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THE SUPERINTENDENT'S EXPECTATIONS
OF THE NEGRO HIGH SCHOOL PRINCIPAL
IN MISSISSIPPI.**

The University of Oklahoma, Ed.D., 1961
Education, administration

University Microfilms, Inc., Ann Arbor, Michigan

THE UNIVERSITY OF OKLAHOMA
GRADUATE COLLEGE

THE SUPERINTENDENT'S EXPECTATIONS OF THE NEGRO
HIGH SCHOOL PRINCIPAL IN MISSISSIPPI

A DISSERTATION
SUBMITTED TO THE GRADUATE FACULTY
in partial fulfillment of the requirements for the
degree of
DOCTOR OF EDUCATION

BY
DE LARS FUNCHES
Norman, Oklahoma
1961

THE SUPERINTENDENT'S EXPECTATIONS OF THE NEGRO
HIGH SCHOOL PRINCIPAL IN MISSISSIPPI

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ACKNOWLEDGMENT

The writer wishes gratefully to acknowledge his indebtedness to Dr. Claude Kelley, Chairman of his Doctoral Committee, for his guidance, encouragement, and invaluable assistance in the development of this study. The writer is appreciative also to other members of his Committee: Dr. F. F. Gaither, Dr. Glenn R. Snider, Dr. O. D. Johns, and Dr. Kennon H. Shank. Appreciation is expressed also to Dr. Omer J. Rupiper and Dr. Charles M. Bridges, Jr., for their suggestions and counsel in the statistical treatment of the data of the study.

The obligations I owe to others are too great to be itemized in detail, but, in addition to the assistance of the men already noted, I wish to thank the Staff of the University of Oklahoma Library for their more than generous assistance; Dr. Lamar Fortenberry, Coordinator, Negro Education, State of Mississippi, and his assistant Mr. A. A. Alexander, for their aid in collecting the data for this study; President Jacob L. Reddix of Jackson State College and the Board of Trustees of Institutions of Higher Learning of Mississippi, for granting me a leave-of-absence to engage

in study, and the Southern Education Foundation for the fellowship.

Especial thanks is tendered Dean L. B. Fraser of Jackson State College for assuming the responsibilities of the writer, in the Office of the Registrar, during the period of this study.

Grateful appreciation is extended to all public school principals and superintendents of Mississippi, and especially to those who participated in this study.

Finally, to a family whose every act was one of stimulation and encouragement, I am indeed grateful.

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THE SUPERINTENDENT'S EXPECTATIONS OF THE NEGRO HIGH SCHOOL PRINCIPAL IN MISSISSIPPI

CHAPTER I

INTRODUCTION

Education is front-page news. Major government officials are presenting blueprints for educational reconstruction. Editors of newspapers and columnists have launched campaigns to influence instruction. Representatives of the army and navy are evaluating our educational services in relation to what they predict will be the military needs and obligations of the future.

In his State of the Union message to Congress January 12, 1961, President Dwight Eisenhower¹ said the National Defense Education Act of 1958 is already a milestone in the history of American education because of the broad opportunities it provides for the intellectual development of all children. Eighteen days later, January 30, 1961, President John F. Kennedy,² in his State of the Union message

¹Dwight D. Eisenhower, Congressional Record, Vol 107, No. 8, January 12, 1961, p. 620.

²John F. Kennedy, Congressional Record, Vol 107, No. 19, January 30, 1961, p. 1362.

to Congress complained that our classrooms contain two million more children than can properly be cared for, and that fully one-third of our most promising high school graduates are unable to continue the development of their talents because of a lack of opportunities that can only be provided through additional financial assistance.

Kennedy's claim seems to be incompatible with that of Eisenhower. Twenty-one days later President Kennedy¹ asked Congress for \$5,700,000,000 to establish a new standard of excellence in education, and cause this excellence to be made available to all who are willing and able to pursue it.

Many national leaders criticized this proposal of the President on education. Churches, through their spokesmen, divided on acceptance of the proposals. Some local leaders embraced the proposals; others spoke in opposition. Opposition and criticism are, of course, important, for where nothing needs to be opposed or criticized, nothing need be done.

But even the criticism received by education in general is a small price to pay when it enables everyone to understand that education is everyone's business. This idea is paramount because it is believed that the school is

¹John F. Kennedy, Congressional Record, Vol 107, No. 29, February 20, 1961, p. 2284.

society's most significant institution. All persons have some direct relationship with the schools.

The modern debate on the deplorable conditions of education is often focused on the secondary school. In a time of criticism, the principal of a secondary school, or any school for that matter, needs to have strong convictions about the purposes and the program of the school he administers. He must have a positive and steady faith in his assigned work and in the institution established for the development of youth. He must exert constructive leadership. The principal of a secondary school is considered the responsible leader of a vital social institution in a democratic society.

From reports emanating from special principals' training programs, workshops, and self-study groups, the Mississippi Negro principal is doubtful as to whether he is satisfying the challenging demands of his office, and especially whether he is satisfying the expectations of his superiors. Since the reorganization of the Mississippi Public School System in 1953, there has been much negative criticism of the performance of this school leader. Most of the criticism seems to be directed toward his inability to provide leadership for the instructional program of the attendance unit to which he is assigned. However, in order to effectively discharge his responsibilities and perform

his duties, which include the organization, supervision, and administration of his school, he must know what his responsibilities are, the importance attached to these, and more specifically, what is expected of him by his immediate superior officer, the superintendent.

In discussing present-day administration, Pierce and Kincheloe wrote:

It has been only within recent years that the more creative functions of educational administration have been generally recognized and their significance understood in improving the quality of school programs. The administration of education is no longer primarily a managerial function. Responsibilities for educational planning, program evaluation, professional growth of the staff, and the improvement of the curriculum are examples of newer professional demands on the school administrator. The need for unremitting efforts to a changing society pose particularly difficult tasks for educational leadership. It may not be too much to say that success in achieving a continuous improvement of educational offerings will be closely related to the effectiveness of the administrative leadership available in schools and communities.¹

To assist in providing the type of educational leadership Pierce discusses, the Southern Education Foundation lent its support to a regional effort to improve the quality of leadership at the level of the local school in fourteen Southern States. Since June, 1953, the Foundation has provided opportunities for professional development in state and regional programs for more than 3000 different principals of Negro schools. The program is operating

¹Truman M. Pierce and James B. Kincheloe, White and Negro Schools in the South (New Jersey: Prentice-Hall, Inc., 1955), p. 300.

through workshops and summer sessions at cooperating institutions.¹

Need for the Study

A careful search of the literature and inquiries directed to the State Department of Education of Mississippi revealed that no research had been reported on the Negro high school principal and the superintendent of Mississippi. With the increasing demands for better prepared principals to head the secondary schools of Mississippi, it is essential that we learn as much as we can about the superintendents' expectations of the principal; then, we might give the prospective principal more adequate guidance in preparation for his job, and we might more effectively counsel with those now serving as principals.

Impetus for the Study

The stimulus for the present investigation was derived, in the main, from four sources: the writer's personal concern for studying the Negro high school principal; the interest demonstrated by the Southern Education Foundation in his professional improvement; the constant efforts on the part of the Mississippi Department of

¹Southern Education Foundation, Inc., Grants for the Southern Leadership Centers A Regional Research and Leadership Development Program Related to the Unique Problems of Education in a Bi-racial Society, 811 Cypress Street, N. E., Atlanta 8, Georgia. Revised - December 15, 1958.

Education to improve this school leader; and Norton's¹ study of twenty-six hundred principals, superintendents, teachers, students and citizens.

Statement of the Problem

The problem of this study is to determine the relationship between the role the secondary principals indicate they play in the instructional program of their schools and the role expected of them by their superintendent.

Delimitations

The study is limited to the State of Mississippi. Secondly, within the state it concerns itself only with the Negro principals of accredited secondary schools and their respective superintendents.

Definition of Terms

Secondary-School Principal as used in this investigation refers to the delegated administrative head of an attendance unit which begins at a grade level below twelve, but in every case includes grade twelve. Principals who serve as junior high school principals only are not included in this investigation.

Superintendent as used in this investigation means the head of a school district.

¹Kenneth S. Norton, "Expectations Regarding the Role of the Small High School Principal" (unpublished Ed. D. dissertation, Advanced School of Education, Teachers College, Columbia University, 1957).

Separate School District as used in this investigation means a municipal district.

County-wide Unit as used in this investigation means the district which embraces all territory of the county exclusive of the municipal separate district.

Consolidated District as used in this investigation means a district composed of less than the entire county and has its own board of trustees.

Enrollment as used in this investigation means the total of all pupils registered in a school.

Accredited Secondary School as used in this investigation means a school which has been accredited by the Mississippi Accrediting Commission and listed under Accredited Negro High School in the Mississippi School Bulletin for 1960-61. (All public high schools in the State have not attained accreditation)

Procedure of the Study

In order to crystalize a concept of the role of the secondary-school principal in the instructional program, the professional literature was systematically surveyed through the use of standard library research techniques. This literature consisted of books and bulletins related to educational administration, articles which related to the topic, brochures, government publications, and several doctoral investigations.

A questionnaire, adapted from the Check-List for School Administrators, developed by the School of Education, University of Mississippi, 1960, the questionnaire used in the National Secondary-School Principal's survey, and current literature were used as the principal means for obtaining the desired data from principals and superintendents. This technique was chosen because it appeared best adapted to securing the type of information sought. This included replies to questions which were to be answered with either "Yes" or "No" and a judgment of degree of importance expressed for each.

When it was learned that the Mississippi Teachers Association was convening in annual session at about the time the questionnaire was being prepared for mailing, the President of the Division of Principals and Administrators of the Association was contacted. This resulted in an invitation (see Appendix A) to "help conduct an hour and a half panel discussion with the Division of School Administrators."

Following the panel discussion, instructions were given the principals for completing the fifty-one item questionnaire (see Appendix A). This session with the principals accounted for the completion of sixty-one questionnaires. At a subsequent session, twenty-nine additional principals completed the questionnaire. One principal was interviewed in his office. The three

situations described here accounted for the completion of ninety-one questionnaires.

The names of these principals were checked against the accredited list of Negro secondary schools appearing in the 1960-61 Mississippi Educational Directory and the Mississippi Teachers Directory for 1960-61, issued by the State Department of Education. A questionnaire and a letter of explanation (see letter of explanation, appendix A) from the investigator were mailed to each of the remaining forty-seven principals of accredited schools as shown in the Mississippi Educational Directory on March 25, 1961. Thirty of these were returned, constituting a 63.8 per cent return. This return, added to the ninety-one questionnaires already completed, totaled 121 which represented 87.6 per cent of the 138 principals serving in accredited secondary schools for Negroes in Mississippi.

A list of superintendents with accredited Negro high schools under their supervision was obtained from the Mississippi State Department of Education. A questionnaire, adapted from the principal's questionnaire, a letter of endorsement from the Mississippi State Department of Education, signed by Dr. Lamar Fortenberry, Coordinator of Negro Education, and a letter of explanation from the investigator were sent to each superintendent. Eighty-six superintendents had returned their questionnaire by April 20, 1961, the final date that returned questionnaires were accepted for

inclusion in the study. The eighty-six questionnaires received represented 81.1 per cent of the 106 superintendents to whom questionnaires were mailed.

Slightly different structure was used in the items of questionnaires sent to superintendents than those sent to secondary-school principals. An example of this is shown in the initial item of the questionnaire. The item on the principal's questionnaire reads: "Do you devote the major portion of your time to the improvement of the instructional program?" The form sent to the superintendents used the phraseology: "Do you expect him (the Negro principal) to devote the major portion of his time to the improvement of the instructional program?" With scarcely any exceptions, the remaining items used in this study contained comparable differences in the structure of the items. The items are in the same numerical position on each form of the questionnaire.

Potential Values of the Study

A reliable appraisal of the present practices of principals will be of value in improving the programs designed for the preparation of high-school principals by the teacher-preparatory institutions and the State Department of Education.

Specifically, the study will:

1. Provide an opportunity for principals to learn what superintendents generally expect of principals and

the importance they attach to their expectations.

2. Provide an opportunity for superintendents to see how principals perceive their responsibilities and the importance they attach to these.

3. Assist principals in comparing their effective acts of school administration with other principals in similar positions.

4. Assist superintendents in comparing their expectations of principals with the expectations of other superintendents.

Finally, retirement, resignation and dismissal of personnel in educational administration does and will continue to take place. It is obvious then that beginners from time to time will enter the profession. For them it is valuable to know what is expected of them by superintendents, by whose decisions the principal must abide.

Treatment of Data

The secondary data, obtained from the literature, and from public documents issued by the Mississippi State Department of Education were carefully studied and analyzed. The findings from the study and analysis of the literature were used as supplemental material in writing the following sections of the investigation: (1) introduction, (2) need for the study, (3) values of the study.

The primary data, obtained from 121 principals and 86 superintendents, consisted of "Yes" or "No" responses —

to a questionnaire which also provided an opportunity for comment. The responses to the questionnaire were analyzed by means of the Chi-square technique. The total number of responses to each item are not consistent because in some cases the respondent did not reply to an item. Where this happened the response to the item could not be tabulated.

CHAPTER II

A REVIEW OF RELATED LITERATURE

The Principal

An examination of the literature for related studies revealed that none on record is identical to that carried on by the writer. However, there is available educational literature which deals with the acts and functions of the secondary-school principal, and, more specifically, identifies what is expected of him as head of an attendance unit. A review of this literature is presented in this chapter.

Edmonson, Roemer and Bacon present a list of forty-four activities in which the principal engages in the high school. They present the list with this warning:

. . . If the executive head of the school is a good organizer and plans his work carefully, he can delegate many of the smaller tasks to capable teachers, administrative assistants, and students. The size of the school will determine to a large extent the number and kind of activities that should be delegated to subordinates. The following list gives some insight into the great variety of tasks for which principals are responsible, whether or not they themselves perform all these activities:

1. Select, rate, and promote the teaching staff.
2. Make daily schedule of classes after gathering all information necessary for use as a basis for the schedule.

3. Help determine and execute the policy of the school.
4. Make plans for the opening and closing of the school year.
5. Plan public relations activities.
6. Supervise the making of students' programs.
7. Interview and hold conferences with superintendents, board members, and other school officials in regard to business matters.
8. Confer with local, county, and state supervisors in regard to changes and improvements in instruction.
9. Participate in curriculum studies and supervise curriculum planning activities.
10. Supervise athletics, contests, home-room programs, assemblies, and other school activities.
11. Supervise classroom work of teachers.
12. Receive parents and other visitors to discuss problems of the school.
13. Confer with teachers and students.
14. Direct innovations, experiments, and research.
15. Plan and supervise testing programs, summarize results, and adjust the program of the school in accordance with the facts brought to light by tests.
16. Help coordinate social, health, recreational, and other services of the community.
17. Attend court and confer with officials when pupils get into trouble.
18. Find ways and means of helping handicapped children.
19. Write recommendations for students who are going to college or applying for employment.
20. Study causes of failure and help students overcome their obstacles.
21. Keep check on absences and tardiness.
22. Answer questionnaires and handle correspondence.
23. Cooperate with and participate in civic organizations.
24. Fill out or check inventories.
25. Make reports to local, county, and state school officials.
26. Requisition equipment and supplies.
27. Confer with agents, visitors, and inspectors.
28. Make budget for the school and keep or check records of all financial accounts of school activities.
29. Sign checks, pay bills, and prepare payroll of school, or see that such functions are performed.
30. Help with administration of cafeteria.

31. See that economical and efficient use is made of equipment, light, heat, and water.
32. Attend professional meetings, conventions, and discussion groups.
33. Keep in touch with recent educational literature and new movements in secondary education.
34. Arrange and attend faculty meetings.
35. Help select textbooks, library books, auditory aids, maps, pictures, and other visual aids.
36. Enforce school laws.
37. Speak before school assemblies, clubs, home rooms, and community groups.
38. Hire and supervise janitors, bus drivers, and engineers.
39. Represent the school before accrediting associations.
40. Help student council, senior class, and other groups with special problems.
41. Plan for special events such as American Education Week, Book Week, Health Day, World Goodwill Day, and Commencement.
42. Direct counseling and guidance work.
43. Supervise fire drills and safety activities.
44. Serve as chief disciplinary officer of the school.¹

Eikenberry reported on the requirements of various states for certification of the secondary-school principal in 1948:

The forty-eight states can be divided into four groups according to college degrees required for the certificates issued to secondary-school principals. Two states issue certificates having requirements of less than a Bachelor's degree. Twenty-six states issue certificates requiring the Bachelor's degree or its equivalent. Eighteen states have certificates requiring courses in education in addition to the Bachelor's degree but less than one full year of graduate work. Twenty-five states issue certificates which require the Master's degree or at least one full year of graduate study.²

¹J. B. Edmonson, Joseph Roemer, and Francis L. Bacon, The Administration of the Modern Secondary School (New York: The Macmillan Co., 1953), p. 87-89.

²D. H. Eikenberry, "Standards for the Secondary-School Principalship," Bulletin of the National Association of Secondary-School Principals, XXXII (March, 1948), p. 162.

Another report prepared by Eikenberry and the Executive Committee of the National Association of the Secondary-School Principals on the training and experience standards for principals was published in November, 1951. This nine-part report reviewed the legal requirements for certification, described the purposes of American secondary education, and provided under general and specialized preparation some recommendations for professional preparation needed by secondary-school principals.¹

Recognizing the demands for strong leadership in our secondary schools, Evenson obtained descriptions of leader behavior of forty principals from superintendents, principals, and staff members. These descriptions were in the form of responses to the Leader Behavior Description Questionnaire, developed by the Bureau of Business Research, Ohio State University. Evenson reported:

The extent to which superintendents, principals, and staff members agree in their description of the principal's behavior is disappointing. There is no statistically significant correlation between any two of the three groups of respondents in their perceptions of the principal's behavior. . . . The evidence from the inquiry showed that there is no significant relationship between the principal's description of his own leadership behavior and the description of his behavior by superior or subordinate. The staff's perceptions are significantly lower than the superintendents' perceptions; . . . perhaps, the principal is "up" for his visits with the superior and while negotiating the mountain of trivia attendant to his off

¹D. H. Eikenberry, "Training and Experience Standards for Principals of Secondary Schools," The Bulletin of the National Association of Secondary-School Principals, XXXV (November, 1951), pp. 5-62.

daily, "lets down" with his staff in the consistency with which he displays behavior indicative of warmth and which endeavors to establish well defined channels of communication. We suggest that the principal try to obtain clarification of the image held by his superintendent and staff separately and to compare these perceptions with the corresponding expectations.

The principal's task of clarifying the expectations of his superior and subordinates is compounded by the fact that there is only a chance relationship between the expectations of the superintendent and the expectations of the staff . . .¹

In 1923 Eikenberry completed a status study of the high-school principal.² Twenty-four years later Farmer completed a status study of the high-school principal. Farmer used 561 responses to a questionnaire mailed to 715 principals by the United States Office of Education. When the two studies were compared, it was revealed that the principal was continuing to grow professionally over the period of twenty-four years. The amount of time devoted to teaching had decreased, he had added the master's degree to his professional preparation, and he participates actively in professional organizations. However, Farmer concluded his study with this observation:

. . . the author believes that the challenge facing the public high-school principal is in the area of professional growth. All the channels of growth are not being

¹Warren L. Evenson, "Leadership Behavior of High School Principals," The Bulletin of the National Association of Secondary-School Principals, XLIII (September, 1959), p. 98.

²D. H. Eikenberry, Status of the High School Principal, U. S. Dept. of Interior Bulletin No. 24 (Washington: U. S. Government Printing Office, 1925).

used at the present to the extent possible. The means of growth are known; the motivation for growth appears to be lacking. The challenge is to find the means of stimulating principals to a place which would produce a general advance along the educational front. The author suggests more educational organizational meetings based on the workshop plan in which principals who are doing something or principals who look like they might be able to do something are called upon either to explain for other school men what has been done, or to cooperate in developing a study of some needed school problem.¹

French, Hull, and Dodds emphasize the need for professionally prepared principals to enter educational administration. Schools of Education, they state, probably recognized the need for preparing school administrators for a career in educational administration, but they failed to integrate the basic courses offered.

As a result, professional preparation for educational administration has been inbred, paying almost no attention to common interest, abilities, duties, and points of view that ought to be the property of all who administer institutions and enterprises, both public and private in this country.

The high school principalship represents a specialized kind of educational administration. . . .

The school principalship, whether elementary or secondary, is perhaps the most important administrative position in our school system. This statement assumes that the purpose of educational administration is to organize and manage the education of pupils, that this process will be centered in what we call schools, and someone (the Principal) will be in charge in each school who will work under the general direction of the superintendent's office. The most important element in the job of educating pupils is the quality of teaching service provided. The next most important element is the quality of administrative service provided in the school. No amount or quality of administrative service provided elsewhere in the school system--at the city

¹Floyd M. Farmer, "The Public High School Principalship," The Bulletin of the National Association of Secondary-School Principals, XXXII (April, 1948), 82-91.

superintendent's office, in the county superintendent's office, or in the state department of education--can make up for its lack at the level of the school principalship.¹

Instructional leadership is listed as the number one professional responsibility of the Mississippi Public School principal. According to the Handbook for School Administrators:

The professional leadership of the principal should include these responsibilities:

1. Develop the best possible instructional program for every child.
2. Function within the framework of policies adopted by the school board and the superintendent. He should have a part in determining those policies that relate to his particular school even if it necessitates setting up different policies for different attendance units within a given system.
3. Confer with and inform the superintendent relative to the affairs, conditions and needs of his school.
4. Assist in locating, recommending, orienting, assigning, and leading personnel within his school.
5. Manage the school plant in the best possible manner.
6. Assume responsibility for financial accounting. The principal should be bonded for his protection and that of the school. An annual audit should be made.
7. Promote satisfactory public relations.²

Jacobson, Reavis, and Logsdon, in discussing the principalship as a profession, agree with Edmonson on

¹Will French, J. Dan Hull, and B. L. Dodds, American High School Administration (New York: Rinehart and Co., Inc., 1957), pp. 20-22.

²Mississippi School Bulletin, No. 138, Handbook for School Administrators, Division of Instruction, State Dept. of Education (June, 1953), p. 74-75.

delegating responsibility:

The enumeration of the various kinds of demands made on principals indicates that the proper performance of the task is a professional undertaking which challenges the ability of the most able and best-trained individuals. If, . . . the number of duties is too great for one person to perform, the solution to the problem must be sought in securing assistants to bear part of the load. The clerk has come into the administrative picture because of the general recognition of the need made clear through the presentation of the demands on principals. . . . The assistant principalship is becoming an increasingly important professional position in our larger school systems, especially at the secondary level because of the size of the school.¹

As schools increase in size, the demands on the personnel of the schools increase. These demands are reflected in the additional responsibilities assumed by the principal. A research project conducted at Lehigh University by graduate students, over a period of two years, analyzed and classified over 2,000 statements of specific duties of high school principals as received from teachers, administrators, laymen, and students. The returns were summarized and placed into thirteen categories in order of importance as seen by the participants:

1. Leadership in the Professional Improvement of the Staff
2. Improving the Classroom Instruction
3. Building and Improving the Curriculum
4. The Maintaining of Order and Discipline
5. Building and Improving the Extracurricular Program
6. Self-improvement and Growth on the Job
7. Informal Relations of Principal-Students
8. Public Relations and Community Responsibility

¹Paul B. Jacobson, William C. Reavis, and James D. Logsdon, Duties of School Principals (New York: Prentice-Hall, Inc., 1950), pp. 26-27.

9. Making and Schedule of Classes
10. Guidance and Adjustment of Pupils
11. Desk Work, Supplies, Correspondence
12. Provision and Up-keep of Building
13. Relations to Superiors¹

Lynch made an effort to determine the extent to which the public secondary-school principalship in Arkansas was professionalized by making a survey of factors affecting the status of the high school principalship. He included sixty-nine principals of four-year high schools, junior high schools, senior high schools, and junior-senior high schools who had at least one half of their time available for administrative and supervisory activities. The data were secured by questionnaire. Among the findings reported, Lynch stressed:

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

The high-school principals in Arkansas seem to have a general understanding of what their duties include, the basis for this being a mutual agreement with the superintendent of schools.

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Lynch recommended:

The principals should delegate much of the routine clerical work they are now doing in order to be able to spend a greater amount of time on the more important

"A Study of the High School Principalship in Pennsylvania," Bulletin of the National Association of Secondary-School Principals, XXXVII (December, 1953), pp. 118-120.

function of supervision and the improvement of instruction.¹

Mort and Cornell compared school programs in Pennsylvania Schools. The comparison revealed that school administrators were the major forces in the initiation of change. Principals demonstrated leadership in ninety-nine cases in schools which made changes as compared with cases in schools which did not have a program change. It was found also that school administrators led all other persons involved in the number of cases of leadership in the schools with adaptations. The investigation revealed also that the principal who exercised and shared the leadership role increased the leadership activities of others. It was further found that administrative practices and procedures oftentimes prevented instructional improvement.²

Some relationship to the writer's investigation is found in a study conducted by Norton, which was referred to in Chapter I. Norton selected fourteen items from a thirty-two item questionnaire used by Brown, Clark and Strong in a study completed in 1955.³ Norton's purposes for the study

¹Audie J. Lynch, "The High School Principalship," Bulletin of the National Association of Secondary-School Principals, XXXVIII (March, 1954), pp. 26-28.

²Paul R. Mort and F. G. Cornell, American School in Transition (New York: Bureau of Publications, Teachers College University, 1941).

³Harry L. Brown, Russell S. Clark, and Howard R. Strong, "An Analysis of Lay and Professional Attitudes Toward the High-School Principalship," (Unpublished Doctoral Project, Teachers College, Columbia University, New York, 1955).

were:

1. To ascertain the relationship between the role the principals report they play in the improvement of instruction as found in small high schools and the role expected by them as revealed by: (a) the professional literature; (b) the principals' own concepts of the best practices; (c) the principals' beliefs about their communities' expectations; (d) their communities' actual expectations; and (e) superintendent's, teachers and students' expectations.

2. To ascertain what other expectations may be blocking the accomplishment of the above-identified tasks of the principal.

3. To determine what special problems and features of small high schools handicap the growth and development of the instructional program.

4. To derive the implications from the above data relative to the role of the principal in the improvement of instruction.¹

Norton reported:

Writers in educational administration and the groups responding to the selected practices taken from the survey questionnaire gave support to the principal's role in the improvement of instruction. . . .

The literature reveals that the improvement of the educational program receives major attention among the duties of the principal. . . . Literature in the areas of administration, curriculum, and supervision has given more space and emphasis to instructional improvement and the related responsibilities devolving upon the high-school principal and the instructional staff.

The literature gives active support to the role of the principal in assuming leadership in curriculum improvement. Accompanying tasks include his responsibility for the careful selection of instructional materials and equipment: for the actual supervision of classroom instruction; for building understanding on the part of the community for the scope and purposes of the educational program; and finally, for a continuous evaluation of the instructional program.

Principals in the questionnaire study gave strong support to the primary importance of the instructional program. The same degree of support was not evidenced in the replies of other groups. Despite this strong accord by principals for the improvement of instruction,

¹Norton, 11.

they failed to give the same emphasis to other closely related practices. All groups reported positively to the principal conferring regularly with the superintendent about the program and activities of the school. The supervisory practice of using classroom visitations and conferences with teachers for the improvement of instruction was strongly approved by superintendents and citizens. Lesser degrees of approval were provided by other groups.

. . . Principals in small high schools did not seem to make adequate use of curriculum consultants and resource persons in working with the staff on instructional improvement.

None of the groups offered notable support for the principal taking the initiative as the community's educational leader in involving parents and other citizens in continuing study of the school and its problems.

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 . . . All groups but students gave emphatic support to the role of the principal in studying personal and professional problems of teachers and helping them to meet these problems.

The responding groups did not expect the principal to assume the leadership role in coordinating activities of the community's youth-serving agencies. At the same time, they did not support the practice of the principal personally supervising some phase of the student activities program.

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 The questionnaire data and the literature discourages the principal from spending most of his time in the office.¹

Sanford asked an unspecified number of professional educators to identify the jobs of the high-school principal as it pertains to the curriculum. The replies from the educators were summarized under six major topics: (1) offer genuine educational leadership, (2) challenge the staff to provide ever-improving opportunities for boys and girls, (3) use means which will effectively lead to the ends desired,

¹Norton, 204-211.

(4) provide a flexible daily class schedule, (5) provide the physical facilities and time necessary for curriculum work, and (6) vigorously support curriculum work.¹

In an effort to determine the role of the school principal in instructional improvement, Sibert studied eight public white elementary and secondary schools under the administration of the Dale County, Alabama, Board of Education. Questionnaires, interviews, diaries, and observation by the investigator constituted the methods of securing data. Sibert reported his findings as follows:

1. Principal performance in the major task areas of instructional improvement identified and developed in this study was limited.
2. Principals allocated a major portion of their time to tasks not directly related to instructional improvement.
3. Principals and teachers were not satisfied with their efforts to improve instruction.
4. Teachers desired assistance from the school principal in improving the quality of their work.
5. Teachers did not perceive the school principal as instructional leader due to the many other duties he assumed.
6. A majority of teachers felt that the principal based his decisions on facts when dealing with teacher problems.
7. Teachers felt that they were permitted freedom to plan, implement, and evaluate their work.
8. Principals took a personal interest in problems of the teacher on and off the job.
9. Principals took action when, in their opinion, the teacher was not doing a good job.
10. Teachers felt that principals were usually accessible, easy to talk to about most things, and took prompt action on teacher problems.

¹Charles W. Sanford, "The Principal's Role in Curriculum Development," Bulletin of the National Association of Secondary-School Principals, XXXVIII (April, 1954), pp. 362-367.

11. Principals and teachers evaluated the teaching effectiveness of their own faculty group as better than most other faculty groups in the county.
12. A majority of the principals, teachers, and students felt they were accepted as well as other members of the group.
13. Students rated the quality of learning experiences provided by the school as superior.¹

Spears characterizes the high school principal as being in a unique position to improve instruction. However, Spears writes of the high-school principal:

. . . As a group, high school principals have not achieved a reputation for instructional leadership. They have hung up an excellent record in school management, but are generally reputed to have neglected instructional improvement. They have tended to place faith in the individualized efforts of classroom teachers rather than to work at a well-co-ordinated instructional program that would require each teacher's methods to be judged against this over-all pattern. They have accepted the school as made up of a miscellaneous assortment of subject fields and as running in that manner.²

The Superintendent

Burt and Campbell conducted a survey of opinions from superintendents, principals, classroom teachers, and board of education members to determine how school people view present-day superintendents with respect to administrative leadership, and to throw light on the kind of educational program needed to develop leaders on all levels of administrative work. A questionnaire was sent to fifty superintendents,

¹Lathan N. Sibert, "A Study of the Role of the School Principal in Instructional Improvement in the Schools of Dale County, Alabama" (unpublished doctoral project, Auburn University, Alabama, 1960), p. vi.

²Harold Spears, Improving the Supervision of Instruction (New York: Prentice-Hall, Inc., 1954), p. 187.

90 per cent responding; fifty principals, 56 per cent responding; 100 classroom teachers, 34 per cent responding; and 200 board members, 15.5 per cent responding.

The superintendents listed their strengths and weaknesses.

- Strengths: 1. Ability for administrative detail
 2. Ability to carry out the mechanical practices of a public relations program
- Weaknesses: 1. Lack of experience and training
 2. Inability to understand modern educational psychology

The principals listed the strengths and weaknesses of superintendents.

- Strengths: 1. Ability to teach
 2. Introduction of new educational theory into the curriculum
 3. Recognition of the needs of the school population and community
 4. Giving teachers a full opportunity to develop a program
 5. Knowing the fundamentals of education
- Weaknesses: 1. Lack of experience or training
 2. An unwillingness to recognize good work in others
 3. Inability to speak in public

The teachers listed the strengths and weaknesses of

the superintendents.

Strengths: 1. Ability to select good teachers and permit them to function as such

2. Listen to suggestions

Weaknesses: 1. Permitting teachers to operate their own guidance programs

2. Unfair treatment of teachers

3. Inadequate background in teaching

The board listed the strengths and weaknesses of the superintendent.

Strengths: 1. Interest in community organizations

2. Works cooperatively with others

3. Delivers addresses to the public without becoming tiresome

4. Have a good program for college preparatory courses in secondary schools

Weaknesses: 1. Lack of a long-range planning program

2. Inability to understand community needs

In reply to: "What kind of training do superintendents want?" It was reported:

Preparation in the foundations of education; apprenticeship under a successful administrator; courses in public speaking; and courses in democratic administrative theory are among the things listed.¹

¹Irving W. Burt and Clyde M. Campbell, "Educational Leaders: Their Strengths and Weaknesses," The School Executive, LXIX (November, 1949), pp. 33-34.

Halpin studied the leadership behavior of the superintendents of fifty Ohio schools. The study was concerned with the relationship between descriptions of the superintendent's behavior as a leader as seen by members of his board of education, members of his immediate staff, and the superintendent. A second objective was to determine the relationship between the expectations of the board members, the staff, and the superintendent himself. Another objective was to determine the relationship between descriptions of how the superintendent actually behaves as a leader and expectations of how he should behave. A questionnaire was used in this study.

Among the findings reported by Halpin are these:

(1) the staff respondents tend to agree in the description of their respective superintendents, (2) the board respondents tend to agree in the description of their superintendents, (3) the staff and the board members each agree among themselves as a group in their description of the superintendent's leadership behavior, but the two groups do not agree with each other, (4) the boards do not differ significantly from school to school in their expectation of how the superintendent should behave, and (5) the superintendents set for themselves higher standards than either the staff or the boards set for them.¹

¹Andrew W. Halpin, "The Leadership Behavior of School Superintendents," College of Education, The Ohio State University, 1956.

As a part of a research study, Nimnicht interviewed twenty-three superintendents and 121 principals working under the supervision of these superintendents. Each superintendent had from four to six principals working under his supervision. The purpose of the study was to discover behavioral characteristics of successful superintendents.

The superintendents were asked, "What would you list as your most outstanding accomplishment in this district in the past four or five years?" Their principals were asked, "What would you consider the outstanding accomplishments in this district in the last four or five years?" and, "How do you think your superintendent would answer this same question?"

The interviewer reported that he was disappointed with the replies of the principals because he had expected them to name more items which agreed with the superintendent's answers.

According to Nimnicht:

Some of the principals said: "When I think of my superintendent, I think of site selection and building programs." "If what he talks about is indicative, my superintendent is concerned with the building program, budgeting, and finance." "My superintendent is not particularly interested in curriculum developments or the educational program." Such remarks as these followed interviews in which the superintendent had listed a wide variety of accomplishments covering most of the aspects of the educational program.

The implication is that even the people who work closely with some of the superintendents interviewed see these superintendents as building planners, financial

experts, or budget makers. This certainly does not agree with the ideal of the superintendent as an educational leader whose major responsibility is the improvement of the instructional program. . . .

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In a few instances, the superintendents play the role of the doubter who has to be convinced before a change can be made. That is, they force the subordinates to "sell" them on a proposal before they will consent to the change. In playing this role, they cause subordinates to question their interest and, sometimes, even their understanding of the problems involved.¹

Wilson, writing on appropriate supervision, suggested to the superintendent that:

He will attain a good supervisory program as soon as he realizes that building principals must do most of the supervision. Few school systems will ever have enough money to afford the number of supervisors required to maintain the frequency of visits, evaluations, and conferences that are desirable. The superintendent will find it much more economical and effective to make provisions for the principal to be relieved of his clerical obligations and then train him to supervise intelligently. Evaluation of teachers is not accomplished by classroom visitations alone. Nor can one divorce teacher evaluation from the numerous other activities in which she is engaged around the building about which only the principal has knowledge daily.²

Relationship Between Principal and Superintendent

Referring to the relationship with other administrators, Douglass writes:

The principal and the superintendent should work closely together and be quite frank with one another,

¹G. P. Nimnicht, "How Principals Perceive Their Superintendents," *Phi Delta Kappan*, Vol. XLI, No. 2, November, 1959, pp. 65-66.

²Robert E. Wilson, The Modern School Superintendent (New York: Harper and Bros., 1960), p. 81.

and co-operate as fully as possible. The principal should recognize that appeals can be made from his decisions by teachers or pupils in his school. The superintendent should likewise refuse to take jurisdiction in many of these appeals, acting only in instances which he believes are of unusual importance. When such action is taken, the superintendent usually confers with the principal first and arrives at a mutually agreeable course of action.¹

In regard to relations, research findings tend to support the assertion that there is a complementary relationship in the school situation. Moser emphasizes this relationship:

. . . superintendent-principal interaction cannot be considered only in terms of the effect of superintendent behavior upon the principal, for while the principal is being affected by the behavior of the superior, his own behavior is having its effect upon his superior. Leadership is a reciprocal relationship, and influence does not take place in one direction alone. The led influence the leader, and without the former, the latter has no reason for being.²

Of all the observations and recommendations made by various authors writing on the relations of the superintendent and principal, Moser's statement seems timely for the principal who sincerely desires to clarify the expectations of his superintendent:

Superintendents and principals will invest their time wisely if they will take time to discuss frankly their expectations concerning each other's behavior,

¹Harl R. Douglass, Modern Administration of Secondary Schools (New York: Ginn and Co., 1954), p. 29.

²Robert P. Moser, "A Study of the Relationship Between Superintendent-Principal Interaction and Principal-Teacher Interaction in Selected Middle-Sized School Systems" (unpublished Ph.D. dissertation, Department of Education, University of Chicago, 1957), p. 143.

their respective roles must complement each other if the objectives of the school system are to be accomplished. Administration is a cooperative activity and neither superintendent nor principal can, or should, make all the decisions relative to the administration of the complex affairs of today's schools. The extent to which they are successful in their important and demanding roles will depend, in part, upon the extent to which understanding develops between them. This understanding can come only through sincere and respectful interaction between these two important members of the educational team.¹

After discussing the origin and development of the positions of superintendent and principal, Wood discusses six essentials for developing desirable relations between the superintendent and the principal. These essentials are: (1) an appreciation of and a respect for the implications of the respective positions, (2) respect for and appreciation of the man who holds the job, (3) the necessity of clarifying the responsibilities, functions, and duties of the principal, (4) the principal must be given requisite authority to carry out his responsibilities, (5) the principal should be consulted and his approval secured before the superintendent and board take action regarding faculty changes in his school.²

¹Robert P. Moser, "The Leadership Patterns of School Superintendents and School Principals," The Administrator's Notebook, VI, Number 1, The University of Chicago, Midwest Administration Center, (September, 1957), p. 4.

²Chester W. Wood, "Desirable Relationship Between the Superintendent and the Principal," Bulletin of the National Association of Secondary-School Principals, XXXII (March, 1948), pp. 152-159.

CHAPTER III

CHARACTERISTICS OF MISSISSIPPI SCHOOL PRINCIPALS

Personal Attributes

Twenty-one of the items on the fifty-one item questionnaire used in this study were devoted to securing data on the personal attributes of the principals, their employment status, professional preparation, and the organization of the schools they administer. This information is intended to establish the background of the principals who are serving as heads of society's most significant institution. The findings as related to the items used are presented in this chapter.

According to the respondents to the questionnaire, the principals of accredited secondary-schools for Negroes in Mississippi are predominantly men who range in age from 30 to 69. The mean age is 46.8. The median age is 46. This median age is 3 years greater than that of the public high school principals studied by Farmer¹ in 1947, and 2 years higher than that found in South Carolina in a study of

¹Farmer, op. cit., p. 90.

the high school principalship by Bracey.¹ Table 1 shows the present age distribution of principals by the size of the schools they administer.

TABLE 1
AGE OF PRINCIPALS BY SIZE OF SCHOOL

Age of Principals	Size of School				Total
	200 to 500	501 to 750	751 to 1000	1001 and above	
30-34	1	3	3	5	12
35-39	9	3	3	4	19
40-44	4	7	3	9	23
45-49	4	2	5	5	16
50-54	6	5	1	10	22
55-59	2	6	6	5	19
60-64	0	1	2	3	6
65-	1	1	1	1	4
Total	27	28	24	42	121
Median	43	47	47	47	46
Mean	45.4	47.3	47.5	46.9	46.8

Table 2 shows that the median age of the principals participating in this study was 29 at the time of acceptance

¹Isaac Cornelious Bracey, "The High School Principalship in South Carolina" (unpublished Ed.D. dissertation, College of Education, University of Oklahoma, 1961), p. 25.

of their first principalship. The range in age at acceptance of the first principalship was from 18 to 52 years, with a mean acceptance age of 31.3. Table 2 also indicates that the median number of years principals have been in their present positions is 8.4. The range of years of principals in their present positions is from one to 38 years, with the mean number of years being 11.

TABLE 2
AGE AT FIRST PRINCIPALSHIP AND YEARS IN PRESENT
POSITION OF PRINCIPALS BY SIZE OF SCHOOL

Size of School	Age at First Principalship		Number of years in Present Position	
	Mean	Median	Mean	Median
200-500	32.2	31	10	8
501-750	29.1	27	12.6	9
751-1000	32	30	11.1	8
1001-	31.7	30	10.3	8
Total	31.3	29	11.0	8

In Table 3 is shown the number of principals representing each of four groups of schools participating in the study and the mean and median years each group has been in the teaching profession. Table 3 also shows that the principals in the schools with smaller enrollments have been in the teaching profession an average of 18.4 years,

with the median years in the profession being 18 years. It is also shown that principals in the larger schools have been in the profession longer.

TABLE 3
YEARS IN TEACHING PROFESSION

Size of School	Number of Principals	Mean Years	Median Years
200-500	27	18.4	18
501-750	28	21.4	21
751-1000	24	19.7	19
1001-	42	19.9	20

The schools represented by the principals participating in the study ranged in enrollment from 260 pupils to 2650 pupils. The average enrollment was 907 pupils. The average enrollment for the 27 schools in the 200-500 class was 372; of the 28 schools in the 501-750 class 646; of the 24 schools in the 751-1000 class 876; and of the 42 schools in the 1001 and above class 1440.

Seventy-one per cent of the principals reported that they had assistant principals. Fifty-nine per cent of those with enrollments in the 200-500 class reported that they had assistant principals; 64 per cent of those with enrollments in the 501-750 class; 83 per cent of those with enrollments

in the 751-1000 class, and 74 per cent of those with enrollments in the 1001 and above class have assistants. Most writers seem to agree that it is desirable for principals to have assistants. For example, French writes:

In a school large enough to require a principal it is desirable to have an assistant principal. He may be only a regular teacher who has been appointed to carry on in the absence of the principal, but such an arrangement provides for stability and allows the principal to multiply his activities and broaden the areas in which he works.¹

Replies to the questionnaire revealed that there were five different types of organizational plans used among the schools in the study. These are: (1) I-XII, (2) V-XII, (3) VII-XII, (4) IX-XII, and (5) X-XII. Using the organizational plan of the school, Table 4 shows the number of months principals are employed. It is shown that 103 principals are employed for twelve months, which represent 85.1 per cent of those participating in the study. Only one is employed for eleven months; three for eight months; three for ten months; and eleven for nine months.

Academic and Professional Preparation

Ninety-eight or 81 per cent of the secondary principals of this study completed their undergraduate work at one of the five Mississippi colleges listed in Table 5. More than one-third of the principals received their degrees from Alcorn A&M College, which is more than twice as many

¹French, op. cit., p. 148.

as from Jackson State College, the school credited with training the next highest proportion.

TABLE 4
MONTHS OF EMPLOYMENT FOR PRINCIPALS
BY TYPE OF ORGANIZATION

Organizational Plan	8 Months	9 Months	10 Months	11 Months	12 Months	Total
I-XII	3	10	1		77	91
V-XII			1		1	2
VII-XII			1	1	18	20
IX-XII		1			5	6
X-XII					2	2
Total	3	11	3	1	103	121

TABLE 5
COLLEGES AWARDING UNDERGRADUATE DEGREES TO PRINCIPALS

College	Number	Per Cent
Alcorn A & M	45	37
Jackson State	21	17
Mississippi Industrial	9	8
Rust	16	13
Tougaloo	7	6
Other Colleges	23	19
Total	121	100

The respondents were asked to list their undergraduate major. Twenty-six or 21 per cent wrote Agriculture or Agriculture Education; twenty-four or 20 per cent Education; eighteen or 15 per cent Science (divided between biology and chemistry); and seven or 6 per cent Mathematics. The other undergraduate majors listed were: Animal Science, Business Education, Building Construction, English, History, and Industrial Arts. From the eleven majors listed by the principals, it would seem that none received any special training to become an administrator of a secondary school.

Seventy-two of the principals indicated that they had earned the master's degree. One principal had earned the Ed. S. degree at the George Peabody College for Teachers. These seventy-three principals represented sixty per cent of those participating in the study. Table 6 shows that graduate degrees were earned by this group at nineteen different colleges and universities throughout the United States.

As the Table indicates, Tuskegee Institute has awarded 21 or 29 per cent of the total earned degrees. The large number concentrated here is probably due to the scholarship support provided here for principals of the Southern Region by the Southern Education Foundation.

The eighty-six superintendents participating in this study are preponderantly men who range in age from 32 to 66. The mean age is 49. Seventy-seven or 90 per cent hold the

master's degree; two per cent hold the doctor's degree.

TABLE 6

INSTITUTIONS GRANTING THE MASTER'S DEGREE TO PRINCIPALS

Institution	Total
Atlanta University	5
Alabama State	1
Cornell	2
Columbia	1
Indiana University	12
Jackson State	6
Michigan State	4
Northwestern	3
New York University	1
Southern Illinois	1
Tennessee A & I	4
Tuskegee Institute	21
University of Denver	4
University of Illinois	1
Wayne University	1
Western Reserve	1
Xavier	1
Ohio State University	1
University of Minnesota	2
Total	72

CHAPTER IV

PRESENTATION AND ANALYSIS OF DATA

For the major purpose of this study there were thirty items on the questionnaire that pertained to the role of the principal in the instructional program of the school and his role as it related to school personnel. The schools participating in the study represented the three types of public schools maintained by the State of Mississippi: County Unit, Consolidated, and the Municipal Separate School District. No attempt was made in this study to differentiate among these three types of schools; however, schools were grouped by enrollment.

Superintendents were asked to respond in two ways to each of the items on the questionnaire. They were asked to check under "Yes" if they expected and "No" if they did not expect the principal under their supervision to perform the act of school administration listed, and to indicate the degree of importance they associated with this act. Principals also were asked to reply in two ways to the same items on the questionnaire. They were asked to check under "Yes" if they performed and "No" if they did not perform

the act of school administration listed. In either case they were to indicate the degree of importance they attached to the act of school administration.

In order to determine if the data are consistent with the hypothesis that the expressed expectations of the superintendents regarding the role and duties of their principals are the same as the expressed duties of the principals as they themselves perceive their role, Chi-square¹ was used to test the statistical significance of the differences of responses by item between the principals and superintendents. Responses to ten of the thirty items were significantly different at the 0.01 level as shown in Table 7. This indicates that principals do not perceive their role and duties according to the expectations of superintendents with respect to items 1, 2, 3, 4, 12, 16, 19, 20, 25, and 30.² In general these items are concerned with evaluation of curriculum, managerial responsibility, public relations, and vocational guidance. Specifically, items 1, 2, 4, 12, 19, and 25 may be interpreted as falling within the limits of curriculum evaluation. Items 3 and 30 are interpreted as being managerial in nature. Item 16 pertains to public relations, and item 20 refers to the

¹Palmer O. Johnson and Robert W. B. Jackson, Modern Statistical Methods: Descriptive and Inductive (Chicago: Rand McNally and Co., 1959), p. 119ff.

²See Appendix B, page 69.

TABLE 7

ANALYSIS OF QUESTIONNAIRE RESPONSES BY ITEM FOR PRINCIPALS AND SUPERINTENDENTS

ITEM NUMBER	Responses By Principals			Responses By Superintendents			Chi-Square	Sign of Proportion of "Yes" Responses z	(a)
	Yes	No	Total	Yes	No	Total			
1.	80	38	118	74	4	78	18.87**	-5.45**	
2.	97	22	119	80	0	80	22.39**	-5.23**	
3.	103	16	119	74	6	80	15.50**	-1.39	
4.	84	32	116	73	7	80	9.40**	-3.62**	
5.	113	6	119	78	2	80	0.28	-0.98	
6.	107	11	118	77	3	80	1.55	-1.61	
7.	108	9	117	64	12	76	2.33	1.69	
8.	93	21	114	61	18	79	0.31	0.74	
9.	97	19	116	69	9	78	0.53	-0.97	
10.	103	15	118	70	9	79	0.00	-0.28	
11.	101	16	117	77	4	81	3.12	-2.18*	
12.	17	97	114	40	36	76	29.00**	-5.71**	
13.	108	10	118	73	7	80	0.04	0.07	

TABLE 7--Continued

ITEM NUMBER	Responses By Principals			Responses By Superintendents			Chi-Square	Sign of Proportion of "Yes" Responses z	(a)
	Yes	No	Total	Yes	No	Total			
14.	116	3	119	80	1	81	0.02	-0.64	
15.	112	7	119	80	1	81	1.64	-1.79	
16.	53	64	117	61	17	78	18.72**	-5.02**	
17.	116	3	119	81	0	81	0.72	-1.68	
18.	104	15	119	79	2	81	5.13*	-2.93**	
19.	60	59	119	70	10	80	27.42**	-6.28**	
20.	85	34	119	74	7	81	10.55**	-3.83**	
21.	116	3	119	78	4	82	0.27	0.84	
22.	101	15	116	78	2	80	5.25*	-2.89**	
23.	37	78	115	52	21	73	0.37	-5.70**	
24.	117	0	117	78	1	79	0.04	0.85	
25.	61	54	115	61	16	77	12.54**	-4.03**	
26.	116	3	119	80	1	81	0.02	-0.18	
27.	114	4	118	77	3	80	0.06	0.13	

TABLE 7--Continued

ITEM NUMBER	Responses By Principals			Responses By Superintendents			Chi-Square	Sign of Proportion of "Yes" Responses z	(a)
	Yes	No	Total	Yes	No	Total			
28.	116	3	119	76	5	81	0.86	1.22	
29.	59	58	117	39	41	80	0.01	0.33	
30.	73	47	120	73	5	78	24.53**	-6.18**	

(a) Negative signs indicate direction in favor of superintendents.

* Significant at 0.05 level.

** Significant at 0.01 level.

principal's efforts to assist pupils and parents in reaching decisions concerning educational and vocational plans and problems. It is interesting to learn that 6 of the 10 items where significant differences occurred lie within the area of instructional improvement wherein experts recommend that the local school administrator should be spending the majority of his time and effort.

Responses to twenty of the thirty items were not significantly different at the 0.01 level as shown in Table 7. (Items 18 and 22 are significantly different at the 0.05 level). This indicates that principals do perceive their role and duties according to the expectations of superintendents with respect to items 5, 6, 7, 8, 9, 10, 11, 13, 14, 15, 17, 18, 21, 22, 23, 24, 26, 27, 28, and 29. In general these items are concerned with consultation with the superintendent, assisting teachers in improving methods of instruction, involving the community in a continuing study of the school and its problems, providing sources of instructional materials, personnel problems, non-teaching responsibilities, general guidance services, working with student activities, securing and assigning staff members, and involving the staff in the administrative process. Specifically, item 5 refers to regular conferences between the principal and superintendent for the purpose of improving the program of an attendance unit. Items 6, 7, 8, 9, and 10 relate to assisting teachers in improving methods of

instruction. Item 11 refers to involving the community in a study of the school and its problems; item 13, providing lists of sources of free instructional materials; item 14, understanding the personal and professional problems of teachers; item 15, delegating non-teaching responsibilities to other members of the staff. Items 17, 18, 21, 22 and 23 fall within the limits of general guidance services. Item 24 pertains to the principal's keeping the cost of student activities to a minimum so that most students can participate. Items 26, 27, and 28 relate to securing and assigning staff members, and item 29 refers to involving the staff in the administrative process of the school.

The proportion of "Yes" responses reported by principals and superintendents was determined and a z test¹ computed to test whether given responses differ significantly. It was presumed that the "Yes" responses would be the same for both principals and superintendents. However, the observed difference in proportions of "Yes" responses was large enough to indicate that principals and superintendents differed significantly in their responses to twelve items, 1, 2, 4, 12, 16, 18, 19, 20, 22, 23, 25, and 30, as shown in Table 7. In all cases the proportion of "Yes" responses of the superintendents was higher than those reported by the principals which suggests that they expected the

¹Johnson and Jackson, op. cit., p. 102ff.

principals to devote more time and effort to the specific duties as delineated in the respective items than the principals reported. In general these items are concerned with evaluation of curriculum, involving the community in a study of the school and its problems, public relations, vocational guidance, general guidance services, and managerial responsibility. Specifically, items 1, 2, 4, 12, 19, and 25 are interpreted as falling within the limits of curriculum evaluation and improvement. Item 16 refers to the effort put forth by the principal to establish effective communication between school and home. Items 18, 22, and 23 are within the limits of general guidance services, and item 30 pertains to the principal's managerial responsibilities.

In order to determine if the data are consistent with the hypothesis that the expressed importance of the superintendents regarding the role and practices of their principals are the same as the expressed importance of the principals as they themselves perceive their role, Chi-Square was used to test the statistical significance of the differences of responses by item between the principals and superintendents. Responses to five of the thirty items were significantly different at the 0.01 level as shown in Table 8. This indicates that principals do not regard the importance of these items as do the superintendents. The items are 7, 10, 12, 22, and 29. In general, these items are

TABLE 8

ANALYSIS OF RELATIVE IMPORTANCE OF CRITICAL TASKS AS VIEWED BY
PRINCIPALS AND SUPERINTENDENTS PARTICIPATING IN THE STUDY

ITEM NUMBER	PRINCIPAL			TOTAL	SUPERINTENDENT			TOTAL	CHI- SQUARE	Z			(a)
	(1) Slight	(2) Moderate	(3) Extreme		(1) Slight	(2) Moderate	(3) Extreme			(1) Slight	(2) Moderate	(3) Extreme	
1.	22	19	76	117	9	6	69	84	7.33				
2.	21	38	60	119	8	38	36	82	5.19				
3.	20	32	64	116	8	36	37	81	6.58				
4.	22	36	54	112	13	39	25	77	6.83				
5.	25	19	75	119	7	17	58	82	5.79				
6.	23	33	61	117	8	27	48	83	3.73				
7.	20	36	61	117	16	39	19	74	13.62**	-0.76	-3.04**	3.83**	
8.	16	41	56	113	15	34	26	75	4.14				
9.	21	24	67	112	12	31	37	80	7.16				

TABLE 8--Continued

ITEM NUMBER	PRINCIPAL			TOTAL SUPERINTENDENT			TOTAL	CHI- SQUARE	Z	(a)		
10.	24	35	53	112	7	44	27	78	13.14**	2.43**	-3.54**	1.79*
11.	15	35	64	114	10	20	51	81	1.00			
12.	15	16	68	99	12	33	19	64	27.55**	-0.60	-3.93**	5.27**
13.	21	34	57	112	12	39	28	79	7.24			
14.	20	22	75	117	13	19	51	83	0.51			
15.	18	31	65	114	7	36	39	82	6.67			
16.	25	25	58	108	17	25	30	72	3.37			
17.	27	5	84	116	8	5	71	84	6.45			
18.	23	18	72	113	9	13	62	84	3.48			
19.	13	37	60	110	14	30	37	81	1.86			
20.	17	32	61	110	12	29	38	79	1.30			
	Slight	(1)			Slight	(1)				Slight	(1)	
	Moderate	(2)			Moderate	(2)				Moderate	(2)	
	Extreme	(3)			Extreme	(3)				Extreme	(3)	

TABLE 8--Continued

ITEM NUMBER	PRINCIPAL			TOTAL SUPERINTENDENT			TOTAL	CHI- SQUARE	z			(a)
21.	24	17	75	116	13	25	43	81	7.48			
22.	18	23	71	112	10	34	37	81	10.35**	0.76	3.21**	2.46**
23.	15	19	65	99	8	22	33	63	5.05			
24.	20	21	72	113	11	20	49	80	1.41			
25.	19	27	60	106	16	28	29	73	5.18			
26.	24	4	88	116	10	3	69	82	2.44			
27.	21	19	74	114	10	12	58	80	1.51			
28.	23	10	81	114	10	10	58	78	2.26			
29.	23	19	60	102	17	28	11	56	25.11**	-1.07	-4.08**	5.44**

TABLE 8--Continued

ITEM NUMBER	PRINCIPAL			TOTAL SUPERINTENDENT			TOTAL	CHI- SQUARE	z			(a)
	(1) Slight	(2) Moderate	(3) Extreme	(1) Slight	(2) Moderate	(3) Extreme			(1) Slight	(2) Moderate	(3) Extreme	
30.	24	23	65	112	9	24	42	75	4.65			

(a) Negative signs indicate direction in favor of superintendents.

* Significant at 0.05 level.

** Significant at 0.01 level.

concerned with improving methods of instruction, curriculum offerings, general guidance services, and involving the staff in the administrative process. Specifically, items 7 and 10 relate to assisting teachers in improving methods of instruction. Item 12 is interpreted as being within the limits of curriculum improvement. Item 22 pertains to guidance services, and item 29 is directed to involving the staff in the administrative process of the school.

The proportion of "slight importance," "moderate importance," and "extreme importance" responses reported by principals and superintendents was determined and the z test for equality of proportion for those systems having significant Chi-squares was computed to ascertain whether or not given responses differ significantly. It was presumed that the "slight importance," "moderate importance," and "extreme importance" responses would be the same for both principals and superintendents. However, the observed differences in proportions of these responses were large enough to indicate that principals and superintendents differed significantly in their responses to items 7, 10, 12, 22, and 29. In every case where the Chi-Square test indicated significance within the total system, the system proportion analysis indicated without exception that the principals' assessment of importance of the respective items more closely approximated the opinions of the authorities than did the superintendents' assessment.

Assessment of the importance of twenty-five of the thirty items was not significantly different at the 0.01 level as shown in Table 8. This indicates that principals' view of the relative importance of these practices closely approximated that of the superintendents.

CHAPTER V

SUMMARY, FINDINGS, CONCLUSIONS AND RECOMMENDATIONS

Summary

The purpose of this study was to determine whether the principals of accredited secondary-schools for Negroes in Mississippi were meeting the expectations of the superintendents under whom they served, with regard to thirty approved practices for secondary-school principals.

The two hundred and seven school administrators included in the study were personnel of the public school system of Mississippi. One hundred and twenty-one were secondary-school principals; eighty-six were school superintendents. The responses of principals and superintendents were tested for significance of difference between groups by the Chi-Square test of significance of difference, and for proportion by the z test for equality of proportion.

The 0.01 level of significance was accepted as an indication of the existence of a true difference between expectations and practices of superintendents and principals, and importance of practices as assigned by each.

Characteristics of respondents in the study were:

1. The principals of accredited secondary-schools for Negroes were predominantly men who ranged in age from 30 to 69. The mean age was 46.8. The median age was 46.
2. The median age of principals when they accepted their first principalship was 29.
3. The median number of years principals had been in their present positions was 8.
4. The average enrollment of the schools administered by the principals was 907 pupils.
5. Seventy-one per cent of the principals had assistant principals serving under their supervision.
6. Sixty per cent of the principals had earned the master's degree.
7. The superintendents were preponderantly men who ranged in age from 32 to 66. The mean age was 49.

Major Findings

Principals did not perceive their role and duties according to the superintendent's expectations with respect to:

- a) devoting the major portion of their time to the improvement of instruction.
- b) utilizing testing programs, surveys, and other research techniques to evaluate the curriculum.
- c) delegating responsibility for managerial duties to such an extent that they did not require the majority of their time and attention.
- d) utilizing follow-up studies of graduates as one means of evaluating the school program.
- e) offering special courses for gifted pupils.

- f) trying to improve communications between home and school by preparing a handbook for parents.
- g) utilizing test results in planning individual courses of study.
- h) holding conferences with pupils and parents to help them reach decisions concerning educational and vocational plans and problems.
- i) conducting research to improve grading practices and reports to parents.
- j) using a check-list system for checking on the conditions of rooms in the school buildings.

Principals did perceive their role and duties according to the expectations of the superintendents with regard to:

- a) conferring regularly with the superintendent about the program and activities of the school.
- b) using class visitations followed by conferences with the teacher as a regular practice for the improvement of instruction.
- c) providing released time for teachers to attend instructional meetings.
- d) securing resource personnel to assist in workshops and other instructional meetings.
- e) arranging for grade level and subject area meetings to improve instruction.
- f) suggesting new teaching techniques in specific subject areas.
- g) taking the initiative in involving parents and other citizens in a continuing study of the school and its problems.
- h) providing teachers with a list of sources offering free instructional materials.
- i) seeking to understand the personal and professional problems of teachers and helping them to meet these problems.

- j) delegating some definite non-teaching responsibilities to other members of the staff and giving them authority to act within the area of these responsibilities.
- k) employing an effective system of checking attendance of pupils.
- l) meeting with parents and teachers to discuss cases of excessive absenteeism.
- m) seeking to obtain scholarships and grants to assist worthy pupils in continuing their education.
- n) serving as a consultant and a resource person to members of the staff as they seek to develop more effective guidance techniques and procedures.
- o) administering an organized guidance program.
- p) keeping the cost of student activities to a minimum so that most students can participate.
- q) working actively with the superintendent in the selection of teachers for the school.
- r) discussing with teachers who are not being rehired the reasons for their dismissal.
- s) notifying teachers of their reemployment immediately upon receipt of such notification from the superintendent.
- t) involving the staff in preparing the school budget.

Conclusions

The findings presented above suggest the following conclusions:

1. Principals do not seem to devote the major portion of their time to their most important task - the improvement of instruction.
2. Principals do not delegate responsibility for managerial duties to such an extent that they do not require the majority of their time.

3. In general, principals are not using a sufficient number of the recommended techniques for curriculum improvement.
4. Principals do not seem to perceive their role and duties as well as the superintendent would have them.
5. Superintendents, with a higher level of professional training than principals, seem to have a better understanding of the role of the principal in the secondary-school than does the principal.
6. Although the data show the principals and superintendents confer regularly about the program and activities of the school, it seems that a lack of understanding exists between what the principals see as their duties and responsibilities and what the superintendents perceive as their duties and responsibilities.

Recommendations

1. That the principal take the initiative in discussing frankly with the superintendent their expectations concerning each other's role as it relates to the objectives of the school.
2. That institutions engaged in preparing public school administrators emphasize the expectations that are placed upon the administrator by his superior, his staff, pupils, and the community.
3. That studies of this type be made to determine what teachers expect of high school principals.
4. That analyzed data resulting from studies of this nature be made available to affected personnel.
5. That the superintendent initiate discussions with the principal leading to a thorough understanding of their professional relationship and the duties and responsibilities which are attached to the leadership role of the principal.

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APPENDIX A

WESTERN UNION TELEGRAM

KBO98 NSA362 1961 MAR 6 PM 5 46
NS CHAO42 NL PD=CORINTH MISS 6=
DELARS FUNCHES=
WCC BOX 4672 NORMAN OKLA=

YOU ARE INVITED TO HELP CONDUCT AN HOUR AND A HALF PANEL
DISCUSSION WITH THE DIVISION OF SCHOOL ADMINISTRATORS
OF THE MTA FRIDAY MARCH 17TH 1961 AT JACKSON MISSISSIPPI
DR LAMAR FORTENBERRY AND MR A A ALEXANDER WILL ASSIST YOU
IN WORKING WITH PRINCIPALS WHOSE SCHOOLS ARE ACCREDITED=

E S BISHOP PRES. DIV. OF PRINCIPALS AND
ADMINISTRATORS MISS. TEACHERS ASSOC=

Room 319
College of Education
University of Oklahoma
Norman, Oklahoma

March 27, 1961

I am conducting a study on "How The Mississippi Negro Principal Perceives His Job".

This study is being made in order to contribute to the Principals Training Program at Jackson State College and other Mississippi Negro Colleges, and to satisfy degree requirements at the University of Oklahoma.

Please help me by completing the enclosed questionnaire and returning it in the addressed envelope. The questionnaire has been examined by members of the Mississippi State Department of Education, and this study has their approval.

I shall be forever grateful for your cooperation in completing and returning the questionnaire.

Sincerely yours,

De Lars Funches

State of Mississippi

DEPARTMENT OF EDUCATION
JACKSON

March 20, 1961

TO: School Superintendents

FROM: Lamar Fortenberry, Coordinator, Negro Education and
Supervisor, Secondary Mathematics.

The enclosed questionnaire is being sent to you by Delars Funches, one of our best Negro college professors. He is now on leave from Jackson State College working for the doctorate at the University of Oklahoma. His doctoral dissertation will be on "The Job of the Negro Principal in Mississippi." I have examined the questionnaire carefully, and I feel certain that this study will contribute substantially to the improvement of the graduate program for principals at Jackson State College.

I know that you are tremendously busy, but I hope that it will be possible for you to find time (about ten minutes required) to complete the enclosed questionnaire and return it in the addressed envelope. Professor Funches has and will continue to offer the very highest quality of educational leadership at Jackson State College.

Room 319
College of Education
University of Oklahoma
Norman, Oklahoma

The writer is conducting a study on "How The Superintendent Perceives The Negro Principal's Job In Mississippi. "

I am making this study in order to complete the requirements for the doctor's degree at the University of Oklahoma and to contribute to the Principals Training Program at Jackson State College and other Mississippi Negro colleges. On completion of my work at the University of Oklahoma, I plan to return to Jackson State College as a member of the faculty.

Will you please help me by completing the enclosed questionnaire and returning it in the addressed envelope. The questionnaire has been examined by members of the Mississippi State Department of Education, and this study has their approval.

For your cooperation in completing and returning the questionnaire, I shall be forever grateful.

Very truly yours,

DeLars Funches

DF

Enclosures

APPENDIX B

HOW THE MISSISSIPPI NEGRO PRINCIPAL PERCEIVES HIS JOB

Questionnaire

Part Ia

DIRECTIONS: Please fill in answer in appropriate blank.

1. Name _____	5. Number of months you are employed annually _____
2. Present age _____	6. Total years you have served as classroom teacher only _____
3. Age when you first became principal _____	7. Total years in teaching profession as teacher and principal _____
4. Number of years in present position _____	8. Total years as high school principal _____

Part Ib

DIRECTIONS: Please fill in answer or check in appropriate blank.

1. Name of school _____	5. Indicate grades administered in school: _____
(Identify) _____
2. Type of school: Consolidated _____;
County Unit _____; Municipal Sep. _____	6. Number of teachers in the school _____
3. Present enrollment _____	7. Do you have an assistant principal? _____
(Yes) (No)
4. Number of days school is in session yearly: _____
less than 180; 180; more than.	

Part Ic

DIRECTIONS: Please answer every item as it applies to you, by filling in blank.

1. Received undergraduate degree from: _____	4. Graduate major _____
2. Undergraduate major _____
Minor _____	5. Graduate minor _____
3. Are you now working toward a higher degree:
(Yes) (No)
Where? _____	6. Graduate school and degree held: _____
(School) _____
Masters _____
Doctor's _____

Part II

DIRECTIONS: Please indicate whether you perform these acts of school administration by placing a check mark in the appropriate column. Whether you perform an act or not, indicate your judgment of the practical importance of it by:

placing a check mark under (1) if it is of slight importance.
placing a check mark under (2) if it is of moderate importance.
placing a check mark under (3) if it is of extreme importance.

1. Do you devote the major portion of your time to the improvement of the instructional program?
2. Do you utilize testing programs, surveys, and other research techniques to evaluate the curriculum?
3. Do you delegate responsibility for managerial duties to such an extent that they do not require the majority of your time and attention?
4. Do you use follow-up studies of graduates as one means of evaluating the school program?
5. Do you confer regularly with the superintendent about the program and activities of the school?

Yes	No	IMPORTANCE		
		1	2	3

6. Do you use class visitations followed by conferences with the teacher as a regular practice for the improvement of instruction?
7. Do you provide released time for teachers to attend instructional meetings?
8. Do you secure resource personnel to assist in workshops and other instructional meetings?
9. Do you arrange for grade level and subject area meetings to improve instruction?
10. Do you suggest new teaching techniques in specific subject areas?
11. As an educational leader in the community, do you take the initiative in involving parents and other citizens in a continuing study of the school and its problems?
12. Do you offer special courses for gifted pupils?
13. Do you provide teachers with a list of sources offering free instructional materials?
14. Do you seek to understand the personal and professional problems of teachers and help them to meet these problems?
15. Do you delegate some definite non-teaching responsibilities to other members of the staff and give them authority to act within the area of these responsibilities?
16. Do you try to improve communications between home and school by preparing a handbook for parents?
17. Do you employ an effective system of checking attendance of pupils?
18. Do you meet with parents and teachers to discuss cases of excessive absenteeism?
19. Do you utilize test results in planning individual courses of study?
20. Do you hold conferences with pupils and parents to help them reach decisions concerning educational and vocational plans and problems?
21. Do you seek to obtain scholarships and grants to assist worthy pupils in continuing their education?
22. Do you serve as a consultant and a resource person to members of the staff as they seek to develop more effective guidance techniques and procedures?
23. Do you administer an organized guidance program?
24. Do you keep the cost of student activities to a minimum so that most students can participate?
25. Do you conduct research to improve grading practices and reports to parents?
26. Do you work actively with the superintendent in the selection of teachers for the school?
27. Do you discuss with teachers who are not being rehired the reasons for their dismissal?
28. Do you notify teachers of their reemployment immediately upon receipt of such notification from the superintendent?
29. Do you involve the staff in preparing the school budget?
30. Do you have a check-list system for checking on the condition of rooms in the school buildings?

HOW THE SUPERINTENDENT PERCEIVES THE NEGRO PRINCIPAL'S JOB IN MISSISSIPPI

This study is being made to find what superintendents in Mississippi expect of their Negro high school principals.

Previous studies indicate that the functions and activities of the high school principal may vary from school to school. We would like to know what you expect of the principals of your high schools.

Questionnaire

Part I

DIRECTIONS: Please fill in an answer in appropriate blank

1. Name _____ Sex _____ Age _____
2. Highest degree held _____ Name of college or university _____
3. Date of last attendance in college _____
4. Number of Negro high schools under your supervision _____ Number accredited _____

Part II

DIRECTIONS: Please indicate whether you expect the Negro high school principal under your supervision to perform the acts of school administration listed below by placing a check mark in the appropriate column. Whether he is expected to perform these acts or not, indicate your judgment of the practical importance of each by:

- placing a check mark under (1) if it is of slight importance.
 placing a check mark under (2) if it is of moderate importance.
 placing a check mark under (3) if it is of extreme importance.

	Yes	No	IMPORTANCE		
			1	2	3
1. Do you expect him to devote the major portion of his time to the improvement of the instructional program?					
2. Do you expect him to utilize testing programs, surveys, and other research techniques to evaluate the curriculum?					
3. Do you expect him to delegate responsibility for managerial duties to such an extent that they do not require the majority of his time and attention?					
4. Do you expect him to use follow-up studies of graduates as one means of evaluating the school program?					
5. Do you expect him to confer regularly with the superintendent about the program and activities of the school?					
6. Do you expect him to use class visitations followed by conferences with the teacher as a regular practice for the improvement of instruction?					
7. Do you expect him to provide released time for teachers to attend instructional meetings?					
8. Do you expect him to secure resource personnel to assist in workshops and other instructional meetings?					
9. Do you expect him to arrange for grade level and subject area meetings to improve instruction?					
10. Do you expect him to suggest new teaching techniques in specific subject areas?					
11. As an educational leader in his community, do you expect him to take the initiative in involving parents and other citizens in a continuing study of the school and its problems?					

12. Do you expect him to offer special courses for gifted pupils?
13. Do you expect him to provide teachers with a list of sources offering free instructional materials?
14. Do you expect him to seek to understand the personal and professional problems of teachers and help them to meet these problems?
15. Do you expect him to delegate some definite non-teaching responsibilities to other members of the staff and give them authority to act within the area of these responsibilities?
16. Do you expect him to try to improve communications between home and school by preparing a handbook for parents?
17. Do you expect him to employ an effective system of checking attendance of pupils?
18. Do you expect him to meet with parents and teachers to discuss cases of excessive absenteeism?
19. Do you expect him to utilize test results in planning individual courses of study?
20. Do you expect him to hold conferences with pupils and parents to help them reach decisions concerning educational and vocational plans and problems?
21. Do you expect him to seek to obtain scholarships and grants to assist worthy pupils in continuing their education?
22. Do you expect him to serve as a consultant and a resource person to members of the staff as they seek to develop more effective guidance techniques and procedures?
23. Do you expect him to administer an organized guidance program?
24. Do you expect him to keep the cost of student activities to a minimum so that most students can participate?
25. Do you expect him to conduct research to improve grading practices and reports to parents?
26. Do you expect him to work actively with you in the selection of teachers for the school?
27. Do you expect him to discuss with teachers who are not being rehired the reasons for their dismissal?
28. Do you expect him to notify teachers of their reemployment immediately upon receipt of such notification from you?
29. Do you expect him to involve the staff in preparing the school budget?
30. Do you expect him to have a check-list system for checking on the condition of rooms in the school buildings?

Please add and rate any other responsibilities you feel the principal should perform: