

THE UNIVERSITY OF OKLAHOMA
GRADUATE COLLEGE

THE STATUS OF THE ELEMENTARY-SCHOOL
PRINCIPALSHIP IN OKLAHOMA
IN 1953-54

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

BY
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Norman, Oklahoma
1955

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ACKNOWLEDGEMENTS

The author wishes to express his sincere appreciation for the guidance and assistance of the chairman of his committee, Dr. W. B. Ragan and to the members of the committee, Dr. W. R. Lane, Dr. A. W. Heilman, and Dr. M. T. Strom.

Without the cooperation of many elementary-school principals in Oklahoma this study could not have been completed.

To Mr. Jake Smart, Director of Rural and Elementary Education, Oklahoma State Department of Public Instruction, the author wishes to express his sincere appreciation for his assistance in this study.

Acknowledgement is given to the Research Department of the National Education Association, and especially to Dr. Frank W. Hubbard, Director, Research Division, N. E. A. for his valuable assistance.

To my wife Jewell, my daughter Mary Jo, and my son Walter Jr., without whose encouragement this study would not have been attempted.

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THE STATUS OF THE ELEMENTARY-SCHOOL
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CHAPTER I

INTRODUCTION

The strength of public education in America is dependent upon its foundation -- the elementary school. How well the elementary schools perform their function will be closely related to the professional ability of the principal.

There is much evidence that the public and the teaching profession are becoming less tolerant of mediocrity in teaching and in the administration of their schools. The educational objectives desired by an enlightened populace have brought forth a new kind of elementary school, one which requires the services of a person skilled in the techniques of elementary administration and supervision and who can capably fulfill the leadership role of elementary-school principal.

The elementary-school principalship in Oklahoma should maintain standards of professional competency which

are compatible with today's needs. Continuous professional growth and development are essential to the attainment of these standards. Basic to any program of growth is the necessity of frequent appraisal.

The Problem

Many of the more encouraging advances that have contributed to the improvement of education have come about as a result of careful analysis of problems, exploration of possible solutions, and collection of evidence. Educators have learned from experience that the lack of research in any particular field in education has resulted in much misunderstanding on the part of the public and among professional educators.

The elementary-school principalship is continually undergoing growth and change. This process of growth and change must be accompanied by continued surveys and analysis in order to determine what trends are developing and if these trends are desirable.

Accordingly, for the purpose of this study, the problem is: What is the present status of the elementary-school principalship in Oklahoma.

The Purpose of the Study

The purpose of the study is to provide accurate and detailed information concerning persons occupying the position of principal in the elementary schools of Oklahoma.

This information includes such factors as: personal and professional characteristics, professional preparation and experience, economic status, status in the school system, and etc. .

The study may serve a secondary purpose; that of providing reliable and detailed information concerning the principalship in Oklahoma which could serve as a basis for further investigations and research.

Background and Need for the Study

Leaders in education require exact information in order to deal effectively with current problems. In this regard it has often been necessary to resort to generalities because of the absence of adequate information. This is particularly true in Oklahoma when attempts are made to appraise the elementary-school principalship. Consequently, accurate and detailed information concerning the elementary-school principalship in Oklahoma is needed now.

The position of elementary-school principal in Oklahoma is unique in several respects. In the relatively short span of time since the opening of Oklahoma Territory for settlement in 1889 the elementary-school principalship has passed through various stages of development more rapidly than has been the case in most other states. Other elementary schools were wrestling with the problem of enriching their curriculum at the time the Territory was opened for settlement.

Mickelson reports that the elementary-school principalship has gone through four stages of development: the teaching principal, the clerical principal, the managerial or administrative principal and the leadership principal.¹

A report by the director of Rural and Elementary Education, Oklahoma State Department of Public Instruction, indicates that the elementary schools in this state are still in a process of evolution. In this report it is stated that during the school year 1951-52 there were 807 one-teacher, 478 two-teacher, and 102 three-teacher schools in Oklahoma.²

One of the teachers in a two-teacher or larger elementary school may be designated as principal according to Oklahoma Statutes --

A principal shall be any person other than a district superintendent of schools having supervisory or administrative authority over any school or school building having two or more teachers. A teaching principal shall be a principal who devotes at least one-half of the time school is in session to classroom teaching.³

Statistics compiled by the Research Department of the State Department of Public Instruction show that the largest single group of administrative and supervisory school officials is the elementary-school principals. During

¹ Peter P. Mickelson, The Principal in the Modern Elementary School. Unpublished Doctor's Dissertation, University of Colorado, 1941, p. 6.

² Jake Smart, "Report on Rural Schools of Oklahoma," The Oklahoma Teacher, XXXIV (February, 1953), p. 48.

³ School Laws of Oklahoma. 1953. Bulletin of The State Department of Public Instruction, p. 18.

the school year 1952-53 the following administrative personnel were employed in the public schools of Oklahoma.

Superintendents.....	675
Junior High School Principals.....	131
High School Principals.....	666 ⁴
Elementary-School Principals.....	1,196 ⁴

The need for a state-wide study is indicated in the recommendations made by the Editorial Committee of the Twenty-seventh Yearbook of the National Department of Elementary-School Principals:

The Editorial Committee recommends: That state and local associations, in the next few years, should make studies of the principalship so as to bring out further details with respect to the ages, experience, and preparation of principals now in service. Such explorations should indicate the need for local and state standards and suggest improvements in pre-service and in-service preparation programs.⁵

The need for certification of teachers and administrators in Oklahoma was met in 1950 when the State Board of Education developed Laws and Regulations Concerning The Certification of Teachers and Administrators. Minimum requirements for the Standard Certificate for Elementary-School Administrators are stated as follows:

1. Experience: Two years of satisfactory teaching, supervisory, or administrative experience in an elementary school, or one year of such experience and one year of supervised internship in the administration of the elementary school.

4

The Oklahoma Teacher, XXXV (March, 1954), p. 62.

5

National Education Association, Department of Elementary School Principals, The Elementary-School Principalship - Today and Tomorrow, Twenty-seventh Yearbook, (1948), p. 27.

2. Professional preparation:

- a. An Oklahoma teaching certificate for the elementary school valid for the period of time for which the administrator's certificate is issued.
- b. A master's degree in school administration from an approved college or university with a minimum of sixteen semester hours of graduate work*, including credit in each of the following:
 - (1) Elementary school administration and supervision, including the purposes of the modern elementary school.
 - (2) Determination and construction of the elementary school curriculum.
 - (3) Measurements, statistics, and evaluation appropriate to the elementary school.
 - (4) Special phases of elementary school administration, such as guidance, public relations, and program planning.

*(If any of this work has been taken for undergraduate credit, it will be accepted toward meeting the requirements, but not as a part of the total semester hours specified, nor may it be repeated and so applied.)⁶

Review of Related Studies

The Department of Elementary School Principals of the National Education Association has consistently exerted its influence to improve the status of the elementary-school principalship on a nation-wide basis. From its inception in 1921 the Department has had as a major purpose the elevation of the scholarship and administrative ability of the elementary-

school principalship. Bulletin Number 1 of the Department stated:

The quality of scholarship and administrative ability of principals of elementary schools should be as high as that of the principals of high schools. The quality of instruction given in the early years of a child's life is quickly felt in the community and in the high schools. It will help all the schools for elementary school principals to raise the standard of professional service they render.⁷

The original movement to organize the elementary-school principals of this country into one national organization began in the summer of 1920. A group of elementary-school principals from many states, who at that time were enrolled in a course in supervision and administration at the University of Chicago, organized themselves into a committee for the purpose of becoming an associate of the department of the National Education Association.

The organization became a department of the National Education Association at the Des Moines meeting in the summer of 1921.

In 1924, Mr. Jessie M. Fink, fourth president of the Department, appointed a Committee on Standards and Training for the elementary-school principalship. The purposes of this committee were as follows:

1. To bring to bear upon the work and training of elementary school principals the best of previous contributions to this field.

⁷ Bulletin No. 1, Department of Elementary School Principals, N. E. A. (May, 1921), p. 13.

2. To describe the present status of the elementary school principalship and to discover tendencies characteristic to the development of this office.

3. To state the ideals in practice and theory which should guide principals, superintendents, and others interested in improving the professional status of the elementary-school principalship.⁸

Four years later the Committee on Standards and Training published a report of their investigations which has been a major contribution to the professional improvement of the elementary-school principalship in this country. This report was published as the Seventh Yearbook of the Department of Elementary School Principals.⁹

This publication stimulated a number of state-wide studies of the elementary-school principalship. A bibliography of some of these studies is found on page 91

In 1948 the Editorial Committee of the Department in cooperation with the N.E.A. Research Division, under the immediate supervision of Frank W. Hubbard, director, made a similar study of the principalship and appraised the progress made. The 1948 report indicates that significant progress was made in the twenty year interval.¹⁰

⁸ National Education Association, Department of Elementary School Principals, The Elementary School Principalship. Seventh Yearbook, (1928), p. 156.

⁹ Ibid.

¹⁰ The Elementary-School Principalship - Today and Tomorrow, op. cit.

A number of state-wide studies on the elementary-school principalship were made following the publication of the Twenty-seventh Yearbook. A brief review of three Doctor's¹¹ dissertations on this subject is included in Appendix B.

Procedures Used

Primary data for the present study were procured by means of a questionnaire sent to 702 elementary-school principals in Oklahoma. The questionnaire was constructed from information derived from current educational literature, from interviews with elementary school principals, from suggestions from the director of research of the N.E.A. and from the Advisory Committee. A copy of the questionnaire is¹² found in Appendix D.

A preliminary draft of the questionnaire was sent to a jury of fourteen principals in the state for their suggestions, revisions and deletions. The jury of principals was selected from different sizes and types of elementary schools and from widely separated parts of the state. The preliminary draft was revised in light of their recommendations.

The questionnaire was mailed to the 702 elementary-school principals of four-teacher or larger schools listed in the Oklahoma Educational Directory, 1953-54.

11

Appendix B, p. 92-96

12

Appendix D, p. 99-106

Table 1 shows that 358 usable responses were returned. The 14 unusable returns were those listing grades higher than the eighth grade under supervision of the respondent.

TABLE 1
RESPONSES TO THE QUESTIONNAIRE

Number of usable questionnaires returned.....	358
Number of unusable questionnaires returned.....	14
Number of questionnaires not returned.....	330
Number of questionnaires.....	702

A cover letter from the Director of Rural and Elementary Education, Oklahoma State Department of Public Instruction, was sent with each questionnaire. This cover letter urged the elementary-school principals to cooperate in the study. A copy of the cover letter is included in Appendix C.¹³

TABLE 2
DISTRIBUTION OF 358 ELEMENTARY-SCHOOL PRINCIPALS
RESPONDING TO QUESTIONNAIRE ACCORDING
TO SIZE OF CITY IN WHICH THE SCHOOL
IS LOCATED

Size of City	Number of Principals	Per Cent of Total
Under 2,500	109	30.3
2,500 - 4,999	35	9.8
5,000 - 9,999	44	12.3
10,000 - 29,999	71	19.6
30,000 - 49,999	22	6.1
50,000 - Over	77	21.9
Total	358	100.0

¹³Appendix C, p. 97-98

Table 2 shows the distribution of 358 respondents to the questionnaire according to size of city in which the school is located. The distribution by size of city is comparable with the 1948 national survey except for cities under 2,500 or over 50,000. In the national survey 15 per cent of the schools surveyed were in the under 2,500 population group as compared with 30.3 per cent in the present study. The national survey included 42 per cent of the schools surveyed from cities over 50,000 in population as compared with 21.9 per cent in the present study.

Definition of Terms

The following terms appear frequently throughout the study and are defined in the interests of accuracy and consistency:

Elementary School. All forms of grade organization from the kindergarten through the eighth grade.

Supervising Principal. A principal devoting seventy-five per cent or more of his time to supervisory and administrative duties.

Teaching Principal. A principal devoting more than twenty-five per cent of his time to regular classroom teaching duties.

Principal and Elementary-School Principal. These titles as used in the present study are used synonymously and refer to those persons having supervisory or administrative

authority over an elementary school regardless of the amount of time spent in classroom teaching.

CHAPTER II

PERSONAL CHARACTERISTICS OF PRINCIPALS

In a study of the status of the principalship careful consideration must be given to personal endowments as well as professional preparation and experience.

The personal characteristics of elementary-school principals need to be examined in order to clarify any misconceptions concerning these factors. Without the facts, conditions existing in a local situation may be interpreted by an uninformed person to be representative of the conditions found in all situations in the entire state or nation.

Sex of Elementary-School Principals

There is evidence of a trend toward more men principals in the elementary schools of this country. In 1923 Martin found that 78 per cent of the elementary principals¹ in New England were women. In 1926 Morrison discovered that 63 per cent of the elementary principals in Ohio were

¹ W. H. Martin, The Status of the Elementary School Principal in New England, (1923), Unpublished report to the New England Association of Superintendents, p. 7.

women.² Results of the 1928 national survey revealed that 45 per cent of the principals included in the study were men and 55 per cent were women.³ In the 1948 national survey the conditions were almost reversed - 59 per cent were men and 41 per cent were women.⁴

In the state-wide studies conducted by Bevans (California, 1951)⁵, Ginger (Kentucky, 1950)⁶ and Pollock (Colorado, 1951)⁷ dealing with the status of the elementary-school principalship in their respective states, it was discovered that the ratio of men principals to women principals was approximately two to one.

The results of this survey show that in Oklahoma 77 per cent of the principals who responded to the questionnaire were men while 23 per cent were women. Table 3 shows the total number of respondents grouped according to sex and by size of city in which the school is located. Table 4 shows the distribution of teaching and supervising principals

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

³ The Elementary School Principalship, op. cit., p. 171.

⁴ The Elementary School Principalship - Today and Tomorrow, op. cit., p. 19-20.

⁵ See Appendix B, p. 93

⁶ See Appendix B, p. 94

⁷ See Appendix B, p. 95

by sex according to size of city in which the school is located. There is no apparent change in the ratio of men to women when viewed from whether they are teaching or supervising principals.

When viewed by city size the proportion of men is much higher in cities under 5,000 population - 86 per cent men and 14 per cent women principals. In the cities from 5,000 population to 30,000 the three-to-one ratio holds while in cities of 30,000 population and over the ratio is approximately two to one in favor of the men.

TABLE 3
DISTRIBUTION OF MALE AND FEMALE PRINCIPALS
BY SIZE OF CITY IN WHICH THE SCHOOL
IS LOCATED

Size of City		Male	Female	Total	Per Cent of Total
Under	2,500	93	16	109	30.3
2,500 -	4,999	31	4	35	9.8
5,000 -	9,999	32	12	44	12.3
10,000 -	29,999	56	15	71	19.6
30,000 -	49,999	11	11	22	6.1
50,000 -	Over	52	25	77	21.9
Total		275	83	358	100.0
Per Cent		76.6	23.4		100.0

A review of the literature on the question of whether the principalship is best suited to men or to women reveals a consensus that individual competency, regardless

TABLE 4

DISTRIBUTION BY SEX OF TEACHING AND SUPERVISING
PRINCIPALS BY SIZE OF CITY IN WHICH THE
SCHOOL IS LOCATED

Item	Population Group						Total	Percent
	Under 2,500	2,500- 4,999	5,000- 9,999	10,000- 29,999	30,000- 49,000	50,000- Over		
	1	2	3	4	5	6	7	8
<u>Teaching Principals</u>								
Sex:								
Men.....	86	18	20	27	4	4	159	77
Women.....	15	4	10	7	4	7	47	23
TOTAL.....	101	22	30	34	8	11	206	100
<u>Supervising Principals</u>								
Men.....	7	13	12	29	7	48	116	76
Women.....	1		2	8	7	18	36	24
TOTAL.....	8	13	14	37	14	66	152	100

of sex, is the only intelligent basis for determining which person is the best suited.

Age of Principals

Table 5 shows the present age groupings of 341 elementary-school principals in Oklahoma for the school year 1953-54. The average age of principals is shown to be 44.8 years. This is lower than the 46.1 year average found in both the national studies of previous years.

The average age of men principals was 43.2 years as compared with an average of 47.8 years for the women principals. The median age of the men principals was 41 years while the median age for the women principals was 50 years.

As a group, the principals participating in this survey are older than the group of 185 high school principals in Oklahoma reported in a survey by Rezabek for the school year 1952-53.⁸ Rezabek showed that 44 per cent of the principals participating in his survey were between 25 and 39 years of age as compared with 34 per cent of the principals in the present study in the same age group. The per cent of principals in the 40 - 49 age group were essentially the same in both surveys. Seventeen per cent of the high school principals were 50 years of age or older as compared with 29 per cent of the elementary-school principals in this age group.

⁸ Bernard V. Rezabek, Preferred Practices in the Selection and Retention of Senior High School Principals in Oklahoma, Unpublished Doctor's dissertation. The University of Oklahoma, 1953, p. 74.

TABLE 5

DISTRIBUTION OF AGES OF PRINCIPALS BY
SIZE OF CITY IN WHICH THE SCHOOL
IS LOCATED

Size of City		Age					Total	Per Cent
		Less than 30	30-39	40-49	50-59	60-Over		
Under	2,500	13	38	38	12	3	104	30.5
2,500 -	4,999	5	11	12	6	1	35	10.3
5,000 -	9,999		9	17	12	3	41	12.0
10,000 -	29,999	3	24	21	16	6	70	20.5
30,000 -	49,999	1	3	10	7	1	22	6.4
50,000 -	Over		9	29	20	11	69	20.3
TOTAL		22	94	127	73	25	341	100.0
Per Cent		6.5	27.6	37.2	21.4	7.3		100.0

The important questions relative to age are: Does the principalship attract enough young persons who may develop their careers as elementary-school principals? Do enough principals remain in the principalship so as to be able to contribute the knowledge gained by their experience? Does the principalship contain a balanced proportion of all adult age groups?

Table 6 shows that 44 per cent of the teaching principals are less than 40 years of age. Apparently the principalship in Oklahoma does attract young persons, and enough of them, who may develop their careers in the principalship. It is natural for this large percentage to show as teaching

TABLE 6

DISTRIBUTION BY AGE OF TEACHING AND SUPERVISING
PRINCIPALS BY SIZE OF CITY IN WHICH THE
SCHOOL IS LOCATED

Item	Population Group						Total	Percent
	Under 2,500	2,500- 4,999	5,000- 9,999	10,000- 29,999	30,000- 49,000	50,000- Over		
	1	2	3	4	5	6		
<hr/>								
<hr/>								
Teaching Principals								
Age:								
Less than 30	13	3		3	1		20	10
30 - 39	37	7	7	12	1	3	67	34
40 - 49	32	7	10	10	3	6	68	35
50 - 59	11	4	9	6	3	1	34	17
60 - Over	3	1	1	2			7	4
TOTAL	96	22	27	33	8	10	196	100
Supervising Principals								
Less than 30		2					2	1
30 - 39	1	4	2	12	2	6	27	18
40 - 49	6	5	7	11	7	23	59	41
50 - 59	1	2	3	10	4	19	39	27
60 - Over			2	4	1	11	18	13
TOTAL	8	13	14	37	14	59	145	100

principals since this position is considered by many to be a stepping stone to the supervising principalship.

Table 6 shows that 81 per cent of the supervising principals are forty years of age or older. Apparently here is indication that the principalship in Oklahoma has holding power so that those of many years service in the principalship may contribute the knowledge gained by their experience.

The age groups for Oklahoma principals as shown in Table 5 very closely follow a normal curve of distribution. Apparently the principalship in Oklahoma does contain a balanced proportion of the adult age group.

Marital Status of Principals

Ninety-four per cent of the men principals and 45 per cent of the women principals who participated in this survey were married. The 15 per cent of the total who answered in the negative to the question: Are you married? included those who are divorced, widows, widowers, and those who are single at the present time.

These figures compare favorably with the 96 per cent married men principals and 44 per cent married women principals in California as shown by Bevens.⁹

Ginger listed 78 per cent of all respondents in his

⁹
Bevens, op. cit., p. 54

study as married and 22 per cent as not married.¹⁰ The results of the present study show 85 per cent of all respondents as married and 15 per cent as not married.

Contribution of Spouse to the Family Income

Out of a total of 301 affirmative replies to the question: Are you married? 190, or 63 per cent, replied that the spouse contributed to the family income. Working wives constitute 82 per cent of the spouses who contributed to the family income while 98 per cent of the non-contributing spouses are housewives.

Dependents of Principals

The results of this survey show that 292, or 81 per cent of the principals participating in the survey reported having dependents. These principals reported a total of 669 persons totally dependent upon them and 156 partial dependents. Since 94 per cent of the men principals are married as compared to 45 per cent of the women it is to be expected that the men would show the greatest dependency load. The men had a total of 637 totally dependent and 119 partially dependent persons while the women had 32 totally dependent and 37 partially dependent persons.

¹⁰

Ginger, op. cit., p. 91

TABLE 7
DEPENDENCY LOAD OF PRINCIPALS BY SEX

	Men	Women	Total	Per Cent
Number with dependents	249	43	292	86
Number with no dependents	18	29	47	14
Total number of dependents - (partial dependent counted as one-half dependency unit).....	697	50	747	
Average dependents.....	2.6	.3	2.2	

The average dependency load for men principals with dependents was 2.6 (counting each partially dependent as one-half totally dependent). The average dependency load for women principals was .3 dependents.

CHAPTER III

PROFESSIONAL PREPARATION OF PRINCIPALS

The public has a right to expect that those who are to educate others be well educated themselves, and that those who serve in an administrative capacity be professional in their preparation, conduct, and vision.

In the past, elementary-school principals have not been fully qualified to assume the obligations of leadership in administration, supervision, and other competencies essential to this position.

Otto states that the elementary principalship has developed a professional status much inferior to that which it ought to command because of the methods used by many boards of education and superintendents in selecting principals and a lack of adequate professional training of the principals selected:

...Some years ago it was a common practice to promote a successful elementary-school teacher of many years' experience, but of rather limited educational preparation, to an elementary-school principalship. Partially as a result of this practice many of those who were designated as "principals" were not qualified to assume the responsibilities which might have been assigned

to them and which perhaps more logically belonged to them as the various phases of school administration developed.¹

The problem of what constitutes adequate professional requirements for the elementary-school principalship has been approached from various angles and by various groups. However, no one group has given the problem more serious consideration than have the elementary principals themselves. These principals, through their professional organizations, have set in motion the plans and programs felt necessary to produce higher levels of professional improvement.

One of the primary purposes of the Seventh Yearbook of the Department of Elementary School Principals was to emphasize the importance of adequate professional preparation for the principalship.² The master's degree was strongly recommended as a basic standard at that time.

Years of College Training

The amount of college training is not the only index of professional competency of principals; however, it is one of the best sources available at the present time.

The principals who participated in this survey reported a median of 5.3 years of college training. This compares favorably with a median of 5.5 years of college

¹ Henry J. Otto, Elementary School Organization and Administration, New York: D. Appleton-Century Co., 1944 (2d. Edition), p. 551.

² The Elementary School Principalship, op. cit.

training as found by Bevans in his study of the elementary-school principals in California in 1950-51.³

Evidence of progress in the scholarship of elementary principals is apparent when compared with the median of 4.13⁴ years of college training of supervising principals in 1928. No comparative figures on this topic were given for the teaching principals in 1928 and it is assumed that their median years of college training to be much less in that not more than 20 per cent of them held the bachelor's degree.⁵

The median years of college training of the supervising principals who participated in this survey was 5.6 as compared with a median of 5.1 for the teaching principals. When calculated on a basis of sex the median for both men and women principals was 5.3 years of college training.

Degrees Held by Principals

All of the principals participating in this survey held the bachelor's degree. Two hundred fifty-eight, or 72 per cent, held the master's degree. Eight, or 2 per cent held the doctor's degree. (See Table 8). Compared with other states this is an outstanding accomplishment for the elementary school principals of Oklahoma.

³ Bevans, op. cit., p. 142

⁴ The Elementary School Principalship, op. cit., p. 179.

⁵ Ibid., p. 146.

TABLE 8
DISTRIBUTION OF COLLEGIATE DEGREES BY
SIZE OF CITY

Size of City		Degrees Held					
		Bachelor's		Master's		Doctor's	
		Num- ber	Per Cent	Num- ber	Per Cent	Num- ber	Per Cent
Under	2,500	63	17.6	46	12.8		
2,500	- 4,999	11	3.1	24	6.7		
5,000	- 9,999	13	3.6	31	8.7		
10,000	-29,999	6	1.6	66	18.1		
30,000	-49,999			21	5.8	1	.3
50,000	- Over			69	19.8	7	1.9
TOTAL		93	25.9	257	71.9	8	2.2

Table 9 shows the distribution of teaching and supervising principals having the bachelor's degree as the highest degree held. Eighty-six, or 92.4 per cent, are teaching principals with 66.7 per cent located in cities of less than 2,500 population.

No principals, either teaching or supervising, with the bachelor's degree as the highest degree held are found to be in cities of 30,000 population or over.

Seven, or 7.5 per cent, of the principals holding the bachelor's degree as the highest degree held are supervising principals.

TABLE 9

DISTRIBUTION BY CITY SIZE OF TEACHING
AND SUPERVISING PRINCIPALS HAVING
THE BACHELOR'S DEGREE AS THE
HIGHEST DEGREE HELD

Size of City		Bachelor's Degree					
		Teaching Principals		Supervising Principals		Total	
		Num- ber	Per Cent	Num- ber	Per Cent	Num- ber	Per Cent
Under	2,500	62	66.7	1	1.1	63	67.8
2,500	- 4,999	9	9.6	2	2.2	11	11.8
5,000	- 9,999	10	10.7	3	3.2	13	13.9
10,000	-29,999	5	5.4	1	1.1	6	6.5
30,000	-49,999						
50,000	- Over						
TOTAL		86	92.4	7	7.5	93	100.0

Table 10 shows the distribution of teaching and supervising principals having the master's degree. The largest groups are the 66 principals, or 25.4 per cent, who are located in cities of 10,000 - 29,999 population and the 69 principals, or 27.0 per cent, who are located in cities of 50,000 or over population.

One hundred twenty, or 46 per cent, of the principals having the master's degree are teaching principals with the largest group of 33 principals, or 33 per cent, found in cities under 2,500 population.

The elementary-school principals in the present study

compare favorably in academic achievement with the high school principals in Rezabek's survey.⁶ Rezabek showed that 81 per cent of the high school principals in his survey had the master's or higher degree as compared with 74 per cent of the principals in the present study having the same academic qualifications.

It is interesting to note that the principals in Rezabek's survey were selected from high schools of ten or more teachers.

TABLE 10
DISTRIBUTION BY SIZE OF CITY OF TEACHING AND
SUPERVISING PRINCIPALS HAVING THE
MASTER'S DEGREE

Size of City	Master's Degree					
	Teaching Principals		Supervising Principals		Total	
	Num- ber	Per Cent	Num- ber	Per Cent	Num- ber	Per Cent
Under 2,500	39	33.0	7	5.0	46	18.0
2,500 - 4,999	13	11.0	11	8.0	24	9.3
5,000 - 9,999	20	17.0	11	8.0	31	12.1
10,000 - 29,999	31	24.6	35	26.1	66	25.4
30,000 - 49,999	8	6.8	13	9.4	21	8.2
50,000 - Over	9	7.6	60	43.5	69	27.0
TOTAL	120	100.0	137	100.0	257	100.0

⁶

Rezabek, op. cit., p. 70.

Additional Preparation of Principals

The number of college hours earned since the last degree was conferred is an index of the professional interest of principals. It can be expected that a large majority of those who complete the master's degree will have all the necessary academic credentials for the elementary administrator's certificate. Consequently, it seems logical to assume that most of the advanced training acquired by these principals was for purposes other than meeting requirements for a certificate.

The principals who go beyond the minimum requirements for the elementary school administrator's certificate are contributing to the developing status of the principalship through their continuous in-service improvement.

Sixty per cent of those now holding a master's degree have had additional college training since the degree was conferred, having completed an average of 6.8 semester hours credit each.

Seventy per cent of those principals holding the bachelor's degree as the highest degree have had additional college training since the degree was conferred, having completed an average of 10.8 semester hours credit each.

In view of the fact that 92 per cent of the principals holding the bachelor's degree as the highest degree are teaching principals (Table 9). And that 94 per cent of

these are teaching in cities of under 10,000 population it is altogether possible that many of these principals are preparing themselves to qualify for the elementary administrator's certificate. Possession of this certificate is necessary before appointment can be made to the supervising principalship. Also the master's degree, in Oklahoma, entitles the principal to an additional salary increment. (Chapter VI).

It would be unfair not to state that these principals also undertake this additional training for personal improvement.

Elementary-school principals in Oklahoma have a rather high degree of professional preparation when first appointed to the position of principal. One hundred and fifteen principals, or approximately 33 per cent of the respondents, reported that they already had their master's degree and 189, or 54 per cent, reported having the bachelor's degree when they were first appointed to the elementary principalship.

The recency of college attendance is another index of the desire of the principal for professional improvement.

One hundred and fifty-one, or 43 per cent, of the principals who participated in this survey reported that they had attended school within the past year; 124, or 35 per cent, attended within the last five years; and only 78, or 22 per cent, reported that it had been longer than five years since they had enrolled for additional college training.

Credentials Held by Principals

The supervising principals in Oklahoma must hold a valid Elementary School Principal's Administrator's Certificate. Laws and Regulations Concerning the Certification of Teachers and Administrators, issued by the Oklahoma State Board of Education state the requirements for this certificate as follows:

The principal of any public elementary school including kindergarten, shall hold a valid Administrator's certificate for an Elementary School Principal as defined in these regulations, provided that this regulation does not apply to teaching principals as defined in the School Laws of Oklahoma, 1949, Article 1, Section 18, Item c.⁷

Five supervising principals responding to the questionnaire stated that they did not hold an Oklahoma Elementary Administrator's Certificate.

Ninety-three, or 45 per cent, of teaching principals responding stated that they held the Oklahoma Elementary Administrator's Certificate.

Major Field of Concentration of College

Training of Principals

Table 11 shows that history was the undergraduate major of the largest number of principals participating in this survey. Seventy-three, or 21 per cent, listed History as their major while the subject receiving the next highest

⁷ Laws and Regulations Concerning the Certification of Teachers and Administrators, op. cit., p. 4.

number of choices was Education which received 56, or 14 per cent, selections for a major.

Elementary education was selected as a major by 41, or 12 per cent, of the principals.

Table 12 shows that for their advanced training the largest number of principals selected School Administration as their major field of concentration, while Education was next in order of selection. Elementary Education was third.

TABLE 11

MAJOR FIELD OF CONCENTRATION ON THE BACHELOR'S
DEGREE BY ELEMENTARY-SCHOOL PRINCIPALS

Major Field	Number of Principals
History	73
Education	56
Elementary Education	41
English	39
Mathematics	24
Social Science	25
Science	18
Industrial Arts	16
Biology	8
Chemistry	5
Physical Education	5
Agriculture	4
Business Education	4
Physical Science	4
Music	3
Sociology	3
French	2
Geology	2
Economics	2
Others*	6
Total	340

*Each of the following had one selection each: Bible Literature, Government, Home Economics, Latin, Social Work, and Spanish.

Location of Colleges and Universities

Attended by Principals

State colleges have been the source of the undergraduate training of the largest number of the principals who participated in this survey. Table 13 shows the location of Oklahoma institutions of higher learning where elementary school principals received their bachelor's degree.

TABLE 12

MAJOR FIELD OF CONCENTRATION ON THE MASTER'S
DEGREE BY ELEMENTARY-SCHOOL PRINCIPALS

Major Field	Number of Principals
School Administration	72
Education	64
Elementary Education	44
Elementary Administration	40
History	7
Secondary Education	5
Industrial Education	4
Physical Education	3
Social Science	3
Chemistry	2
English	2
Government	2
Guidance	2
Others*	7
Total	257

*Each of the following had one selection each: Economics, French, Political Science, Religious Education, Science, Sociology, and Supervision.

Two hundred and twenty-six, or 64 per cent, indicated that they graduated from a state college. Fifty-seven, or 16 per cent, had graduated from Oklahoma University or Oklahoma A. and M. College. Twenty-eight, or 8 per cent, had graduated from independent senior colleges or universities in Oklahoma. The remaining 40, or 11 per cent, had graduated from an out-of-state institution.

It is shown in Table 14 that Oklahoma University and Oklahoma A. and M. College have been the major source of the advanced college training received by the principals participating in this survey. The percentage of principals attending out-of-state institutions for their advanced training is double that for the undergraduate training.

TABLE 13

LOCATION OF OKLAHOMA INSTITUTIONS OF HIGHER LEARNING
WHERE ELEMENTARY-SCHOOL PRINCIPALS RECEIVED THEIR
BACHELOR'S DEGREE

Institution	Number of Principals
Central State College (Edmond)	55
Northeastern State College (Tahlequah)	43
Southeastern State College (Durant)	41
East Central State College (Ada)	37
Oklahoma University (Norman)	36
Southwestern State College (Weatherford)	34
Oklahoma A. and M. College (Stillwater)	21
Northwestern State College (Alva)	9
Oklahoma City University (Oklahoma City)	9
Phillips University (Enid)	6
Tulsa University (Tulsa)	6
Oklahoma Baptist University (Shawnee)	5
Oklahoma College for Women (Chickasha)	5
Bethany-Peniel College (Bethany)	2
Panhandle A. and M. College (Goodwell)	2
Out-of-state institutions*	40
TOTAL	351

*Includes: Kansas, 12; Texas, 6; Arkansas, 5; Missouri, 5; Ohio, 2; Alabama, 1; California, 1; Colorado, 1; Iowa, 1; Michigan, 1; Minnesota, 1; Ohio, 1; South Dakota, 1; Tennessee, 1; and West Virginia, 1.

TABLE 14

LOCATION OF OKLAHOMA INSTITUTIONS OF HIGHER LEARNING
WHERE ELEMENTARY SCHOOL PRINCIPALS
RECEIVED THEIR MASTER'S DEGREE

Institution	Number of Principals
Oklahoma University (Norman)	128
Oklahoma A. and M. College (Stillwater)	61
Phillips University (Enid)	10
Tulsa University (Tulsa)	9
Oklahoma City University (Oklahoma City)	1
Out-of-state institutions*	57
TOTAL	266

*Includes: New York, 10; Colorado, 9; Texas, 9; Kansas, 8; Missouri, 5; Tennessee, 4; Arkansas, 3; Illinois, 3; Iowa, 1; Massachusetts, 1; Minnesota, 1; New Mexico, 1; North Carolina, 1; and Wyoming, 1.

CHAPTER IV

PROFESSIONAL EXPERIENCE OF PRINCIPALS

Much of the technical knowledge available today concerning the principalship has been accumulated gradually through the pooling of experience of principals. This is accomplished through articles written by principals for the annual yearbook of the National Department of Elementary School Principals and other publications; through state, regional, and national conferences, and through inter-school visitation. Principals have through the years studied elementary education, made the readjustments necessary to meet changing conditions, regulated their practices by sound theory and utilized new techniques as developed by research.

Successful elementary-school principals may appear to be blessed with unusual personal endowments but in each successful situation the principal will be found to have had good preparation and sound experience.

Years of Public School Experience

Table 15 shows that the principals participating in this survey had a median of 18.5 years of public school

experience (including teaching, supervision, and administration). Supervising principals had a median of 24.6 years of experience in public school work as compared with a median of 15.5 years of experience by teaching principals. In 1948 the national median for supervising principals was 24.0 and the median for teaching principals was 20.8 years of total educational experience.¹

TABLE 15

DISTRIBUTION OF YEARS OF PUBLIC SCHOOL EXPERIENCE
OF TEACHING AND SUPERVISING PRINCIPALS

Years of public school experience	Supervising Principals	Teaching Principals	Total	Per Cent
1 - 5	6	40	46	13.0
6 - 10	10	28	38	10.7
11 - 15	19	40	59	16.7
16 - 20	22	30	52	14.7
21 - 25	24	20	44	12.2
26 - 30	27	27	54	15.3
31 - Over	41	20	61	17.3
TOTAL	149	205	354	99.9
Average	23.4	16.5	19.4	
Median	24.6	15.5	18.5	

As compared with the national median the teaching principals in Oklahoma have a lower median of years of educational experience while the supervising principals

¹
The Elementary-School Principalship - Today and Tomorrow, op. cit., p. 23-24.

have practically the same median as the national figure.

From Table 6 it is determined that 44 per cent of the teaching principals were less than forty years of age. The national survey showed only 31 per cent to be in the same age group. Consequently, since the teaching principals in Oklahoma, as a group are younger, they would be expected to have had less experience.

Experience as Classroom Teachers

Possibly more important than the number of years total in educational service is the amount of experience the principal has had as a classroom teacher.

The value placed on prior teaching experience is demonstrated by the large majority of states that require teaching experience as a partial requirement for the principal's credential.²

Table 16 shows the total years classroom teaching experience of the principals participating in this survey. Women principals have an average of 16.1 years of teaching experience in the elementary grades before appointment to the principalship as compared with 5.0 years by the men principals. The women principals have an average of 5.3

²
R. C. Weillner and M. A. Wood, Requirements for Certification of Teachers, Counselors, Librarians, Administrators for Elementary Schools, Secondary Schools, Junior Colleges, 1952-53. Seventeenth Edition. Chicago: University of Chicago Press, 1952.

TABLE 16

TOTAL YEARS CLASSROOM TEACHING EXPERIENCE BY
ELEMENTARY-SCHOOL PRINCIPALS PRIOR TO
APPOINTMENT TO THE PRINCIPALSHIP

Principals	Years Teaching Experience		
	Elementary	Junior High	High School
Women	1303	32	85
Average	16.1	5.3	4.7
Men	901	338	778
Average	5.0	3.6	5.7

years teaching experience in the junior high school and 4.7 years in high school; the men have an average of 3.6 years of teaching experience in the junior high school and 5.7 years in the high school.

Table 17 shows the types of teaching experience elementary-school principals had prior to appointment to the principalship. One hundred and thirty-six principals, or 38 per cent, had experience in elementary teaching only while the next highest group of 75 principals, or 21 per cent, had teaching experience in both elementary and high schools.

Eight teaching principals and eight supervising principals reported that they had no teaching experience prior to being appointed to the principalship.

TABLE 17

TYPES OF TEACHING EXPERIENCE OF ELEMENTARY-SCHOOL
PRINCIPALS PRIOR TO BEING APPOINTED TO
THE PRINCIPALSHIP

Type of Teaching Experience	Teaching Principals		Supervising Principals		Total	
	Num- ber	Per Cent	Num- ber	Per Cent	Num- ber	Per Cent
Elementary Only	89	43	47	31	136	38
Elementary and High School	43	21	32	22	75	21
Elementary, High School and Junior High School	17	8	31	20	48	13
Junior High School Only	19	9	6	4	25	7
High School Only	12	6	5	3	17	5
Elementary and Junior High School	10	5	14	9	24	7
Junior High School and High School	8	4	9	6	17	5
No previous teaching experience	8	4	8	5	16	4
Total	206	100	152	100	358	100

Experience in the Principalship

Table 18 shows that the supervising principals group has a median of 9.1 years of experience as elementary-school principals. This is comparable with the median of 10.5 years as found in the national survey of 1948 and the median of 10.14 as found in 1928.³

³The Elementary-School Principalship - Today and Tomorrow, op. cit., p. 25.

TABLE 18

NUMBER OF YEARS EXPERIENCE IN THE PRINCIPALSHIP
BY TEACHING AND SUPERVISING PRINCIPALS

Years	Population Group						Total	Per Cent
	Under 2,500	2,500- 4,999	5,000- 9,999	10,000- 29,999	30,000- 49,999	50,000- Over		
<u>Teaching Principals</u>								
1	16	4	1	1		3	25	12.1
2 - 3	24	2	7	10	4	3	50	24.3
4 - 5	10	2	6	6	1	4	29	14.1
6 - 7	13	3	4	6	2		28	13.6
8 - 9	11	3	2	2			18	8.7
10 - 14	13	3	4	5	1		26	12.7
15 - 19	5	1	2	2		1	11	5.3
20 - Over	9	4	4	2			19	9.2
Total	101	22	30	34	8	11	206	100.0
Average	7.6	9.9	10.0	7.0	5.0	4.2	6.9	
Median	5.5	7.5	5.3	5.5	3.5	3.7	4.9	
<u>Supervising Principals</u>								
1		1		1		2	4	2.6
2 - 3		5	1	5	2	9	22	14.5
4 - 5	2	1	4	5	3	12	27	17.8
6 - 7	2		1	1	3	4	11	7.2
8 - 9			2	4	2	3	11	7.2
10 - 14	2	2		9	3	15	31	20.4
15 - 19	1	3		4		4	12	7.9
20 - Over	1	1	6	8	1	17	34	22.4
Total	8	13	14	37	14	66	152	100.0
Average	11.2	9.3	13.5	12.4	8.4	12.3	11.8	
Median	8.5	4.5	6.5	8.4	6.3	10.2	9.1	

When viewed by city size the range of years experience in the principalship for supervising principals is from 4.5 years in cities of 2,500 - 4,999 population to 10.2 years in cities of 50,000 and over in population.

Teaching principals in the present study have a median of 4.9 years as elementary-school principals. The two national studies listed 7.7 years and 6.83 years in 1948 and 1928 respectively, as the medians for teaching principals.

The range of experience in the principalship for teaching principals is from 3.5 years in cities of 30,000-49,999 population to 7.5 years in cities of 2,500 - 4,999 population.

The apparent trend is for the years in the principalship to decrease for teaching principals as the population groups increase while the situation is nearly reversed for the supervising principals.

The supervising principals participating in this survey have a median of 4.5 years in their present position. Their average years in their present position is 6.2. In the national studies of the principalship the median years in the principalship were 5.8 years in 1928 and 5.75 years in 1948.

4

The Elementary-School Principalship - Today and Tomorrow, op. cit., p. 25.

The teaching principals in the present study have a median of 2.8 years and an average of 4.7 years in their present position. In 1948 the teaching principals reported a median of 4.9 years in their present position while in 1928 the median was reported to be 4.59 years.⁵

Twenty-six per cent of the principals participating in this survey reported that they had been elementary-school principals in school systems other than those in which they were now employed as teaching principals. Sixteen per cent of the total number reporting had been elementary-school principals in school systems other than those in which they were now employed as supervising principals.

CHAPTER V

SELECTION OF ELEMENTARY-SCHOOL PRINCIPALS

Table 19 shows that the largest single group of the elementary-school principals participating in this survey were appointed to the principalship from the ranks of elementary classroom teachers. More principals were teaching in the elementary schools than were teaching in the junior high and high schools combined.

Sixty-two, or 18.4 per cent, of the principals came to their present position from another principalship. Sixteen of these stated that they came to their present position from another school in the same system.

TABLE 19

POSITION HELD PRIOR TO APPOINTMENT TO PRESENT POSITION OF ELEMENTARY-SCHOOL PRINCIPAL

Position	Teaching Principal	Supervising Principal	Total	Per Cent
Elementary Teacher	75	42	117	34.6
Elementary Principal	38	24	62	18.4
Junior High Teacher	19	26	45	13.3
High School Teacher	22	20	42	12.4
Superintendent	12	10	22	6.5
High School Principal	15	7	22	6.5
Coach	14	4	18	5.3
Junior High Principal	4	6	10	3.0

There were no women principals among the teaching principals who had moved from another principalship and only five women among the supervising principals who had done so.

Fifty-one per cent of the teaching principals as compared with 73 per cent of the supervising principals were appointed to the principalship from within the school system in which they were employed in another capacity.

Practically all of the women principals were elementary teachers in the same school system prior to appointment to the principalship.

In making application for their present position 223, or 66 per cent, stated that they were invited to make application for their present position. The remaining number of principals stated they obtained the position on their own initiative.

The most prevalent method of making application for the position of elementary-school principal in Oklahoma at the present time is by personal interview with the superintendent who makes the recommendation to the board of education. Two hundred and thirty-nine, or 68 per cent, of the principals participating in this survey stated that they were appointed to their present position by this method.

Table 20 shows the most common procedures used in making application for the position of elementary-school principal by teaching and supervising principals in Oklahoma.

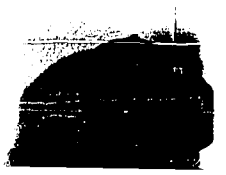


TABLE 20

COMMON PROCEDURES USED IN MAKING APPLICATION FOR
THE POSITION OF ELEMENTARY-SCHOOL PRINCIPAL
IN OKLAHOMA

Procedure	Teaching Principal	Supervising Principal	Total	Per Cent
(a) Personal interview with members of the board of education	31	2	33	9
(b) Personal interview with the superintendent who made the recommen- dation to the board of education	130	109	239	68
(c) Personal interview with the superintendent and with the board of education	35	22	57	17
(d) Interview with the personnel director or with a selection committee	8	12	20	6
Total	204	145	349	100

The practice of making application to a director of personnel or to a selection committee was found to be confined to cities of 50,000 and over population.

CHAPTER VI

THE PRINCIPAL'S ECONOMIC STATUS

If the principalship is going to attract well qualified men and women it is essential that the economic rewards of the position be sufficient to make the effort and expense of preparation worth while. Unless the rewards compare favorably with other professions requiring similar amounts of preparation many persons with ability will be lost to the profession.

In his article, Teacher's Salaries and the Cost of Living, Clark stated:

In discussing teacher's salaries we need to remind ourselves that we have an enormous margin of income to spend on whatever we desire. Certainly much less than half the income of the American public is spent on things that could reasonably be defined as necessities. The other items are a matter of choice. These choices depend upon our values.

If enough people can be brought to value the high quality of education, they will find they can pay for it. As a result we will then have people of the highest quality working in our schools.¹

This concept of salaries applies as well to elementary-school principals.

¹ Harold F. Clark, "Teachers Salaries and the Cost of Living, The School Executive," LXXII (May, 1954), p. 22.

Salaries of Principals

In Oklahoma today a large majority of the public schools are state-aid schools -- schools which receive money from apportionment by the State Legislature to assure nine months of school in which teachers² are paid at least the minimum salary as provided by School Laws of Oklahoma.

The minimum salary for principals in Oklahoma at the time of this survey as provided by statute is determined from the following:

The following basic schedule shall be used as a basis for calculating teachers salaries in the Minimum Program as defined by this Article.

(1)...valid to teach in Oklahoma, registered with the State Board of Education...

(2)...

(3) For each teacher holding a valid certificate as defined in (1) above and having a Bachelor's Degree, Two Thousand Four Hundred Dollars (\$2,400.00) per school term as defined in this Article.

(4) For each teacher holding a valid certificate as defined in (1) above and having a Master's degree or Library of Science Degree issued upon five (5) years of college training, Two Thousand Six Hundred Dollars (\$2,600.00) per school term as defined in this Article.

(5) For each teacher holding a valid certificate as defined in (1) above and having a Doctor of Philosophy or Doctor of Education Degree, Two Thousand Eight Hundred Dollars (\$2,800.00) per school term as defined in this Article.

2

The term "Teacher" as used in School Laws of Oklahoma, include any person regularly employed to instruct children, or to superintend or supervise such instruction, or to serve as principal, librarian, nurse, census and attendance supervisor, provided such person shall have been properly certified as provided by law.

(6) Provided that One Hundred Dollars (\$100.00) shall be added to the schedule of annual salary for each year of teaching experience in any school approved by the State Board of Education, or time spent in military service during a period of national emergency, and having received an honorable discharge, not to exceed five (5) years prior to the current year, for teachers having less than a Bachelor's Degree and eight (8) years prior to the current year for all teachers with a Bachelor's degree or a higher degree. ...

The Administrative increments shall be as follows:

(1) A teacher serving as superintendent...
 (2) Principal's or teaching principal's increment shall be Three Dollars (\$3.00) per month per teacher, not to exceed twenty (20) teachers per principal, for the school term. Provided however, school districts not maintaining a high school and qualifying for eight (8) or more teachers under provisions of this Article shall have State Aid calculated for the term of the principal's contract but not exceed two (2) months in addition to the school term as defined in this Article.

(3) Provided, however, no school district shall be granted increments for both superintendent and principal unless said school district shall qualify for eight (8) or more teachers under terms of this Article, and maintains an accredited high school.³

Table 23 shows that the annual median salary of the principals participating in this survey to be \$3,975. Table 22 shows the annual median salary of the supervising principals to be \$5300 and from Table 21 it is seen that the annual median salary of the teaching principals is \$3800.

The "average" teaching principal in Oklahoma as reported in this survey has the master's degree, has an average of 9 teachers in the building, and has had over eight years of public school experience. According to the state-aid schedule this would entitle the principal to a

³

School Laws of Oklahoma, 1953, op. cit., Sec. 259.

minimum salary of \$3670. The median salary of teaching principals as reported in this survey is \$130 over this minimum.

The 1948 Yearbook of the Department of Elementary-School Principals, N.E.A., proposed a professional salary schedule for elementary-school principals based upon school size, preparation, and years of experience as a principal.⁴

This proposed salary schedule was constructed by applying the difference in salaries of principals and teachers of equal preparation to the salary schedule proposed for classroom teachers by the N.E.A. Representative Assembly meeting in Cincinnati in 1947.

The "average" teaching principal of the present study, if placed on the 1948 suggested salary schedule, would receive \$5500, or \$1700 more than he is receiving at the present time.

The "average" supervising principal of the present study qualifies for a minimum salary of \$4000 according to the state-aid schedule. The median salary of supervising principals as reported in this survey is \$1300 over this minimum.

The "average" supervising principal of the present study, if placed on the 1948 suggested salary schedule,

⁴
The Elementary-School Principalship - Today and Tomorrow, op. cit., p. 37.

TABLE 21

SALARIES OF TEACHING PRINCIPALS IN OKLAHOMA IN 1953-54
BY SIZE OF CITY IN WHICH THE SCHOOL IS LOCATED

Item	Population Group						Total	Percent
	Under 2,500	2,500- 4,999	5,000- 9,999	10,000- 29,999	30,000- 49,000	50,000- Over		
	1	2	3	4	5	6	7	8
Salary:								
Under \$3,000	7						7	3.8
\$3,000 - 3,399	21	1	2	1			25	13.5
3,400 - 3,799	34	3	12	7			56	30.2
3,800 - 4,199	20	13	9	12	7	3	64	34.8
4,200 - 4,599	7	1		12	1	2	23	12.4
4,600 - 4,999	3		1			5	9	4.8
5,000 - 5,399								
5,400 - 5,799	1						1	.5
Total replies	93	18	24	32	8	10	185	100.0
Average salary	\$3624	\$3866	\$3748	\$3959	\$4050	\$4572	\$3783	
Median salary	\$3600	\$3900	\$3700	\$3959	\$4000	\$4800	\$3800	

TABLE 22

SALARIES OF SUPERVISING PRINCIPALS IN OKLAHOMA IN 1953-54
BY SIZE OF CITY IN WHICH THE SCHOOL IS LOCATED

Item	Population Group						Total	Percent
	Under 2,500	2,500- 4,999	5,000- 9,999	10,000- 29,999	30,000- 49,000	50,000- Over		
	1	2	3	4	5	6	7	8
Salary:								
Under \$3,000								
\$3,000 - 3,399		1					1	.7
3,400 - 3,799	1			4			5	3.6
3,800 - 4,199	2	5	2	5	2	3	19	13.7
4,200 - 4,599	1	5	7	12	11	4	40	28.8
4,600 - 4,999	3	2	3	8		6	22	15.8
5,000 - 5,399	1		1	5		20	27	19.4
5,400 - 5,799						11	11	7.9
5,800 - 6,199			1			7	8	5.8
6,200 - 6,599				2	1	3	6	4.3
Total replies	8	13	14	36	14	54	139	100.0
Average Salary	\$4415	\$4219	\$4552	\$4495	\$4401	\$5274	\$4764	
Median Salary	\$4450	\$4200	\$4410	\$4300	\$4350	\$5300	\$5300	

TABLE 23

SALARIES OF ELEMENTARY-SCHOOL PRINCIPALS IN OKLAHOMA IN 1953-54
BY SIZE OF CITY IN WHICH THE SCHOOL IS LOCATED

Item	Population Group						Total	Percent
	Under 2,500	2,500- 4,999	5,000- 9,999	10,000- 29,999	30,000- 49,000	50,000- Over		
	1	2	3	4	5	6	7	8
Salary:								
Under \$3,000	7						7	2.2
\$3,000 - 3,399	21	2	2	1			26	8.0
3,400 - 3,799	35	3	12	11			61	18.8
3,800 - 4,199	22	18	11	17	9	6	83	25.7
4,200 - 4,599	8	6	7	24	12	6	63	19.5
4,600 - 4,999	6	2	4	8		11	31	9.3
5,000 - 5,399	1		1	5		20	27	8.3
5,400 - 5,799	1					11	12	3.8
5,800 - 6,199			1			7	8	2.5
6,200 - 6,599				2	1	3	6	1.9
Total replies	101	31	38	68	22	64	324	100.0
Average Salary	\$3676	\$3911	\$4021	\$4207	\$3948	\$5069	\$4103	
Median Salary	\$3780	\$3930	\$3990	\$4090	\$4200	\$5110	\$3975	

would receive \$7000, or \$1700 more than the median salary he is receiving at the present time.

Twenty, or 15 per cent, of the teaching principals and sixty-eight, or 36 per cent of the supervising principals reported that their salary was the minimum as determined by the state-aid schedule.

Outside Earnings of Principals

The methods used by school people in augmenting their income is always considered good copy by newspapers and the popular magazines. Whether from actual need or from individual initiative a large number of principals do supplement their salaries with outside earnings.

The principals who participated in this survey were not asked to reveal the types of endeavors engaged in to augment their incomes, but were asked to state the amount of outside earnings for the school years 1950-51, 1951-52, and 1952-53.

Twenty-eight per cent of the teaching principals and fifty-seven per cent of the supervising principals reported supplemental earnings in 1952-53. The total number of principals reporting outside earnings were practically the same for each of the years listed.

For those reporting outside earnings the median amount of such earnings was \$500 for both teaching and supervising principals for each of the years listed, with

only one exception. During the school year 1950-51 the supervising principals reported a median of \$600 in supplementary earnings.

Principals Salaries as Compared with
Teachers Salaries

The principals participating in this survey were asked to report the salary of the highest paid teacher in their building at the present time.

It was found that the teaching principals received an average of \$467 more than the highest paid teacher in his building while the supervising principal received \$980 more.

CHAPTER VII

THE PRINCIPAL'S STATUS IN THE SCHOOL SYSTEM

The principal's conception of his status in the school system will determine, for the most part, the types of activities he will perform and the manner in which he will perform them. The principal who believes that all concerned are content if he confines his activities to routine reports and clerical matters will not be apt to be very active in other activities considered by most authorities as desirable functions of the principalship.

In the present study principals were asked to give their opinions as to their professional status in the school system. The questionnaire provided descriptions of three general types of status situations which, for the purpose of this study, may be identified by the three key words: (a) leaders, (b) supporters, and (c) followers.

The Principal's Conception of His Status

In answering the question concerning his status in the school system each principal no doubt recalled instances in which he functioned in each of the three types listed. However, respondents were requested to check only one in

TABLE 24

OPINION OF TEACHING AND SUPERVISING PRINCIPALS IN
OKLAHOMA OF THE SUPERINTENDENT'S AND BOARD OF
EDUCATION'S CONCEPTION OF THE PRINCIPALSHIP

Situation	Teaching Principals		Supervising Principals		Total	
	Num- ber	Per Cent	Num- ber	Per Cent	Num- ber	Per Cent
(a) Recognized as the responsible head of a school unit.....	56	28	89	60	145	41
(b) Given some recognition for his professional knowledge.....	100	50	55	37	155	44
(c) Given no special recognition.....	46	22	4	3	50	15
Total.....	202	100	148	100	350	100

order to get the characteristic role the individual principal believed to fit his situation.

Forty-one per cent of the principals participating in this survey were of the opinion that their roles were that of leaders; 44 per cent reported as supporters; and 15 per cent as followers.

Sixty per cent of the supervising principals considered their status to be that of leaders; 37 per cent as supporters; and 3 per cent as followers. In the national survey of 1948 forty-four per cent of the supervising

principals were of the opinion that their roles were that of leaders: 47 per cent as supporters; and 7 per cent as follow-
¹ers.

Twenty-eight per cent of the teaching principals were of the opinion that their roles were that of leaders; 50 per cent reported as supporters; and 22 per cent as followers. The teaching principals reporting in the national survey of 1948 reported their opinion on this item as follows: 25 per cent leaders; 57 per cent supporters; and 18 per cent followers.

In order to determine, as far as possible, if the apparent restraint revealed by the opinions of principals were real or imagined, the editors of the Twenty-Seventh
²Yearbook asked 681 superintendents to give their opinion of the professional status of the principalship.

On the basis of the same definitions considered by the principals 66 per cent of the superintendents said they thought of principals as leaders; 32 per cent said as sup-
³porters; and only 2 per cent said as followers.

This indicates that there was a difference of opinion between the principal's and the superintendent's thinking

¹The Elementary-School Principalship - Today and Tomorrow, op. cit., p. 69.

²Ibid.

³Ibid., p. 70.

concerning the general professional status of the principalship -- especially in the leadership role.

If this difference of opinion still exists today then it is time those persons and organizations interested in improving the principalship examine the reason why so many principals lag behind in their professional responsibilities.

Greater responsibility and professional leadership opportunity should be accorded the elementary-school principal if his professional characteristics qualify him for increased leadership responsibility.

The present professional characteristics of Oklahoma principals were discussed in Chapters III and IV.

The Principal's Role in Specific Activities

In order to make a comparison between what the principals conceive their position to be and what they actually did in a few specific activities, the principals participating in this survey were asked to report what they thought their role to be in four activities: (a) selection and assigning teachers; (b) dismissing teachers; (c) selecting and retaining custodial personnel; and (d) selecting instructional supplies and materials (other than textbooks).

Selection and assignment of teachers. -- Teaching principals, as a group, divide almost equally between the three levels of responsibility: (a) no voice, (b) cooperation

on some assignments, and (c) cooperation on all assignments.

Fifty-five per cent of the supervising principals reported that they cooperate in all assignments, thirty-two per cent reported that they cooperate on some assignments.

For the purpose of this study it is seen in Table 25

TABLE 25

RESPONSIBILITY OF THE PRINCIPAL IN THE SELECTION
AND ASSIGNMENT OF TEACHERS AS REPORTED BY
TEACHING AND SUPERVISING PRINCIPALS

Responsibility	Teaching Principals		Supervising Principals		Total	
	Num- ber	Per Cent	Num- ber	Per Cent	Num- ber	Per Cent
(a) Principal has no voice in the matter....	64	32	9	6	73	21
(b) Superintendent or administrative staff cooperate in some assignments.....	52	26	48	32	100	28
(c) Superintendent or administrative staff cooperate in all assignments.....	68	33	82	55	150	43
(d) Teachers are assigned on principal's recommendation..	19	9	10	7	29	8
Total	203	100	149	100	352	100

that the responsibility of the principal in the selection and assignment of teachers could be classified as 49 per cent followers; 43 per cent supporters; and 8 per cent leaders.

Dismissal of Teachers. -- Twenty-eight per cent of the teaching principals and only two per cent of the supervising principals participating in this survey thought their role

TABLE 26

RESPONSIBILITY OF THE PRINCIPAL IN DISMISSAL OF TEACHERS
AS REPORTED BY TEACHING AND SUPERVISING PRINCIPALS
IN OKLAHOMA IN 1953-54

Responsibility	Teaching Principals		Supervising Principals		Total	
	Num- ber	Per Cent	Num- ber	Per Cent	Num- ber	Per Cent
(a) Principal has no voice in the matter.....	55	38	3	2	28	16
(b) Cooperates with superintendent or board of education.....	126	64	126	83	252	73
(c) Principal has full responsibility - his decisions are supported by superintendent and board of education.....	16	8	22	15	38	11
Total.....	197	100	151	100	348	100

to be that of followers on the amount of responsibility they had concerning the dismissal of teachers.

Table 26 shows that 11 per cent of the principals reported their roles to be that of leader.

Selection and retention of custodial personnel. --

Table 27 shows that 26 per cent of the principals participating in this survey thought their role to be that of followers. It is evident that teaching principals have less responsibility in the selection and retention of custodial personnel than do the supervising principals.

TABLE 27

RESPONSIBILITY OF THE PRINCIPAL IN SELECTION AND
RETENTION OF CUSTODIAL PERSONNEL AS REPORTED
BY TEACHING AND SUPERVISING PRINCIPALS
IN OKLAHOMA IN 1953-54

Responsibility	Teaching Principals		Supervising Principals		Total	
	Num- ber	Per Cent	Num- ber	Per Cent	Num- ber	Per Cent
(a) Principal has no voice in the matter.....	76	38	16	11	92	26
(b) Cooperates with superintendent or board of education.....	112	56	119	80	231	66
(c) Principal has full responsibility.....	13	6	14	9	27	8
Total	201	100	149	100	350	100

There is little difference in the responsibility of principals in selecting custodians or teachers for his building (See Table 25).

Selection of instructional supplies. -- The principals who participated in this survey appear to have a fair degree of freedom of action in the selection of instructional supplies and materials. Table 28 shows that the teaching principals are restricted in their selection of instructional supplies to a greater extent than are the supervising principals. One teaching principal in five is restricted to the standard list of supplies as compared with one in seven of the supervising principals.

TABLE 28

RESPONSIBILITY OF THE PRINCIPAL IN THE SELECTION
OF INSTRUCTIONAL SUPPLIES AND MATERIALS
(OTHER THAN TEXTBOOKS) BY TEACHING
AND SUPERVISING PRINCIPALS IN
OKLAHOMA IN 1953-54

Responsibility	Teaching Principals		Supervising Principals		Total	
	Num- ber	Per Cent	Num- ber	Per Cent	Num- ber	Per Cent
(a) Principal is limited to materials furnished to all schools	42	21	10	7	52	15
(b) Principal orders beyond the standard list, subject to superintendent's approval.....	49	24	37	25	86	24
(c) Principal (with aid of teachers) may order as seems best subject to budget allotment.....	113	55	102	68	215	61
Total	204	100	149	100	353	100

Compared with the 1948 survey on this same question the Oklahoma principals show a large gain over the national average at that time. In the 1948 survey, 30 per cent of the supervising principals and 17 per cent of the teaching reported⁴ they were limited to materials furnished to all schools.

⁴

The Elementary-School Principalship - Today and Tomorrow, op. cit., p. 74 and 80.

CHAPTER VIII

THE PRINCIPALSHIP AS A CAREER

Is the principalship of sufficient scope and magnitude to challenge the administrative and professional abilities of the persons now engaged in administering the elementary schools? Do those persons now in this position intend to remain in the principalship as a career?

The responses of the principals to these two questions indicate the extent to which they regard the principalship as a desirable career.

In order to determine the attitude of principals as to whether the principalship in Oklahoma is of sufficient magnitude to challenge their administrative and professional ability, they were asked to give a yes or no answer to the above questions. Eighty-eight per cent of the replies to the first question were in the affirmative. Some of the negative replies qualified their attitude with, "Not in this place," and "It could be."

One of the earmarks of a profession is that it must be considered as a life-time occupation by its members and not be used as a stepping stone to other occupations. In

order to determine the thinking of the principals on this question they were asked: Do you plan to continue in the elementary principalship as a career?

Three hundred and three, or 88 per cent, reported that they did plan to continue in the principalship as a career. Eighty-two per cent of the teaching principals and 95 per cent of the supervising principals reported that they intended to remain in the principalship as a career.

In emphasizing the bright future of the elementary-school principalship Lauderbach, writing in The American School Board Journal stated:

It is of sufficient importance and its duties and responsibilities are of sufficient scope and magnitude to challenge the abilities of the most competent persons in the profession and to command a place among the professions which are selected by individuals as lifetime interests.¹

In order to determine, as far as possible, to what extent the principalship is used as a stepping stone to other occupations the principals were asked to check the prepared list of positions giving the number of their predecessors that had gone into these positions. (See Section I, question number 3 of questionnaire in Appendix D).

Table 29 shows that the largest single group of the predecessors of elementary-school principals moved to another

¹
J. C. Lauderbach, "The Elementary Principalship,"
The American School Board Journal, CXVI (April, 1948), p. 50.

TABLE 29

THE PREDECESSORS OF OKLAHOMA ELEMENTARY-SCHOOL
PRINCIPALS PRIOR TO 1953, THE KIND OF WORK
THEY WENT INTO AND OTHER DISPOSITIONS

Kind of work or other disposition	Number of Predecessors	Per Cent
Elementary-school Principal.....	142	24.2
(a) In the same school system(79)		
(b) To a different school system (63)		
Classroom Teaching.....	101	17.2
Superintendent.....	54	9.2
High School Principal.....	50	8.5
Junior High School Principal.....	30	5.1
Other (Educational) ^a	22	3.8
Died.....	27	4.6
Retired.....	56	9.6
Armed Forces.....	21	3.6
Non-Educational Positions ^b	83	14.2
Total.....	586	100.0

^aListed in order of frequency: College teaching, Supervisors, County Superintendents, College Administrative, Guidance Counselors, Visual Education, Coaching, Elementary Coordinators, and Assistant Superintendents.

^bListed in order of frequency: Private Businessmen; Salesmen, Insurance, Oil Field Workers, Civil Service Workers; Farmers, Defense Workers, Ministers, Carpenters, Postmasters, Railway Mail Clerks, Bookkeepers, Politicians, and Housewives.

principalship. Seventy-nine, or 56% of these principals moved to another principalship in the same school system while 63, or 44%, moved to another principalship in a different school system.

Of the 142 principals who moved to another principalship 70 of them were teaching principals and 72 were supervising

principals. Thirty-six per cent of the teaching principals moved to another principalship in the same school system as compared with 75 per cent of the supervising principals moving to another principalship in the same school system.

The next highest group left the principalship to become classroom teachers. One hundred one, or 17.2 per cent, of the predecessors made this move. In this group the teaching principals far outnumbered the supervising principals with 74 teaching principals as compared with 27 supervising principals making this move.

It is considered justifiable in the present study not to include the predecessors reported to have died, retired, or gone into the armed forces in the following discussion.

Seventy per cent of the predecessors left the principalship. Of this group 21 per cent became classroom teachers; 32 per cent became superintendents, high school principals, junior high school principals, or other officials connected with public education; seventeen per cent took positions not connected with public education.

Eighty-eight per cent of the principals participating in this survey stated they intended to remain in the principalship as a career. If this happens, the elementary school principalship will be a more permanent profession in the future than it has been in the past. The study reveals that only 24.2 per cent of the predecessors of the principals reporting remained in the principalship.

CHAPTER IX

THE SCHOOL UNIT, ITS PERSONNEL AND ORGANIZATION

Some of the major factors which affect the effectiveness of the school program are: the amount of time the principal has free from classroom teaching, the type of school organization, the enrollment, the numbers of teachers, the amount of clerical assistance, and the number of technical assistants available for educational service.

Amount of Time Spent Teaching

There is no accepted formula at present as to how large a school should be in order to justify releasing the principal from some or all of his regular teaching duties.

The Editorial Committee of the Twenty-seventh Yearbook recommended in 1948 that when the enrollment of an individual school unit reaches two hundred pupils the principal should¹ be freed from full-time duties.

In his article, Teaching Principals Handicap Our Schools, Jake Smart, Director of Rural and Elementary Education, Oklahoma Department of Public Instruction stated:

¹
The Elementary-School Principalship - Today and Tomorrow, op. cit., p. 53.

TABLE 30

DISTRIBUTION OF TEACHING AND SUPERVISING PRINCIPALS BY CITY SIZE
ACCORDING TO THE PER CENT OF THE SCHOOL DAY SPENT IN TEACHING

Item	Population Group						Total	Per Cent
	Under 2,500	2,500- 4,999	5,000- 9,999	10,000- 29,999	30,000- 49,000	50,000 Over		
	1	2	3	4	5	6	7	8
Per cent of school day spent in teaching:								
	<u>Teaching Principals</u>							
50	14	12	10	17	6		59	28.6
75	29	4	8	11	1		53	25.7
100	58	6	12	6	1	11	94	45.7
Total	101	22	30	34	8	11	206	100.0
	<u>Supervising Principals</u>							
25	5	6	1	5	2		19	12.5
Do not teach any	3	7	13	32	12	66	133	87.5
Total	8	13	14	37	14	66	152	100.0

Principals of elementary schools with six to nine teachers will have from 165 to 250 pupils enrolled. There will be approximately 80 to 125 families with children in the school. If the principal is to have time to meet with these parents, or other interested citizens, and supervise the school program he must be relieved of classroom teaching. In schools of this size he should have from one-half to three-fourths of the day free from classroom teaching. In schools with ten or more teachers the principal should not do any teaching.²

Fifty eight per cent of the principals participating in this survey are teaching principals based on the definition given in Chapter I. Almost one half of these principals teach full time. (See Table 30). The remaining principals are fairly evenly divided between teaching 50 per cent and 75 per cent of the school day.

Table 30 shows that slightly over 12 per cent of the supervising principals teach 25 per cent of the school day: 82 per cent do no teaching.

Approximately 50 per cent of the teaching principals are found in cities under 2,500 population while slightly over 50 per cent of the supervising principals are found to be in cities of 30,000 population and over.

Types of School Organization

Table 31 shows that the most frequent school organization reported by principals is the grade one through

2

Jake Smart, "Teaching Principals Handicap Our Schools." Department of Elementary School Administrators, O.E.A., Improvement of Personnel and The School Plant, Fifth Yearbook, 1953, p. 20.

TABLE 31

TYPE OF ORGANIZATION OF SCHOOLS UNDER TEACHING AND
SUPERVISING PRINCIPALS IN OKLAHOMA IN 1953-54

Item	Population Group						Total	Per Cent
	Under 2,500	2,500- 4,999	5,000- 9,999	10,000- 29,999	30,000- 49,000	50,000- Over		
	1	2	3	4	5	6		
Organization:								
	<u>Teaching Principals</u>							
I thru VI	44	16	19	30	5	1	115	56
K thru VI	1	1	1	3		5	11	5
I thru VIII	51		5				56	27
All others	5	5	5	1	3	5	24	12
Total	101	22	30	34	8	11	206	100
	<u>Supervising Principals</u>							
I thru VI	5	10	11	25	12	1	64	42
K thru VI		1	1	4	1	64	71	47
All others	3	2	2	8	1	1	17	11
Total	8	13	14	37	14	66	152	100

grade six organization with a total of 179 schools of this type being reported. Fifty-six per cent of the teaching principals reported this type organization as compared with 42 per cent of the supervising principals.

The second highest in frequency enrolls pupils from the kindergarten through the sixth grade with 82 schools of this type being reported. Seventy-one, or 47 per cent of the supervising principals reported this type of school organization as compared with eleven, or 5 per cent of the teaching principals.

The grades one through eighth type of school is most prevalent in the smaller cities with 51 of the 56 reported by teaching principals being located in cities of under 2,500 population.

The national study of the principalship in 1948 reported that there had been a distinct increase in the proportion of the kindergarten through six or grade one through six types of schools and a decline in the number of schools ending at the eighth grade.³

In the present study 259, or 70 per cent of all types reported were schools ending at the sixth grade while 64, or 18 per cent, of all types reported were schools ending at the eighth grade.

³
The Elementary-School Principalship - Today and Tomorrow, op. cit., p. 44.

Enrolment of the School

The average enrolment reported in the national study of the principalship in 1928 was 321 pupils in schools under the supervision of teaching principals and 678 in schools under supervising principals.⁴ In 1948 the average enrolment was reported to be 254 pupils in schools under the supervision of teaching principals and 570 pupils in schools under supervising principals.⁵

From Tables 32 and 33 it is seen that the average enrolment in schools reported in this survey is 227 pupils in schools under the supervision of teaching principals and 509 pupils in schools under supervising principals.

Number of Teachers

The writer has prepared Table 34 for a comparative representation of the number of teachers under the supervision of teaching and supervising principals in the present study with the national survey of the principalship in 1948.

Ninety-nine per cent of the teaching principals in both surveys report schools with less than 20 teachers.

In the national survey 33 per cent of the schools under the supervision of supervising principals had 20 or more teachers as compared with 19.6 per cent in the present study.

⁴ The Elementary-School Principalship, op. cit., pp. 285 and 169.

⁵ The Elementary-School Principalship - Today and Tomorrow, op. cit., p. 55.

TABLE 32

DISTRIBUTION OF ENROLMENT OF SCHOOLS UNDER THE SUPERVISION
OF TEACHING PRINCIPALS BY CITY SIZE

Item	Population Group						Total	Per Cent
	Under 2,500	2,500- 4,999	5,000- 9,999	10,000- 29,999	30,000- 49,000	50,000- Over		
	1	2	3	4	5	6	7	8
Enrolment:								
Under 101	21			1		2	24	13.4
101 - 200	35	7	12	5	3	5	67	27.5
201 - 300	22	6	9	9	2	2	50	27.9
301 - 400	8	4	5	11			28	15.6
401 - 500	2	1	1	3			7	3.9
501 - 600		1					1	.6
601 - 700		1			1		2	1.1
Total	88	20	27	29	6	9	179	100.0
Average	187	280	232	286	266	161	227	

TABLE 33

DISTRIBUTION OF ENROLMENT OF SCHOOLS UNDER THE SUPERVISION
OF SUPERVISING PRINCIPALS BY CITY SIZE

Item	Population Group						Total	Per Cent
	Under	2,500-	5,000-	10,000-	30,000-	50,000-		
	2,500	4,999	9,999	29,999	49,000	Over		
	1	2	3	4	5	6		
Enrolment:								
Under 101								
101 - 200				2		1	3	2.2
201 - 300	2			4	2	1	9	6.7
301 - 400	2	1	2	6	3	5	19	14.1
401 - 500	1	9	5	10	4	11	40	29.6
501 - 600	2	3	2	7	1	11	26	19.3
601 - 700			2	1	1	6	10	7.4
701 - 800			2		1	7	10	7.4
801 - 900						8	8	5.9
901 -1000				1		4	5	3.7
1000 - Over						5	5	3.7
Total	7	13	13	31	12	59	135	100.0
Average	393	465	527	431	442	653	509	

TABLE 34

A COMPARISON OF THE NUMBER OF TEACHERS UNDER SUPERVISING
AND TEACHING PRINCIPALS IN OKLAHOMA AND A
NATIONAL SURVEY IN 1938¹

Number of Teachers	Per Cent of Schools in Each Size Group			
	Supervising Oklahoma	Principals National	Teaching Principals Oklahoma	Principals National
Less than 10	13.1	11	82.0	70
10 - 19	67.3	56	17.1	29
20 - 29	17.0	23	.9	1
30 - 39	1.3	7		
40 - Over	1.3	3		
Total	100.0	100	100	100

Clerical Assistance

One important change in the administration of the elementary school in recent years has been the increased amount of clerical work required.

There is considerable doubt whether the highest paid individual in the school, who is professionally prepared to improve the instruction of children, should devote much time to the actual performance of clerical tasks.

The Editorial Committee of the Twenty-seventh Yearbook recommended in 1948 that every elementary school should have part time clerical assistance and when the enrolment reaches

400 pupils there should be one full-time competent clerk.⁶

Sixty-seven per cent of the principals participating in this survey reported that they have no clerical assistance, seventeen per cent reported part-time clerical assistance, and sixteen per cent reported having full-time assistance.

Special Personnel Available

The great variety of educational activities that make up a modern program in the elementary schools require the services of specialized personnel.

TABLE 35

SPECIAL PERSONNEL AVAILABLE TO PRINCIPALS

Special Personnel	Teaching Principals		Supervising Principals	
	Number Reporting			
	Full-time	Part time	Full-time	Part time
Attendance Officer	2	72	3	106
School Dentist	2	7		23
Guidance Counsellor		4		40
Speech Correctionist	1	34	1	78
Special Supervisor		10	1	48
General Supervisor		17	1	41
Curriculum Specialist		9		41
Audio-visual Specialist	2	26	1	65
School Doctor	1	30	1	71
Psychologist		11		58
Psychiatrist		6		27
School Nurse	7	84	3	111
Social Worker	1	22		34
Oral Hygienist		3		6
Librarian	2	15	14	26
Coordinator of elementary education	5	43	7	80

6

The Elementary-School Principalship - Today and Tomorrow, op. cit., p. 67.

From Table 35 it is apparent that the number of specialized personnel available to the principals participating in this survey to be completely inadequate. This is especially true in the smaller communities. Principals from the 50,000 and over population group constitute only 22 per cent of the total principals participating in this survey yet they reported 60 per cent of the specialized personnel available.

CHAPTER X

SUMMARY OF FINDINGS

The significant findings of this study may be summarized as follows:

A. Sex, Age, and Marital Status

1. Two hundred and seventy-five, or 76.6 per cent, of the 358 principals reporting were men and 83, or 23.4 per cent were women.

2. The average age of men principals was 43.2 years and the average age of women principals was 47.8 years.

3. Ninety-four per cent of the men principals and 45 per cent of the women principals were married.

4. Sixty-three per cent of the spouses of married principals contributed to the family income.

5. The average number of dependents reported by men principals was 2.6 and for women principals .3.

B. College Preparation

6. The average number of years of college preparation reported was 5.3 years. Teaching principals reported an average of 5.1 years of college preparation and the supervising principals reported an average of 5.6 years.

7. The most common undergraduate major for the principals reporting was History, with Education in second place. The most common major at the graduate level was School Administration.

8. The State Colleges such as those at Edmond and Tahlequah provided the undergraduate preparation for a majority of the principals reporting and the University of Oklahoma provided the graduate preparation for more of the principals reporting than any other institution.

9. All of the principals reporting held the bachelor's degree and 72 per cent held the master's degree. Eight principals out of 358 reporting held the doctor's degree.

10. Seventy-seven per cent of the principals have done additional college work since the bachelor's degree was conferred and 60 per cent have taken additional college work since the master's degree was conferred. One hundred and fifteen of the 257 principals responding to the item on the questionnaire stated that they already had the master's degree when they were first appointed as principal.

C. Public School Experience

11. The median number of years of public school experience reported by principals was 18.5 years. Supervising principals reported a median of 24.6 years and teaching principals a median of 15.5 years.

12. Men principals reported an average of 5 years of

teaching experience in elementary schools and women principals reported an average of 16.1 years.

13. The average number of years of experience as elementary principals as reported by the principals was 9.5 years. Supervising principals reported an average of 9.1 years in the principalship and teaching principals reported an average of 4.9 years.

14. Two hundred and four, or 60 per cent of the principals reporting, were teaching when appointed to their present positions; sixty-two or 18 per cent were elementary-school principals; and eighteen or 5.3 per cent, were coaching. Others were superintendents, high school principals, or junior high school principals.

D. Method of Selection

15. Thirty-three, or 9 per cent, of the principals responding to the item concerning method of making application for their present position reported a personal interview with members of the board of education. Two hundred and thirty-nine, or 68 per cent, reported a personal interview with the superintendent, fifty-seven, or 17 per cent reported a personal interview with both the superintendent and with the board of education. Twenty, or 6 per cent reported a personal interview with the director of personnel or a selection committee. Sixty-six, or 18 per cent, of the 349 principals responding to this item were invited to apply for their present position.

E. Salary and Other Income

16. The range in salaries paid elementary-school principals in 1953-54 is indicated by the fact that seven of the 324 principals responding to the item concerning salaries reported salaries under \$3,000.00 per year, while six of the principals reported salaries between \$6,200.00 and \$6,599.00 per year. The average salary reported was \$4,103.00 and the median salary reported was \$3,975.00.

17. The median amount of outside earnings reported by principals was \$500.00 per year.

18. Teaching principals received an average of \$467.00 per year more than the highest paid teacher in the building and supervising principals received an average of \$980.00 per year more than the highest paid teacher in the building.

F. Status in the School System

19. Three hundred and fifty principals responded to the item regarding the conception of the principalship held by the superintendent and the board of education. One hundred and forty-five, or 41 per cent, said the superintendent and the board regarded them as head of the school unit, 155, or 44 per cent, said they were given some recognition, and 50, or 15 per cent, said they were given no special recognition.

20. Eighty-eight per cent of the principals reported

that they regarded the principalship as a position of sufficient importance to challenge persons with administrative ability and the same percentage plan to follow the principalship as a career.

21. Seventy per cent of the predecessors of the principals in this study left the principalship.

22. Fifty-eight per cent of the principals reporting were teaching principals. Fifty per cent of the teaching principals teach full time and eighty-two per cent of the supervising principals devote full time to administration and supervision.

G. Other Findings

23. The most prevalent type of school represented in this study contains grades one through six - 179 of the 358 schools were of this type. Eighty-two of the 358 schools maintained kindergarten through grade six, and 56 of the schools maintained grades one through eight.

24. Ninety-nine per cent of the teaching principals reported they had less than 20 teachers in the building. Approximately 20 per cent of the supervising principals reported they had twenty or more teachers in the building.

25. Sixty-seven per cent of the principals reported that they had no clerical assistance. Ninety-two per cent of the full-time clerks and sixty-five per cent of the part-time clerks reported were in school systems in cities of 50,000 and over in population.

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APPENDIX A

LIST OF RELATED STUDIES

APPENDIX A

1. Alex B. Caldwell and James M. Shields, "Status of the Elementary Principal in North Carolina," Bulletin of the Department of Elementary School Principals, VIII, (July, 1929).
2. James W. Wisehart, "The Elementary School Principalship in New Mexico," Bulletin of the Department of Elementary School Principals, IX, (July, 1930).
3. John S. Thomas, "The Status of the Michigan Principalship," Bulletin of the Department of Elementary School Principals, XII, (October, 1932).
4. C. M. Reinoehl and R. A. Cooper, "The Elementary Principal in Arkansas," The National Elementary Principal, Vol. 12, No. 3, (February, 1933).
5. Robert J. Maaske, "Status of the Elementary-School Principalship in Oregon," Bulletin of the Department of Elementary School Principals, XV, (October, 1936).
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9. G. A. Heath, "Changes in the Status of the Texas Elementary School Principal," Texas Outlook, XXV, (July, 1941).
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APPENDIX B

REVIEW OF THREE DISSERTATIONS

Lloyd Bevans, "Administrative Practices in California Elementary School Principalships, 1933 and 1951," Unpublished Doctor's Dissertation, Stanford University, 1951.

Bevans made a survey of 840 elementary-school principals in California in 1950-51. The purpose of his study was threefold: (1) to gather data to show the 1950-51 status of the elementary school principalship in California, (2) to determine what changes have occurred in the principalship in California since 1933-34, and (3) to set forth suggestions which might be used to develop further the elementary-school principalship in California.

Some of the significant findings are:

- (1) Eighty-four per cent of the principals were supervising principals.
- (2) The ratio of men to women principals was approximately two to one.
- (3) The median age for all principals was 41.5 years. The median age for women principals was 47.6 and of men principals 38.7 years.
- (4) The median years of educational experience for all principals was 16.1 years.
- (5) Ninety-four per cent of all principals had the bachelor's degree.
- (6) Eighty-three per cent of the principals were employed in another principalship before moving to their present position.
- (7) Eleven per cent had experience in elementary school principalships in states outside of California.
- (8) Competitive examinations are used to some extent in California in selecting elementary-school principals.
- (9) The median salary for teaching principals was \$4,331, for supervising principals the median salary was \$5,364.
- (10) Sixty per cent of the principals had full-time paid clerks, 26 per cent had part-time paid clerks.

Lyman V. Ginger, "A Study of the Elementary School Principalship in Kentucky," Unpublished Doctor's Dissertation, University of Kentucky, 1950.

Ginger made a survey of 140 elementary school principals in Kentucky. The stated purpose of this study was to determine the nature and status of the elementary principal in Kentucky.

The study included a review of the development of the principalship in America and its development in Kentucky.

Some of the significant findings are:

- (1) Sixty per cent of the schools represented in the study were the I - VIII type of school.
- (2) Approximately 40 per cent of the principals teach full time, 30 per cent teach none at all.
- (3) Seventy-nine per cent have no clerical help.
- (4) The median salary the principals participating in the study was \$2050. Salaries ranged from \$1250 to \$4800.
- (5) The median age for the principals was 40-44 years.
- (6) Sixty-eight per cent were male.
- (7) Twenty-five principals did not have the bachelor's degree. Thirty had their master's degree.
- (8) Fifty-two per cent stated they remain in their present position. Sixty-seven of the 140 principals stated that they would consider going into non-educational work.
- (9) Supervisory policies and procedures used.
- (10) Activities of the principal in the community.
- (11) The need for certification of principals.
- (12) Suggestions made by participating principals on how to raise the standards of the elementary-school principalship in Kentucky. Most frequently mentioned were:
 - a. Salaries should be increased
 - b. Teaching load should be reduced
 - c. Professional requirements should be raised
 - d. More adequate facilities, equipment and supplies
 - e. Should have more responsibility in the selection of teachers

Donald G. Pollock, "An Appraisal of the Elementary Principalship in Colorado," Unpublished Doctor's Dissertation, University of Colorado, 1951.

Pollock made a survey of 237 elementary-school principals in Colorado. The stated purpose of the study was to survey and appraise the status of the elementary-school principalship in Colorado.

Some of the conclusions of the study are:

- (1) Slightly more than one-half of the men principals enter the position with little or no elementary teaching experience.
- (2) A small number of principals had elementary education as their major field of study in both the bachelor's and master's degree.
- (3) The men have significantly less professional preparation and experience in education than did the women principals.
- (4) Teaching principals, as a group, did not participate in as great a number and variety of in-service activities as did the supervising principals.
- (5) Salaries of elementary principals is not conducive to attracting many persons with ability to the position.
- (6) The principalship was lacking in adequate clerical assistance.
- (7) There was a lack of special personnel considered necessary to a program of modern elementary education.
- (8) There was wide difference in opinion between the teaching and supervising principals in regard to their professional status in the school system.

Some of the significant findings are:

- (1) One-half of the teaching principals were 39 years of age or under.
- (2) Approximately 75 per cent of the principals were men.
- (3) Two-thirds of the supervising principals received salaries ranging from \$3000 to \$4999 and two-thirds of the teaching principal's salaries ranged from \$1850 to \$2999.

- (4) A large majority of the supervising principals were in charge of a I - VI type of school having an average enrollment of 449 pupils.
- (5) A large majority of the teaching principals were in charge of a I - VIII type of school having an average enrollment of 183 pupils.
- (6) The number of special personnel was very limited.
- (7) Six of ten teaching principals believed that their role in regard to school system policies and decisions was that of supporter, and two in ten felt that their role was that of follower.
- (8) Six of ten supervising principals were of the opinion that their role in the school system was that of leader, and four in ten felt that their role was that of supporter in relation to school policies and decisions.

APPENDIX C

COVER LETTER

State Department of Public Instruction
Oliver Hodge, Superintendent
Truman Bennett, Assistant Superintendent
Oklahoma City, Oklahoma
February 26, 1954

Dear Elementary Principal:

Enclosed is a questionnaire AN APPRAISAL OF THE OKLAHOMA
ELEMENTARY SCHOOL PRINCIPALSHIP.

The Elementary Division of the State Department of Education
is cooperating with Walter E. Rappolee, who is an elementary
principal at Ardmore and doing graduate work at the University
of Oklahoma on the study of the status of the elementary
principal.

The State Department of Education is concerned with improve-
ment of education in all of our schools, and this Division
is particularly interested in the elementary phase of the
program.

We feel that this information relative to the elementary
school principalship in the various schools of the state will
be a great help to the Department, as we continue to work to
improve the total education program.

It will be greatly appreciated if you can see fit to take a
few minutes of your time to check the questionnaire to the
best of your ability and return it to this office in the
self-addressed envelope, which is enclosed.

Yours truly,

(signed)

Jake Smart, Director
Rural and Elementary
Division

JS: wmk
encl.

APPENDIX D

QUESTIONNAIRE

STATE OF OKLAHOMA

STATE DEPARTMENT OF EDUCATION

Oklahoma City, Oklahoma

Department of Elementary Education

Jake Smart, Director.

February, 1954

AN APPRAISAL OF THE OKLAHOMA ELEMENTARY-SCHOOL PRINCIPALSHIP

In cooperation with Walter E. Rappolee, graduate student at the University of Oklahoma, the State Department of Education, Division of Elementary Education, is making a study of the status of the elementary principalship in Oklahoma. The findings of the study will be made available to the profession by publication in the near future.

Please read the entire questionnaire before answering any questions. All responses will be treated confidentially and neither individuals nor school systems will be identified in the final publication. Return the completed questionnaire in the enclosed self-addressed envelope.

A. THE SCHOOL UNIT

1. Total population of city in which your school is located. (Check proper group).

<input type="checkbox"/> Under 2,500	<input type="checkbox"/> 5,000-9,999	<input type="checkbox"/> 30,000-49,999
<input type="checkbox"/> 2,500-4999	<input type="checkbox"/> 10,000-29,999	<input type="checkbox"/> 50,000-Over

2. School grades under your supervision: (Circle each as necessary.)

Nursery, Kindergarten, Grades 1, 2, 3, 4, 5, 6, 7, 8, 9,
10, 11, 12

3. Present enrollment of pupils in school: Boys _____

Girls _____ Total _____

4. Number of teachers. (Do not count yourself.)

Full-time teachers: Men	_____	Women	_____;
Part-time teachers: Men	_____	Women	_____

5. What per cent of your school day is spent in regular classroom teaching?

Do not teach any; 25 per cent; 50 percent;
 75 per cent; 100 per cent

B. PERSONAL CHARACTERISTICS

1. Your sex: Male ; Female .
2. Your age: .
3. Are you married? Yes ; No .
4. If you answered 'yes' to the above question does your spouse contribute to the family income? Yes ; No .
5. How many persons are now dependent on you? Totally dependent; Partly dependent.

C. PROFESSIONAL PREPARATION

1. Counting 30 college hours as a years work, how many years of college work have you had? (Show any fractions of a year as a decimal fraction.) Years.
2. Check the degree or degrees you now hold, indicate the major field of concentration for each degree and give name and location of the College or University attended.

	Major	College	Location City and State
<u> </u> Bachelor's	<u> </u>	<u> </u>	<u> </u>
<u> </u> Master's	<u> </u>	<u> </u>	<u> </u>
<u> </u> Doctor's	<u> </u>	<u> </u>	<u> </u>

3. How many college hours have you earned since your last degree was conferred? Hours.
4. How many years since you last enrolled for classes at a college or university? Count either summer or regular term.
 One Year Less than five years
 More than five years.
5. What degree did you hold when you first became an elementary principal?

 Degree.

6. Do you have an Oklahoma Elementary Administrators Certificate? Yes No.

D. PROFESSIONAL EXPERIENCE

1. Including the school year 1953-54 how many years of public school experience have you had?
Count teaching, supervisory and administrative experience. _____ Years.
2. How many years experience as a classroom teacher did you have prior to becoming an elementary principal?

No prior teaching experience.
 — Years teaching in elementary grades
 — Years teaching in junior high school.
 — Years teaching in high school
 — Years (other-please name)

3. How many years experience have you had as elementary principal? (Count this year.) Years

4. How many years have you held your present position?
(Count this year.) Years.

5. Have you ever been elementary principal in a school system other than the one in which you are now employed? Yes ; No .

6. Have you ever been elementary principal in a school system in a state other than Oklahoma?

No.; Yes, in the State of /

E. PROCEDURES USED IN THE SELECTION OF ELEMENTARY PRINCIPALS IN OKLAHOMA

1. When you accepted your present position, which one of the following positions did you hold? (Check one.)

<u> </u> High School Teacher	<u> </u> Coaching
<u> </u> Junior High Teacher	<u> </u> Superintendent
<u> </u> Elementary Teacher	<u> </u> High School Principal

☐ Junior High Principal
☐ Elementary Principal
☐ Other (Specify)

2. At the time of your appointment to your present position were you employed in the same or a different school system?

 Same school system Different school system.

3. When applying for your present position, which of the following procedures did you follow?

 Personal interview with the members of the board of education.

 Personal interview with the superintendent who made the recommendation to the board of education.

 Personal interview with the superintendent and with the board of education.

 If other procedure was followed describe briefly:

4. Were you invited by the superintendent, board of education or other administrative officer to apply for your present position or did you take upon yourself to apply?

 Invited Own initiative.

F. ECONOMIC STATUS

1. What annual salary was paid the principal of the school in which you are now employed during the years listed below. If you can, give the information whether you were the principal or not.

1940-41 \$ 1945-46 \$ 1953-54 \$

2. Indicate the amount of money you earned in addition to your regular teaching salary during the past three school years. (Include after school, evening, and summer employment. Omit figures for any year you were not an elementary principal.)

1950-51 \$ 1951-52 \$ 1952-53 \$

3. Is your annual salary the state minimum salary according to your qualifications and the number of teachers in the school, or is your annual salary above the state minimum?

 My salary is the state minimum. My salary is \$ over the state minimum.

4. Give the annual salary of the highest paid classroom teacher under your supervision at the present time.

\$

G. ROLE OF THE PRINCIPAL IN THE SCHOOL SYSTEM

1. What is your understanding of the superintendent's and the board of education's conception of the elementary school principalship in the local system? (Check one.)

☐ The principal is clearly recognized as the responsible head of a school unit with authority to plan and carry out, thru democratic processes, the highest possible type program for the community. He is encouraged to participate in planning and policy-making for the entire school system. His position is magnified.

☐ The principal is given some recognition for his professional knowledge and encouraged to function efficiently. While primarily concerned with carrying out the plans and policies of the central office and board of education, the principal is expected to plan for his school unit.

☐ The principal is expected to carry out orders, file reports promptly, report on conditions, make only minor decisions, make no unique plans for school-community, and have no part in making school system policies. The position gets no special recognition.

2. Which one item listed below best describes the situation in your school system concerning your voice in selecting and assigning teachers?

☐ The principal has no voice in the matter.

☐ Superintendent (or administrative staff) and principal cooperate in some assignments.

☐ Superintendent (or administrative staff) and principal cooperate in all assignments.

☐ Teachers are assigned only upon principal's recommendation.

3. Which one item listed below best describes the situation in your school system concerning your role in dismissal of teachers?

☐ The principal has no voice in the matter.

☐ The principal cooperates with the superintendent or board of education.

☐ The principal has full responsibility and his decision is supported by the superintendent and board of education.

4. Which one item listed below best describes the principal's role concerning selection and retention of custodial personnel.

☐ The principal has no voice in the matter.
☐ The principal cooperates with the superintendent or board of education.
☐ The principal has full responsibility for the selection and retention of custodial personnel for his building.

5. Which one item listed below best describes the principal's role concerning the selection of instructional supplies and materials (other than textbooks.)

☐ The principal is limited to materials furnished to all schools.
☐ The principal orders beyond the standard list, subject to the superintendent's approval.
☐ The principal (with aid of teachers) may order as seems best, subject to budget allotment made to his school building.

I. THE ELEMENTARY SCHOOL PRINCIPALSHIP AS A CAREER

1. Do you plan to continue as an elementary principal as a career? ☐ Yes ☐ No.
2. Is it your opinion that the elementary school principalship is of sufficient magnitude to challenge your administrative and professional ability? ☐ Yes ☐ No.
3. What kind of work did your predecessors go into? Find out about as many as you can and indicate below the number of principals entering the positions listed. (Do not list persons temporarily holding the position.)
- | | |
|---|--|
| <input type="checkbox"/> To high school superintendency | <input type="checkbox"/> Retired |
| <input type="checkbox"/> To high school principalship | <input type="checkbox"/> Died |
| <input type="checkbox"/> To junior High principalship | <input type="checkbox"/> To armed forces |
| <input type="checkbox"/> Supervisor | <input type="checkbox"/> Classroom teaching. |
| <input type="checkbox"/> To elementary school principalship | <input type="checkbox"/> In this school system. |
| <input type="checkbox"/> To elementary school principalship | <input type="checkbox"/> Outside this school system. |
| <input type="checkbox"/> Other (Specify) | |

J. PERSONAL RESOURCES

1. How much clerical help do you have? ☐ None
☐ Number Part-time ☐ Number Full-time.

2. Janitorial service. Number full-time employees _____
 Number part-time employees _____.

3. Which of the following special personnel are available to your school? Indicate by / those on call or part-time and // for those assigned full-time to your building.

<input type="checkbox"/> Attendance officer	<input type="checkbox"/> Special supervisor
<input type="checkbox"/> School dentist	<input type="checkbox"/> General supervisor
<input type="checkbox"/> Guidance counselor	<input type="checkbox"/> Curriculum specialist
<input type="checkbox"/> Speech correctionist	<input type="checkbox"/> Audio-visual specialist
<input type="checkbox"/> Coordinator of elementary education	<input type="checkbox"/> School doctor
<input type="checkbox"/> Others (Specify)	<input type="checkbox"/> Psychologist

☐ Psychiatrist
☐ School nurse
☐ Social worker
☐ Oral hygienist
☐ Librarian

SPECIAL REQUEST

Please describe in the space below your ideas and suggestions as to how the State Department of Public Instruction, and in particular the Division of Elementary Education, may be of greater service to you.