

THE UNIVERSITY OF OKLAHOMA  
GRADUATE COLLEGE

THE PROFESSIONAL PREPARATION AND PERSONAL CHARACTERISTICS  
NEEDED BY JUNIOR HIGH SCHOOL PRINCIPALS

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

BY  
W. DARRELL MANNEY  
Norman, Oklahoma  
1955

THE PROFESSIONAL PREPARATION AND PERSONAL CHARACTERISTICS  
NEEDED BY JUNIOR HIGH SCHOOL PRINCIPALS

APPROVED BY

*D. Ross Pugmire*

*F. H. Balyeat*

*W. B. Ragan*

*F. F. Githen*

*A. C. Christian*

THESIS COMMITTEE

To my wife, Gladys, whose patience and help has made this study possible.

### ACKNOWLEDGMENT

The writer wishes to express his sincere thanks to Dr. Ross Pugmire, chairman of his advisory committee, for his patience, encouragement, guidance, and long hours of consultation on this thesis.

Appreciation is expressed to Dr. F. A. Balyeat, Dr. F. F. Gaither, Dr. A. K. Christian, and Dr. W. B. Ragan, the other members of the committee, for their help and suggestions.

The writer is grateful to Dr. William Eller for his suggestions in preparing the statistical data and questionnaire used in this study and to Joyce Pattillo for her help in the mechanical work in preparing the material for this thesis.

TABLE OF CONTENTS

	Page
LIST OF TABLES.....	viii
Chapter	
I. INTRODUCTION.....	1
Background and Need of Study	
Related Literature	
Statement of Problems	
Delimitations	
Definitions	
Nature and Source of Data	
Method of Research and Treatment of Data	
Summary	
II. PROFESSIONAL PREPARATION AND PERSONAL CHARACTERISTICS RECOMMENDED BY SELECTED AUTHORITIES FOR JUNIOR HIGH SCHOOL PRINCIPALS.....	23
Professional Education	
Teaching Experience	
Personal Characteristics	
Summary	
III. COMPARISON OF THE RECOMMENDATIONS OF THE AUTHORITIES IN THE NORTH CENTRAL ASSOCIATION WITH THE RECOMMENDATIONS OF THE AUTHORITIES IN THE STATES OF KANSAS AND MINNESOTA.....	74
Professional Education	
Teaching Experience	
Personal Characteristics	
Summary	

TABLE OF CONTENTS (continued)

Chapter	Page
IV. CRITERIA FOR THE PROFESSIONAL PREPARATION AND PERSONAL CHARACTERISTICS NEEDED BY JUNIOR HIGH SCHOOL PRINCIPALS.....	109
Professional Education	
Teaching Experience	
Personal Characteristics	
Summary	
V. COMPARISON OF THE STATUS OF PROFESSIONAL PREPARATION OF JUNIOR HIGH SCHOOL PRINCIPALS IN THE NORTH CENTRAL ASSOCIATION WITH THE CRITERIA DERIVED FROM THIS STUDY AND THE CERTIFICATION REQUIREMENTS OF THE DIFFERENT STATES IN THE NORTH CENTRAL ASSOCIATION.....	118
Status of the Professional Education of Junior High School Principals in the North Central Association	
Certification Requirements for Junior High School Principals in the Different States of the North Central Association	
Summary	
VI. SUMMARY AND CONCLUSIONS.....	132
BIBLIOGRAPHY.....	138
APPENDIX.....	142
Letter to Professors of Secondary Education in the Colleges and Universities of Texas	
Advance Letter	
Covering Letter	
Follow-up Letter	
Checklist	

## LIST OF TABLES

Table	Page
1. Number of Principals, Superintendents, and Professors of Secondary Education in the North Central Association from Which the Sample was Drawn: The Number of Questionnaires Mailed, the Number Returned, and the Percent of Questionnaires Returned.....	19
2. The Responses and Percent of Responses by Selected Authorities in the North Central Association to Each Level of the Thirty-Nine Areas of Professional Education.....	24
3. The Percent the Responses to Each Level of Each Item is of the Total Responses to All Items of Professional Education.....	34
4. Number of Years of Teaching Experience in Twelve Different Teaching Fields Recommended by 561 Authorities in the North Central Association for a Beginning Junior High School Principal.....	42
5. The Responses and Percent of Responses by the Authorities in the North Central Association to Each Level of the Sixty-Nine Personal Characteristics.....	45
6. The Percent the Responses to Each Level of Each Personal Characteristic is of the Total Responses to All Personal Characteristics.....	61
7. The Responses and Percent of Responses by the Authorities in the States of Kansas, Minnesota, and the North Central Association to Each Level of the Thirty-Nine Areas of Professional Education.....	76

LIST OF TABLES (continued)

Table	Page
8. Teaching Experience Recommended by Selected Authorities in the States of Kansas, Minnesota, and the North Central Association for Beginning Junior High School Principals.....	88
9. The Responses and Percent of Responses by the Authorities in the States of Kansas, Minnesota, and the North Central Association to Each Level of Sixty-Nine Personal Characteristics.....	91
10. The Certification Requirements for Junior High School Principals in the Different States of the North Central Association.....	120
11. A Comparison of the Criteria for the Professional Education of Junior High School Principals with the Status of the Professional Education of the Junior High School Principals in the North Central Association.....	124
12. A Comparison of the Criteria for Junior High School Principals with the Status of the Teaching Experience of 332 Junior High School Principals in the North Central Association.....	129
13. A Comparison of the Teaching Experience Recommended by 561 Selected Authorities for Junior High School Principals with the Status of the Teaching Experience of 332 Junior High School Principals in the North Central Association.....	155

THE PROFESSIONAL PREPARATION AND PERSONAL CHARACTERISTICS  
NEEDED BY JUNIOR HIGH SCHOOL PRINCIPALS

CHAPTER I

INTRODUCTION

Background and Need of Study

As the school systems developed in America, the first position to be added to the teaching assignment was that of principal. The principal is in a unique position in the school system. He is in the center of a web of interrelationships of persons and elements of the educational program--teacher-teacher, pupil-teacher, and others with whom he frequently comes in contact. He is the one who is in the strategic position to say which teachers are successful and which are not.<sup>1</sup> Along with the position of leadership go many responsibilities. A typical list of responsibilities appear in the Administrators Handbook for Montgomery County, Maryland.

---

<sup>1</sup>  
Harold Spears, Improving the Supervision of Instruction (New York: Prentice-Hall Inc., 1953), p. 184.

The principal is in direct control of his school. With his teachers he formulates the program and is directly responsible for its supervision.

In administering his school, the principal endeavors to provide conditions favorable to instruction by the teachers. These include regulations for passing of classes; length and time of intermissions; assignment of general rooms for use; scheduling classes; arranging time for assemblies, fire drills, health inspections, and conferences with parents.

He directs the work of the custodian and inspects the building for sanitation, heating, lighting, safety, and general appearance. He approves promotions and report cards; confers with parents, teachers, children, and supervisors; conducts staff meetings and administers the instructional program of the schools.

He assigns teachers duties within the building and organizes and adjusts teaching loads. He orders supplies, teaching materials and equipment and distributes these. He promotes community relations and approves requests for the use of the building for meetings of outside organizations. He is responsible for the discipline and conduct of the school.<sup>2</sup>

The administration of a school within a school system is an important and complex job and requires specific preparation, abilities, and personal characteristics. The relations of the principal with teachers is one of the more important elements in the task of providing educational leadership in a school. Cubberley, in discussing the principal, makes the following statement:

In working with...teachers he will find that the human factors count much. His interest in professional problems, his energy and zeal for his work, his orderly habits, his businesslike attitude, his sense of humor,

his understanding and sympathy, his fine manly attitude, his kindness and courtesy, his practical knowledge, and his ability to lead without driving--all will be factors of importance in his ability to inspire his teachers with his large vision and secure cooperation from them....<sup>3</sup>

Otto says, "The proverb, 'as is the principal, so is the school', has now become a truism, for whatever are the educational policies within a single school, they are largely subject to the principal's direct control."<sup>4</sup>

The junior high school had its origin near the turn of the century and grew out of the dissatisfaction with the school system as it existed at that time. This dissatisfaction was a result of excessive drill, failure to provide for individual differences, failure to meet the social needs of the pupils. These conditions were causing many to leave school during the seventh and eighth grades. Furthermore, the poor articulation between the elementary and high schools was resulting in a large number of failures and drop-outs in the ninth grade. It was evident that something was wrong with the organization of the school system. Serious study of the problem began in 1892 but approximately twenty years passed before the junior high school appeared as the solution to the problem.

---

<sup>3</sup>  
Ellwood P. Cubberley, Public School Administration (Boston: Houghton Mifflin Company, 1944), p. 360.

<sup>4</sup>  
Henry J. Otto, Elementary School Organization and Administration (New York: D. Appleton-Century Company, 1944), p. 544.

Since the junior high school was created because of dissatisfaction with the school system as it was, it is not surprising that the functions assigned to the new unit of organization were aimed directly at the weaknesses which had given rise to the dissatisfaction. These functions were specified approximately as follows:

1. To reduce the number of drop-outs.
2. To provide for individual differences
3. To provide more social activities
4. To relieve the over-crowded curriculum in the high school
5. To provide laboratory and shop work earlier
6. To reduce the number of failures in the ninth grade
7. To provide a better guidance program
8. To provide for the opportunity to explore certain fields of study

It is generally recognized that the first junior high school was the one organized at Berkeley, California in 1910.<sup>5</sup> The junior high school movement spread rapidly to most areas of the United States, having its period of greatest growth from 1920 to 1930. The rate of increase slowed considerably after this period.

---

<sup>5</sup> Frank Forest Bunker, Reorganization of the Public School System (Washington: Government Printing Office, 1916), p. 103.

The junior high school was created to reform inherent weaknesses in the 8-4 plan of organization which failed to recognize physical and psychological needs, and form an articulating segment between the two school segments already in existence. The junior high school has gone through a period of adjustment but it is significant to note that most of the original objectives are still considered fundamental. Some of the early functions have been modified or redirected but none has actually changed.

The junior high school is entering upon a critical period in its history. In the years immediately ahead is an opportunity to implement more effectively the philosophy and functions which gave impetus to the junior high school movement four decades ago. Forward looking professional leadership is essential to capitalize fully on that opportunity.<sup>6</sup>

The junior high school was established because a specific need was felt and with definite clear cut objectives.

In recent years, some dissatisfaction has developed with the junior high school because, in many instances, it has failed to perform the early function previously listed. This failure is attributed by some authorities to the lack of personnel trained specifically for the junior high school. Goff said in 1948: "If the junior high school is to survive as a separate educational institution, it must have a

---

6

William I. Gruhn and Harl R. Douglass, The Modern Junior High School (New York: The Ronald Press, 1947), p. 165.

specially prepared staff...."<sup>7</sup> Gruhn called attention to the need for research in this field in an article written in 1949.<sup>8</sup> In 1952, Frazier made the following statement:

A teacher prepared to teach in the best elementary or secondary school is not prepared to teach in the junior high school because the philosophy, psychology, and teaching methods are different.

The same is true of the principalship...Many junior high schools have been destroyed because the principal has attempted to run them as "little senior high schools."<sup>9</sup>

#### Review of Pertinent Literature

A survey of pertinent literature revealed that relatively little research has been done which would identify the elements of professional preparation and personal characteristics necessary for the success of a junior high school principal. Clearly defined criteria based on optimum professional preparation and personal characteristics, specifically pertaining to junior high school principals, have not been developed. There are three studies, however, which relate in part to the problem under consideration in the present study. Two of these pertain to secondary school principals and one to junior high school principals

---

<sup>7</sup> Aaron Goff, "Junior High School Psychosis," Clearing House, XXII (May, 1948), 545.

<sup>8</sup> William T. Gruhn, "How May Professional Leadership Be Obtained for the Junior High School?" The Bulletin of the National Association of Secondary School Principals, XXX (April, 1949), 160-165.

<sup>9</sup> C. W. Frazier, "Junior High School as an Educational Problem," California Journal of Secondary Education, XXVII, (February, 1952), 115.

in one state. In 1946 to 1948, a special committee of the National Association of Secondary School Principals studied the training and experience standards for secondary school principals in the forty-eight states.<sup>10</sup>

The report of this committee was divided into the following parts:

1. The Personal Qualifications
2. General Education Requirements
3. Professional Preparation
4. In-Service Growth<sup>11</sup>

The first and the third parts are the ones which are directly related to the present study. The personal traits which the committee listed as being associated with every successful principal are:

1. The secondary principal should be a person of high moral character.
2. The secondary school principal should be more than a citizen in name only.
3. The secondary school principal should be a person of sufficient maturity and judgment that his leadership will be properly respected, sought, and followed.

---

10

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

11

Ibid., p. 6.

4. Possibly there is no characteristic of an effective leader more important than the ability to work in harmony with others.
5. Another trait vital to an effective leader is a capacity for, and pleasure in, his work.
6. No principal, though having all the desirable personal traits previously mentioned, can make a real contribution to secondary education unless he possesses a strong measure of courage and independence.<sup>12</sup>

The committee listed the following areas in which a secondary school principal should have professional preparation:

1. Philosophy of Education
2. Study of Youth and Their Needs
3. Curriculum and Methods
4. Community Life and Needs
5. Guidance
6. Professional Relationships
7. Development of American Education
8. Comparative and International Education
9. Principles of School Administration
10. Municipal Administration in Relation to Public Education
11. Organization and Administration of American Education
12. Analysis of Present Day American Secondary Education
13. Organization and Administration of the Secondary School in Terms of the Meaning of Democracy
14. Internships<sup>13</sup>

The committee stated, "Some of these large areas may be taught in single courses; others demand several courses."<sup>14</sup>

---

<sup>12</sup>

Ibid., p. 30.

<sup>13</sup>

Ibid., p. 45.

<sup>14</sup>

Ibid., p. 45.

Schwartz used a questionnaire, a diary study, and made a survey of literature to develop criteria for the professional preparation of prospective secondary school principals and superintendents, but does not refer specifically to junior high school principals.

The following are the criteria which he developed:

- CRITERION ONE: THE PROGRAM OF EDUCATIONAL PREPARATION PROVIDES THE PROSPECTIVE ADMINISTRATOR WITH A GENERAL EDUCATION
- CRITERION TWO: THE PROGRAM OF EDUCATIONAL PREPARATION PROVIDES THE PROSPECTIVE ADMINISTRATOR WITH AN UNDERSTANDING OF THE SCOPE AND PURPOSE OF EDUCATION
- CRITERION THREE: THE PROGRAM OF EDUCATIONAL PREPARATION PROVIDES THE PROSPECTIVE ADMINISTRATOR WITH AN UNDERSTANDING OF THE ROLE OF ADMINISTRATION AND ITS RELATIONSHIPS TO THE ENTIRE SCOPE OF EDUCATION
- CRITERION: FOUR: THE PROGRAM OF EDUCATIONAL PREPARATION PROVIDES THE PROSPECTIVE ADMINISTRATOR WITH AN UNDERSTANDING AND APPRECIATION OF THE DEMOCRATIC PHILOSOPHY
- CRITERION FIVE: THE PROSPECTIVE ADMINISTRATOR MUST HAVE DEVELOPED THE SKILLS OF READING, WRITING, AND SPEAKING
- CRITERION SIX: THE EDUCATIONAL PREPARATION PROVIDES THE PROSPECTIVE ADMINISTRATOR WITH AN UNDERSTANDING OF THE PRINCIPLES OF HUMAN DEVELOPMENT

CRITERION SEVEN: THE PROGRAM OF EDUCATIONAL PREPARATION PROVIDES THE PROSPECTIVE ADMINISTRATOR WITH AN UNDERSTANDING OF SOCIAL PSYCHOLOGY AND ITS IMPLICATIONS TO ADMINISTRATION

CRITERION EIGHT: THE PROGRAM OF EDUCATIONAL PREPARATION PROVIDES THE PROSPECTIVE ADMINISTRATOR WITH AN UNDERSTANDING OF: CURRICULUM AND ADMINISTRATION OF THE AMERICAN EDUCATIONAL SYSTEM, EMPLOYED PERSONNEL, COMMUNITY AND PUBLIC RELATIONS, BUSINESS AND FINANCE MANAGEMENT, STUDENT PERSONNEL, SCHOOL BUILDINGS AND GROUNDS, SCHOOL BOARDS AND LAY CONTROL OF EDUCATION, PUBLIC SCHOOL LAW AND EVALUATION.<sup>15</sup>

French, in his study of the selection and retention of junior high school principals in Oklahoma, found that the predominant practice in the selection of secondary principals was to "determine the qualifications required in terms of the quality of experience, training, and personal characteristics to be possessed by the applicant."<sup>16</sup> He also found that many times junior high school principals are selected for reasons other than their qualifications for the principalship of the junior high school.<sup>17</sup>

---

<sup>15</sup>

Alfred Schwartz, "The Preparation of Educational Administrators" Unpublished Doctor's Dissertation, Department of Education, University of Chicago, 1949.

<sup>16</sup>

Harold K. French, "The Selection and Retention of Secondary School Principals in Oklahoma with Emphasis Upon the Junior High School," Unpublished Doctor's Dissertation, the University of Oklahoma, 1954, p. 63.

<sup>17</sup>

Ibid., p. 105.

The purpose of the present study is twofold, first to develop criteria identifying what the professional preparation and personal characteristics of a junior high school principal should be, and thus furnishing a basis for improvement of standards, and second, to compare the present status of professional preparation of junior high school principals in the North Central Association of Secondary Schools and Colleges with the criteria derived.

### The Problem

The problem chosen centers in the relationship of prevalent and optimum standards of preparation. It was twofold and posed two questions. First, what professional preparation and personal characteristics should a junior high school principal have and how does the professional preparation, including legal requirements met for certification of junior high school principals, compare with criteria accepted?

### Delimitation of the Problem

This study was limited to the public schools in the nineteen states of the North Central Association of Secondary Schools and Colleges and the professors of secondary education in selected colleges and universities in Texas. The professors of secondary education in Texas suggested the items which are included in the questionnaire. The

questionnaire is included in the appendix, page 147.

Only principals of public junior high schools where the high school or schools were members of the North Central Association were included in this study.

Only professors of secondary education in the state universities belonging to the North Central Association were included, except in the states of Kansas and Minnesota where all the professors of secondary education in the state colleges and universities were included. In the states of Kansas and Minnesota, all the professors of secondary education in the state colleges and universities, all the junior high school principals, and all the superintendents were included in this study. This was done to get two intense samples for comparison with each other and with the sample from the North Central Association. The states of Kansas and Minnesota were selected because they had approximately the same number of junior high school principals in school systems which had high schools that were members of the North Central Association.

This study was limited to the North Central Association because it is an old and well established accrediting agency with high standards.

Only superintendents of public school systems with junior high schools whose secondary school or schools were members of the North Central Association were included.

Assumptions

It was assumed that the principals of public junior high schools in school systems which have a secondary school or schools that are members of the North Central Association were representative of the junior high school principal in the United States.

It was assumed that the professors of secondary education in the state universities were representative of all the professors of secondary education in the United States.

It was assumed that the superintendents of public school systems which had a school or schools that were members of the North Central Association were representative of all the superintendents in the United States.

It was assumed that the professors of secondary education, superintendents, and junior high school principals are authorities on the needs of junior high school principals for the following reasons: The professors are authorities because they are specialists in the theory and contribute most to the professional education of the junior high school principals. The superintendents are authorities because they select the junior high school principals and observe him on the job. The junior high school principals are authorities because they have first hand experience with the problems of organizing and administering the junior high school.

### Definition of Terms

Professional preparation, as used in this study, includes studies in subject areas in a college or school of education and teaching experience.

Professional education is subject areas in a college or school of education.

Teaching experience includes all experience directly related to the instructional program.

Personal characteristics are those qualities of character which tend to make for the success or failure of a junior high school principal.

Authorities are professors of secondary education, superintendents, and junior high school principals.

A junior high school is a separately organized unit, as to program and administration, containing any combination of grade seven through ten.

A junior high school principal is the chief administrator, under the superintendent, of a junior high school.

The legal requirements for certification are those requirements set up by law or by state departments of education regulations under which certificates for junior high school principals are issued.

The North Central Association of Secondary Schools and Colleges is an accrediting agency set up by the institutions of higher learning and secondary schools in nineteen

states to establish and uphold certain educational standards in member institutions.

#### Sources of Data

There are six main sources of data:

First: The junior high school principals in the North Central Association who are principals of junior high schools in school systems where the secondary school or schools are members of the North Central Association. The opinion of this group was secured on thirty-nine areas of professional education, sixty-nine personal characteristics, thirteen areas of teaching experience, and the status of their professional preparation.

Second: The superintendents of schools in the North Central Association where the secondary school or schools are members of the North Central Association. The opinion of the superintendents was obtained with reference to thirty-nine areas of professional education, sixty-nine personal characteristics, and thirteen areas of teaching experience.

Third: The professors of secondary education in the state universities of the North Central Association. In two states, Kansas and Minnesota, the professors of secondary education in all of the state colleges were included in this group. The opinion of these professors was acquired with reference to thirty-nine areas of professional

education, sixty-nine personal characteristics, and thirteen areas of teaching experience.

Fourth: The state departments of education in the nineteen states served by the North Central Association. A directory of school personnel was obtained from each state department of education.

Fifth: The professors of secondary education in selected Universities and Colleges in Texas. These professors suggested the thirty-nine areas of professional education, sixty-nine personal characteristics, and thirteen areas of teaching experience.

Sixth: Library research was used in the preparation of portions of this study.

In preparing the questionnaire used in this study, a letter was written to the deans of the schools of education of eleven selected colleges and universities in Texas requesting the names of the professors of secondary education in their schools. As a result of the letters, the names of forty-three professors were received. A letter was written to each of the professors which explained the type of study that was being made and asked each to suggest the areas in which he considered a junior high school principal should have professional education, the personal characteristics which a junior high school principal should possess, and the teaching experience he should have when he

becomes a junior high school principal. The letter is included in the appendix.

A preliminary form of the questionnaire was presented to colleagues engaged in school administration and to professors of education. The suggestions received were used to refine the instrument, and clarify the meaning. If there was doubt as to whether two items were the same, the item was included in the questionnaire. The final questionnaire contained thirty-nine areas of professional education, sixty-nine questions in regard to personal characteristics, and thirteen areas of teaching experience. A fourth part was added to the questionnaire which was sent to junior high school principals. The fourth part pertained to their status of professional preparation in regard to the thirty-nine areas of professional education, and the thirteen areas of teaching experience.

A horizontal scale was derived and placed opposite each item, on which the respondent indicated his opinion of each item of Professional Education and Personal Characteristic using the following scale: (1) Imperative, (2) Important, (3) Desirable, but Not Necessary, (4) Not Important, and (5) Undesirable. The scale was used because it gave the respondent a chance to register his opinion from imperative to undesirable. A copy of the questionnaire is included in the appendix.

In selecting the junior high school principals to whom the questionnaire was sent, the Public School Directories were used. The name of each junior high school principal in each state was copied. The list of names was then numbered, and beginning with name number one, every other name was selected, except in the states of Kansas and Minnesota where every junior high school principal was included in the sample. A letter was mailed to each principal selected which asked him if he would participate in the study. Four hundred and fifty-six letters were mailed. None of the four hundred and fifty-six to whom the letters were mailed refused to participate in the study. Four hundred and fifty-six questionnaires were mailed to junior high school principals and 344 were returned or 75.4 per cent.

In selecting the superintendents to whom the questionnaires were sent, the procedure was the same as that used for selecting the junior high school principals. The names of all the superintendents of school systems which had a junior high school were copied. The names were numbered and every other name was selected for the sample, except in the states of Kansas and Minnesota where every name was used. A letter was sent to each superintendent selected which asked if he would participate in the study. Letters were

TABLE 1

NUMBER OF PRINCIPALS, SUPERINTENDENTS, AND PROFESSORS OF SECONDARY EDUCATION IN THE NORTH CENTRAL ASSOCIATION FROM WHICH THE SAMPLE WAS DRAWN: THE NUMBER OF QUESTIONNAIRES MAILED, THE NUMBER RETURNED, AND THE PERCENT OF QUESTIONNAIRES RETURNED

	Number From Which Sample Was Selected	Number of Questionnaires Mailed	Percent	Number of Question- naires Returned	Percent of Questionnaires Returned
Principals	912	456	50	344	75.4
Superintendents	586	288	49	201	69.8
Professors	183	168	92	138	82.4
Total	1681	912	54	683	74.9

sent to 293 superintendents and only five of the number refused to participate in the study. Questionnaires were mailed to 288 superintendents and 201 were returned or 69.8 per cent.

To select the professors of secondary education for this study, a letter was written to the dean of the College of Education of each state university in the 19 states of the North Central Association of Secondary Schools and Colleges and in the states of Kansas and Minnesota, letters were written to the dean of all the state colleges. The letters requested the names of all the Professors of Secondary Education in the Colleges. There were 183 names listed. Letters were sent to each professor which asked him if he would participate in the study by filling out a questionnaire. Of the 183 professors, only 15 refused to participate. One hundred sixty-eight questionnaires were mailed and 138 returned or 82.4 per cent.

In the states of Kansas and Minnesota, a much larger sample is drawn than from any other two states. This is not done necessarily to check the reliability of the larger sample, but to get two intense samples from smaller areas for comparison with each other and with the larger sample drawn from the whole North Central Association.

The questionnaire sent to the junior high school principals was the same as the one mailed to the superintendents and professors except in this questionnaire, the status

of the professional preparation of the junior high school principal was requested. The status of the professional education of the principals was requested only in the areas of education included in the questionnaire. The highest degree the principal held and the teaching experience of the principals in 13 areas was also requested.

#### Treatment of Data

The information gathered is presented in twelve tables. These data are reported in frequency and per cent. On the basis of response to each item, the criteria were derived for the professional preparation, personal characteristics, and teaching experience needed by beginning junior high school principals. An item was not included in the criteria unless it was checked as imperative or important by more than fifty per cent of the respondents to the questionnaire. It will be noted in Chapter V that only the status of professional preparation was compared with the criteria. No attempt was made to obtain the status of personal characteristics of junior high school principals, therefore, no comparison could be made to the criteria.

#### Summary

The junior high school emerged around the turn of the century as a result of dissatisfaction with the school system. The criticism centered around the use of excessive

drill, the failure to recognize individual differences, and poor articulation between the elementary and secondary schools. The school had a rapid growth for a period of twenty years, but has been criticized in recent years for failure to perform its original functions. A number of writers have expressed the opinion that this failure is due to a lack of properly educated personnel. The purpose of this study was to discover what a group of selected authorities considered adequate professional preparation and personal characteristics for a beginning junior high school principal. The information was gathered by the use of a questionnaire and is presented in tables with explanatory comments which point out significant areas of agreement or disagreement.

## CHAPTER II

### PROFESSIONAL PREPARATION AND PERSONAL CHARACTERISTICS

The data presented in this chapter pertain to the professional education, teaching experience, and personal characteristics which selected authorities say are needed by junior high school principals. The responses of these authorities to the items in the questionnaire are summarized in five tables. The comments in the text are intended to direct the reader's attention to noteworthy elements in the data.

It will be recalled that the term "professional preparation," as used in the present study includes both the professional education and teaching experience. Personal characteristics desirable in junior high school principals is an additional aspect presented in this study.

#### Professional Education

Table 2 shows the responses of the authorities by number and per cent with respect to the relative importance of thirty-nine areas of professional education. Table 3 shows the relative importance of each item with respect to

TABLE 2

THE RESPONSES AND PERCENT OF RESPONSES BY SELECTED AUTHORITIES  
 IN THE NORTH CENTRAL ASSOCIATION TO EACH LEVEL OF  
 THE THIRTY-NINE AREAS OF PROFESSIONAL EDUCATION

A junior high school principal should have professional education in the	Total Response	Imperative Percent	Important Percent	Desirable, but Not Necessary Percent	Not Important Percent	Undesirable Percent	Total Percent
1. field of junior high school administration.	674	395 58.6	241 35.8	34 5.0	4 .6	0 0	100
2. field of administration of student activity programs.	669	216 32.3	354 52.9	95 14.2	4 .6	0 0	100
3. supervision of instruction.	676	427 63.2	216 32.0	30 4.4	2 .3	1 .1	100
4. field of elementary school administration.	670	67 10.0	297 44.3	272 40.6	34 5.1	0 0	100
5. field of senior high school administration.	665	51 7.7	286 43.0	275 41.4	50 7.5	3 .4	100

TABLE 2 (continued)

A junior high school principal should have professional education in the	Total Response	Imperative	Percent	Important	Percent	Desirable, but Not Necessary	Percent	Not Important	Percent	Undesirable	Percent	Total Percent
6. area of personnel administration.	672	225	33.5	344	51.2	91	13.5	12	1.8	0	.0	100
7. administrator of special services.	658	46	7.0	263	40.0	288	43.7	59	9.0	2	.3	100
8. field of business management.	664	29	4.4	226	34.0	328	49.4	73	11.0	8	1.2	100
9. field of local and state school administration.	669	77	11.5	300	44.9	253	37.8	39	5.8	0	0	100
10. field of junior high school curriculum.	674	539	80.0	122	18.1	11	1.6	2	.3	0	0	100
11. field of elementary curriculum.	672	103	15.3	369	54.9	190	28.3	10	1.5	0	0	100

TABLE 2 (continued)

A junior high school principal should have professional education in the	Total Response	Imperative Percent		Important Percent		Desirable, but Not Necessary Percent		Not Important Percent		Undesirable Percent		Total Percent
12. field of senior high school curriculum.	670	72	10.8	364	54.3	219	32.7	15	2.2	0	0	100
13. field of curriculum development.	671	323	48.1	295	44.0	48	7.2	5	.7	0	0	100
14. field of counseling.	671	294	43.8	323	48.1	53	7.9	1	.2	0	0	100
15. field of educational guidance.	668	233	34.9	399	56.7	54	8.1	2	.3	0	0	100
16. field of vocational guidance.	670	93	13.9	354	52.8	200	29.9	22	3.3	1	.1	100
17. field of secondary education methods.	672	270	40.2	303	45.1	94	14.0	5	.7	0	0	100
18. field of elementary education methods.	669	122	18.2	347	52.2	189	28.3	9	1.3	0	0	100

TABLE 2 (continued)

A junior high school principal should have professional education in the	Total Response	Imperative	Percent	Important	Percent	Desirable, but Not Necessary	Percent	Not Important	Percent	Undesirable	Percent	Total Percent
19. teaching of some major field of learning (math, social studies, etc.	673	251	37.3	285	42.3	119	17.7	17	2.5	1	.2	100
20. field of adolescent psychology.	673	453	67.3	199	29.6	20	3.0	1	.1	0	0	100
21. field of child growth and development.	676	391	57.8	262	38.8	23	3.4	0	0	0	0	100
22. field of exceptional child psychology.	671	172	25.6	364	54.2	130	19.4	5	.8	0	0	100
23. field of educational psychology.	670	307	45.8	317	47.3	46	6.9	0	0	0	0	100
24. field of psychology of learning.	672	313	46.6	301	44.8	57	8.5	1	.1	0	0	100

TABLE 2 (continued)

A junior high school principal should have professional education in the	Total Response	Imperative	Percent	Important	Percent	Desirable, but Not Necessary	Percent	Not Important	Percent	Undesirable	Percent	Total Percent
25. field of junior high school theory and practice.	679	373	54.9	252	37.1	49	7.2	5	.8	0	0	100
26. field of diagnostic and remedial instruction.	676	144	21.3	388	57.4	141	20.9	3	.4	0	0	100
27. field of democratic group procedures.	677	166	24.5	363	53.6	133	19.7	13	1.9	2	.3	100
28. field of audio-visual aids.	677	64	9.5	325	48.0	271	40.0	17	2.5	0	0	100
29. field of child accounting.	666	82	12.3	299	44.9	246	36.9	39	5.9	0	0	100
30. field of educational evaluation.	678	165	24.3	373	55.0	132	19.5	8	1.2	0	0	100

TABLE 2 (continued)

A junior high school principal should have professional education in the	Total Response		Imperative		Important		Desirable, but Not Necessary		Not Important		Undesirable		Total Percent
			Percent	Percent	Percent	Percent	Percent	Percent	Percent	Percent	Percent		
31. field of educational sociology.	675	67	9.9	311	46.1	271	40.1	26	3.9	0	0	100	
32. field of the history and development of education.	665	51	7.7	250	37.6	311	46.8	52	7.8	1	.1	100	
33. field of philosophy of education.	673	209	31.1	289	42.9	158	23.5	16	2.4	1	1	100	
34. field of the principles of modern education.	670	187	27.9	354	52.8	118	17.6	10	1.5	1	.2	100	
35. field of public relations.	674	254	37.7	326	48.4	87	12.9	7	1.0	0	0	100	
36. field of public speaking.	670	103	15.4	327	48.8	224	33.4	16	2.4	0	0	100	

TABLE 2 (continued)

A junior high school principal should have professional education in the	Total Response	Imperative	Percent	Important	Percent	Desirable, but Not Necessary	Percent	Not Important	Percent	Undesirable	Percent	Total Percent
37. field of the role of education in American Democracy.	667	157	23.6	335	50.2	163	24.4	12	1.8	0	0	100
38. field of educational statistics.	669	58	8.7	291	43.5	281	42.0	38	5.7	1	.1	100
39. field of tests and measurements.	679	144	21.2	376	55.4	149	21.9	10	1.5	0	0	100

the total responses to all items of professional education.

In examining these data it will be noted that only one item rated less than 40 per cent on the first two levels of response, that is, imperative or important. Item 8, pertaining to the field of business management, was rated by 38.4 per cent of the respondents on the first and second levels, only 12.2 per cent of them rated this item as either not important or undesirable, while 49.4 per cent rated it as desirable but not necessary. It is noted that 664 of the 683 participants responded to this item. Only nineteen abstained.

The item which received the highest per cent of response on the imperative and important levels was the field of junior high school curriculum. Six hundred and seventy-four of the participants checked the item and 98.1 per cent rated it as either important or imperative. Eighty per cent checked the item imperative and 18.1 per cent checked it as important. Only .3 per cent rated this item as not important and none rated it as undesirable. Three items, administrator of special services, business management, and the history and development of education, were rated by less than 50 per cent of the authorities as either imperative or important. The other thirty-six items were rated as either imperative or important by more than 50 per cent of the participants. Item 8 was the only one rated as

undesirable by more than 1 per cent. Eight respondents 1.2 per cent rated this item as undesirable.

There were four items which were rated as either imperative or important by more than 95 per cent of the respondents. They were the supervision of instruction, junior high school curriculum, adolescent psychology, and child growth and development. Less than 5 per cent rated these items as desirable, but not necessary, and less than  $\frac{1}{2}$  per cent rated them as not important or undesirable. Seven other items, junior high school administration, curriculum development, counseling, educational guidance, educational psychology, psychology of learning, and junior high school theory and practice were rated by more than 90 per cent as imperative or important. The other items, except administration of special services, business management, and the history and development of education, were rated by more than 50% of the authorities as either imperative or important.

All participants did not check each item of professional education. The purpose of Table 3 is to show what the relative importance to each level of each item is of the total responses to all items. The smallest number of responses to any one item was six hundred fifty-eight on the administration of special services. The largest number of responses to any item was six hundred seventy-nine on

junior high school theory and practice, and tests and measurements. Table 3 was designed to give the proper weight to each level of each item because of this difference in responses by the participants. In Table 2, the percent was carried to the nearest tenth or one decimal place. It will be noted that in Table 3 that the per cent was carried to the nearest thousandth or three decimal places. This was done because of the size of the numbers involved and to give a clearer picture of the relative importance.

It will be noted by examining Table 3 that all items are in approximately the same relative position as they are in Table 2. The item with the highest per cent of the total response on the imperative and important levels was junior high school curriculum. The per cent on this item was 2.523. The maximum that any item could rate was 2.608 per cent. The item with the lowest per cent of responses on the imperative and important levels was the field of business management. Four items, supervision of instruction, junior high school curriculum, adolescent psychology, and child growth and development, received 2.454 per cent or more of the total responses by the authorities as being either imperative or important. The same items received only .114 per cent or less of the total responses on the level of desirable, but not necessary, and the per cent on

TABLE 3

THE PERCENT THE RESPONSES TO EACH LEVEL OF EACH ITEM IS OF THE  
TOTAL RESPONSES TO ALL ITEMS OF PROFESSIONAL EDUCATION

A junior high school principal should have professional education in the	Total Responses To All Items	Imperative	Percent	Important	Percent	Desirable, but Not Necessary	Percent	Not Important	Percent	Undesirable	Percent	Total Percent
1. field of junior high school administration.	26184	395	1.508	241	.920	34	.129	4	.015	0	.0	2.572
2. field of administration of student activity programs.	26184	216	.824	354	1.351	95	.362	4	.015	0	0	2.552
3. supervision of instruction.	26184	427	1.630	216	.824	30	.114	2	.007	1	.003	2.578
4. field of elementary school administration.	26184	67	.255	297	1.134	272	1.038	34	.129	0	0	2.556
5. field of senior high school administration.	26184	51	.194	286	1.092	275	1.050	50	.190	3	.011	2.537

TABLE 3 (continued)

A junior high school principal should have professional education in the	Total Responses To All Items	Imperative	Percent	Important	Percent	Desirable, but Not Necessary	Percent	Not Important	Percent	Undesirable	Percent	Total Percent
6. area of personnel administration.	26184	225	.859	344	1.313	91	.347	12	.045	0	0	2.564
7. as an administrator of special services.	26184	46	.175	263	1.004	288	1.099	59	.225	2	.007	2.510
8. field of business management.	26184	29	.111	226	.863	328	1.252	73	.278	8	.030	2.534
9. field of local and state school administration.	26184	77	.294	300	1.145	253	.966	39	.148	0	0	2.553
10. field of junior high school curriculum.	26184	539	2.058	122	.465	11	.042	2	.007	0	0	2.572
11. field of elementary curriculum.	26184	103	.393	369	1.409	190	.725	10	.038	0	0	2.565

TABLE 3 (continued)

A junior high school principal should have professional education in the	Total Responses To All Items	Imperative Percent	Important Percent	Desirable, but Not Necessary Percent	Note Important Percent	Undesirable Percent	Total Percent
12. field of senior high school curriculum.	26184	72 .274	364 1.390	219 .836	15 .057	0 0	2.557
13. field of curriculum development.	26184	323 1.233	295 1.126	48 .183	5 .019	0 0	2.561
14. field of counseling.	26184	294 1.122	323 1.233	53 .202	1 .003	0 0	2.560
15. field of educational guidance.	26184	233 .889	379 1.447	54 .206	2 .007	0 0	2.549
16. field of vocational guidance.	25184	93 .355	354 1.351	200 .763	22 .084	1 .003	2.556
17. field of secondary education methods.	26184	270 1.031	303 1.157	94 .358	5 .019	0 0	2.565
18. field of elementary education methods.	26184	122 .465	347 1.325	189 .721	9 .034	0 0	2.545

TABLE 3 (continued)

A junior high school principal should have professional education in the	Total Responses To All Items	Imperative	Percent	Important	Percent	Desirable, but Not Necessary	Percent	Not Important	Percent	Undesirable	Percent	Total Percent
19. teaching of some major field of learning (social studies, math, etc.)	26184	251	.958	285	1.088	119	.454	17	.064	1	.003	2.567
20. field of adolescent psychology.	26184	453	1.730	199	.760	20	.076	1	.003	0	0	2.569
21. field of child growth and development.	26184	391	1.493	262	1.000	23	.087	0	0	0	0	2.580
22. field of exceptional child psychology.	26184	172	.656	364	1.390	130	.496	5	.019	0	0	2.561
23. field of educational psychology.	26184	307	1.172	317	1.210	46	.175	0	0	0	0	2.557
24. field of psychology of learning.	26184	313	1.195	301	1.149	57	.217	1	.003	0	0	2.564

TABLE 3 (continued)

A junior high school principal should have professional education in the	Total Responses To All Items	Imperative	Percent	Important	Percent	Desirable, but Not Necessary	Percent	Not Important	Percent	Undesirable	Percent	Total Percent
25. field of junior high school theory and practice.	26184	373	1.424	252	.962	49	.187	5	.019	0	0	2.592
26. field of diagnostic and remedial instruction.	26184	144	.549	388	1.481	141	.538	3	.011	0	0	2.579
27. field of democratic group procedures.	26184	166	.634	363	1.386	133	.508	13	.049	2	.007	2.584
28. field of audio-visual aids.	26184	64	.244	325	1.241	271	1.034	17	.064	0	0	2.583
29. field of child accounting.	26184	82	.313	299	1.141	246	.939	39	.148	0	0	2.541
30. field of educational evaluation.	26184	165	.630	373	1.424	132	.504	8	.030	0	0	2.588

TABLE 3 (continued)

A junior high school principal should have professional education in the	Total Responses To All Items	Imperative	Percent	Important	Percent	Desirable, but Not Necessary	Percent	Not Important	Percent	Undesirable	Percent	Total Percent
31. field of educational sociology.	26184	67	.255	311	1.187	271	1.034	26	.099	0	0	2.575
32. field of the history and development of education.	26184	51	.194	250	.954	311	1.187	252	.198	1	.003	2.536
33. field of philosophy of education.	26184	209	.798	289	1.103	158	.603	16	.061	1	.003	2.568
34. field of the principles of modern education.	26184	187	.714	354	1.351	118	.450	10	.038	1	.003	2.556
35. field of public relations.	26184	254	.970	326	1.245	87	.332	7	.026	0	0	2.573
36. field of public speaking.	26184	103	.393	327	1.248	224	.855	16	.061	0	0	2.557

TABLE 3 (continued)

A junior high school principal should have professional education in the	Total Responses To All Items	Imperative	Percent	Important	Percent	Desirable, but Not Necessary	Percent	Not Important	Percent	Undesirable	Percent	Total Percent
37. field of the role of education in American Democracy.	26184	157	.599	335	1.279	163	.622	12	.045	0	0	2.545
38. field of educational statistics.	26184	58	.221	291	1.111	281	1.073	38	.145	1	.003	2.553
39. field of tests and measurements.	26184	144	.549	376	1.435	149	.569	10	.038	0	0	2.591

the important and undesirable levels was .010 per cent or less.

The items with the lowest per cent on the imperative and important levels were administrator of special services, business management, the history and development of education. The range was from .097 per cent to 1.179 per cent. As desirable, but not necessary, the range was from 1.099 per cent to 1.252 per cent. On these same items the range on the not important and undesirable levels was from .031 per cent to .231 per cent.

Table 3 shows that the difference in response to the items was so slight that it didn't make any significant difference in the way items were rated in Table 2.

#### Teaching Experience

Table 4 shows the number of authorities recommending teaching experience in thirteen fields by years. Of the six hundred eighty-three questionnaires returned, five hundred sixty-one checked teaching experience.

It will be noted that the field receiving the highest per cent was item 4 or junior high school teacher. Five hundred twenty-six or 93.8 per cent of the authorities checked that a beginning junior high school principal should have experience as a junior high school teacher. The next field receiving the highest rating was that of elementary teacher with 61.8 per cent of the authorities

TABLE 4

NUMBER OF YEARS OF TEACHING EXPERIENCE IN TWELVE DIFFERENT  
TEACHING FIELDS RECOMMENDED BY 561 AUTHORITIES IN THE  
NORTH CENTRAL ASSOCIATION FOR A BEGINNING JUNIOR  
HIGH SCHOOL PRINCIPAL

	Number Recommending Experience by Years							Total Recommending Experience in This Field	Percent Recommending Experience in This Field
	1	2	3	4	5	6-10	11-15		
1. Elementary Teacher	43	150	93	21	34	6	0	347	61.8
2. Elementary Super- visor	28	44	15	1	4	1	0	93	16.6
3. Elementary Prin- cipal	33	77	51	17	13	4	0	195	34.7
4. Junior High School Teacher	22	143	158	61	104	37	1	526	93.8
5. Assistant Junior High School Principal	118	135	42	15	20	2	0	332	59.2
6. Supervisor of Instruction in Secondary Schools	28	24	9	2	1	0	0	64	11.4
7. Senior High School Teacher	47	80	30	8	6	0	1	172	30.7

TABLE 4 (continued)

	Number Recommending Experience by Years						Total Recommending Experience in This Field 11-15	Percent Recommending Experience in This Field	
	1	2	3	4	5	6-10			
8. Assistant Senior High School Principal	18	9	5	2	1	0	0	35	6.3
9. Senior High School Principal	3	5	0	0	1	0	0	9	1.6
10. Director of Curriculum	17	19	6	4	2	1	0	49	8.8
11. Counselor in Junior High School	59	86	27	9	8	1	0	190	33.8
12. Counselor in Senior High School	12	3	2	1	0	0	0	18	3.2
13. Other Experienced Directly Related to the Instructional Program	0	0	0	0	0	0	0	0	0

checking this field. This was followed closely by field 5 which was assistant junior high school principal with 59.2 per cent checking this field. The three fields, elementary teacher, junior high school teacher, and assistant junior high school principal were the only ones which were recommended by more than 50 per cent of the authorities. The others ranged from 1.6 per cent for senior high school principal to 34.7 per cent for experience as an elementary school principal.

According to Table 4, the opinion of the authorities was that there are definite fields in which a beginning junior high school principal should have teaching experience before he becomes a junior high school principal.

#### Personal Characteristics

Personal characteristics as defined in Chapter I are those qualities of character which tend to make for the success or failure of a junior high school principal.

Table 5 shows the opinion of the authorities by number and per cent with respect to the relative importance of sixty-nine personal characteristics. It will be noted by examining the table, that two characteristics, 1, ability to delegate responsibilities, and 7, being willing to take responsibility for decisions he must make, received 100 per cent on the imperative and important levels of response. It will also be noted that the percentage of agreement was a

TABLE 5

THE RESPONSES AND PERCENT OF RESPONSES BY THE AUTHORITIES  
IN THE NORTH CENTRAL ASSOCIATION TO EACH LEVEL OF  
SIXTY-NINE PERSONAL CHARACTERISTICS

A junior high school principal should	Total Responses	Imperative Percent	Important Percent	Desirable, but Not Necessary Percent	Not Important Percent	Undesirable Percent	Total Percent
1. have ability to delegate respon- sibilities.	680	519 76.3	161 23.7	0 0	0 0	0 0	100
2. have ability to inspire others.	680	484 71.2	191 28.1	5 .7	0 0	0 0	100
3. have concern for human welfare.	679	489 72.0	187 27.5	3 .5	0 0	0 0	100
4. have a sense of civic responsi- bility.	679	300 44.2	360 53.0	19 2.8	0 0	0 0	100

A junior high school principal should	Total Responses	Imperative	Percent	Important	Percent	Desirable, but Not Necessary	Percent	Not Important	Percent	Undesirable	Percent	Total Percent
5. have a sense of human values as differentiated from subject matter values.	675	421	62.4	242	35.8	12	1.8	0	0	0	0	100
6. have a willingness to work hard and long hours.	679	334	49.2	292	43.0	47	6.9	4	.6	2	.3	100
7. be willing to take responsibility for decisions he must make.	681	569	83.6	112	16.4	0	0	0	0	0	0	100
8. have a wide breadth of interest.	675	302	44.7	342	50.7	30	4.4	1	.2	0	0	100
9. have ability to express himself clearly.	680	321	47.2	347	51.0	12	1.8	0	0	0	0	100

TABLE 5 (continued)

A junior high school principal should	Total Responses	Imperative	Percent	Important	Percent	Desirable, but Not Necessary	Percent	Not Important	Percent	Undesirable	Percent	Total Percent
10. have a cheerful attitude.	681	355	52.1	300	44.1	26	3.8	0	0	0	0	100
11. be a member of some church.	675	163	24.1	276	40.9	195	28.9	41	6.1	0	0	100
12. have confidence in student, faculty and community.	678	433	63.9	241	35.5	4	.6	0	0	0	0	100
13. have a democratic attitude in working with people.	679	431	63.5	238	35.1	9	1.3	1	.1	0	0	100
14. be conservative	662	64	9.7	225	34.0	181	27.3	137	20.7	55	8.3	100
15. have demonstrated maturity in meeting and solving personal problems.	676	303	44.8	349	51.6	22	3.2	1	.2	1	.2	100

TABLE 5 (continued)

A junior high school principal should	Total Responses	Imperative	Percent	Important	Percent	Desirable, but Not Necessary	Percent	Not Important	Percent	Undesirable	Percent	Total Percent
16. have ability to control his emotions.	679	439	64.7	231	34.0	9	1.3	0	0	0	0	100
17. enjoy helping others solve their problems.	683	277	40.6	370	54.2	34	4.9	2	.3	0	0	100
18. be enthusiastic about his work.	680	429	63.1	246	36.2	5	.7	0	0	0	0	100
19. have faith and belief in public education.	673	494	73.4	171	25.4	8	1.2	0	0	0	0	100
20. have demonstrated ability as an executive.	677	268	39.6	344	50.8	65	9.6	0	0	0	0	100

A junior high school principal should	Total Responses	Imperative	Percent	Important	Percent	Desirable, but Not Necessary	Percent	Not Important	Percent	Undesirable	Percent	Total Percent
21. have faith in democratic processes.	678	382	56.3	278	41.0	17	2.5	1	.2	0	0	100
22. have a friendly attitude.	680	366	53.8	295	43.4	19	2.8	0	0	0	0	100
23. be a person of good appearance.	678	184	27.1	406	59.9	84	12.4	4	.6	0	0	100
24. use good judgment in making decisions.	681	449	65.9	229	33.6	3	.5	0	0	0	0	100
25. have good manners.	681	332	48.8	336	49.3	13	1.9	0	0	0	0	100
26. be a person of good moral character.	679	524	77.2	152	22.4	3	.4	0	0	0	0	100
27. have good physical and mental health.	674	345	51.2	320	47.5	9	1.3	0	0	0	0	100

TABLE 5 (continued)

A junior high school principal should	Total Responses	Imperative		Important		Desirable, but Not Necessary		Not Important		Undesirable		Total Percent
		Percent	Percent	Percent	Percent	Percent	Percent	Percent	Percent			
28. have ability to use good English.	680	312	45.9	363	53.4	5	.7	0	0	0	0	100
29. be a person who is growing professionally and is teachable.	681	405	59.5	271	39.8	5	.7	0	0	0	0	100
30. have good work habits.	678	294	43.4	375	55.3	9	1.3	0	0	0	0	100
31. have a good voice.	675	78	11.6	457	67.7	139	20.6	1	.1	0	0	100
32. be guidance minded.	671	172	25.6	414	61.7	80	11.9	5	.8	0	0	100
33. have initiative.	677	331	48.9	328	48.4	18	2.7	0	0	0	0	100
34. be helpful to students and teachers.	675	412	61.0	256	37.9	7	1.1	0	0	0	0	100

TABLE 5 (continued)

A junior high school principal should	Total Responses	Imperative	Percent	Important	Percent	Desirable, but Not Necessary	Percent	Not Important	Percent	Undesirable	Percent	Total Percent
35. have a high degree of intelligence.	666	155	23.3	432	64.9	71	10.7	7	1.0	1	.1	100
36. have a high degree of moral and ethical conduct incorporating religious convictions.	667	262	39.3	318	47.7	72	10.8	13	1.9	2	.3	100
37. have an interest in and liking for teaching.	678	435	64.1	235	34.7	8	1.2	0	0	0	0	100
38. be a person of integrity.	669	496	74.1	170	25.4	3	.5	0	0	0	0	100
39. like to study and read professionally.	673	217	32.2	424	63.0	32	4.8	0	0	0	0	100

A junior high school principal should

	Total Responses	Imperative Percent	Important Percent	Desirable, but Not Necessary Percent	Not Important Percent	Undesirable Percent	Total Percent
40. love young people.	675	381 56.4	271 40.1	22 3.3	1 .2	0 0	100
41. be loyal to those with whom he works.	672	486 72.3	168 25.0	14 2.1	4 .6	0 0	100
42. be a male.	661	44 6.7	89 13.5	182 27.5	341 51.6	5 .7	100
43. be a female.	602	7 1.2	19 3.1	86 14.3	419 69.6	71 11.8	100
44. be married.	663	28 4.2	124 18.7	267 40.3	241 36.3	3 .5	100
45. have natural dignity.	660	90 13.6	412 62.4	135 20.5	21 3.2	2 .5	100
46. be young mentally and not too old physically.	662	97 14.2	379 57.2	156 23.6	28 4.2	2 .3	100

TABLE 5 (continued)

A junior high school principal should	Total Responses	Imperative	Percent	Important	Percent	Desirable, but Not Necessary	Percent	Not Important	Percent	Undesirable	Percent	Total Percent
47. be optimistic.	675	162	24.0	439	65.0	68	10.1	6	.9	0	0	100
48. have patience.	678	343	50.6	325	47.9	10	1.5	0	0	0	0	100
49. possess a clear and broad perspective.	669	232	34.7	412	61.6	24	3.6	1	.1	0	0	100
50. have a reputation as a leader in the community.	676	87	12.9	400	59.2	185	27.3	4	.6	0	0	100
51. have a sense of humor.	667	253	37.9	367	55.0	47	7.1	0	0	0	0	100
52. be resourceful in handling the problems of administration.	677	296	43.7	370	54.7	11	1.6	0	0	0	0	100

TABLE 5 (continued)

A junior high school principal should	Total Response	Imperative	Percent	Important	Percent	Desirable, but Not Necessary	Percent	Not Important	Percent	Undesirable	Percent	Total Percent
53. have a recreational interest.	668	87	13.0	385	57.6	184	27.6	12	1.8	0	0	100
54. have a sense of justice.	674	435	64.6	228	33.8	11	1.6	0	0	0	0	100
55. be sensitive to problems.	670	266	39.7	369	55.1	32	4.8	1	.1	.2	.3	100
56. be a scholar.	665	61	9.2	361	54.3	227	34.1	16	2.4	0	0	100
57. be enthusiastic about what education can do.	676	263	38.9	369	54.6	43	6.4	1	.1	0	0	100
58. be sincere.	676	481	71.1	187	27.7	8	1.2	0	0	0	0	100
59. have social intelligence.	670	228	34.0	412	61.5	30	4.5	0	0	0	0	100

A junior high school principal should	Total Responses	Imperative	Percent	Important	Percent	Desirable, but Not Necessary	Percent	Not Important	Percent	Undesirable	Percent	Total Percent
60. be a person of sound educational principles.	675	339	50.2	324	48.0	12	1.8	0	0	0	0	100
61. be sympathetic.	673	332	49.3	323	48.0	17	2.5	1	.2	0	0	100
62. be tactful in dealing with people.	680	426	62.6	246	36.2	8	1.2	0	0	0	0	100
63. be tolerant with others.	676	358	53.0	309	45.7	7	1.0	2	.3	0	0	100
64. have faith in and trust people.	672	347	51.6	311	46.3	14	2.1	0	0	0	0	100
65. understand varying points of view.	674	309	45.9	348	51.6	17	2.5	0	0	0	0	100

TABLE 5 (continued)

A junior high school principal should	Total Responses	Imperative	Percent	Important	Percent	Desirable, but Not Necessary	Percent	Not Important	Percent	Undesirable	Percent	Total Percent
66. be unselfish.	675	248	36.7	378	56.0	44	6.5	5	.8	0	0	100
67. have a well organized consistent philosophy of education.	673	315	46.8	334	49.6	23	3.4	1	.2	0	0	100
68. work for and with his faculty, students, and community openly and fairly.	675	467	69.2	205	30.4	3	.4	0	0	0	0	100
69. be willing to accept persons as individuals.	672	418	62.2	251	37.4	3	.4	0	0	0	0	100

great deal more pronounced than it was on professional education. Eleven items, having ability to inspire others, having concern for human welfare, having confidence in student, faculty, and community, being enthusiastic about his work, using good judgment in making decisions, having good moral character, having ability to use good English, being a person who is growing professionally and is teachable, being a person of integrity, working for and with his faculty, students, and community openly and fairly, and being willing to accept persons as individuals, were rated as imperative and important by 99 per cent or more of the authorities.<sup>5</sup> Those rating any of these items as desirable, but not necessary were less than 1 per cent, and there was none who rated any item as not important or undesirable.

Seventeen items, having sense of human values as differentiated from subject matter values, having ability to express himself clearly, having a democratic attitude in working with people, having ability to control his emotions, having faith and belief in public education, having good manners, having good physical and mental health, having good work habits, being helpful to students and teachers, having an interest in and liking for teaching, having patience, being resourceful in handling the problems of administration,

---

<sup>5</sup> Items 2, 3, 12, 18, 24, 26, 28, 29, 38, 68, and 69.

having a sense of justice, being sincere, being a person of sound educational principles, being tactful in dealing with people, and being tolerant with others, were rated by between 98 and 99 per cent of the selected authorities as imperative or important.<sup>6</sup> There is no item in the group which was listed as desirable, but not necessary by as much as 2 per cent. Only items 13, having a democratic attitude in working with people, and 63, being tolerant with others, were considered as not important by any participant. This response was less than 5 per cent and no item was considered undesirable.

Sixteen items, having a sense of civic responsibility, having a wide breadth of interest, having a cheerful attitude, having demonstrated maturity in meeting and solving personal problems, having faith in democratic processes, having a friendly attitude, having initiative, liking to study and read professionally, having a love for young people, being loyal to those with whom he works, possessing a broad and clear perspective, having a reputation as a leader in the community, being sympathetic, having a faith in and trust of people, understanding varying points of view, and having a well organized consistent philosophy of education, were rated by 95 to 98 per cent of the respondents as

---

<sup>6</sup> Items 5, 9, 13, 16, 19, 25, 27, 30, 34, 37, 48, 52, 54, 58, 60, 62, and 63.

either imperative or important.<sup>7</sup> These items were rated as desirable, but not necessary by less than 5 per cent and less than 1 per cent considered any item as not important or undesirable.

Between 90 and 95 per cent of the authorities rated the following items as either imperative or important: having a willingness to work hard and long hours, enjoying helping others solve their problems, having demonstrated ability as an executive, having a sense of humor, being sensitive to problems, being enthusiastic about what education can do, and being unselfish. Less than 10 percent considered them as desirable, but not necessary and fewer than 1 per cent considered any item as not important or undesirable.

The remainder of the items with the exception of the following four: being conservative, being a male, being a female, and being married, were rated by more than 50 per cent of the respondents as either imperative or important.<sup>8</sup> Item 43, being a female, received the lowest rating on these levels as only 4.3 per cent checked it as imperative or important, and 82.3 per cent agreed that it was either not important or undesirable.

---

<sup>7</sup> Items 6, 17, 20, 51, 55, 57, and 66.

<sup>8</sup> Items 14, 42, 43, and 44.

Table 6 shows the relationship between the responses to each level of each item and the total responses to all items. This table is used because all participants did not check all items of personal characteristics. The most responses to any one item was six hundred eighty-three and the smallest number of responses to any one item was six hundred two. The item receiving the most responses and the only one checked by all participants was 17, or a junior high school principal should enjoy helping others solve their problems. The item checked by the least number of participants was item 43, or a junior high school principal should be a female.

It will be noted by examining Table 6 that the per cent is carried to three decimal places. This is done because of the size of the numbers involved and to give a closer comparison of the responses to each level of each item. It will also be noted that the difference in the total responses to each item had very little effect on the rating of each item. The proportion was practically the same in Table 6 as in Table 5.

TABLE 6

THE PERCENT OF THE RESPONSES TO EACH LEVEL OF EACH PERSONAL CHARACTERISTIC IS OF THE TOTAL RESPONSES TO ALL PERSONAL CHARACTERISTICS

A junior high school principal should	Total Response To All Items	Imperative	Percent	Important	Percent	Desirable, but Not Necessary	Percent	Not Important	Percent	Undesirable	Percent	Total Percent
1. have ability to delegate responsibilities.	46473	519	1.116	161	.345	0	0	0	0	0	0	1.462
2. have ability to inspire others.	46473	484	1.041	191	.410	5	.010	0	0	0	0	1.461
3. have concern for human welfare.	46473	489	1.052	187	.402	3	.006	0	0	0	0	1.460
4. have a sense of civic responsibility.	46473	300	.645	360	.774	19	.040	0	0	0	0	1.459

TABLE 6 (continued)

A junior high school principal should	Total Responses To All Items	Imperative	Percent	Important	Percent	Desirable, but Not Necessary	Percent	Not Important	Percent	Undesirable	Percent	Total Percent
5. have a sense of human values as differentiated from subject matter values.	46473	421	.905	242	.520	12	.025	0	0	0	0	1.450
6. have a willingness to work hard and long hours.	46473	334	.718	292	.628	47	.101	4	.008	2	.004	1.459
7. be willing to take responsibility for decisions which he must make.	46473	569	1.224	112	.241	0	0	0	0	0	0	1.465
8. have a wide breadth of interest.	46473	302	.649	342	.735	30	.064	1	.002	0	0	1.450
9. have ability to express himself clearly.	46473	321	.690	347	.746	12	.025	0	0	0	0	1.461

TABLE 6 (continued)

A junior high school principal should	Total Responses To All Items	Imperative	Percent	Important	Percent	Desirable, but Not Necessary	Percent	Not Important	Percent	Undesirable	Percent	Total Percent
10. have a cheerful attitude.	46473	355	.763	300	.645	26	.055	0	0	0	0	1.463
11. be a member of some church.	46473	163	.350	276	.593	195	.419	41	.088	0	0	1.450
12. have confidence in student, faculty and community.	46473	433	.931	241	.518	4	.008	0	0	0	0	1.457
13. have a democratic attitude in working with people.	46473	431	.927	238	.512	9	.019	1	.002	0	0	1.460
14. be conservative.	46473	64	.137	225	.484	181	.389	137	.294	55	.118	1.422
15. have demonstrated maturity in meeting and solving personal problems.	46473	303	.651	349	.750	22	.047	1	.002	1	.002	1.452

TABLE 6 (continued)

A junior high school principal should	Total Responses To All Items	Imperative	Percent	Important	Percent	Desirable, but Not Necessary	Percent	Not Important	Percent	Undesirable	Percent	Total Percent
16. have ability to control his emotions.	46473	439	.944	231	.497	9	.019	0	0	0	0	1.460
17. enjoy helping others solve their problems.	46473	277	.596	370	.796	34	.073	2	.004	0	0	1.469
18. be enthusiastic about his work.	46473	429	.923	246	.529	5	.010	0	0	0	0	1.462
19. have faith and belief in public education.	46473	494	1.062	171	.367	8	.017	0	0	0	0	1.446
20. have demonstrated ability as an executive.	46473	268	.576	344	.740	65	.139	0	0	0	0	1.455

TABLE 6 (continued)

A junior high school principal should	Total Responses To All Items	Imperative	Percent	Important	Percent	Desirable, but Not Necessary	Percent	Not Important	Percent	Undesirable	Percent	Total Percent
21. have faith in democratic processes.	46473	382	.821	278	.598	17	.036	1	.002	0	0	1.457
22. have a friendly attitude.	46473	366	.787	295	.634	19	.040	0	0	0	0	1.461
23. be a person of good appearance.	46473	184	.395	406	.873	84	.180	4	.008	0	0	1.456
24. use good judgment in making decisions.	46473	449	.966	229	.492	3	.006	0	0	0	0	1.464
25. have good manners.	46473	332	.714	336	.723	13	.027	0	0	0	0	1.464
26. be a person of good moral character.	46473	524	1.127	152	.327	3	.006	0	0	0	0	1.460
27. have good physical and mental health.	46473	345	.742	320	.688	9	.019	0	0	0	0	1.449

TABLE 6 (continued)

A junior high school principal should	Total Responses To All Items	Imperative	Percent	Important	Percent	Desirable, but Not Necessary	Percent	Not Important	Percent	Undesirable	Percent	Total Percent
28. have ability to use good English.	46473	312	.671	363	.781	5	.010	0	0	0	0	1.462
29. be a person who is growing professionally and is teachable.	46473	405	.871	271	.583	5	.010	0	0	0	0	1.464
30. have good work habits.	46473	294	.632	375	.806	9	.019	0	0	0	0	1.457
31. have a good voice.	46473	78	.167	457	.983	39	.299	1	.002	0	0	1.451
32. be guidance minded.	46473	172	.370	414	.890	80	.172	5	.010	0	0	1.442
33. have initiative.	46473	331	.712	328	.705	18	.038	0	0	0	0	1.455
34. be helpful to students and teachers.	46473	412	.836	256	.550	7	.015	0	0	0	0	1.451

TABLE 6 (continued)

A junior high school principal should	Total Responses To All Items	Imperative	Percent	Important	Percent	Desirable, but Not Necessary	Percent	Not Important	Percent	Undesirable	Percent	Total Percent
35. have a high degree of intelligence.	46473	155	.333	432	.929	71	.152	7	.015	1	.002	1.431
36. have a high degree of moral and ethical conduct incorporating religious convictions.	46473	262	.563	318	.684	72	.154	13	.027	2	.004	1.432
37. have an interest in and liking for teaching.	46473	435	.936	235	.505	8	.017	0	0	0	0	1.458
38. be a person of integrity.	46473	496	1.067	170	.365	3	.006	0	0	0	0	1.438
39. like to study and read professionally.	46473	217	.466	424	.912	32	.068	0	0	0	0	1.446

TABLE 6 (continued)

A junior high school principal should	Total Responses To All Items	Imperative	Percent	Important	Percent	Desirable, but Not Necessary	Percent	Not Important	Percent	Undesirable	Percent	Total Percent
40. love young people.	46473	381	.819	271	.583	22	.047	1	.002	0	0	1.451
41. be loyal to those with whom he works.	46473	486	1.045	168	.361	14	.030	4	.008	0	0	1.444
42. be a male.	46473	44	.094	89	.191	182	.391	341	.733	5	.010	1.419
43. be a female.	46473	7	.015	19	.040	86	.185	419	.901	71	.152	1.293
44. be married.	46473	28	.060	124	.266	267	.574	241	.518	3	.006	1.424
45. have natural dignity.	46473	90	.193	412	.886	135	.290	21	.045	2	.004	1.418
46. be young mentally and not too old physically.	46473	97	.208	379	.815	156	.335	28	.060	2	.004	1.422
47. be optimistic.	46473	162	.348	439	.944	68	.146	6	.012	0	0	1.450

TABLE 6 (continued)

A junior high school principal should	Total Responses To All Items	Imperative	Percent	Important	Percent	Desirable, but Not Necessary	Percent	Not Important	Percent	Undesirable	Percent	Total Percent
48. have patience.	46473	343	.738	325	.699	10	.021	0	0	0	0	1.458
49. possess a clear and broad perspective.	46473	232	.499	412	.886	24	.051	1	.002	0	0	1.438
50. have a reputation as a leader in the community.	46473	87	.187	400	.860	185	.398	4	.008	0	0	1.453
51. have a sense of humor.	46473	253	.544	367	.789	47	.101	0	0	0	0	1.434
52. be resourceful in handling the problems of administration.	46473	296	.636	370	.796	11	.023	0	0	0	0	1.455
53. have a recreational interest.	46473	87	.187	385	.828	184	.395	12	.025	0	0	1.435

TABLE 6 (continued)

A junior high school principal should	Total Responses To All Items	Imperative	Percent	Important	Percent	Desirable, but Not Necessary	Percent	Not Important	Percent	Undesirable	Percent	Total Percent
54. have a sense of justice.	46473	435	.936	228	.490	11	.023	0	0	0	0	1.449
55. be sensitive to problems.	46473	266	.572	369	.794	32	.068	1	.002	2	.004	1.440
56. be a scholar.	46473	61	.131	361	.776	227	.488	16	.034	0	0	1.429
57. be enthusiastic about what education can do.	46473	263	.565	369	.794	43	.092	1	.002	0	0	1.453
58. be sincere.	46473	481	1.035	187	.402	8	.017	0	0	0	0	1.454
59. have social intelligence.	46473	228	.490	412	.886	30	.064	0	0	0	0	1.440
60. be a person of sound educational principles.	46473	339	.729	324	.697	12	.025	0	0	0	0	1.451

TABLE 6 (continued)

A junior high school principal should	Total Responses To All Items	Imperative	Percent	Important	Percent	Desirable, but Not Necessary	Percent	Not Important	Percent	Undesirable	Percent	Total Percent
61. be sympathetic.	46473	332	.714	323	.695	17	.036	1	.002	0	0	1.447
62. be tactful in dealing with people.	46473	426	.916	246	.529	8	.017	0	0	0	0	1.462
63. be tolerant with others.	46473	358	.770	309	.664	7	.015	2	.004	0	0	1.453
64. have faith in and trust people.	46473	347	.746	311	.669	14	.030	0	0	0	0	1.445
65. understanding varying points of view.	46473	309	.664	348	.748	17	.036	0	0	0	0	1.445
66. be unselfish.	46473	248	.533	378	.813	44	.094	5	.010	0	0	1.450

TABLE 6 (continued)

A junior high school principal should	Total Responses To All Items	Imperative	Percent	Important	Percent	Desirable, but Not Necessary	Percent	Not Important	Percent	Undesirable	Percent	Total Percent
67. have a well organized consistent philosophy of education.	46473	315	.677	334	.718	23	.049	1	.002	0	0	1.446
68. work for and with his faculty, students, and community openly and fairly.	46473	467	1.004	205	.441	3	.006	0	0	0	0	1.451
69. be willing to accept persons as individuals.	46473	418	.899	251	.540	3	.006	0	0	0	0	1.445

Summary

According to the selected authorities, there are definite areas in which a junior high school principal should have professional education. Thirty-nine items of professional education were included in the list submitted to the authorities and thirty-six of these items were rated by more than 50 per cent as either imperative or important. There was not enough difference in the responses to each item to have any significant effect on the rating by the authorities in Table 2.

There were three areas of teaching experience in which more than 50 per cent of the authorities checked that a beginning junior high school principal should have had experience. They were elementary teacher, junior high school teacher, and assistant junior high school principal.

Sixty-nine items of personal characteristics were included in the questionnaire, submitted to the authorities, and more than 50 per cent checked sixty-five of these as either imperative or important to junior high school principals. The difference in the number of responses to the items of personal characteristics had no significant effect on the rating of the items by the respondents, as shown by tables 5 and 6.

### CHAPTER III

#### COMPARISON OF THE RECOMMENDATIONS OF THE SELECTED AUTHORITIES IN THE NORTH CENTRAL ASSOCIATION WITH THE RECOMMENDATIONS OF THE SELECTED AUTHORITIES IN THE STATES OF KANSAS AND MINNESOTA

The purpose of this chapter is to show the comparison of what the selected authorities in the states of Kansas and Minnesota and the North Central Association recommend in relation to each other in regard to the professional education, teaching experience, and personal characteristics needed by a beginning junior high school principal.

This comparison was made to give a deeper insight into the problem of professional education, personal characteristics, and teaching experience necessary for a beginning junior high school principal. Intense samples were gathered from two small areas, Kansas and Minnesota, compared with each other, and with a more extensive sample from the North Central Association.

The comparisons are shown by Tables 7, 8, and 9. Table 7 shows the comparison of the recommendations made by the selected authorities concerning the thirty-nine areas of professional education for a beginning junior high school principal. Table 8 shows the comparison of the recommenda-

tions of the selected authorities in the three groups regarding the teaching experience deemed necessary for a beginning junior high school principal. Table 9 pertains to the personal characteristics considered most valuable. These comparisons were made by the number and per cent of responses to each level of each item of professional education and personal characteristics. Teaching experience was compared by fields and by the number of years recommended for each field.

#### Professional Education

It will be noted that item 10 in Table 7 was rated higher than any other item by the participants in Kansas, Minnesota and the North Central Association. This item pertains to the junior high school curriculum. It was rated as imperative or important by 80 per cent of the 674 respondents. On the whole, the rating on item 10 was higher in Kansas and Minnesota than in the North Central Association. The only item in Table 7 which rated below 50 per cent as either imperative or important by all three groups of authorities was item 8 which was business management. Six items in Table 7, junior high school administration, supervision of instruction, junior high school curriculum, adolescent psychology, child growth and development, and junior high school theory and practice, were rated by 50 per cent or

TABLE 7

THE RESPONSES AND PERCENT OF RESPONSES BY THE AUTHORITIES IN  
 THE STATES OF KANSAS, MINNESOTA AND THE NORTH CENTRAL  
 ASSOCIATION TO EACH LEVEL OF THE THIRTY-NINE  
 AREAS OF PROFESSIONAL EDUCATION

A junior high school principal should have professional education in the	States and NCA	Total Responses	Imperative Percent	Important Percent	Desirable, but Not Necessary Percent	Not Important Percent	Undesirable Percent	Total Percent
1. field of junior high school administration.	Kan.	106	72 67.9	30 28.3	4 3.8	0 0	0 0	100
	Minn.	85	54 63.5	28 33.0	3 3.5	0 0	0 0	100
	NCA	674	395 58.6	241 35.8	34 5.0	4 .6	0 0	100
2. field of administration of student activity programs.	Kan.	106	41 38.7	59 55.6	6 5.7	0 0	0 0	100
	Minn.	83	31 37.3	40 48.2	12 14.5	0 0	0 0	100
	NCA	669	216 32.3	354 52.9	95 14.2	4 .6	0 0	100
3. supervision of instruction.	Kan.	102	67 65.7	34 33.3	1 1.0	0 0	0 0	100
	Minn.	85	59 69.4	25 29.4	0 0	1 1.2	0 0	100
	NCA	676	427 63.2	216 32.0	30 4.4	2 .3	1 .1	100

TABLE 7 (continued)

A junior high school principal should have professional education in the	States and NCA	Total Responses	Imperative		Important		Desirable, but Not Necessary		Not Important		Undesirable		Total Percent
			Percent	Percent	Percent	Percent	Percent	Percent	Percent	Percent			
4. field of elementary school administration.	Kan.	105	14	13.3	50	47.6	39	37.2	2	1.9	0	0	100
	Minn.	85	8	9.4	43	50.6	28	32.9	6	7.1	0	0	100
	NCA	670	67	10.0	297	44.3	272	40.6	34	5.1	0	0	100
5. field of senior high school administration.	Kan.	105	9	8.6	44	41.9	49	46.7	3	2.9	0	0	100
	Minn.	85	7	8.2	43	50.6	27	31.8	8	9.4	0	0	100
	NCA	665	51	7.7	286	43.0	275	41.4	50	7.5	3	.4	100
6. area of personnel administration.	Kan.	106	38	35.9	54	50.9	13	12.3	1	.9	0	0	100
	Minn.	84	38	45.2	37	44.1	8	9.5	1	1.2	0	0	100
	NCA	672	225	33.5	344	51.2	91	13.5	12	1.8	0	0	100
7. as an administrator of special service.	Kan.	104	7	6.7	44	42.3	45	43.3	8	7.7	0	0	100
	Minn.	83	10	12.0	34	41.0	34	41.0	5	6.0	0	0	100
	NCA	658	46	7.0	263	40.0	288	43.7	59	9.0	2	.3	100
8. field of business management.	Kan.	103	8	7.8	43	41.7	48	46.6	4	3.9	0	0	100
	Minn.	85	4	4.7	28	32.9	45	52.9	6	7.1	2	2.4	100
	NCA	664	29	4.4	226	34.0	328	49.4	73	11.0	8	1.2	100

TABLE 7 (continued)

A junior high school principal should have professional education in the	States and NCA	Total Responses	Imperative		Important		Desirable, but Not Necessary		Not Important		Undesirable		Total Percent
			Imperative	Percent	Important	Percent	Desirable, but Not Necessary	Percent	Not Important	Percent	Undesirable	Percent	
9. field of local and state school administration.	Kan.	104	19	18.3	51	49.0	33	31.7	1	1.0	0	0	100
	Minn.	85	8	9.4	32	37.7	42	49.4	3	3.5	0	0	100
	NCA	669	77	11.5	300	44.9	253	37.8	39	5.8	0	0	100
10. field of junior high school curriculum.	Kan.	106	93	87.7	12	11.3	1	1.0	0	0	0	0	100
	Minn.	85	76	89.4	9	10.6	0	0	0	0	0	0	100
	NCA	674	539	80.0	122	18.1	11	1.6	2	.3	0	0	100
11. field of elementary curriculum.	Kan.	106	13	12.3	68	64.1	25	23.6	0	0	0	0	100
	Minn.	85	21	24.7	42	49.4	21	24.7	1	1.2	0	0	100
	NCA	672	103	15.3	369	54.9	190	28.3	10	1.5	0	0	100
12. field of senior high school curriculum.	Kan.	104	9	8.7	60	57.7	35	33.6	0	0	0	0	100
	Minn.	85	17	20.0	39	45.9	28	32.9	1	1.2	0	0	100
	NCA	670	72	10.8	364	54.3	219	32.7	15	2.2	0	0	100

TABLE 7 (continued)

A junior high school principal should have professional education in the	States and NCA	Total Responses	Imperative		Important		Desirable, but Not Necessary		Not Important		Undesirable		Total Percent
			Imperative	Percent	Important	Percent	Desirable, but Not Necessary	Percent	Not Important	Percent	Undesirable	Percent	
13. field of curriculum development.	Kan.	104	53	50.9	44	42.3	6	5.8	1	1.0	0	0	100
	Minn.	85	46	54.1	35	41.2	4	4.7	0	0	0	0	100
	NCA	671	323	48.1	295	44.0	48	7.2	5	.7	0	0	100
14. field of counseling.	Kan.	103	51	49.5	45	43.7	7	6.8	0	0	0	0	100
	Minn.	85	40	47.1	40	47.1	5	5.8	0	0	0	0	100
	NCA	671	294	43.8	323	48.1	53	7.9	1	.2	0	0	100
15. field of educational guidance.	Kan.	106	43	40.6	54	50.9	9	8.5	0	0	0	0	100
	Minn.	85	39	45.9	39	45.9	7	8.2	0	0	0	0	100
	NCA	668	233	34.9	379	56.7	54	8.1	2	.3	0	0	100
16. field of vocational guidance.	Kan.	105	19	18.1	55	52.4	28	26.7	3	2.8	0	0	100
	Minn.	85	22	25.9	42	49.4	20	23.5	1	1.2	0	0	100
	NCA	670	93	13.9	354	52.8	200	29.9	22	3.3	1	.1	100

TABLE 7 (continued)

A junior high school principal should have professional education in the	States and NCA	Total Responses	Imperative		Important		Desirable, but Not Necessary		Not Important		Undesirable		Total Percent
			Percent	Percent	Percent	Percent	Percent	Percent	Percent	Percent			
17. field of secondary education methods.	Kan.	105	39	37.1	48	45.7	18	17.2	0	0	0	0	100
	Minn.	85	42	49.4	35	41.2	8	9.4	0	0	0	0	100
	NCA	672	270	40.2	303	45.1	94	14.0	5	.7	0	0	100
18. field of elementary education methods.	Kan.	106	15	14.2	60	56.6	30	28.3	1	.9	0	0	100
	Minn.	85	17	20.0	48	56.5	17	20.0	3	3.5	0	0	100
	NCA	669	122	18.2	347	52.2	189	28.3	9	1.3	0	0	100
19. teaching of some major field of learning (social studies, math).	Kan.	105	30	28.6	47	44.8	25	23.8	3	2.8	0	0	100
	Minn.	85	31	36.5	34	40.0	18	21.2	2	2.3	0	0	100
	NCA	673	251	37.3	285	42.3	119	17.7	17	2.5	1	.2	100
20. field of adolescent psychology.	Kan.	105	79	75.2	25	23.8	1	1.0	0	0	0	0	100
	Minn.	85	61	71.8	22	25.9	2	2.3	0	0	0	0	100
	NCA	673	453	67.3	199	29.6	20	3.0	1	.1	0	0	100

TABLE 7 (continued)

A junior high school principal should have professional education in the	States and NCA	Total Responses	Imperative		Important		Desirable, but Not Necessary		Not Important		Undesirable		Total Percent
			Percent	Percent	Percent	Percent	Percent	Percent	Percent	Percent			
21. field of child growth and development.	Kan.	106	73	68.9	32	30.2	1	.9	0	0	0	0	100
	Minn.	85	56	65.9	26	30.6	3	3.5	0	0	0	0	100
	NCA	676	391	57.8	262	38.8	23	3.4	0	0	0	0	100
22. field of exceptional child psychology.	Kan.	106	25	23.6	62	58.5	19	17.9	0	0	0	0	100
	Minn.	85	27	31.7	48	56.5	10	11.8	0	0	0	0	100
	NCA	671	172	25.6	364	54.2	130	19.4	5	.8	0	0	100
23. field of educational psychology.	Kan.	105	60	57.1	41	39.1	4	3.8	0	0	0	0	100
	Minn.	85	48	56.5	31	36.5	6	7.1	0	0	0	0	100
	NCA	670	307	45.8	317	47.3	46	6.9	0	0	0	0	100
24. field of psychology of learning.	Kan.	104	57	54.8	42	40.4	5	4.8	0	0	0	0	100
	Minn.	85	53	62.4	26	30.6	6	7.0	0	0	0	0	100
	NCA	672	313	46.6	301	44.8	57	8.5	1	.1	0	0	100

TABLE 7 (continued)

A junior high school principal should have professional education in the	State and NCA	Total Responses	Imperative		Important		Desirable, but Not Necessary		Not Important		Undesirable		Total Percent
			Percent	Percent	Percent	Percent	Percent	Percent	Percent	Percent			
25. field of junior high school theory and practice.	Kan.	106	68	64.1	34	32.1	4	3.8	0	0	0	0	100
	Minn.	85	46	54.1	32	37.7	7	8.2	0	0	0	0	100
	NCA	679	373	54.9	252	37.1	49	7.2	5	.8	0	0	100
26. field of diagnostic and remedial instruction.	Kan.	106	23	21.7	61	57.5	22	20.8	0	0	0	0	100
	Minn.	85	29	34.1	46	54.1	10	11.8	0	0	0	0	100
	NCA	676	144	21.3	388	57.4	141	20.9	3	.4	0	0	100
27. field of democratic group procedures.	Kan.	105	30	28.6	62	59.0	13	12.4	0	0	0	0	100
	Minn.	83	25	30.1	43	51.8	15	18.1	0	0	0	0	100
	NCA	677	166	24.5	363	53.6	133	19.7	13	1.9	2	.3	100
28. field of audio-visual aids.	Kan.	105	12	11.4	54	51.5	35	33.3	4	3.8	0	0	100
	Minn.	85	12	14.1	37	43.5	36	42.4	0	0	0	0	100
	NCA	677	64	9.5	325	48.0	271	40.0	17	2.5	0	0	100

TABLE 7 (continued)

A junior high school principal should have professional education in the	States and NCA	Total Responses	Imperative		Important		Desirable, but Not Necessary		Not Important		Undesirable		Total Percent
			Percent	Percent	Percent	Percent	Percent	Percent	Percent	Percent			
29. field of child accounting.	Kan.	102	12	11.8	66	64.7	23	22.5	1	1.0	0	0	100
	Minn.	83	20	24.1	34	41.0	28	33.7	1	1.2	0	0	100
	NCA	666	82	12.3	299	44.9	246	36.9	39	5.9	0	0	100
30. field of educational evaluation.	Kan.	106	34	32.1	55	51.9	17	16.0	0	0	0	0	100
	Minn.	85	26	30.6	48	56.5	11	12.9	0	0	0	0	100
	NCA	678	165	24.3	373	55.0	132	19.5	8	1.2	0	0	100
31. field of educational sociology.	Kan.	106	17	16.0	53	50.0	36	34.0	0	0	0	0	100
	Minn.	84	10	11.9	37	44.0	34	40.5	3	3.6	0	0	100
	NCA	675	67	9.9	311	46.1	271	40.1	26	3.9	0	0	100
32. field of the history and development of education.	Kan.	106	7	6.6	40	37.7	55	51.9	4	3.8	0	0	100
	Minn.	82	10	12.2	38	46.3	28	34.2	6	7.3	0	0	100
	NCA	665	51	7.7	250	37.6	311	46.8	52	7.8	1	.1	100

TABLE 7 (continued)

A junior high school principal should have professional education in the	States and NCA	Total Responses	Imperative		Important		Desirable, but Not Necessary		Not Important		Undesirable		Total Percent
				Percent		Percent		Percent		Percent		Percent	
33. field of philosophy of education.	Kan.	101	33	32.7	48	47.5	20	19.8	0	0	0	0	100
	Minn.	85	40	47.0	33	38.8	10	11.8	1	1.2	1	1.2	100
	NCA	673	209	31.1	289	42.9	158	23.5	16	2.4	1	.1	100
34. field of the principles of modern education.	Kan.	103	24	23.3	64	62.1	15	14.6	0	0	0	0	100
	Minn.	84	31	36.9	38	45.2	13	15.5	2	2.4	0	0	100
	NCA	670	187	27.9	354	52.8	118	17.6	10	1.5	1	.2	100
35. field of public relations.	Kan.	104	47	45.2	43	41.3	11	10.6	3	2.9	0	0	100
	Minn.	84	33	39.3	40	47.6	11	13.1	0	0	0	0	100
	NCA	674	254	37.7	326	48.4	87	12.9	7	1.0	0	0	100
36. field of public speaking.	Kan.	106	14	13.2	56	52.8	34	32.1	2	1.9	0	0	100
	Minn.	84	15	17.8	35	41.7	34	40.5	0	0	0	0	100
	NCA	670	103	15.4	327	48.8	224	33.4	16	2.4	0	0	100

TABLE 7 (continued)

	States and NCA	Total Responses	Imperative		Important		Desirable, but Not Necessary		Not Important		Undesirable		Total Percent
			Imperative	Percent	Important	Percent	Desirable, but Not Necessary	Percent	Not Important	Percent	Undesirable	Percent	
37. field of the role of education in American democracy.	Kan.	103	25	24.3	57	55.3	20	19.4	1	1.0	0	0	100
	Minn.	85	25	29.4	35	41.2	25	29.4	0	0	0	0	100
	NCA	667	157	23.6	335	50.2	163	24.4	12	1.8	0	0	100
38. field of educational statistics.	Kan.	105	9	8.6	46	43.8	48	45.7	2	1.9	0	0	100
	Minn.	85	18	21.2	41	48.2	21	24.7	5	5.9	0	0	100
	NCA	669	58	8.7	291	43.5	281	42.0	38	5.7	1	.1	100
39. field of tests and measurements.	Kan.	106	20	18.9	65	61.3	21	19.8	0	0	0	0	100
	Minn.	85	27	31.8	44	51.7	13	15.3	1	1.2	0	0	100
	NCA	679	144	21.2	376	55.4	149	21.9	10	1.5	0	0	100

above on the imperative level.<sup>1</sup> Eleven items, junior high school administration, supervision of instruction, junior high school curriculum, curriculum development, counseling, educational guidance, adolescent psychology, child growth and development, educational psychology, psychology of learning, and junior high school theory and practice, were rated 90 per cent or above on the imperative and important levels by all three groups.<sup>2</sup> Three items, administrator of special service, business management, and the history and development of education, were rated by less than 50 per cent on the first two levels of response by the authorities in Kansas and Minnesota. Item 8, business management, and item 9, local and state school administration, were rated by less than 50 per cent of the authorities in Minnesota on the imperative and important levels of response.

Most of the items were closely related in the comparison of response made by the three groups of authorities with only a few varying as much as 10 per cent. The largest variation was on item 29 or child accounting. The authorities in Kansas and the North Central Association showed a difference of 19.3 per cent on the imperative and important levels of the response. On the whole, the respondents in

---

<sup>1</sup> Items 1, 3, 10, 20, 21, 25.

<sup>2</sup> Items 1, 3, 10, 13, 14, 15, 20, 21, 23, 24, 25.

the North Central Association rated most of the items lower than those in the states of Kansas and Minnesota.

### Teaching Experience

Table 8 shows the comparison as to the number of years and kinds of teaching experience recommended by the authorities in Kansas, Minnesota, and the North Central Association.

The opinion varied more on teaching experience than it did on the professional education and the personal characteristics necessary for a beginning junior high school principal. The closeness of opinions in professional education has been noted by the preceding table and by previous comments. Kansas and Minnesota authorities agreed rather closely on the amount of teaching experience, but it will be noted that those in the North Central Association recommended considerably more experience for a beginning junior high school principal.

The field of experience which received the highest percent of approval by all three groups was experience as a junior high school teacher. The North Central Association and Kansas authorities agreed that experience as an elementary teacher was second in importance. Minnesota respondents rated assistant junior high school principal second and elementary teaching experience third. Kansas and the North Central Association authorities agreed that experience as

TABLE 8

TEACHING EXPERIENCE RECOMMENDED BY SELECTED AUTHORITIES IN  
THE STATES OF KANSAS, MINNESOTA, AND THE NORTH  
CENTRAL ASSOCIATION FOR BEGINNING JUNIOR  
HIGH SCHOOL PRINCIPALS

		Number Recommending Experience by Years						Total Recommending Experience in This Field	Percent Recommending Experience in This Field	
		1	2	3	4	5	6-10			11-15
1. Elementary Teacher	Kan.	3	10	6	1	1	0	0	21	23.3
	Minn.	2	11	3	0	1	0	0	17	24.6
	NCA	43	150	93	21	34	6	0	347	61.8
2. Elementary Supervisor	Kan.	0	1	0	0	0	0	0	1	1.1
	Minn.	1	0	2	0	0	0	0	3	3.4
	NCA	28	44	15	1	4	1	0	93	16.6
3. Elementary Principal	Kan.	2	5	5	1	0	0	0	13	14.4
	Minn.	0	5	3	0	0	0	0	8	11.6
	NCA	33	77	51	17	13	4	0	195	34.7
4. Junior High School Teacher	Kan.	4	9	7	5	2	1	0	28	31.1
	Minn.	0	9	5	4	8	2	0	28	40.6
	NCA	22	143	158	61	104	37	1	526	93.8
5. Assistant Junior High School Principal	Kan.	3	7	2	2	0	0	0	14	15.5
	Minn.	7	9	1	0	1	1	0	19	27.5
	NCA	118	135	42	15	20	2	0	332	59.2

∞  
∞

TABLE 8 (continued)

		Number Recommending Experience by Years						Total Recommending Experience in This Field	Percent Recommending Experience in This Field	
		1	2	3	4	5	6-10			11-15
6. Supervisor of Instruction in Secondary Schools	Kan.	2	0	0	0	0	0	0	2	2.2
	Minn.	3	2	0	0	0	0	0	5	7.2
	NCA	28	24	9	2	1	0	0	64	11.4
7. Senior High School Teacher	Kan.	2	4	2	0	0	0	0	8	8.8
	Minn.	2	6	0	0	0	0	1	9	13.0
	NCA	47	80	30	8	6	0	1	172	30.7
8. Assistant Senior High School Principal	Kan.	0	1	0	0	0	0	0	1	1.1
	Minn.	1	1	0	0	0	0	0	2	2.9
	NCA	18	9	5	2	1	0	0	35	6.3
9. Senior High School Principal	Kan.	0	0	0	0	0	0	0	0	0
	Minn.	0	1	0	0	0	0	0	1	1.5
	NCA	3	5	0	0	1	0	0	9	1.6
10. Director of Curriculum	Kan.	1	0	0	0	0	0	0	1	1.1
	Minn.	1	0	0	0	0	0	0	1	1.5
	NCA	17	19	6	4	2	1	0	49	8.8
11. Counselor in Junior High School	Kan.	4	5	1	0	0	0	0	10	11.1
	Minn.	3	2	3	0	0	0	0	8	11.6
	NCA	59	86	27	9	8	1	0	190	33.8

TABLE 8 (continued)

		Number Recommending Experience by Years							Total Recommending Experience in This Field	Percent Recommending Experience in This Field
		1	2	3	4	5	6-10	11-15		
12. Counselor in Senior High School	Kan.	0	0	0	0	0	0	0	0	0
	Minn.	1	0	1	0	0	0	0	2	2.9
	NCA	12	3	2	1	0	0	0	18	3.2
13. Other experience directly related to the instructional program	Kan.	0	0	0	0	0	0	0	0	0
	Minn.	0	0	0	0	0	0	0	0	0
	NCA	0	0	0	0	0	0	0	0	0

TABLE 9

THE RESPONSES AND PERCENT OF RESPONSES BY THE AUTHORITIES IN THE STATES  
OF KANSAS, MINNESOTA, AND THE NORTH CENTRAL ASSOCIATION TO EACH  
LEVEL OF SIXTY-NINE PERSONAL CHARACTERISTICS

A junior high school principal should	States and NCA	Total Responses	Imperative		Important		Desirable, but Not Necessary		Not Important		Undesirable		Total Percent
			Percent	Percent	Percent	Percent	Percent	Percent	Percent	Percent			
1. have ability to delegate responsibility.	Kan.	106	83	78.3	23	21.7	0	0	0	0	0	0	100
	Minn.	85	55	64.7	28	32.9	2	2.4	0	0	0	0	100
	NCA	680	519	76.3	161	23.7	0	0	0	0	0	0	100
2. have ability to inspire others.	Kan.	105	76	72.4	29	27.6	0	0	0	0	0	0	100
	Minn.	84	37	44.1	40	47.6	7	8.3	0	0	0	0	100
	NCA	680	484	71.2	191	28.1	5	.7	0	0	0	0	100
3. have concern for human welfare.	Kan.	106	86	81.1	20	18.9	0	0	0	0	0	0	100
	Minn.	84	59	70.2	25	29.8	0	0	0	0	0	0	100
	NCA	679	489	72.0	187	27.5	3	.5	0	0	0	0	100
4. have a sense of civic responsi- bility.	Kan.	106	54	50.9	48	45.3	4	3.8	0	0	0	0	100
	Minn.	85	32	37.6	47	55.3	6	7.1	0	0	0	0	100
	NCA	679	300	44.2	360	53.0	19	2.8	0	0	0	0	100

TABLE 9 (continued)

A junior high school principal should	States and NCA	Total Responses	Imperative		Important		Desirable, but Not Necessary		Not Important		Undesirable		Total Percent
			Percent	Percent	Percent	Percent	Percent	Percent	Percent	Percent			
5. have a sense of human values as differentiated from subject matter values.	Kan.	106	76	71.7	30	28.3	0	0	0	0	0	0	100
	Minn.	85	66	77.6	18	21.2	1	1.2	0	0	0	0	100
	NCA	675	421	62.4	242	35.8	12	1.8	0	0	0	0	100
6. have a willingness to work hard and long hours.	Kan.	105	49	46.7	48	45.7	7	6.6	1	1.0	0	0	100
	Minn.	85	38	44.7	37	43.5	9	10.6	1	1.2	0	0	100
	NCA	679	334	49.2	292	43.0	47	6.9	4	.6	2	.3	100
7. be willing to take responsibility for decisions he must make.	Kan.	106	87	82.1	19	17.9	0	0	0	0	0	0	100
	Minn.	85	76	89.4	9	10.6	0	0	0	0	0	0	100
	NCA	681	569	83.6	112	16.4	0	0	0	0	0	0	100

TABLE 9 (continued)

A junior high school principal should	States and NCA	Total Responses	Imperative		Important		Desirable, but Not Necessary		Not Important		Undesirable		Total Percent
			Percent	Percent	Percent	Percent	Percent	Percent	Percent	Percent			
8. have a wide breadth of interest.	Kan.	106	57	53.8	43	40.6	5	4.7	1	.9	0	0	100
	Minn.	84	35	41.7	47	55.9	2	2.4	0	0	0	0	100
	NCA	675	302	44.7	342	50.7	30	4.4	1	.2	0	0	100
9. have ability to express himself clearly.	Kan.	106	58	54.7	47	44.3	1	1.0	0	0	0	0	100
	Minn.	85	37	43.5	44	51.8	4	4.7	0	0	0	0	100
	NCA	680	321	47.2	347	51.0	12	1.8	0	0	0	0	100
10. have a cheerful attitude.	Kan.	106	61	57.5	41	38.7	4	3.8	0	0	0	0	100
	Minn.	85	38	44.7	40	47.1	7	8.2	0	0	0	0	100
	NCA	681	355	52.1	300	44.1	26	3.8	0	0	0	0	100
11. be a member of some church.	Kan.	104	22	21.1	50	48.1	26	25.0	6	5.8	0	0	100
	Minn.	84	22	26.2	28	33.3	25	29.8	9	10.7	0	0	100
	NCA	675	163	24.1	276	40.9	195	28.9	41	6.1	0	0	100
12. have confidence in student, faculty, and community.	Kan.	106	78	73.6	28	26.4	0	0	0	0	0	0	100
	Minn.	83	55	66.3	27	32.5	1	1.2	0	0	0	0	100
	NCA	678	433	63.9	241	35.5	4	.6	0	0	0	0	100

TABLE 9 (continued)

A junior high school principal should	States and NCA	Total Responses	Imperative		Important		Desirable, but Not Necessary		Not Important		Undesirable		Total Percent
			Percent	Percent	Percent	Percent	Percent	Percent	Percent	Percent			
13. have a democratic attitude in working with people.	Kan.	105	79	75.2	24	22.9	2	1.9	0	0	0	0	100
	Minn.	85	53	62.4	32	37.6	0	0	0	0	0	0	100
	NCA	679	431	63.5	238	35.1	9	1.3	1	.1	0	0	100
14. be conservative.	Kan.	104	15	14.4	36	34.6	27	26.0	21	20.2	5	4.8	100
	Minn.	85	1	1.2	30	23.5	28	32.9	27	31.8	9	10.6	100
	NCA	662	64	9.7	225	34.0	181	27.3	137	20.7	55	8.3	100
15. have demonstrated maturity in meeting and solving personal problems.	Kan.	104	53	51.0	49	47.1	2	1.9	0	0	0	0	100
	Minn.	84	43	51.2	39	46.4	2	2.4	0	0	0	0	100
	NCA	676	303	44.8	349	51.6	22	3.2	1	.2	1	.2	100
16. have ability to control his emotions.	Kan.	105	75	71.4	29	27.6	1	1.0	0	0	0	0	100
	Minn.	85	54	63.5	29	34.1	2	2.4	0	0	0	0	100
	NCA	679	439	64.7	231	34.0	9	1.3	0	0	0	0	100
17. enjoy helping others solve their problems.	Kan.	106	47	44.3	56	52.8	2	1.9	1	1.0	0	0	100
	Minn.	85	32	37.7	46	54.1	7	8.2	0	0	0	0	100
	NCA	683	277	40.6	370	54.2	34	4.9	2	.3	0	0	100

TABLE 9 (continued)

A junior high school principal should	States and NCA	Total Responses	Imperative		Important		Desirable, but Not Necessary		Not Important		Undesirable		Total Percent
			Percent		Percent		Percent		Percent		Percent		
18. be enthusiastic about his work.	Kan.	106	74	69.8	32	30.2	0	0	0	0	0	0	100
	Minn.	85	55	64.7	29	34.1	1	1.2	0	0	0	0	100
	NCA	680	429	63.1	246	36.2	5	.7	0	0	0	0	100
19. have faith and belief in public education.	Kan.	106	82	77.4	21	19.8	3	2.8	0	0	0	0	100
	Minn.	85	66	77.6	17	20.0	2	2.4	0	0	0	0	100
	NCA	673	494	73.4	171	25.4	8	1.2	0	0	0	0	100
20. have demonstrated ability as an executive.	Kan.	105	42	40.0	50	47.6	13	12.4	0	0	0	0	100
	Minn.	85	36	42.3	35	41.2	14	16.5	0	0	0	0	100
	NCA	677	268	39.6	344	50.8	65	9.6	0	0	0	0	100
21. have faith in democratic processes.	Kan.	106	74	69.8	29	27.4	3	2.8	0	0	0	0	100
	Minn.	85	54	63.5	29	34.1	1	1.2	1	1.2	0	0	100
	NCA	678	382	56.3	278	41.0	17	2.5	1	.2	0	0	100
22. have a friendly attitude.	Kan.	106	65	61.3	40	37.7	1	1.0	0	0	0	0	100
	Minn.	85	47	55.3	30	35.3	8	9.4	0	0	0	0	100
	NCA	680	366	53.8	295	43.4	19	2.8	0	0	0	0	100

TABLE 9 (continued)

A junior high school principal should	States and NCA	Total Responses	Imperative		Important		Desirable, but Not Necessary		Not Important		Undesirable		Total Percent
			Percent	Percent	Percent	Percent	Percent	Percent	Percent	Percent			
23. be a person of good appearance.	Kan.	106	32	30.2	62	58.5	12	11.3	0	0	0	0	100
	Minn.	84	13	15.5	57	67.8	13	15.5	1	1.2	0	0	100
	NCA	678	184	27.1	406	59.9	84	12.4	4	.6	0	0	100
24. use good judgment in making decisions.	Kan.	106	78	73.6	28	26.4	0	0	0	0	0	0	100
	Minn.	85	58	68.2	25	29.4	2	2.4	0	0	0	0	100
	NCA	681	449	65.9	229	33.6	3	.5	0	0	0	0	100
25. have good manners.	Kan.	106	58	54.7	46	43.4	2	1.9	0	0	0	0	100
	Minn.	85	36	42.4	45	52.9	4	4.7	0	0	0	0	100
	NCA	681	332	48.8	336	49.3	13	1.9	0	0	0	0	100
26. be a person of good moral character.	Kan.	106	86	81.1	20	18.9	0	0	0	0	0	0	100
	Minn.	85	56	65.9	27	31.8	2	2.3	0	0	0	0	100
	NCA	679	524	77.2	152	22.4	3	.4	0	0	0	0	100
27. have good physical and mental health.	Kan.	105	62	59.0	43	41.0	0	0	0	0	0	0	100
	Minn.	85	42	49.4	42	49.4	1	1.2	0	0	0	0	100
	NCA	674	345	51.2	320	47.5	9	1.3	0	0	0	0	100

TABLE 9 (continued)

A junior high school principal should	States and NCA	Total Responses	Imperative		Important		Desirable, but Not Necessary		Not Important		Undesirable		Total Percent
			Imperative	Percent	Important	Percent	Desirable, but Not Necessary	Percent	Not Important	Percent	Undesirable	Percent	
28. have ability to use good English.	Kan.	106	56	52.8	50	47.2	0	0	0	0	0	0	100
	Minn.	85	34	40.0	50	58.8	1	1.2	0	0	0	0	100
	NCA	680	312	45.9	363	53.4	5	.7	0	0	0	0	100
29. be a person who is growing professionally and is teachable.	Kan.	106	73	68.9	33	31.1	0	0	0	0	0	0	100
	Minn.	85	58	68.2	26	30.6	1	1.2	0	0	0	0	100
	NCA	681	405	59.5	271	39.1	5	.7	0	0	0	0	100
30. have good work habits.	Kan.	104	52	50.0	52	50.0	0	0	0	0	0	0	100
	Minn.	85	35	41.2	49	57.6	1	1.2	0	0	0	0	100
	NCA	678	294	43.4	375	55.3	9	1.3	0	0	0	0	100
31. have a good voice.	Kan.	106	17	16.0	67	63.2	22	20.8	0	0	0	0	100
	Minn.	85	8	9.4	54	63.5	21	24.7	2	2.4	0	0	100
	NCA	675	78	11.6	457	67.7	139	20.6	1	.1	0	0	100

TABLE 9 (continued)

A junior high school principal should	States and NCA	Total Responses	Imperative		Important		Desirable, but Not Necessary		Not Important		Undesirable		Total Percent
			Percent	Percent	Percent	Percent	Percent	Percent	Percent	Percent			
32. be guidance minded.	Kan.	105	26	24.8	73	69.5	6	5.7	0	0	0	0	100
	Minn.	84	31	36.9	45	53.6	8	9.5	0	0	0	0	100
	NCA	671	172	25.6	414	61.7	80	11.9	5	.8	0	0	100
33. have initiative.	Kan.	106	56	52.8	48	45.3	2	1.9	0	0	0	0	100
	Minn.	85	46	54.1	39	45.9	0	0	0	0	0	0	100
	NCA	677	311	48.9	328	48.4	18	2.7	0	0	0	0	100
34. be helpful to students and teachers.	Kan.	106	58	54.7	48	45.3	0	0	0	0	0	0	100
	Minn.	85	52	61.2	31	36.5	2	2.3	0	0	0	0	100
	NCA	675	412	61.0	256	37.9	7	1.1	0	0	0	0	100
35. have a high degree of intelligence.	Kan.	104	29	27.9	67	64.4	8	7.7	0	0	0	0	100
	Minn.	84	11	13.1	57	67.9	15	17.8	0	0	0	0	100
	NCA	666	155	23.3	432	64.9	71	10.7	7	1.0	1	.1	100

TABLE 9 (continued)

A junior high school principal should	States and NCA	Total Responses	Imperative		Important		Desirable, but Not Necessary		Not Important		Undesirable		Total Percent
			Percent	Percent	Percent	Percent	Percent	Percent	Percent	Percent			
36. have a high degree of moral and ethical conduct incorporating religious convictions.	Kan.	102	41	40.2	50	49.0	10	9.8	0	0	1	1.0	100
	Minn.	84	28	33.3	39	46.4	13	15.5	4	4.8	0	0	100
	NCA	667	262	39.3	318	47.7	72	10.8	13	1.9	2	.3	100
37. have an interest in and liking for teaching.	Kan.	106	69	65.1	37	34.9	0	0	0	0	0	0	100
	Minn.	85	57	67.1	24	28.2	4	4.7	0	0	0	0	100
	NCA	678	435	64.1	235	34.7	8	1.2	0	0	0	0	100
38. be a person of integrity.	Kan.	106	83	78.3	23	21.7	0	0	0	0	0	0	100
	Minn.	85	64	75.3	20	23.5	1	1.2	0	0	0	0	100
	NCA	669	496	74.1	170	25.4	3	.5	0	0	0	0	100
39. like to study and read professionally.	Kan.	106	46	43.4	58	54.7	2	1.9	0	0	0	0	100
	Minn.	85	23	27.0	57	67.1	5	5.9	0	0	0	0	100
	NCA	673	217	32.2	424	63.0	32	4.8	0	0	0	0	100



TABLE 9 (continued)

A junior high school principal should	States and NCA	Total Responses	Imperative		Important		Desirable, but Not Necessary		Not Important		Undesirable		Total Percent
			Imperative	Percent	Important	Percent	Desirable, but Not Necessary	Percent	Not Important	Percent	Undesirable	Percent	
45. have natural dignity.	Kan.	103	17	16.5	60	58.3	22	21.3	4	3.9	0	0	100
	Minn.	83	10	12.0	45	54.2	24	28.9	4	4.8	0	0	100
	NCA	660	90	13.6	412	62.4	135	20.5	21	3.2	2	.3	100
46. be young mentally and not too old physically.	Kan.	100	19	19.0	63	63.0	14	14.0	4	4.0	0	0	100
	Minn.	83	10	12.0	41	49.4	27	32.5	5	6.0	0	0	100
	NCA	662	97	14.7	379	57.2	156	23.6	28	4.2	2	.3	100
47. be optimistic.	Kan.	106	30	28.3	66	62.3	9	8.5	1	.9	0	0	100
	Minn.	85	4	16.0	14	56.0	9	28.0	0	0	0	0	100
	NCA	675	162	24.0	439	65.0	68	10.1	6	.9	0	0	100
48. have patience.	Kan.	106	55	51.9	50	47.2	1	.9	0	0	0	0	100
	Minn.	85	39	45.9	44	51.8	2	2.3	0	0	0	0	100
	NCA	678	343	50.6	325	47.9	10	1.5	0	0	0	0	100

101

TABLE 9 (continued)

A junior high school principal should	State and NCA	Total Responses	Imperative		Important		Desirable, but Not Necessary		Not Important		Undesirable		Total Percent
			Percent	Percent	Percent	Percent	Percent	Percent	Percent	Percent			
49. possess a clear and broad perspective.	Kan.	104	30	28.8	71	68.3	3	2.9	0	0	0	0	100
	Minn.	84	32	38.1	48	57.1	4	4.8	0	0	0	0	100
	NCA	669	232	34.7	412	61.6	24	3.6	1	.1	0	0	100
50. have a reputation as a leader in the community.	Kan.	105	15	14.3	67	63.8	23	21.9	0	0	0	0	100
	Minn.	84	10	11.9	43	51.2	30	35.7	1	1.2	0	0	100
	NCA	676	87	12.9	400	59.2	185	27.3	4	.6	0	0	100
51. have a sense of humor.	Kan.	105	43	41.0	55	52.4	7	6.6	0	0	0	0	100
	Minn.	85	37	43.5	44	51.8	4	4.7	0	0	0	0	100
	NCA	667	253	37.9	367	55.0	47	7.1	0	0	0	0	100
52. be resourceful in handling the problems of administration.	Kan.	106	52	49.1	54	50.9	0	0	0	0	0	0	100
	Minn.	85	46	54.1	38	44.7	1	1.2	0	0	0	0	100
	NCA	677	296	43.7	370	54.7	11	1.6	0	0	0	0	100

TABLE 9 (continued)

A junior high school principal should	States and NCA	Total Responses	Imperative		Important		Desirable, but Not Necessary		Not Important		Undesirable		Total Percent
			Percent	Percent	Percent	Percent	Percent	Percent	Percent	Percent			
53. have a recreational interest.	Kan.	103	20	19.4	59	57.3	22	21.4	2	1.9	0	0	100
	Minn.	85	14	16.5	47	55.3	21	24.7	3	3.5	0	0	100
	NCA	668	87	13.0	385	57.6	184	27.6	12	1.8	0	0	100
54. have a sense of justice.	Kan.	105	71	67.6	33	31.4	1	1.0	0	0	0	0	100
	Minn.	85	56	65.9	27	31.8	2	2.3	0	0	0	0	100
	NCA	674	435	64.6	228	33.8	11	1.6	0	0	0	0	100
55. be sensitive to problems.	Kan.	105	49	46.7	54	51.4	2	1.9	0	0	0	0	100
	Minn.	85	35	41.2	41	48.2	8	9.4	1	1.2	0	0	100
	NCA	670	266	39.7	369	55.1	32	4.8	1	.1	2	.3	100
56. be a scholar.	Kan.	105	21	20.0	54	51.4	29	27.6	1	1.0	0	0	100
	Minn.	85	3	3.5	43	50.6	36	42.4	3	3.5	0	0	100
	NCA	665	61	9.2	361	54.3	227	34.1	16	2.4	0	0	100
57. be enthusiastic about what education can do.	Kan.	105	47	44.8	50	47.6	8	7.6	0	0	0	0	100
	Minn.	85	28	32.9	48	56.5	9	10.6	0	0	0	0	100
	NCA	676	263	38.9	369	54.6	43	6.4	1	.1	0	0	100

TABLE 9 (continued)

A junior high school principal should		States and NCA	Total Responses	Imperative		Important		Desirable, but Not Necessary		Not Important		Undesirable		Total Percent
				Imperative	Percent	Important	Percent	Desirable, but Not Necessary	Percent	Not Important	Percent	Undesirable	Percent	
58. be sincere.	Kan.	106	75	70.8	30	38.3	1	.9	0	0	0	0	100	
	Minn.	84	58	69.0	25	29.8	1	1.2	0	0	0	0	100	
	NCA	676	481	71.1	187	27.7	8	1.2	0	0	0	0	100	
59. have social intelligence.	Kan.	103	43	41.7	56	54.4	4	3.9	0	0	0	0	100	
	Minn.	85	33	38.8	51	60.0	1	1.2	0	0	0	0	100	
	NCA	670	228	34.0	412	61.5	30	4.5	0	0	0	0	100	
60. be a person of sound educational principles.	Kan.	106	57	53.8	47	44.3	2	1.9	0	0	0	0	100	
	Minn.	84	49	58.3	33	39.3	2	2.4	0	0	0	0	100	
	NCA	675	339	50.2	324	48.0	12	1.8	0	0	0	0	100	
61. be sympathetic.	Kan.	104	54	51.9	48	46.1	1	1.0	1	1.0	0	0	100	
	Minn.	85	43	50.6	36	42.4	6	7.0	0	0	0	0	100	
	NCA	673	332	49.3	323	48.0	17	2.5	1	.2	0	0	100	

TABLE 9 (continued)

A junior high school principal should	States and NCA	Total Responses	Imperative		Important		Desirable, but Not Necessary		Not Important		Undesirable		Total Percent
			Percent	Percent	Percent	Percent	Percent	Percent	Percent	Percent			
62. be tactful in dealing with people.	Kan.	106	68	64.2	37	34.9	1	.9	0	0	0	0	100
	Minn.	85	50	58.8	35	41.2	0	0	0	0	0	0	100
	NCA	680	426	62.6	246	36.2	8	1.2	0	0	0	0	100
63. be tolerant with others.	Kan.	106	60	56.6	45	42.5	1	.9	0	0	0	0	100
	Minn.	85	41	48.2	41	48.2	2	2.4	1	1.2	0	0	100
	NCA	676	358	53.0	309	45.7	7	1.0	2	.3	0	0	100
64. have faith in and trust people.	Kan.	106	52	49.1	54	50.9	0	0	0	0	0	0	100
	Minn.	85	42	49.4	40	47.1	3	3.5	0	0	0	0	100
	NCA	672	347	51.6	311	46.3	14	2.1	0	0	0	0	100
65. understand varying points of view.	Kan.	105	53	50.5	52	49.5	0	0	0	0	0	0	100
	Minn.	85	46	54.1	38	44.7	1	1.2	0	0	0	0	100
	NCA	674	309	45.9	348	51.6	17	2.5	0	0	0	0	100
66. be unselfish.	Kan.	106	38	35.9	64	60.4	1	.9	3	2.8	0	0	100
	Minn.	85	29	34.1	45	52.9	10	11.8	1	1.2	0	0	100
	NCA	675	248	36.7	378	56.0	44	6.5	5	.8	0	0	100

TABLE 9 (continued)

A junior high school principal should	States and NCA	Total Responses	Imperative		Important		Desirable, but Not Necessary		Not Important		Undesirable		Total Percent
			Percent	Percent	Percent	Percent	Percent	Percent	Percent	Percent			
67. have a well organized consistent philosophy of education.	Kan.	106	50	47.2	55	51.9	1	.9	0	0	0	0	100
	Minn.	85	50	58.8	34	40.0	1	1.2	0	0	0	0	100
	NCA	673	315	46.8	334	49.6	23	3.4	1	.2	0	0	100
68. work for and with his faculty, students, and community openly and fairly.	Kan.	105	74	70.5	31	29.5	0	0	0	0	0	0	100
	Minn.	84	59	70.2	25	29.8	0	0	0	0	0	0	100
	NCA	675	467	69.2	205	30.4	3	.4	0	0	0	0	100
69. be willing to accept persons as individuals.	Kan.	105	76	72.4	29	27.6	0	0	0	0	0	0	100
	Minn.	85	54	63.5	31	36.5	0	0	0	0	0	0	100
	NCA	672	418	62.2	251	37.4	3	.4	0	0	0	0	100

assistant junior high school principal was third. It is significant that all three groups agreed on the same three fields of experience, and only one group varied in the placement.

### Personal Characteristics

Table 9 shows the responses, by number and per cent of the authorities in Kansas, Minnesota, and the North Central Association to each level of each item of sixty-nine personal characteristics. The per cent of agreement by the three groups of authorities on practically all personal characteristics is very high. Item 7, being willing to take responsibility for decisions he must make, was the only item in any of the tables in which 100 per cent of the authorities agreed that it was either imperative or important. The authorities definitely agreed that it was not important whether a junior high school principal was a man or a woman. Less than 10 per cent thought it imperative or important that the principal of a junior high school be a woman, and less than 30 per cent rated it imperative or important that he be a man. Two other items, being conservative and being married, were rated less than 30 per cent on these levels of response by all three groups.<sup>3</sup> Only four items, being conservative, being a male, being a female, and being married,

---

<sup>3</sup> Items 14 and 44.

in Table 9 received a rating by less than 50 per cent as imperative or important in either of three groups of participants.<sup>4</sup>

#### Summary

The per cent of agreement among all three groups was very high in professional education, teaching experience, and personal characteristics. The greatest variation among the authorities was on the amount of teaching experience a beginning junior high school principal should have when he becomes a principal. The same three fields of teaching experience were recommended by all three groups of authorities. The agreement on personal characteristics was higher than on either professional education or teaching experience. There is no significant difference between the authorities on either professional education, teaching experience, or personal characteristics.

---

<sup>4</sup>

Items 14, 42, 43, 44.

## CHAPTER IV

### CRITERIA FOR THE PROFESSIONAL PREPARATION AND PERSONAL CHARACTERISTICS NEEDED BY A JUNIOR HIGH SCHOOL PRINCIPAL

A number of authorities agree that there is a need for some objective data to evaluate the professional preparation and personal characteristics of junior high school principals. The criteria set up in this chapter was on the basis of the opinion of some of the most competent authorities that could be found. As stated in Chapter I, the junior high school principal, superintendents, and the professors of secondary education were selected as authorities. The principals were selected because they have had experience in organizing and administering the junior high school; the superintendents because they select and observe the principal on the job; and the professors because they are specialized in the theory and contribute most to the professional education of the junior high school principal.

The list of items included in the questionnaire was recommended by the professors of secondary education in selected Colleges and Universities of Texas. This procedure

was used in order that the authorities who recommended the items would not be the judges as to whether or not the items were necessary for the professional preparation and personal characteristics of the beginning junior high school principal.

The authorities in the North Central Association were given an opportunity to respond to each item on five levels, namely, (1) Imperative, (2) Important, (3) Desirable, but Not Necessary, (4) Not Important, and (5) Undesirable. The items were chosen for the criteria only if more than 50 per cent of the respondents checked the item as imperative or important.

#### Professional Education

Thirty-nine areas were included in professional education. Of these, only three were rated less than 50 per cent by the selected authorities as either imperative or important. These areas were 7, 8, and 32. Area 7 was chosen by 47 per cent as important or imperative and pertained to the administration of special services. Item 8, which was the field of business management, received the lowest percentage of response on the imperative or important levels. This item received the lowest response of the three rejected or only 38.4 per cent. Item 32, the field of history and development of education, was rated as imperative or important by 45.3 per cent of the selected authorities.

More than 50 percent of the selected participants rated the thirty-six remaining items as imperative or important, therefore, they are included in the criteria.

Criteria for Professional Education

A junior high school principal should have professional education in

1. junior high school administration.
2. administration of student activity programs.
3. supervision of instruction.
4. elementary school administration.
5. senior high school administration.
6. personnel administration.
7. local and state school administration.
8. junior high school curriculum.
9. elementary curriculum.
10. senior high school curriculum.
11. curriculum development.
12. counseling.
13. educational guidance.
14. vocational guidance.
15. secondary education methods.
16. elementary education methods.
17. teaching of some major field of learning (social studies, math, etc.)
18. adolescent psychology.

19. child growth and development.
20. exceptional child psychology.
21. educational psychology.
22. psychology of learning.
23. junior high school theory and practice.
24. diagnostic and remedial instructions.
25. democratic group procedures.
26. audio-visual aids.
27. child accounting.
28. educational evaluation.
29. educational sociology.
30. philosophy of education.
31. the principles of modern education.
32. public relations.
33. public speaking.
34. the role of education in American Democracy.
35. educational statistics.
36. tests and measurements.

#### Teaching Experience

The selected authorities were given a list of twelve fields of teaching experience to choose from and given an opportunity to write in other fields which they considered important. The twelve fields listed are included in the questionnaire in the appendix. They responded to fields and also to the number of years in the fields chosen.

of the 683 persons who returned the questionnaire, 561 responses to this part of the questionnaire were usable. The criteria for teaching experience which more than 50 per cent of the authorities chose as imperative or important were in three fields.

#### Criteria for Teaching Experience

1. A beginning junior high school principal should have had experience as an elementary teacher.
2. A beginning junior high school principal should have had experience as a junior high school teacher.
3. A beginning junior high school principal should have had experience as an assistant junior high school principal.

#### Personal Characteristics

There are sixty-nine items included in this group and only four were rejected. As in the other groups an item was not chosen if it was not rated as imperative or important by more than 50 per cent of the selected authorities. Less than 50 per cent of the authorities rated items 14, 42, 43, and 44 in Table 5 as imperative or important. They did not think it was imperative or important whether or not a junior high school principal was conservative. They did not think that sex was a factor to be considered in the selection of a junior high school principal or that whether he was married or not was an important factor. These four items were not

included in the criteria.

The remaining sixty-five items were rated as imperative or important by more than 50 per cent of the respondents and are included in the criteria of personal characteristics. These criteria were developed for the purpose of establishing objective data to use in the selection of junior high school principals.

#### Criteria for Personal Characteristics

A junior high school principal should

1. have ability to delegate responsibilities.
2. have ability to inspire others.
3. have concern for human welfare.
4. have a sense of civic responsibilities.
5. have a sense of human values as differentiated from subject matter values.
6. have a willingness to work hard and long hours.
7. be willing to take responsibility for decisions he must make.
8. have a wide breadth of interest.
9. have ability to express himself clearly.
10. have a cheerful attitude.
11. be a member of some church.
12. have confidence in student, faculty, and community.
13. have a democratic attitude in working with people.

14. have demonstrated maturity in meeting and solving personal and professional problems.
15. have ability to control his emotions.
16. enjoy helping others solve their problems.
17. be enthusiastic about his work.
18. have faith and belief in public education.
19. have demonstrated ability as an executive.
20. have faith in democratic processes.
21. have a friendly attitude.
22. be a person of good appearance.
23. use good judgment in making decisions.
24. have good manners.
25. be a person of good moral character.
26. have good physical and mental health.
27. have ability to use good English.
28. be a person who is growing professionally and is teachable.
29. have good work habits.
30. have a good voice.
31. be guidance minded.
32. have initiative.
33. be helpful to students and teachers.
34. have a high degree of intelligence.
35. have a high degree of moral and ethical conduct incorporating religious convictions.
36. have an interest in and liking for teaching.
37. be a person of integrity.

38. like to study and read professionally.
39. love young people.
40. be loyal to those with whom he works.
41. have natural dignity.
42. be young mentally and not too old physically.
43. be optimistic.
44. have patience.
45. possess a clear and broad perspective.
46. have a reputation as a leader in the community.
47. have a sense of humor.
48. be resourceful in handling the problems of administration.
49. have a recreational interest.
50. have a sense of justice.
51. be sensitive to problems.
52. be a scholar.
53. be enthusiastic about what education can do.
54. be sincere.
55. have social intelligence.
56. be a person of sound educational principles.
57. be sympathetic.
58. be tactful in dealing with people.
59. be tolerant with others.
60. have faith in and trust people.
61. understand varying points of view.

62. be unselfish.
63. have a well organized consistent philosophy of education.
64. work for and with his faculty, students, and community openly and fairly.
65. be willing to accept persons as individuals.

#### Summary

These criteria were selected because more than 50 per cent of the respondents to the questionnaire checked them as imperative or important. They were then named as criteria on the assumption that if more than 50 per cent of the authorities agreed that they were imperative or important, they should be included.

## CHAPTER V

### COMPARISON OF THE STATUS OF PROFESSIONAL PREPARATION OF JUNIOR HIGH SCHOOL PRINCIPALS IN THE NORTH CENTRAL ASSOCIATION WITH THE CRITERIA DERIVED FROM THIS STUDY AND THE CERTIFICATION REQUIREMENTS OF THE DIFFERENT STATES IN THE NORTH CENTRAL ASSOCIATION

The purpose of this chapter is to compare the certification requirements of the different states of the North Central Association with the criteria derived from this study, to compare the status of the professional preparation of the junior high school principals in these states with the criteria established, and to compare the certification requirements with the professional preparation of the principals in the North Central Association.

Three tables, 10, 11, and 12 were used to present the data and the comparisons are shown in Tables 11 and 12. Table 10 shows the certification requirements of the different states of the North Central Association, but a comparison can not be shown here in table form because of the difference in the types of data.

Certification Requirements

Table 10 shows the requirements by states for a candidate to hold a certificate which will qualify him to become a junior high school principal. Most states require a limited amount of professional education in the field of administration and supervision. Psychology and one of the following subjects is required by most states: history, philosophy, or principles of education. Many other subjects are required by a number of states such as curriculum, methods, practice teaching, guidance, school finance, school house planning and construction, statistical methods in education, school and community relations, personnel services, education of exceptional children, the school in the social order, and business administration.

The North Central Association does not set up any requirements for junior high school principals in particular. Most states require a junior high school principal to meet the same standards as any other secondary school principal. Colorado requires a five year elementary certificate and is the only state which does not require a Bachelor's degree. Six of the states require a certificate in secondary administration. The requirements are comparable, in that most all the states require the same certificate for a secondary principal as for a secondary teacher.

Fourteen of the states require a Bachelor's degree

TABLE 10

THE CERTIFICATION REQUIREMENTS FOR JUNIOR HIGH SCHOOL  
PRINCIPALS IN THE DIFFERENT STATES OF THE NORTH  
CENTRAL ASSOCIATION

State	Degree Required	Hours of Professional Education Required	Type of Certificate Required	Years Teaching Experience Required
Arizona	Master's	15 hours graduate Education	Administrator	3
Arkansas	Bachelor's	14 hours in administration	6 yr. Secondary	3
Colorado	None	20 hours	5 yr. Elementary	None
Illinois	Bachelor's	16 hours	4 yr. Supervisory	4 yrs. grades 9-12
Indiana	Master's	18 hours in administration and Supervision	Administrator	3
Iowa	Bachelor's	20 hours in Graduate Education	5 yr. Secondary	2 yrs. in Secondary Schools
Kansas	Bachelor's	8 hours in Administration and Supervision	5 yr. Provisional	None

TABLE 10 (continued)

State	Degree Required	Hours of Professional Education Required	Type of Certificate Required	Years Teaching Experience Required
Michigan	Bachelor's	20 hours	Secondary Provisional	None
Minnesota	Bachelor's	20 hours	Limited Superintendent	None
Missouri	Master's	20 hours in Administration and Supervision	5 yr. Secondary Principal	None
Nebraska	Bachelor's	18 hours	5 yr. Initial	2
New Mexico	Bachelor's	16 hours	1 yr. Provisional	5
North Dakota	Bachelor's	Minor in Elementary Education	Teacher Certificate	None
Ohio	Bachelor's	12 hours Graduate Education	4 yr. Provisional	3
Oklahoma	Bachelor's	16 hours Graduate Education	3 yr. Provisional Secondary	2
South Dakota	Bachelor's	9 hours Graduate Education	Administrator	1 grades 9-12
West Virginia	Master's	Master's Degree in Education	Administrator	None

TABLE 10 (continued)

State	Degree Required	Hours of Professional Education Required	Type of Certificate Required	Years Teaching Experience Required
Wisconsin	Bachelor's	18 hours	High School	1
Wyoming	Bachelor's	6 hours Graduate Education	Administrator	3

with five of these specifying additional work above the Bachelor's degree but less than a Master's degree. Four states require a Master's degree or its equivalent, to be certified as a secondary school principal.

There is some variation in the teaching experience requirements. Twelve of the states vary from one to five years in the experience required before becoming a junior high school principal. Three of the twelve states specify that the experience be in the secondary school, the other do not state any particular field.

#### Comparison of Criteria with Status of Professional Education

Table 11 shows the comparison between the criteria set up in this study and the status of the professional education of the junior high school principals in the North Central Association. The per cent of the selected authorities which rated each item as either imperative or important is given for a comparison with the status of the professional education of the junior high school principal.

There was only one criterion in which more than 90 per cent of the junior high school principals have had professional education. This criterion was in the field of educational psychology. It will be noted, however, that 93.1 per cent of the respondents to the questionnaire checked that it was imperative or important for the professional

TABLE 11

A COMPARISON OF THE CRITERIA FOR THE PROFESSIONAL  
EDUCATION OF JUNIOR HIGH SCHOOL PRINCIPALS WITH  
THE STATUS OF THE PROFESSIONAL EDUCATION IN  
THE NORTH CENTRAL ASSOCIATION

Criteria	Status of Professional Education of Junior High School Principals in the North Central Association in This Area	Percent of Junior High School Principals Who Have Had Professional Education in This Area
A junior high school principal should have professional education in		
1. junior high school administration.	282	82.0
2. administration of student activity programs.	191	55.5
3. supervision of instruction.	294	85.5
4. elementary school administration.	200	58.1
5. senior high school administration.	247	71.8
6. personnel administration.	176	51.2
7. local and state school administration.	185	53.8

TABLE 11 (continued)

Criteria	Status of Professional Education of Junior High School Principals in the North Central Association in This Area	Percent of Junior High School Principals Who Have Had Professional Education in This Area
A junior high school principal should have professional education in		
8. junior high school curriculum.	243	70.6
9. elementary curriculum.	176	51.2
10. senior high school curriculum.	195	56.7
11. curriculum development.	235	68.3
12. counseling.	200	58.1
13. educational guidance.	228	66.3
14. vocational guidance.	136	39.5
15. secondary education methods.	300	87.2
16. elementary education methods.	186	54.1
17. teaching some major field of learning (social studies, math, etc.).	303	88.1

TABLE 11 (continued)

Criteria	Status of Professional Education of Junior High School Principals in the North Central Association in This Area	Percent of Junior High School Principals Who Have Had Professional Education in This Area
A junior high school principal should have professional education in		
18. adolescent psychology.	284	82.6
19. child growth and development.	233	67.7
20. exceptional child psychology.	142	41.3
21. educational psychology.	315	91.6
22. psychology of learning.	255	74.1
23. junior high school theory and practice.	170	49.4
24. diagnostic and remedial instruction.	149	43.3
25. democratic group procedure. <sup>1</sup>		
26. audio-visual aids.	168	48.8

1

Due to a typographical error in the questionnaire, no comparison could be made on this criterion.

TABLE 11 (continued)

Criteria	Status of Professional Education of Junior High School Principals in the North Central Association in This Area	Percent of Junior High School Principals Who Have Had Professional Education in This Area
A junior high school principal should have professional edu- cation in		
27. child accounting.	90	26.2
28. educational evaluation.	116	33.7
29. educational sociology.	183	53.2
30. philosophy of education.	281	81.7
31. principles of modern education.	196	57.0
32. public relations.	128	37.2
33. public speaking.	194	56.4
34. the role of education in American Democracy.	71	20.6
35. educational statistics.	217	63.1
36. tests and measurements.	295	85.8

education of a junior high school principal. In only nine of the criteria listed did less than 50 per cent of the junior high school principals have professional education.<sup>1</sup> The area of child accounting was the field where the least professional education was reported. Only 20.6 per cent of the principals participating in this study reported they had had education in this area, but 57.2 per cent of all the selected authorities checked the item as imperative or important.

Only one of the 323 junior high school principals who checked the highest degree he held had less than a Bachelor's degree. Forty-one of the number held a Bachelor's degree and 274 had a Master's degree. Five had a Doctor of Education degree and two held a Doctor of Philosophy degree.

#### Teaching Experience

Table 12 shows a comparison by number and per cent of the status of experience reported by the 332 junior high school principals with the criteria for teaching experience.

---

<sup>1</sup> Criteria. 14, 20, 23, 24, 26, 27, 28, 32, and 34.

TABLE 12

A COMPARISON OF THE CRITERIA FOR TEACHING EXPERIENCE  
FOR JUNIOR HIGH SCHOOL PRINCIPALS WITH THE STATUS  
OF THE TEACHING EXPERIENCE OF 332 JUNIOR HIGH  
SCHOOL PRINCIPALS IN THE NORTH CENTRAL  
ASSOCIATION

Teaching Fields	Number of Principals Who Have Had Experience in This Field	Percent of 332 Princi- pals Who Checked Teach- ing Experience in This Field	Percent of 561 Selected Authorities Who Recommended Experience in This Field
1. Elementary Teacher	161	48.5	61.8
2. Junior High School Teacher	213	64.2	93.8
3. Assistant Junior High School Principal	55	16.6	59.2

It will be noted that more junior high school principals of the 332 responding had experience as a junior high school teacher than in any other field. Ninety-three and eight tenths per cent of the authorities who responded to this item agreed that experience as a junior high school teacher was important. The next field in which most of the principals had had experience was as a senior high school teacher.<sup>2</sup> However, only 30.7 per cent of the respondents

<sup>2</sup> See Table 13 in the appendix.

recommended it as important in the professional preparation of a junior high school principal. Forty-eight and five tenths per cent of the 332 principals have had experience as an elementary teacher while 61.8 per cent of the authorities recommended such experience as important.

Experience as a junior high school teacher, as an elementary teacher, and as a senior high school teacher are the three fields in which the junior high school principals have had the most previous experience. The criteria for teaching experience were junior high school teacher, elementary teacher, and assistant junior high school principal.

Of the junior high school principals who checked experience in other fields, 24 had experience as a superintendent. Others reported experience as audio visual aids director, safety directory, band director, director of research, attendance director, and a number of other fields. Table 13 in the appendix shows the comparison of the recommendations of the authorities and the status of the teaching experience of the junior high school principals.

A comparison of these criteria, on professional education, with the certification requirements of the different states can not be made item by item, but by examining tables 10 and 12 it is evident that the certification of most states do not measure up to these criteria.

The professional preparation of most of the junior

high school principals exceeds the certification requirements of most of the states. One state requires a Master's degree in education. Seven states require graduate education ranging from six to twenty hours. The other twelve require from eight to twenty hours of professional education but do not specify any of it as graduate education.

### Summary

It will be noted by studying these tables that the status of junior high school principals in the North Central Association includes many more of the recommendations which were listed in the criteria of professional preparation than are named in the certification requirements. It will be noted further that even though the status of the junior high school principal does not include all the recommendations set up in the criteria, the status of both professional education and teaching experience compare much more closely with the criteria than they do with the certification requirements of the North Central Association. It will also be noted that many principals of junior high schools in this area reported teaching experience in fields not checked as imperative or important by as much as 50 per cent of the authorities, and that they failed to have experience that a large percentage of the authorities checked as important or imperative.

## CHAPTER VI

### SUMMARY AND CONCLUSIONS

#### Summary

The purpose of this study was to find out what professional preparation and personal characteristics a group of selected authorities, in the field of education, believed a person should have to be a capable principal of this special school, commonly called a junior high school. A questionnaire was derived item by item as each was suggested by professors of education in selected colleges and universities in the state of Texas. These items were suggested in reply to a letter which asked each participant what items he considered most important for a beginning junior high school principal in three major areas: professional education, personal characteristics, and teaching experience. These suggested items were edited and the final questionnaire included thirty-nine items in the area of professional education, sixty-nine in the field of personal characteristics and twelve in teaching experience. The questionnaire which was sent to junior high school principals, included the

status of their professional education in the thirty-nine items.

Only three of the thirty-nine areas of professional education were considered not important or imperative by more than 50 per cent of the authorities which participated in the study. Less than 50 per cent checked it necessary to have educational preparation in (area 7, page 25) in the field of administration of special services or (area 8, page 25) business management, and in (area 32, page 39) the history and development of education.

Of the sixty-nine areas included under personal characteristics, only four were considered unimportant by more than 50 per cent of those who participated. A majority did not check it imperative or important that a junior high school principal be conservative. The authorities did not think it imperative or important whether or not a junior high school principal was a man or woman (items 42 and 43, page 68). More than 50 per cent of the participants did not think it imperative or important whether a junior high school principal was married or not. Teaching experience included twelve areas, and the respondents were requested to circle the number of years in each area in which they considered a beginning junior high school principal should have had experience. The three fields in which more than 50 per cent of the authorities recommended experience were junior

high school teacher, elementary teacher, and assistant junior high school principal.

Chapter III pertains to the comparison of the recommendations made by the authorities of the North Central Association with those of the more comprehensive samples taken in Kansas and Minnesota. In most cases the three groups agreed on what items were most important, but a few variations appeared. Very few disagreed as much as 10 per cent. The largest range of disagreement in the area of professional education was item 29. This item was on child accounting and the variation was 19.3 per cent between the authorities in the North Central Association and those in Kansas.

In the area of personal characteristics, the percentage of agreement among the three groups was closely related. The only item in which all the participants agreed was important or imperative in this area was item 7. It pertained to the junior high school principal's responsibility for decisions he must make and was the only item in which 100 per cent agreed. A high percentage agreed that it was not important whether a junior high school principal was a man or a woman, and that it was not important to be conservative. They also agreed that it was not imperative or important whether a junior high school principal was married or not.

The criteria set up in this study were chosen from the thirty-nine items included under professional education, twelve areas of teaching experience, and the sixty-nine items under personal characteristics. An item was named as a criterion only if 50 per cent or more of the selected authorities rated it as imperative or important. Thirty-six items of the professional education area were chosen and only three were rejected by more than 50 per cent. Three areas of the twelve in teaching experience were agreed upon by more than 50 per cent of the authorities and were named as criteria. The participants checked that beginning junior high school principals should have experience as an elementary teacher, a junior high school teacher, and as an assistant junior high school principal. Of the sixty-nine items in the field of personal characteristics, sixty-five were named as criteria while only four were rejected.

The comparisons made between the authorities in the North Central Association, Kansas, and Minnesota showed that the participants were very close in agreement on the professional education, teaching experience, and personal characteristics which a junior high school principal should possess.

The certification requirements in the nineteen states show many similarities. In no state are there special requirements for a junior high school principal, as such. The

requirements in most states are the same as for any secondary principal. One state requires an elementary certificate and is the only state which does not require as much as a Bachelor's degree. Five states require additional work above the Bachelor's degree but less than a Master's degree. Four states require a Master's degree or its equivalent.

The status of professional education of the junior high school principals is generally far in excess of that required for certification, and a majority have had teaching experience as an elementary teacher and as a junior high school teacher, but only a small per cent have had experience as an assistant junior high school principal.

#### Conclusions

The authorities seemed to be in agreement on definite areas in which a beginning junior high school principal should have professional education. If a junior high school principal is to have professional preparation in all the areas named in the criteria, it seems to be important that he make a decision early in his college career, so that he would be prepared specifically for the junior high school principalship.

The most practical teaching experience for one who plans to become a junior high school principal is experience as a junior high school teacher and as an assistant junior high school principal. The other field of teaching experience

which the authorities recommended was that of elementary teacher.

A junior high school principal might have an excellent professional preparation and still not be a success because of a lack of necessary personal characteristics. Few persons, if any, are endowed by nature with all the personal characteristics which are included in the criteria. If the necessary personal characteristics can be acquired by those who are really interested in improving their ability to work with pupils, teachers, and other school personnel, then it would seem that special attention should be given to personal characteristics in the preparatory program for junior high school principals. The data did not include a comparison of the personal characteristics and status of personal characteristics of junior high school principals, but the criteria suggest that this is an important aspect of qualifications.

It is evident if certification is to serve as an incentive for better professional preparation for junior high school principals the certification requirements need to be improved.

## BIBLIOGRAPHY

### Books

- Ayers, L. P., Laggards in Our Schools. New York: Survey Associates Inc., 1909.
- Briggs, Thomas H. The Junior High School. Boston: Houghton Mifflin Co., 1920.
- Bunker, Frank Forest. Reorganization of the Public School System. Washington: Government Printing Office, 1916.
- Cubberley, Elwood P. Public School Administration. Boston: Houghton Mifflin Company, 1944.
- Davis, Calvin Olin. The Junior High School Education. New York: World Book Co., 1926.
- Eliot, Charles. Educational Reforms. New York: The Century Co., 1909.
- Gruhn, William T., and Douglass, Harl R. The Modern Junior High School. New York: The Ronald Press, 1947.
- Koos, Leonard V. The Junior High School. Boston: Ginn and Co., 1927.
- Otto, Henry J. Elementary School Organization and Administration. New York: Appleton-Century Company, 1944.
- Pringle, Ralph W. The Junior High School. New York: McGraw-Hill, 1937.
- Smith, Maurice, Standley, L.L. and Hughes, Cecil L. Junior High School Education. New York: McGraw-Hill, 1942.
- Spears, Harold. Improving the Supervision of Instruction. New York: Prentice-Hall Inc., 1953.

Touton, Frank Charles, and Struthers, Alice Ball. Junior High School Procedure. Boston: Ginn and Co., 1926.

Van Denburg, Joseph K. The Junior High School Idea. New York: Henry Holt and Company, 1922.

#### Articles

Eikenberry, D. H. "Training and Experience Standards for Principals of Secondary Schools," The Bulletin of the National Association of Secondary School Principals.

Elliott, Lloyd H. "The Junior High - A School Without Teachers," Education, LXX (November, 1949), 186-190.

Fensch, E. A. "The First Junior High School?" School and Society, LXVIII (August 28, 1948).

Frazier, G. W. "Junior High School As An Educational Problem," California Journal of Secondary Education, XXVII (February, 1952), 112-115.

French, Will. "Some Basic Policies for the Junior High School," The Bulletin of the National Association of Secondary School Principals. XXIX, (April, 1945), 5-9.

Glass, J. M. "Tested and Accepted Philosophy of the Junior High School Movement," Clearing House VII (February, 1933), 329-339.

Goff, Aaron. "Junior High School Psychosis," Clearing House XXII (May, 1945), 544-545.

Gruhn, William T. "How May Professional Leadership Be Obtained for the Junior High School?" The Bulletin of the National Association for Secondary School Principals, XXXIII (April, 1949), 160-165.

Gruhn, William T. "The Purposes of the Junior High School - After Forty Years," California Journal of Secondary Education, XXXII (March, 1952), 127-132.

Heironomus, N. C. "Is This the Earliest Known Junior High School?," Clearing House XIV, No. 9, (May, 1940), 518-519.

- Herriott, M. E., Sands, Elizabeth, and Stauffacher, Harry W. "History and Objectives of Junior High Education in California," The Bulletin of the National Association of Secondary School Principals, XXXV, No. 182 (December, 1951), 9-19.
- Howell, Clarence E. "Junior High: How Valid Are Its Original Aims?," Clearing House XXIII (October, 1948), 75.
- Jones, Arthur J. "The Junior High School: Past, Present, and Future," The Bulletin of the National Association of Secondary School Principals, XXVIII (March, 1944).
- Leipold, L. E. "Junior High Schools for These Problems," Clearing House XXVII (January, 1953).
- Moore, Hollis A. "Spotlight on Junior High," Nations' Schools XLVI (December, 1950).
- Sands, Elizabeth. "How May Professional Leadership Be Obtained for the Junior High School?," The Bulletin of the National Association for Secondary School Principals, XXXIII (April, 1949).

#### Reports

- National Education Association. Bulletin of the Department of Secondary School Principals, XXI, No. 64 (January, 1937).
- National Education Association. Department of Superintendence. The Junior High School Curriculum (Fifth Year Book), 1927.
- National Education Association. Journal of Proceedings and Addresses. Denver: 1895.
- National Education Association. Journal of Proceedings and Addresses. Los Angeles: 1899.
- National Education Association. Journal of Proceedings and Addresses. Boston, 1903.
- National Education Association. Journal of Proceedings and Addresses. Los Angeles: 1907.
- National Education Association. Journal of Proceedings and Addresses. Cleveland: 1908.

National Education Association. Report of the Committee of Ten on Secondary School Studies. New York: American Book Co., 1894.

U. S. Bureau of Education. Junior High School of Berkeley, California. Bulletin, No. 4, 1923. Reported by John T. Preston. Washington: Government Printing Office.

Unpublished Material

French, Harold K. "The Selection and Retention of Secondary School Principals in Oklahoma with Emphasis upon the Junior High School." Unpublished Doctor's Dissertation, The University of Oklahoma, 1954.

Schwartz, Alfred. "The Preparation of Educational Administrators," Unpublished Doctor's Dissertation, The University of Chicago, 1949.

APPENDIX

Dear Sir:

In recent years a number of authorities have called attention to the need for research regarding the junior high school principalship. Under the direction of Dr. Ross Pugmire and Dr. William Eller of the University of Oklahoma, I am doing a research problem in an attempt to find out what the professional preparation and personal characteristics of a junior high school principal should be.

A questionnaire will be used to make a survey in the North Central Association of Secondary Schools and Colleges. As a basis for this questionnaire, I am asking you, along with other selected authorities, to list the items of professional preparation and personal characteristics needed by junior high school principals which you think should be included in the questionnaire.

In listing the items to be included in the questionnaire, will you list them under these headings: (1) professional education, (2) teaching experience, and (3) personal characteristics?

Professional education as used in this study is defined as studies in subject areas in a College or School of Education. Teaching experience includes all experience directly related to the instructional program. Personal characteristics are those qualities of character and personality which tend to make for the success or failure of a junior high school principal.

If you desire a copy of the results of this study, I will be happy to send it to you.

Sincerely,

Darrell Manney

Dear Educator:

You have been chosen along with other selected authorities in the North Central Association to participate in a research study designed to establish criteria for the professional education and personal characteristics which a junior high school principal should possess.

As you know, there has been a great deal of controversy concerning the junior high school. The functions have been defined and some authorities declare that they have been performed successfully. Other educators think that the institution is a failure and should not exist as a separate unit.

Many authorities contend that the personnel has not had a differentiated education which would prepare them to establish a program and perform the functions peculiar to the junior high school.

This study is directed by Dr. Ross Pugmire and Dr. William Eller of the University of Oklahoma. A check type questionnaire will be used to secure your views. It will require about twenty minutes of your time to check the items.

It will be appreciated if you will signify your willingness to participate to the extent of giving a few minutes of your time to fill out the questionnaire.

Please check the blank space below and return in the stamped, self-addressed envelope.

Thanks for your cooperation.

Sincerely yours,

Darrell Manney, Principal  
Borger Junior High School  
Borger, Texas

I will participate in this study: -----.

The education of junior high school principals is a field in which there has been comparatively little research. There is widespread interest in what educators in the North Central Association think the professional education and personal characteristics of junior high school principals should be.

The enclosed check-list is being sent to selected junior high school principals, superintendents, and to all the professors of secondary education in the state universities, in schools belonging to the North Central Association. The check-list will require approximately twenty minutes to complete. The directions for checking the questionnaire are printed at the top of the first page.

This study is being directed by Dr. Ross Pugmire and Dr. William Eller of the University of Oklahoma.

A stamped, self-addressed envelope is enclosed for your convenience. A prompt return of this questionnaire will be greatly appreciated.

Sincerely yours,

Darrell Manney, Principal  
Borger Junior High School  
Borger, Texas

Dear Educator:

Several weeks ago, I mailed you a check type questionnaire. Perhaps you have misplaced it, so I am enclosing another. This questionnaire will take about 15 minutes to complete.

I realize this is a very busy time for school people, but will you take a few minutes and complete the questionnaire and return to me just as soon as possible?

Sincerely yours,

Darrell Manney

School.....  
 -----

## QUALIFICATIONS OF JUNIOR HIGH SCHOOL PRINCIPALS

The following questionnaire is divided into three major divisions: (1) Professional Education, (2) Personal Characteristics, and (3) Teaching Experience. Professional education as used here is education in subject areas in a College or School of Education. Personal characteristics are those qualities of character and personality which tend to make for the success or failure of a junior high school principal. Teaching experience includes all experience directly related to the instructional program.

Will you check each item according to the following scale: (1) imperative (of the highest importance), (2) important (has real value, but is not of the highest importance), (3) desirable, but not necessary (has value, but is not of real significance), (4) not important (has no particular value), and (5) undesirable (a junior high school principal would be better off without).

If you desire a copy of the results of this study, please place a check in the following blank: .....

### PROFESSIONAL EDUCATION

#### ADMINISTRATION

A junior high school principal should

- |   | Imperative | Important | Desirable, But Not Necessary | Not Important | Undesirable |
|---|------------|-----------|------------------------------|---------------|-------------|
| 1. have professional education in the field of junior high school administration.           | 1....      | 2....     | 3....                        | 4....         | 5....       |
| 2. have professional education in the field of administration of student activity programs. | 1....      | 2....     | 3....                        | 4....         | 5....       |
| 3. have professional education in the supervision of instruction.                           | 1....      | 2....     | 3....                        | 4....         | 5....       |
| 4. have professional education in the field of elementary school administration.            | 1....      | 2....     | 3....                        | 4....         | 5....       |
| 5. have professional education in the field of senior high school administration.           | 1....      | 2....     | 3....                        | 4....         | 5....       |
| 6. have professional education in the area of personnel administration.                     | 1....      | 2....     | 3....                        | 4....         | 5....       |
| 7. have professional education as an administrator of special services.                     | 1....      | 2....     | 3....                        | 4....         | 5....       |
| 8. have professional education in the field of business management.                         | 1....      | 2....     | 3....                        | 4....         | 5....       |
| 9. have professional education in the field of local and state school administration.       | 1....      | 2....     | 3....                        | 4....         | 5....       |

#### CURRICULUM

A junior high school principal should

- |  |       |       |       |       |       |
|--|-------|-------|-------|-------|-------|
| 10. have professional education in the field of junior high school curriculum. | 1.... | 2.... | 3.... | 4.... | 5.... |
| 11. have professional education in the field of elementary curriculum.         | 1.... | 2.... | 3.... | 4.... | 5.... |
| 12. have professional education in the field of senior high school curriculum. | 1.... | 2.... | 3.... | 4.... | 5.... |
| 13. have professional education in the field of curriculum development.        | 1.... | 2.... | 3.... | 4.... | 5.... |

#### GUIDANCE

A junior high school principal should

- |   |       |       |       |       |       |
|---|-------|-------|-------|-------|-------|
| 14. have professional education in the field of counseling.           | 1.... | 2.... | 3.... | 4.... | 5.... |
| 15. have professional education in the field of educational guidance. | 1.... | 2.... | 3.... | 4.... | 5.... |
| 16. have professional education in the field of vocational guidance.  | 1.... | 2.... | 3.... | 4.... | 5.... |

#### METHODS

A junior high school principal should

- |   |       |       |       |       |       |
|---|-------|-------|-------|-------|-------|
| 17. have professional education in the field of secondary education methods.                                  | 1.... | 2.... | 3.... | 4.... | 5.... |
| 18. have professional education in the field of elementary education methods.                                 | 1.... | 2.... | 3.... | 4.... | 5.... |
| 19. have professional education in the teaching of some major field of learning (social studies, math, etc.). | 1.... | 2.... | 3.... | 4.... | 5.... |

## PROFESSIONAL EDUCATION (Con't)

## PSYCHOLOGY

A junior high school principal should

	Imperative	Important	Desirable, But Not Necessary	Not Important	Undesirable
20. have professional education in the field of adolescent psychology.	1	2	3	4	5
21. have professional education in the field of child growth and development.	1	2	3	4	5
22. have professional education in the field of exceptional child psychology.	1	2	3	4	5
23. have professional education in the field of educational psychology.	1	2	3	4	5
24. have professional education in the field of psychology of learning.	1	2	3	4	5

## OTHER EDUCATION

A junior high school principal should

25. have professional education in the field of junior high school theory and practice.	1	2	3	4	5
26. have professional education in the field of diagnostic and remedial instructions.	1	2	3	4	5
27. have professional education in the field of democratic group procedures.	1	2	3	4	5
28. have professional education in the field of audio-visual aids.	1	2	3	4	5
29. have professional education in the field of child accounting.	1	2	3	4	5
30. have professional education in the field of educational evaluation.	1	2	3	4	5
31. have professional education in the field of educational sociology.	1	2	3	4	5
32. have professional education in the field of the history and development of education.	1	2	3	4	5
33. have professional education in the field of philosophy of education.	1	2	3	4	5
34. have professional education in the field of the principles of modern education.	1	2	3	4	5
35. have professional education in the field of public relations.	1	2	3	4	5
36. have professional education in the field of public speaking.	1	2	3	4	5
37. have professional education in the field of the role of education in American Democracy.	1	2	3	4	5
38. have professional education in the field of educational statistics.	1	2	3	4	5
39. have professional education in the field of tests and measurements.	1	2	3	4	5

## PERSONAL CHARACTERISTICS

A junior high school principal should

1. have ability to delegate responsibilities.	1	2	3	4	5
2. have ability to inspire others.	1	2	3	4	5
3. have a concern for human welfare.	1	2	3	4	5
4. have a sense of civic responsibilities.	1	2	3	4	5
5. have a sense of human values as differentiated from subject matter values.	1	2	3	4	5
6. have a willingness to work hard and long hours.	1	2	3	4	5
7. be willing to take responsibility for decisions he must make.	1	2	3	4	5
8. have a wide breadth of interest.	1	2	3	4	5
9. have ability to express himself clearly.	1	2	3	4	5
10. have a cheerful attitude.	1	2	3	4	5
11. be a member of some church.	1	2	3	4	5

~~137~~

## PERSONAL CHARACTERISTICS (Con't)

	Imperative	Important	Desirable, But Not Necessary	Not Important	Undesirable
12. have confidence in student, faculty, and community.	1	2	3	4	5
13. have a democratic attitude in working with people.	1	2	3	4	5
14. be conservative.	1	2	3	4	5
15. have demonstrated maturity in meeting and solving personal and professional problems.	1	2	3	4	5
16. have ability to control his emotions.	1	2	3	4	5
17. enjoy helping others solve their problems.	1	2	3	4	5
18. be enthusiastic about his work.	1	2	3	4	5
19. have faith and belief in public education.	1	2	3	4	5
20. have demonstrated ability as an executive.	1	2	3	4	5
21. have faith in democratic processes.	1	2	3	4	5
22. have a friendly attitude.	1	2	3	4	5
23. be a person of good appearance.	1	2	3	4	5
24. use good judgment in making decisions.	1	2	3	4	5
25. have good manners.	1	2	3	4	5
26. be a person of good moral character.	1	2	3	4	5
27. have good physical and mental health.	1	2	3	4	5
28. have ability to use good English.	1	2	3	4	5
29. be a person who is growing professionally and is teachable.	1	2	3	4	5
30. have good work habits.	1	2	3	4	5
31. have a good voice.	1	2	3	4	5
32. be guidance minded.	1	2	3	4	5
33. have initiative.	1	2	3	4	5
34. be helpful to students and teachers.	1	2	3	4	5
35. have a high degree of intelligence.	1	2	3	4	5
36. have a high degree of moral and ethical conduct incorporating religious convictions.	1	2	3	4	5
37. have an interest in and liking for teaching.	1	2	3	4	5
38. be a person of integrity.	1	2	3	4	5
39. like to study and read professionally.	1	2	3	4	5
40. love young people.	1	2	3	4	5
41. be loyal to those with whom he works.	1	2	3	4	5
42. be a male.	1	2	3	4	5
43. be a female.	1	2	3	4	5
44. be married.	1	2	3	4	5
45. have natural dignity.	1	2	3	4	5
46. be young mentally and not too old physically.	1	2	3	4	5

~~290~~

**PERSONAL CHARACTERISTICS (Con't)**

	Imperative	Important	Desirable, But Not Necessary	Not Important	Undesirable
47. be optimistic.	1	2	3	4	5
48. have patience.	1	2	3	4	5
49. possess a clear and broad perspective.	1	2	3	4	5
50. have a reputation as a leader in the community.	1	2	3	4	5
51. have a sense of humor.	1	2	3	4	5
52. be resourceful in handling the problems of administration.	1	2	3	4	5
53. have a recreational interest.	1	2	3	4	5
54. have a sense of justice.	1	2	3	4	5
55. be sensitive to problems.	1	2	3	4	5
56. be a scholar.	1	2	3	4	5
57. be enthusiastic about what education can do.	1	2	3	4	5
58. be sincere.	1	2	3	4	5
59. have social intelligence.	1	2	3	4	5
60. be a person of sound educational principles.	1	2	3	4	5
61. be sympathetic.	1	2	3	4	5
62. be tactful in dealing with people.	1	2	3	4	5
63. be tolerant with others.	1	2	3	4	5
64. have faith in and trust people.	1	2	3	4	5
65. understand varying points of view.	1	2	3	4	5
66. be unselfish.	1	2	3	4	5
67. have a well organized consistent philosophy of education.	1	2	3	4	5
68. work for and with his faculty, students, and community openly and fairly.	1	2	3	4	5
69. be willing to accept persons as individuals.	1	2	3	4	5

**TEACHING EXPERIENCE**

Circle the number of years teaching experience in each of the areas listed which you think a junior high school principal should have when he becomes principal.

1. Elementary Teacher	1,	2,	3,	4,	5,	6-10,	11-15
2. Elementary Supervisor	1,	2,	3,	4,	5,	6-10,	11-15
3. Elementary Principal	1,	2,	3,	4,	5,	6-10,	11-15
4. Junior High School Teacher	1,	2,	3,	4,	5,	6-10,	11-15
5. Assistant Junior High School Principal	1,	2,	3,	4,	5,	6-10,	11-15
6. Supervisor of Instruction in Secondary Schools	1,	2,	3,	4,	5,	6-10,	11-15
7. Senior High School Teacher	1,	2,	3,	4,	5,	6-10,	11-15
8. Assistant Senior High School Principal	1,	2,	3,	4,	5,	6-10,	11-15
9. Senior High School Principal	1,	2,	3,	4,	5,	6-10,	11-15
10. Director of Curriculum	1,	2,	3,	4,	5,	6-10,	11-15
11. Counselor in Junior High School	1,	2,	3,	4,	5,	6-10,	11-15
12. Counselor in Senior High School	1,	2,	3,	4,	5,	6-10,	11-15
13. Other experience directly related to the instructional program (Specify)	1,	2,	3,	4,	5,	6-10,	11-15

School \_\_\_\_\_

## QUALIFICATIONS OF JUNIOR HIGH SCHOOL PRINCIPALS

The following questionnaire is divided into four major divisions:

(1) Professional Education, (2) Personal Characteristics, (3) Teaching Experience, and (4) Status of the Professional Preparation of junior high school principals. Professional education as used here is education in subject areas offered in a College or School of Education. Personal characteristics are those qualities of character and personality which tend to make for the success or failure of a junior high school principal. Teaching experience includes all experiences directly related to the instructional program. Professional preparation includes professional education and teaching experience.

Will you check each item according to the following scale: (1) imperative (of the highest importance), (2) important (has real value, but is not of the highest importance), (3) desirable, but not necessary (has value, but is not of real significance), (4) not important (has no particular value), and (5) undesirable (a junior high school principal would be better off without).

If you desire a copy of the results of this study, please place a check in the following blank: \_\_\_\_\_

### PROFESSIONAL EDUCATION

#### ADMINISTRATION

A junior high school principal should

- |   | Imperative | Important | Desirable, But Not Necessary | Not Important | Undesirable |
|---|------------|-----------|------------------------------|---------------|-------------|
| 1. have professional education in the field of junior high school administration.           | 1          | 2         | 3                            | 4             | 5           |
| 2. have professional education in the field of administration of student activity programs. | 1          | 2         | 3                            | 4             | 5           |
| 3. have professional education in the supervision of instruction.                           | 1          | 2         | 3                            | 4             | 5           |
| 4. have professional education in the field of elementary school administration.            | 1          | 2         | 3                            | 4             | 5           |
| 5. have professional education in the field of senior high school administration.           | 1          | 2         | 3                            | 4             | 5           |
| 6. have professional education in the area of personnel administration.                     | 1          | 2         | 3                            | 4             | 5           |
| 7. have professional education as an administrator of special services.                     | 1          | 2         | 3                            | 4             | 5           |
| 8. have professional education in the field of business management.                         | 1          | 2         | 3                            | 4             | 5           |
| 9. have professional education in the field of local and state school administration.       | 1          | 2         | 3                            | 4             | 5           |

#### CURRICULUM

A junior high school principal should

- |  |   |   |   |   |   |
|--|---|---|---|---|---|
| 10. have professional education in the field of junior high school curriculum. | 1 | 2 | 3 | 4 | 5 |
| 11. have professional education in the field of elementary curriculum.         | 1 | 2 | 3 | 4 | 5 |
| 12. have professional education in the field of senior high school curriculum. | 1 | 2 | 3 | 4 | 5 |
| 13. have professional education in the field of curriculum development.        | 1 | 2 | 3 | 4 | 5 |

#### GUIDANCE

A junior high school principal should

- |   |   |   |   |   |   |
|---|---|---|---|---|---|
| 14. have professional education in the field of counseling.           | 1 | 2 | 3 | 4 | 5 |
| 15. have professional education in the field of educational guidance. | 1 | 2 | 3 | 4 | 5 |
| 16. have professional education in the field of vocational guidance.  | 1 | 2 | 3 | 4 | 5 |

#### METHODS

A junior high school principal should

- |   |   |   |   |   |   |
|---|---|---|---|---|---|
| 17. have professional education in the field of secondary education methods.                                  | 1 | 2 | 3 | 4 | 5 |
| 18. have professional education in the field of elementary education methods.                                 | 1 | 2 | 3 | 4 | 5 |
| 19. have professional education in the teaching of some major field of learning (social studies, math, etc.). | 1 | 2 | 3 | 4 | 5 |

#### PSYCHOLOGY

A junior high school principal should

- |   |   |   |   |   |   |
|---|---|---|---|---|---|
| 20. have professional education in the field of adolescent psychology.        | 1 | 2 | 3 | 4 | 5 |
| 21. have professional education in the field of child growth and development. | 1 | 2 | 3 | 4 | 5 |
| 22. have professional education in the field of exceptional child psychology. | 1 | 2 | 3 | 4 | 5 |
| 23. have professional education in the field of educational psychology.       | 1 | 2 | 3 | 4 | 5 |
| 24. have professional education in the field of psychology of learning.       | 1 | 2 | 3 | 4 | 5 |

## PROFESSIONAL EDUCATION (Con't)

## OTHER EDUCATION

A junior high school principal should

	Imperative	Important	Desirable, But Not Necessary	Not Important	Undesirable
25. have professional education in the field of junior high school theory and practice.	1	2	3	4	5
26. have professional education in the field of diagnostic and remedial instructions.	1	2	3	4	5
27. have professional education in the field of democratic group procedures.	1	2	3	4	5
28. have professional education in the field of audio-visual aids.	1	2	3	4	5
29. have professional education in the field of child accounting.	1	2	3	4	5
30. have professional education in the field of educational evaluation.	1	2	3	4	5
31. have professional education in the field of educational sociology.	1	2	3	4	5
32. have professional education in the field of the history and development of education.	1	2	3	4	5
33. have professional education in the field of philosophy of education.	1	2	3	4	5
34. have professional education in the field of the principles of modern education.	1	2	3	4	5
35. have professional education in the field of public relations.	1	2	3	4	5
36. have professional education in the field of public speaking.	1	2	3	4	5
37. have professional education in the field of the role of education in American Democracy.	1	2	3	4	5
38. have professional education in the field of educational statistics.	1	2	3	4	5
39. have professional education in the field of tests and measurements.	1	2	3	4	5

## PERSONAL CHARACTERISTICS

A junior high school principal should

1. have ability to delegate responsibilities.	1	2	3	4	5
2. have ability to inspire others.	1	2	3	4	5
3. have a concern for human welfare.	1	2	3	4	5
4. have a sense of civic responsibilities.	1	2	3	4	5
5. have a sense of human values as differentiated from subject matter values.	1	2	3	4	5
6. have a willingness to work hard and long hours.	1	2	3	4	5
7. be willing to take responsibility for decisions he must make.	1	2	3	4	5
8. have a wide breadth of interest.	1	2	3	4	5
9. have ability to express himself clearly.	1	2	3	4	5
10. have a cheerful attitude.	1	2	3	4	5
11. be a member of some church.	1	2	3	4	5
12. have confidence in student, faculty, and community.	1	2	3	4	5
13. have a democratic attitude in working with people.	1	2	3	4	5
14. be conservative.	1	2	3	4	5
15. have demonstrated maturity in meeting and solving personal and professional problems.	1	2	3	4	5
16. have ability to control his emotions.	1	2	3	4	5
17. enjoy helping others solve their problems.	1	2	3	4	5
18. be enthusiastic about his work.	1	2	3	4	5
19. have faith and belief in public education.	1	2	3	4	5
20. have demonstrated ability as an executive.	1	2	3	4	5
21. have faith in democratic processes.	1	2	3	4	5
22. have a friendly attitude.	1	2	3	4	5
23. be a person of good appearance.	1	2	3	4	5
24. use good judgment in making decisions.	1	2	3	4	5
25. have good manners.	1	2	3	4	5
26. be a person of good moral character.	1	2	3	4	5
27. have good physical and mental health.	1	2	3	4	5
28. have ability to use good English.	1	2	3	4	5
29. be a person who is growing professionally and is teachable.	1	2	3	4	5
30. have good work habits.	1	2	3	4	5

**PERSONAL CHARACTERISTICS (Con't)**

	Imperative	Important	Desirable, But Not Necessary	Not Important	Undesirable
31. have a good voice.	1	2	3	4	5
32. be guidance minded.	1	2	3	4	5
33. have initiative.	1	2	3	4	5
34. be helpful to students and teachers.	1	2	3	4	5
35. have a high degree of intelligence.	1	2	3	4	5
36. have a high degree of moral and ethical conduct incorporating religious convictions.	1	2	3	4	5
37. have an interest in and liking for teaching.	1	2	3	4	5
38. be a person of integrity.	1	2	3	4	5
39. like to study and read professionally.	1	2	3	4	5
40. love young people.	1	2	3	4	5
41. be loyal to those with whom he works.	1	2	3	4	5
42. be a male.	1	2	3	4	5
43. be a female.	1	2	3	4	5
44. be married.	1	2	3	4	5
45. have natural dignity.	1	2	3	4	5
46. be young mentally and not too old physically.	1	2	3	4	5
47. be optimistic.	1	2	3	4	5
48. have patience.	1	2	3	4	5
49. possess a clear and broad perspective.	1	2	3	4	5
50. have a reputation as a leader in the community.	1	2	3	4	5
51. have a sense of humor.	1	2	3	4	5
52. be resourceful in handling the problems of administration.	1	2	3	4	5
53. have a recreational interest.	1	2	3	4	5
54. have a sense of justice.	1	2	3	4	5
55. be sensitive to problems.	1	2	3	4	5
56. be a scholar.	1	2	3	4	5
57. be enthusiastic about what education can do.	1	2	3	4	5
58. be sincere.	1	2	3	4	5
59. have social intelligence.	1	2	3	4	5
60. be a person of sound educational principles.	1	2	3	4	5
61. be sympathetic.	1	2	3	4	5
62. be tactful in dealing with people.	1	2	3	4	5
63. be tolerant with others.	1	2	3	4	5
64. have faith in and trust people.	1	2	3	4	5
65. understand varying points of view.	1	2	3	4	5
66. be unselfish.	1	2	3	4	5
67. have a well organized consistent philosophy of education.	1	2	3	4	5
68. work for and with his faculty, students, and community openly and fairly.	1	2	3	4	5
69. be willing to accept persons as individuals.	1	2	3	4	5

**TEACHING EXPERIENCE**

Circle the number of years teaching experience in each of the areas listed which you think a junior high school principal should have when he becomes principal.

1. Elementary Teacher	1,	2,	3,	4,	5,	6-10,	11-15
2. Elementary Supervisor	1,	2,	3,	4,	5,	6-10,	11-15
3. Elementary Principal	1,	2,	3,	4,	5,	6-10,	11-15
4. Junior High School Teacher	1,	2,	3,	4,	5,	6-10,	11-15
5. Assistant Junior High School Principal	1,	2,	3,	4,	5,	6-10,	11-15
6. Supervisor of Instruction in Secondary Schools	1,	2,	3,	4,	5,	6-10,	11-15
7. Senior High School Teacher	1,	2,	3,	4,	5,	6-10,	11-15
8. Assistant Senior High School Principal	1,	2,	3,	4,	5,	6-10,	11-15
9. Senior High School Principal	1,	2,	3,	4,	5,	6-10,	11-15
10. Director of Curriculum	1,	2,	3,	4,	5,	6-10,	11-15
Counselor in Junior High School	1,	2,	3,	4,	5,	6-10,	11-15

**STATUS OF PROFESSIONAL PREPARATION**

Will you please check the following areas in which you have had professional education:

**ADMINISTRATION**

- 1. Junior High School Administration  
 ----- 2. Administration of Student Activity Programs  
 ----- 3. Supervision of Instruction  
 ----- 4. Elementary School Administration  
 ----- 5. Senior High School Administration  
 ----- 6. Personnel Administration  
 ----- 7. Administration of Special Services  
 ----- 8. Business Management  
 ----- 9. Local and State School Administration

**CURRICULUM**

- 10. Junior High School Curriculum  
 -----11. Elementary School Curriculum  
 -----12. Senior High School Curriculum  
 -----13. Curriculum Development

**GUIDANCE**

- 14. Counseling  
 -----15. Educational Guidance  
 -----16. Vocational Guidance

**METHODS**

- 17. Secondary Education Methods  
 -----18. Elementary Education Methods  
 -----19. Methods of Teaching Some Major Field of Learning (Social Studies, Mathematics, Science, Etc.)

**PSYCHOLOGY**

- 20. Adolescent Psychology  
 -----21. Child Growth and Development  
 -----22. Exceptional Child Psychology  
 -----23. Educational Psychology  
 -----24. Psychology of Learning

**OTHER EDUCATION**

- 25. Junior High School Theory and Practice  
 -----26. Diagnostic and Remedial Instruction  
 -----27. Demonstrated Group Procedures  
 -----28. Audio-Visual Aids  
 -----29. Child Accounting  
 -----30. Educational Evaluation  
 -----31. Educational Sociology  
 -----32. History and Development of Education  
 -----33. Philosophy of Education  
 -----34. Principles of Modern Education  
 -----35. Public Relations  
 -----36. Public Speaking  
 -----37. Role of Education in American Democracy  
 -----38. Statistics  
 -----39. Test and Measurements

**DEGREES**

Please check the highest degree you now hold.

- Bachelor's Degree  
 ----- Master's Degree  
 ----- Doctor of Education  
 ----- Doctor of Philosophy

**STATUS OF TEACHING EXPERIENCE**

Circle the number of years teaching experience you have had in the fields listed.

Elementary Teacher	1, 2, 3, 4, 5, 6-10, 11-15, 16-20, more than 20
Elementary Supervisor	1, 2, 3, 4, 5, 6-10, 11-15, 16-20, more than 20
Elementary Principal	1, 2, 3, 4, 5, 6-10, 11-15, 16-20, more than 20
Junior High School Teacher	1, 2, 3, 4, 5, 6-10, 11-15, 16-20, more than 20
Assistant Junior High School Principal	1, 2, 3, 4, 5, 6-10, 11-15, 16-20, more than 20
Supervisor of Instruction in Secondary Schools	1, 2, 3, 4, 5, 6-10, 11-15, 16-20, more than 20
Senior High School Teacher	1, 2, 3, 4, 5, 6-10, 11-15, 16-20, more than 20
Assistant Senior High School Principal	1, 2, 3, 4, 5, 6-10, 11-15, 16-20, more than 20
Senior High School Principal	1, 2, 3, 4, 5, 6-10, 11-15, 16-20, more than 20
Director of Curriculum	1, 2, 3, 4, 5, 6-10, 11-15, 16-20, more than 20
Counselor in Junior High School	1, 2, 3, 4, 5, 6-10, 11-15, 16-20, more than 20
Counselor in Senior High School	1, 2, 3, 4, 5, 6-10, 11-15, 16-20, more than 20
Junior High School Principal	1, 2, 3, 4, 5, 6-10, 11-15, 16-20, more than 20
Other Experience Directly Related to the Instructional Program (Specify)	1, 2, 3, 4, 5, 6-10, 11-15, 16-20, more than 20

TABLE 13

A COMPARISON OF THE TEACHING EXPERIENCE RECOMMENDED BY  
561 SELECTED AUTHORITIES FOR JUNIOR HIGH SCHOOL  
PRINCIPALS WITH THE STATUS OF THE TEACHING  
EXPERIENCE OF 332 JUNIOR HIGH SCHOOL  
PRINCIPALS IN THE NORTH CENTRAL  
ASSOCIATION

Teaching Fields	Number of Principals Who Have Had Experience in This Field	Percent of 332 Principals Who Checked Teaching Experience in This Field	Percent of 561 Selected Authorities Who Recommended Experience in This Field
1. Elementary Teacher	161	48.5	61.8
2. Elementary Supervisor	39	11.4	16.6
3. Elementary Principal	152	45.8	34.7
4. Junior High School Teacher	213	64.2	93.8
5. Assistant Junior High School Principal	55	16.6	49.2
6. Supervisor of Instruction in Secondary Schools	15	4.5	11.4
7. Senior High School Teacher	207	62.3	30.7
8. Assistant Senior High School Principal	45	13.6	6.3

TABLE 13 (continued)

Teaching Fields	Number of Principals Who Have Had Experience in This Field	Percent of 332 Principals Who Checked Teaching Experience in This Field	Percent of 561 Selected Authorities Who Recommended Experience in This Field
9. Senior High School Principal	74	22.3	1.6
10. Director of Curriculum	16	4.8	8.8
11. Counselor in Junior High School	39	11.7	33.8
12. Counselor in Senior High School	22	6.6	3.2
13. Junior High School Principal	332	100.0	00
14. Other Experience Directly Related to the Instructional Program	40	12.0	00