the state before issuing "certain types" of certificates.

C. Some states require courses in certain
subject matter peculiar to the state, which if not taken by correspondence would necessarily need to be taken in residence.

VI. Supervision

A. The type of supervisory work done by the principal will depend to a great extent on local situations.

B. In general the duties of the supervising principal may be grouped under six headings, namely:
   - Improving technique of teaching
   - Improving teachers in service
   - Improving classification and promotion of pupils
   - Improving curriculum
   - Improving selection and use of school supplies
   - Improving general school conditions

C. In order that the principal may be a successful supervisor he will necessarily possess the most desirable of personal traits.

D. Individuals who expect to supervise should have at least one, and preferably two, years of professional training beyond that possessed by the teachers they are going to supervise. They also should have teaching experience, preferably three years at least.

E. A number of states require special certificates for those who are to do supervisory work.

F. In order to properly supervise, the principal should have a thorough knowledge of, or acquaintance with, the community, parents, curriculum, superintendent's policies, teachers, pupils, and school plant.
VII. Relations To The Community

A. The principal's success depends largely on his activities in the community. He should be capable of community leadership.

B. The principal's leadership should be limited largely to those things that are related to education.

C. Important means and agencies available to the principal which may be used to strengthen his relations, and the relations of his school, with the community are:
   - Publicity
   - Service clubs
   - Home contacts
   - Community center activities
   - Social and welfare agencies

   (A discussion of these means and agencies may be found in Chapter VIII, pages 94 to 104, inclusive.)

VIII. Academic and Professional Training

A. Academic and professional training should propose to develop good organizers and managers, and to develop leaders thoroughly grounded in fundamental principles and proprieties of human relationships.

B. Considerable college work should be covered to properly equip the principal. This work should include not only extensive professional training but a broad and general academic training as well.

C. Basic courses in history of education, educational philosophy, educational psychology, supervision, and sociology are essential.

D. A year of graduate training in the profession is advisable.
Recommendations

1. It is recommended that every principal make a careful study as to the manner in which his school day is spent, with the idea of comparison with desirable time distributions. This study should not be made with the idea of exact conformity but rather with the idea of personal improvement insofar as is possible and feasible in his own situation.

2. The following time distribution is suggested provided it is possible and feasible under the existing situation:

<table>
<thead>
<tr>
<th>Duties</th>
<th>Time Distribution</th>
</tr>
</thead>
<tbody>
<tr>
<td>Supervision</td>
<td>40 to 50 per cent</td>
</tr>
<tr>
<td>Administrative</td>
<td>20 to 25 &quot; &quot;</td>
</tr>
<tr>
<td>Clerical</td>
<td>5 to 10 &quot; &quot;</td>
</tr>
<tr>
<td>Teaching</td>
<td>5 &quot; &quot;</td>
</tr>
<tr>
<td>Other Duties</td>
<td>10 to 20 &quot; &quot;</td>
</tr>
</tbody>
</table>

NOTE: This plan would not be feasible in smaller schools because of the fact that more of the principal's time would be consumed by teaching duties. Neither would the extent of the other duties be as great.

3. The principal should delegate activities where possible.

4. The principal should possess personal qualifications fitting to his office. If he does not have them he should set about acquiring them immediately or else enter some other type of work.

5. Prospective principals should be required to have at least three years of teaching experience before being
able to obtain certification as principals.

6. Principals should be required to have the Master's degree or the equivalent with a major in educational administration and supervision for certification.

7. There should be more recognition and distinction given to the work of the elementary school principal.

8. States should adopt certification requirements for the elementary school principal rather than allowing (as many do) an individual to administer in the elementary schools on any type of teaching certificate.

9. If a prospective principal is otherwise qualified there should be no residence requirement for certification.

10. The principal should place his obligation to his school and the performance of school duties above outside community service.

11. The principal should have no part in political and factional activities. In general his outside activities should be related to education.

12. The principal should make business and professional contacts in order that his viewpoint may be broadened.

13. The principal should have something to tell the public in regard to the school and then he should keep them well informed.

14. The school should be made the center for desirable community activities.
15. The principal should cooperate in various community plans but should not become too much in evidence as far as being in direct charge or administering the plan.

16. It is recommended that the academic and professional training of the principal be divided in the following manner:

First two years — Academic preparation which would tend to provide general knowledge, culture, and refinement.

Third and fourth years — Basic courses and practical application such as, practice teaching, and educational courses dealing with history, philosophy, sociology, supervision, psychology, curriculum, tests and measurements, methods, and general school organization and management.

Graduate work — Dependent to some extent on his undergraduate work, a year of graduate study may very well consist of a continuation of, and advanced study in, elementary school administration, school finance, curriculum construction, public relations, educational statistics, educational research, current problems in education, school laws records and reports, and supervision.
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