

This dissertation has been Mic 61-2862
microfilmed exactly as received

BRACEY, Isaac Cornelious. THE HIGH
SCHOOL PRINCIPALSHIP IN SOUTH
CAROLINA.

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

University Microfilms, Inc., Ann Arbor, Michigan

THE UNIVERSITY OF OKLAHOMA
GRADUATE COLLEGE

THE HIGH SCHOOL PRINCIPALSHIP IN SOUTH CAROLINA

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

BY
ISAAC CORNELIOUS BRACEY
Norman, Oklahoma
1961

THE HIGH SCHOOL PRINCIPALSHIP IN SOUTH CAROLINA

APPROVED BY

Claude Kelley
James S. Keadle
W. R. Fulton
Mary Clara Fetter
William B. Cammett

DISSERTATION COMMITTEE

ACKNOWLEDGEMENTS

The writer wishes to express his sincere appreciation to Dr. Claude Kelley, the chairman of his doctoral committee, for his assistance and encouragement during the writing of the dissertation and throughout the doctoral program; to the other members of the committee, Dr. William R. Carmack, Dr. James G. Harlow, Dr. Mary Clare Petty, and Dr. William Ray Fulton for their help as members of the committee and for their wise counsel and instruction in the classroom.

To Mr. A. B. Hair, Jr. of The South Carolina State Department of Education for approval of the study and to all of the principals who cooperated by filling out questionnaires to make the study possible, sincere thanks is extended.

True gratitude is extended to the Southern Education Foundation for making available the fellowship which made this rich educational experience possible.

To a mother who cared and counseled me through many heartfelt experiences, to my sister who shared many of my personal responsibilities willingly to make this day possible, we shall always be grateful and indebted.

Appreciation is expressed to Mrs. Gwendolyn Houston for her generous assistance in some of the typing and tabulation.

And finally to Mrs. Carol M. Yack, we express our sincere thanks for her help in typing the first and final copies of this dissertation.

DEDICATION

This dissertation is dedicated to my wife, Dorothy* who was a devoted companion and willing helpmate; a source of comfort and encouragement because of her faith in me that this day would be possible.

It is also dedicated to my son, Isaac, with the hope that it may serve as a source of encouragement and with the fervent hope that we may aid him as he strives to reach his mark in life.

* Deceased.

TABLE OF CONTENTS

	Page
ACKNOWLEDGEMENTS	iii
DEDICATION	iv
LIST OF TABLES	vii
Chapter	
I. INTRODUCTION	1
Statement of the Problem	
Limitations for Study	
Definition of Terms	
Procedure and Sources of Data	
Treatment of Data	
Values of the Study	
II. SURVEY OF RELATED LITERATURE	10
III. PROFILE OF THE SOUTH CAROLINA HIGH SCHOOL PRINCIPAL	25
Personal Characteristics	
Age of Principals by Size of School	
Age at First Principalship and Years in Present Position by Size of School	
Church Preference of Principals	
Professional Characteristics	
Months of Employment for Principals	
Salary of Principals by Size of School	
Experience of Principals	
Position Held Prior to Principalship	
Academic and Professional Training	
Principals With Graduate Degrees	
Professional Courses Taken by Principals	
Certification of Principals	
IV. PROFESSIONAL PRACTICES AND BELIEFS OF PRINCIPALS	52
Principals Use of Time	
Supervisory Methods Used by Principals	
Administrative Practices of School	
Curricular Emphases	

TABLE OF CONTENTS--Continued

	Page
Methods for Developing Programs and Procedures	
Principals Beliefs Regarding Availability of	
Secondary Education	
Professional Journals Read by Principals	
Membership in Professional Organizations	
Chapter Summary	
V. SUMMARY, FINDINGS, CONCLUSIONS AND RECOMMENDATIONS	67
Summary	
Treatment of Data	
Findings	
Conclusions	
Recommendations	
Profile of the Future Principal	
BIBLIOGRAPHY	76
APPENDIX A	79
APPENDIX B	81
APPENDIX C	83
APPENDIX D	85
APPENDIX E	87

LIST OF TABLES

Table	Page
1. Age of Principals by Size of School	26
2. Age at First Principalship and Years in Present Position of Principals by Size of School	27
3. Church Preference of Principals by Size of School	28
4. Organizational Plan by Size of School	30
5. Months of Employment for Principals by Type of Organization	32
6. Salary of South Carolina Secondary School Principals by Size of School	34
7. Trends in Salaries Paid High-School Principals in Urban School Districts, 1940-41 to 1958-59	35
8. Position Held Prior to Secondary Principalship	37
9. Colleges Awarding Undergraduate Degrees to Principals	40
10. Undergraduates Majors and Minors of Principals	41
11. Graduates Majors and Minors for Principals	42
12. Colleges Awarding Master's Degrees to Principals Studied Shown by School Enrollment	44
13. Professional Courses Taken by Principals and Ranking of the First Five	47
14. Discharge of Responsibilities by Principals	53
15. Comparison of Time Spent in Various Duties by Principals of Oregon, California, South Carolina and the Time Recommended by Authorities	55
16. Supervisory Methods Used by Principals	57
17. Beliefs of Principals Regarding the Area Which Should Receive Most Emphasis in the School Curriculum	60

LIST OF TABLES--Continued

Table	Page
18. Methods Used by Principals for Developing Programs and Procedures	62
19. Comparative Beliefs of Kentucky and South Carolina Principals as to for Whom Free Secondary Education Should be Available	63

THE HIGH SCHOOL PRINCIPALSHIP IN SOUTH CAROLINA

CHAPTER I

INTRODUCTION OF THE PROBLEM

Our schools are social institutions which are generally expected to be instrumental in fostering and perpetuating our democratic way of life. This is, of course, but one of their many functions. In recent years there have come demands for an increase in the quality and quantity of the education we should try to provide for all children. There are many who believe that improvements in education in the years ahead will be made at the building or attendance unit level. If this is true and demands are to be met successfully, it will be essential to have a high level of leadership in each school.

Recent developments have led to the necessity for training administrators for our secondary schools in terms of (1) the increased size and the resulting complexity of the schools and the resulting problems of management, (2) the increased availability of professional information and techniques of secondary school administration, (3) the expanded scope of the program of secondary education, (4) the change in the nature of the high school student body, and (5) the changing attitude of the people regarding their expectations of the secondary school.

It would seem that the present role of the principal is now requiring persons with keen understandings and forthright professional convictions. The tremendous growth of our schools has demanded that the principal devote less of his time and energy to discipline and record keeping and more of it to the planning and directing of programs designed to promote the maximum development of all pupils and a wholesome working relationship with the staff. To provide, by means of management and organization, the conditions under, or the facilities with, which the educative process may go forward effectively is an ever present challenge to the Secondary-school Principal.

Programs such as those developed under the auspices of the Southern States Cooperative Program In Educational Administration are a part of the tremendous effort to bring Southern standards of education closer to the level of the nation as a whole. Some of the accomplishments are revealing, as well as spectacular, when measured against previous regional efforts and impressive even when compared with those for the rest of the nation. In the South a dual system of schools has been provided under the doctrine of "separate-but-equal" facilities for the Negro. However, it has been only in recent years that attempts to provide "equal" facilities have been made. South Carolina's ex-Governor James F. Byrnes has stated, "To meet this situation we are forced to do now what we should have been doing for the last fifty years."¹ It has been generally accepted that Negro education in most of the Southern States has not been supported to the same degree as education for the majority group, but

¹Southern Schools: Progress and Problems, Southern Education Reporting Service, Nashville: 1959, p. 2.

increased attention has been focused upon providing greater educational opportunity for Negroes as a result of the actions of Federal courts during the latter part of the 1950's.

South Carolina's answer to the problem, which it faced, was a giant program of reorganization and consolidation. This program was initiated in the year 1951 and has not yet reached its completion. At the time of its inception the state had more than 1700 school districts and as a result of the program of reorganization and consolidation it now has only 107 school districts.¹ Some have felt that this was done to avoid integration; however, the end result has provided better schools for both Negroes and whites. The sizeable decrease in the number of school districts has necessitated the consolidation of a great number of small schools into much larger units. These newer and larger units called for principals with much broader educational insights, more extensive professional training, and qualities of leadership than were heretofore required.

South Carolina, along with the majority of the states, has experienced a great increase in the number of children attending her secondary schools. It is expected that the years immediately ahead will in turn bring about an even greater increase in the secondary school population. Studies also reveal that our children are remaining in school longer and are enrolling in greater numbers. The Southern Reporting Service wrote:

Whatever else--good or bad-- might be said about Southern schools, they certainly have not lacked for customers in recent years. From tiny Delaware, at the northeastern tip of the Southern crescent, to

¹Research Bulletin of The National Education Association, XXXVIII, No. 1, (February 1960), p. 16.

mighty Texas on the southwest, the story has been virtually the same: Booming enrollments and increasing attendance--both substantially in excess of mere population gains. There are exceptions to the rule,¹ but the exceptions heighten rather than lessen the big picture.

All of the foregoing factors contribute to the need for school principals who are able to administer schools of a size far larger than those which have been provided throughout most of South Carolina's history. The responsibility for assuring an adequate number of such principals must of necessity rest upon the state.

Until recent years virtually no official attention nor sanction has been given to the position of the high school principal in South Carolina. In many instances he was merely the head teacher or the position was not clearly defined. Even now in many instances the functions or responsibilities of the position are vague and follow no specific pattern. It is apparent to those who have been interested that the position of the principal and the professional improvement of Negro teachers in general have experienced a tremendous upsurge in recent years. One of the factors associated with the increased professional stature of the principalship has been the elimination of the many small high schools. In most of these situations the principal was expected to carry almost a full load of teaching and had very little time if any for the supervision of teachers and the improvement of the instructional program. Today, he is much more likely to have training in administration, not be assigned to teach, and to have time to encourage and work with his staff. In speaking of professional improvement Kirk stated:

¹Op. Cit., p. 16.

Improvement in the professional qualification of Negro teachers during the last decade has been phenomenal. During the 1946-47 session only 32 per cent of South Carolina's 5,732 Negro teachers held the bachelor's degree and less than two per cent held that of the master's. During the 1956-57 session 92 per cent of the 7,754 teachers held the bachelor's degree and 13 per cent held that of the master's. Judging from recent college enrollments, the percentage of Negroes holding undergraduate and graduate degrees is undoubtedly even more impressive. Significant as is the improvement in professional qualifications, of even more significance is the fact that Negro principals and teachers are not content to rest on the laurels of degrees earned. They are constantly seeking further self-improvement through workshops, professional organizations, and in-service training programs.¹

The desire on the part of Negro teachers and principals to improve themselves, as well as the need for better trained educational administrators, has not been unnoticed nor unheeded. Since June, 1953, the Southern Education Foundation has lent its support to the regional effort to improve the quality of leadership at the level of the local school in fourteen Southern States. The undertaking, which originated with the State Agents for Negro Schools (men who are primarily concerned with Negro education at the state level), is known as the Principal's Training Program. It has provided opportunities for professional development in both state and regional programs for more than 3,000 different principals of Negro schools of the South. The program has been operated through workshops and summer sessions serving the entire Southern region and by full-year fellowships at six university centers.²

¹Kirk, F. M. Report of The State Superintendent of Education, State of South Carolina, 1957-58, p. 34.

²Solomon, W. E. "Origin of Regional Research-Leadership Programs," Palmetto Education Association Journal, X, (March, 1959), p. 9.

Statement of the Problem

The problem of this study is three-fold:

1. To identify the professional characteristics of the
Negro Secondary Principals of South Carolina
2. To identify their immediate and potential problems; and
3. To develop suggestions for their continued professional
improvement.

The first of the sub-problems is further divided into an identification of the following characteristics of the Negro principal by size of school administered: tenure, salary, training, experience, time spent in various aspects of their professional duties, and administrative practices and pertinent professional beliefs.

The second sub-problem includes a determination of pressing problems recognized by the principals. It is also concerned with their analysis of the problems they anticipate as attempts are made to improve the educational program and upgrade the staff.

Limitations for Study

This problem will be limited to a study of the principals of State Accredited Negro High Schools as listed in the 1959-60 School Directory of South Carolina.

For the purpose of this study certain terms are defined as follows:

"Certification" is the act, on the part of the state department of education, of granting official authorization to persons to accept employment in keeping with the provisions of a certificate.

"Curriculum" is the courses and planned experiences which a

student has under the guidance of the school.

"Enrollment" is the total of all pupils who are registered in a school during the school term.

"Professional Preparation" is the total formal preparation for teaching that a person has completed.

"Professional Experience" includes the aggregate of his experience in positions involving educational activities.

"Secondary Principal" is an administrative and supervisory officer in charge of a high school, giving to administrative duties full time in large public high schools and usually carrying a teaching lead in small ones.

Procedure and Sources of Data

The principal source of information for this study was a printed questionnaire¹ which was sent to each of the 142 Secondary Principals in South Carolina. Questionnaires were sent on March 29, 1960, to each of the said principals who were listed in the School Directory of South Carolina for 1959-60 and designated as principals of State Accredited Negro High Schools.

Enclosed with the questionnaire was a letter of explanation² and a letter³ of endorsement for the study from A. B. Hair, Jr., State Agent for Negro Schools of South Carolina. On April 26, 1960 a follow-up letter⁴ requesting the completion and return of questionnaires was sent to each of the principals who had not responded by returning the completed questionnaires.

¹Infra., Appendix.

²Infra., Appendix.

³Infra., Appendix.

⁴Infra., Appendix.

Other sources of information were reports and bulletins from the State Department of Education of South Carolina, Research Bulletins from The National Association of Secondary School Principals, The Office of Education of The Department of Health, Education, and Welfare and The National Education Association. Additional information has been utilized in this study which has come from unpublished dissertations, microfilms, abstracts, and other professional books, bulletins, and periodicals which have given some time to the study of the secondary principalship. There were two dissertations in particular which have been utilized in this study based upon the study of the principalship in the states of Oregon and Kentucky. Attention will be given to these by comparing their data with that found for South Carolina.

Treatment of Data

This study was based upon information received from 80 of the 144 Negro principals to whom questionnaires were sent. The first 60 questionnaires which were received were tabulated and analyzed. The next 20 were also tabulated and the results added to the first 60 making a total of 80. A Chi-square was computed to determine whether or not the addition of the 20 questionnaires significantly modified the results of the first 60. A value of 2.222 was obtained and this was not significant at the 0.01 level of significance. Even though it was seen that 60 returns were apparently a sufficiently representative sample, the 80 responses were used as a more comprehensive sample.

The data received were tabulated as to frequency of occurrence. Some portions of the data were compared with the recommendations of authorities in the field. Other portions were compared with the findings

from other studies of the principalship or other facets of such studies which are found in the present study.

Values of the Study

An accurate picture of the current status of the principalship will be of value in improving the formal training and professional experiences which are so essential for those who are to serve in these positions. It is also desirable to identify many of the crucial problems which interfere with the high school principal's proper function as an educational leader in his position.

This study should help in the following ways:

- 1) Aid principals in making comparisons with others in similar positions and with similar responsibilities.
- 2) Help superintendents and boards of education to be more objective in selecting high school principals and in delegating responsibilities and authority to them.
- 3) Assist the State Board of Education to be more realistic in the continuous evaluation of its certification program.
- 4) Serve training institutions which train educational administrators to design programs based on the revealed needs of today's principals.
- 5) Suggest some new directions of emphasis for the Southern Education Foundation and other agencies which have demonstrated an interest in training educational administrators through their financial support for programs designed for this purpose.
- 6) Lastly, the study should be of value for subsequent studies which may be made in this and other states.

CHAPTER II

SURVEY OF RELATED LITERATURE

Prior to the early 1920's few studies had been made in the United States which were concerned with the status of the secondary principal. Such studies as were made concerned themselves with investigations in particular sections of the country or on a nationwide basis with no statewide studies being present. A study was made at Lehigh University which involved the analysis of more than 2,000 statements from lay public, teachers, students, and administrators concerning the responsibilities of secondary principals and the conclusions which were reached were as follows:

From a list of fifteen duties suggested, the first three duties rated in the order of importance were 1) leadership in the professional improvement of the staff; 2) improving the classroom instruction; and 3) building and improving the curriculum.¹

In a study to determine "Certain Critical Requirements For The Secondary School Principalship As Perceived By Secondary School Teachers In The Metropolitan New York Area," Clarke reports his findings as follow:

1. Teachers perceive the overall behaviors of the principals as being significantly effective.
2. Teachers regard the areas of the principal's activity, arranged in descending order according to the number of behaviors reported as consisting of relationships with 1) teachers, 2) students, 3) parents, 4) superiors, and 5) community.

¹"A Study of The High-School Principalship in Pennsylvania," The Bulletin of The National Association of Secondary School Principals, XXXVII, December, 1953, pp. 118-120.

3. The most important area of the principal's activity is his relationships with teachers, and his behavior in teacher-principal relationships is of major importance to the successful accomplishments of his job.
4. The most important abilities which the principal requires for successful relations with teachers appear to be 1) the ability to give praise and recognition unstintingly when deserved, 2) the ability to feel genuinely appreciative of the value of teacher's contributions to the educational program of the school, and 3) the ability and desire to help teachers become more effective.
5. The principal is found to be significantly effective in his supervisory relationships and particularly in providing teachers with commendation when deserved, and assisting them in employing effective methods, materials and techniques.
6. The principal is regarded as significantly ineffective in upholding the dignity of teachers before others.
7. The most frequently reported critical requirement concerned the principal's efforts to maintain student discipline.
8. Teachers are greatly concerned about the problem of student discipline and expect firm action from the principal in maintaining proper standards of behavior along with strong support of teachers' disciplinary efforts.
9. Principals in New York City schools are perceived by teachers as being significantly more effective than their suburban counterparts in their supervisory functions.
10. No significant relationships were found between the perception of the quality of the principal's behavior and any of the personal or professional factors in the background of the teachers or principals.¹

The principal should be a leader who believes in helping teachers find incentive through the discovery and utilization of their talents and special interests. He should encourage self-discipline in teachers so that they may become responsibility accepting individuals instead of cogs operating through imposed regulations or authority. He is charged with stimulating the growth of his teachers through his keen understanding of their several abilities. He may do this through his promotion of study programs, study committees for self and school improvement and by inter-school visitation.

¹Clarke, Sanford. "Certain Critical Requirements For The Secondary School Principalship As Perceived By Secondary School Teachers In The Metropolitan New York Area." Unpublished Ed.D. dissertation, New York: College of Education, New York University, 1958.

One of the earlier writers who noted this trend was Cubberly who wrote in 1923, "Many principals give their time almost entirely to administrative duties and do little supervisory work. The latter ought to be their most important function."¹ A number of writers support the findings of Cubberly in their reports on the subject.

One of the classic studies of the secondary school principalship was made by Eikenberry in 1925. His information was secured from questionnaires which were sent to three thousand principals of fully accredited high schools throughout the United States, the forty-eight state superintendents and commissioners of education, heads of departments of schools of education in all state universities, all other colleges and universities known to offer professional courses for high school principals, and a random selection of all other colleges and universities. The high schools chosen were selected at random from almost ten thousand of the United States Bureau of Education mailing lists. The purpose of the study was to determine the status of the principals who were administering fully accredited public high schools, especially with regard to academic and professional training, educational experience, state and local requirements, salary, sources of supply, duties, and responsibilities. The following major conclusions were reported:

- 1) The prospective principal should have as a basic training a four-year course in a standard college or university. During this basic training period he should major in one of the subjects taught in high school and minor in sociology or education. The work in education should be the same as that required of prospective high school teachers.
- 2) The high school principal should have at least two years of experience in a public high school of moderate size where he should learn

¹Cubberly, Elwood P. The Principal And His School, New York: Houghton Mifflin, 1923, p. 28.

something of the details of organization and administration of the school and have some participation in community activities.

3) A third prerequisite for one entering the high school principalship should be a full year of graduate study devoted wholly to professional subjects.

4) The prospective principal should serve a full school year as an assistant principal in a public high school where he assists in the usual pre-school activities.

5) The student principal should teach two or three classes in order to apply the theory he has learned during his year of graduate study and because he will probably teach some subjects after becoming a principal. However, the major part of his time should be free to assist the principal in administration and supervision.¹

A study was made by Farmer in 1926 to determine the function of the high school principal regarding the selection and retention of teachers. The study was based upon the data received from one hundred and sixty high schools in West Virginia and from eighty-two selected among the states along the Atlantic Seaboard. The important findings were reported as follows:

1) Sixty-two per cent of the principals of West Virginia, not under the direct supervision of superintendents, had the right to say what teachers should be employed. This was qualified, however, by saying that in many cases the boards of education were willing to listen to the principal's recommendations as long as some of their relatives or friends were not candidates for positions. It was suggested that state laws should delegate to those principals power to select and dismiss teachers.

2) Twenty-eight per cent of the principals in West Virginia controlled the employment of teachers as against twenty-five per cent of the principals located on the Atlantic Seaboard. However, many of the principals who did not have privileges of approving teachers for schools had considerable influence with their superintendents in the selection of candidates and were satisfied with things as they were. The investigator recommended that superintendents should delegate the power of selection of teachers for their building to the principals of the building.²

¹Eikenberry, D. H. "Status of The High School Principal," United States Bureau of Education Bulletin, Number 24, (Washington: Government Printing Office, 1925.)

²Farmer, John Dunn, "The Function of The High School Principal in Selection and Dismissal of His Teachers," (Unpublished Master's Thesis, Ohio State University, Columbus, 1926), p. 83.

In 1957, French et al wrote the following regarding the high school principalship as a specialized type of educational administration:

The school principalship, whether elementary or secondary, is perhaps the most important administrative position in our school system. This statement assumes that the purpose of the educational administration is to organize and manage the education of pupils, that this process will be centered in what we call schools, and that someone (the principal) will be in charge in each school who will work under the general direction of the superintendent's office. The most important element in the job of educating pupils is the quality of teaching service provided. The next most important element is the quality of administrative service provided in the school.

Never before has it been so important that those who organize and administer secondary education in the United States have the highest degrees of professional competence. Changes in social and economic conditions have increased the pressure on conventional secondary education and schools. An institution under pressure always needs daring and farsighted leadership. Many high schools in the United States have had such leadership and are changing their philosophy and their practices and procedures. Many have resisted change, and many, in making changes, have floundered about to a greater extent than seems necessary. High school principals and students of secondary school administration who aspire to become principals need a more highly specialized and at the same time a more comprehensive professional education than ever before.¹

As a leader of the instructional staff and the community, the principal is in need of the qualities sought in all teachers. He should be respected for his general scholarship and for his special competence in at least one area of learning. Frick in writing of the qualifications of a high school principal states:

The principalship cannot be practiced in a vacuum, nor can the school of which he is principal operate in a vacuum. It must operate within a culture and, if he is to provide leadership in the operation of the school, the principal must possess high qualifications in several basic respects. First, he must understand thoroughly the culture--its problems, alternatives, and commitments--in which he lives and works. Second, he must have a thorough understanding of the appropriate role of the school in that culture. Third, he must have skill in interpreting to laymen in his community. Fourth, he must be able

¹French, Will, Hull, J. Dan, Dodds, B. L., American High School Administration, New York: Rinehart & Company, 1957, pp. 21-22.

to help teachers and other school personnel in identifying their problems and in planning to meet those problems in relationship to the role of the school.¹

Henderson studied school-community interaction. Schools of twelve democratic and twelve authoritarian principals were examined in terms of school-community interaction. It was concluded from this study that the teacher's feeling about the community was uninfluenced by changes in the principal's behavior. Interaction of the school with the community and of individual teachers with the community was also unaffected by principal behavior.²

The supervision of instruction is considered by most authorities as one of the main responsibilities of the principal. In considering how principals might become maximally effective in supervision, Holmes wrote:

1) The most important phase of a principal's work is the supervision of instruction, for it is through this responsibility that he reaches the students and insures their proper development. I like to feel that supervision takes on a much broader meaning than the mere observation of classroom teaching; that it means assistance given the teacher in all aspects of his work--classroom, extracurricular, informal contacts with pupils and guidance. It means the constant and conscious effort to see that the growth of the students is continually nurtured.

2) A principal must budget his time and strive to live within that budget. Some of the many administrative details may be delegated; others, of necessity, must be cared for by him as they arise. It is the job of the principal to set a time schedule and follow it as far as practicable, realizing that it will be possible to stay only within reasonable distance of it. He, too, must determine the relative importance of certain administrative tasks as compared to the supervisory work.

3) Just as the principal expects the teacher to have a lesson plan,

¹Frick, Herman L. "Qualifications of a High School Principal," The Bulletin of the National Association of Secondary School Principals, XXXVIII, (March, 1954), p. 33.

²Henderson, Lee G. "A Study of Certain School-Community Relationships With Special Reference To Working Patterns of School Principals." Unpublished Ed.D. dissertation, Gainesville: College of Education, University of Florida, 1955.

so should he have a plan for supervision. This should be a plan for his general program and one for each teacher. A supervisor should never visit, confer or take any other supervisory action without knowing in advance, (a) what he hopes to accomplish by such action, (b) how he will proceed, (c) what tools he will need, and (d) what he will do in the way of follow-up. The principal needs to know the teacher, what kind of preparation he has, what his experience has been, what type of relationship he has to his pupils, if he is dynamic or lazy, if he is interested in people, and what is his history as far as his work in the particular school is concerned or with the problem at hand. The principal should familiarize himself with the records of previous visits, conferences, etc.¹

In reporting on the Grand Rapids School Survey, Jacobson, et al, related the following:

In the survey of this city of approximately 175,000 population the principals were devoting too small a portion of their time to the supervision of instruction and too great a portion to general administration, personnel administration, and clerical duties and that they sought to improve instruction chiefly through individual and group conferences.²

In another study Jacobson, Reavis, and Logsdon classified the duties of the high school principals under the following six categories: 1) general administration, 2) clerical work, 3) personnel administration, 4) supervision, 5) extra-curricular activities, and 6) community responsibilities. They pointed out that principals in need of clarifying their perspective toward the demands of the principalship will discover new outlooks from which to view their practices in the accumulated writings on the work of the school principal.³

¹Holmes, Thomas J. "How can the Supervisory Responsibility of the Principal Become Maximally Effective?", The Bulletin of The National Association of Secondary School Principals, XXXI, (April, 1957), pp. 92-93.

²Jacobson, Paul B., Reavis, William C., and Logsdon, James D. Duties of School Principals, New York: Prentice-Hall, Inc., 1951, pp. 10-12.

³Ibid., p. 6.

Judd and Counts studied the colleges and high schools of the North Central Association of Colleges and Secondary Schools in 1915. Included in this study was the status of the principal. The purpose was to compile and present material that would reveal the nature and scope of the work being done by a selected group of secondary schools in the middle west. They were able to establish a set of criteria by which others could compare their position with that of those participating in the survey.¹

Jones discussed the importance of good staff relationships as follows:

The principal who believes in the development of cooperative responsibility respects the individual personalities of all staff members and shows by his actions and manners that he really means it. Furthermore, he realizes that good staff relations are a means to the real objective of progress toward desired educational outcomes. Techniques for achieving good staff relationships, though very important, are second in importance to the principal's personality. This is the most significant keystone. Each of the other keystones depend on it and cannot stand apart from it. If the true spirit of personal leadership is lacking in the principal, no particular form or techniques of organization is likely to produce effective staff cooperation.

The importance of selecting able personnel and the use of faculty help in that selection tend to strengthen good staff relationships. When new staff members are chosen for their ability to cooperate with the group (among other professional and personal qualifications) and when the present staff assists the principal in suggesting names of possible candidates for new jobs, belief in democratic administration grows. In this way, teachers gain experience and insight into an acute problem of educational leadership and have opportunity to contribute to improving the quality of the staff, at the same time realizing more clearly the importance of their own positions.²

¹Judd, Charles H. and Counts, George S., "A Study of High Schools and Colleges of the North Central Association," United States Bureau of Education Bulletin, Number 6. (Washington: Government Printing Office, 1915.

²Keystones of Good Staff Relations, Federal Security Agency, Office of Education, Misc. 13, 1951: p. 2-3.

In 1924, Koos studied the secondary school principalship in the United States. His findings were based upon the responses to an extensive information blank which was returned by more than four hundred principals. Those who were selected to participate in the study served as principals of schools ranging from small to very large. The main purpose of the study was to inquire into the extent to which the high school principalship had become professionalized and also to seek ways of extending its professionalization.

Recommendations for accelerating the professional progress of the principalship were:

- 1) The period of training for admission to the principalship should not be less than five years beyond the high school graduation. Preparation in addition to that required of high school teachers should include courses in administration, supervision, educational psychology in several of its aspects, curriculum, mental and educational measurements, guidance, social science, English and public speaking. Not less than the last three years of this five year period should be planned with the high school principalship in prospect. Much emphasis should also be placed on the desirability of an apprenticeship as a high school teacher.
- 2) Schools and colleges of education which offer opportunities for educational specialization should influence promising and capable young men in their undergraduate years to choose the principalship as their objective. Present occupants of the office of high school principals should make it a point in their work in guidance to direct the attention of capable boys to the opportunities for service and a livelihood in the principalship. Institutions should seek to develop their guidance and training programs in such a way as to lead to a concept of the high school principalship as a life work and not as a stepping stone to some other profession.
- 3) Principals in service should cooperate with higher institutions in adding to the body of knowledge pertaining to their office. They should also take more leadership in solving the administrative and supervisory problems which they encounter.
- 4) High school principals should cooperatively seek more responsibility in initiating changes in policies and procedures which affect their area of school organization.
- 5) Finally, the principal should recognize and understand the expanding scope of the secondary school to include additional subjects

and the vertical expansion which approaches an eight year period of secondary education.¹

An increasing number of writers have given attention to the fact that the extended scope of the high school both horizontally and vertically has brought with it a multiplicity of problems in the administration and supervision of the secondary school. The position of the principal has become, moreover, one which demands the best efforts of a professionally trained administrator if our secondary schools are going to meet the vital needs of their constituents.

A doctoral study by Krong on "The In-service Education of Public School Administrators" resulted in the following findings:

1. All of the selected institutions reported that adequate physical facilities are generally available both on and off the campus.
2. They denoted that their finances are, for the most part, adequate for the present program, but that additional funds are needed for greater emphasis in certain fields.
3. The final responsibility for the in-service program rests with the dean of the college or with the chairman of the department of educational administration. The immediate responsibility for the individual services is usually placed upon an extension division, a bureau of school services, or a similar administrative division or upon one of the staff. The members of the university faculty share in the planning.
4. The universities seek as staff members those persons who have the doctorate and public school experience. Practicing administrators are included on the summer session's staff.
5. The universities emphasize classes, educational surveys, group conferences, and consultative services in their approach to in-service education. They emphasize less the internships, workshops, and study councils. Classes and workshops provided on campus are recognized as a part of the teaching load. The other services are sometimes given little recognition in the assignment of teaching load.
6. It was reported that participation is prompted by incentives which seem professionally desirable. The principal obstacles to participation are distance and lack of time.
7. Group conferences, classes, consultative services, and workshops are reported to be the most valuable of the services.

¹Koos, Leonard V. The High School Principal. (New York: Houghton Mifflin Company), 1924.

8. The questionnaire returns indicate that the services are more readily available on campus than off campus. The administrators participate more in the on-campus services and find them more valuable.
9. The needed changes listed most frequently in the returns were these: more emphasis on practicality; greater use of the problem approach; and the provision of more services in the field.
10. The Nebraska administrators signified that the University of Nebraska and the State Department of Public Instruction assume the major responsibility for the in-service program provided them.¹

In discussing the in-service improvement of school principals Pittenger suggests the following as a partial list of the general purposes of a principal's program of professional development:

- 1) To keep abreast of changing social-economic conditions.
- 2) To be familiar with developments in the field of educational research.
- 3) To study experiments in school organization, curriculum-revision, and methods of instruction.
- 4) To become familiar with the processes of social groups through participation in various group activities.
- 5) To be a continuous observer of the community life in which the school is located.
- 6) To study diligently every child, making sure that each one has a chance to develop his talents and to overcome his deficiencies.
- 7) To be continuously alert to greater safety in the management of the school building.
- 8) To seek constantly for ways to increase the happiness of the members of the faculty.
- 9) To develop expertness in studying problem situations by becoming familiar with research technics and by experimental activities in which plans are tested.²

Standing high in the order of priority of the many duties that are placed upon principals is that of improving the school's curriculum. Attention is given to this duty in the writing of Robinson which follows:

The principal is the nominal curriculum leader of his school even in the large system where there is specialized curriculum personnel.

¹Krong, Norman Leroy. "The In-service Education of Public School Administrators." Unpublished Ph.D. dissertation. Lincoln: College of Education, University of Nebraska, 1954.

²Pittenger, Benjamin Floyd. Local Public School Administration, New York: McGraw-Hill Company, 1951, pp. 481-82.

Many of the organizational details of the in-service activities of the school are his responsibility....Frequently, curriculum improvement programs are limited to a small number of teachers and may not involve more than one department at any one time. It is when the program is limited to a building unit, or even to a part of the building staff, that the greatest responsibility falls on the principal. The high-school principal should have a background of training and experience that fits him for this responsibility.

If improvements are to be made, certain changes probably need to be affected, which bring us, then, to a second important consideration in the leadership of the principal--the need to be a good diagnostician. A diagnosis should be made of the present program. It must be accompanied by an understanding of the principal and staff as to what kind of program should be offered by the school if it is to best serve the students. The determination as to what is the best kind of program may be exceedingly difficult. Sometimes school staffs have worked an entire year without reaching mutual agreement on goals or objectives and philosophy. It is important, then, that the development of mutual agreements in these areas not be permitted to "bog down" the activities of the staff and prove to be a dividing influence. They must be used as a force for uniting the staff through common understanding and common purposes.¹

Sarles made a study which was concerned with "A Recommended Educational Leadership Development Program Based On A Study of Industrial Development Plans And Educational Leadership Programs." The conclusions drawn from this study revealed that:

1. The need for preparing more educational leaders is urgent for both the local school district and the national educative process.
2. The major source for educational leaders is from the ranks of those who are now beginning their initial administrative experience.
3. It is the responsibility of local school districts, as well as the universities, to help meet these needs by aiding in the preparation of men for educational leadership roles in the schools and communities of the country.
4. Leadership is measurable, therefore, it can be taught and individuals can be improved in the competencies required for success.
5. Formal campus work alone is not sufficient to prepare students for leadership responsibilities--in-service administrative experiences, often referred to as internship programs, are essential adjuncts to classroom learning.

¹Robinson, Cliff. "Curriculum Leadership by Secondary School Principals," The Bulletin of The National Association of Secondary School Principals, XXXIX, (November, 1955), p. 9.

6. Many resources are available to superintendents and members of boards of education to aid them in establishing such preparation programs--some of these are (a) industrial management literature and development programs, (b) university literature, field service offerings, and campus programs, (c) general education literature, especially in the fields of administration, personnel, and psychology which provide guidance in program planning and selection techniques to enable the choice of the more able staff members for enrollment in the program, and (d) competency studies showing the desirable qualities, characteristics, and behavior patterns which should become the objectives of those in the development program.
7. The program recommended in this dissertation is adaptable to school districts both large and small, of relative fiscal ability, and should be established by local public school districts to aid in meeting the national problem caused by the critical shortage of educational leaders.¹

Regarding the position of the principal, Sears stated:

By accepting a principalship one accepts powers and duties. The position is itself an order the moment it is assigned, and the rules defining it stand as a continuous command to execute, even though they may be descriptive and explanatory only and not at all in the form of a command.²

Spears, another outstanding writer in educational administration, described the position of the principal as follows:

The position of principal in a school system is a position of strategic importance. The larger the school system becomes, the more strategic becomes the position of principal. Upon the educational insight, largeness of vision, good nature, ability in administration, discretion, tact, personal loyalty, and frankness in discussions of the principles of a school system, the success or failure of the policies evolved for the conduct of a school system in a large part depends.³

¹Sarles, Hugh Edward. "A Recommended Educational Leadership Development Program Based On A Study of Industrial Development Plans And Educational Leadership Programs." Unpublished Ed.D. dissertation, Wayne, Michigan: College of Education, Wayne State University, 1959.

²Sears, Jesse B. The Nature of The Administrative Process, New York: American Book Company, 1950, p. 142.

³Spears, Harold. The Emerging High-School Curriculum, New York: McGraw-Hill, 1948, p. 39.

Van Aken developed a classification of principals as either democratic or authoritarian. In his study his findings confirmed the hypothesis that the mode of operation of the principal will have observable effects upon parent feelings toward school and interaction with it, teacher human relations, teacher feeling toward school and interaction with the community, pupil human relations, and curriculum change.¹

A study by Waite regarding "A Situational Analysis Of The Teacher-Principal Relationship" resulted in the general conclusions which follow:

1. Latent conflict, which is inherent in the teacher-principal relationship, is easily aroused into hostilities which can severely hamper the effectiveness of a school principal and seriously affect the efficiency of the staff members.
2. Group loyalty is not automatically accorded to the official leader, but must be earned before he can effectively operate in a leadership capacity.
3. In winning the support of a school staff a principal must conform to behaviors which are regarded by the staff as proper for his role. His effectiveness as a leader will be greatly affected by the success with which he is able to comprehend the nature of these expectations and behave in accordance with them. These expected behaviors can be grouped into three distinct, though not mutually exclusive categories which are:
 - a. general expectations which evolve from the traditions and values of the teaching profession.
 - b. institutional expectations which originate in the cultural setting of the local school.
 - c. individual expectations of the staff members which vary with the personality characteristics of the individual teacher.
4. Despite the expectations held in common by teachers in general and by members of a particular school staff, the individualistic nature of each teacher's perceptions of his principal makes each teacher-principal relationship unique.

Implications for the training and selection of educational leaders
The study shows the importance of the processes of leadership to the

¹Van Aken, Elbert W. "An Analysis of The Methods of Operation of Principals to Determine Work Patterns." Unpublished Ed.D dissertation. Gainesville: College of Education, University of Florida, 1954.

effectiveness of a school principal. Leadership training should include instruction in this area, including procedures for potential principals to predict role norms or expected behaviors teachers may have for their leaders....An awareness of the situational factors in a particular school...the characteristics of the staff, the history and development of the school, and the resulting influence on the teachers' expectation by those faced with the responsibility of selecting a principal who will operate effectively as a leader in that school.¹

Wilson in reviewing literature on the function and importance of the principal in the school program, found that democratic leadership can create an atmosphere in which there is less resistance to change and in which there are enhanced opportunities for learning.²

¹Waite, Keith Van. "A Situational Analysis Of The Teacher-Principal Relationship." Unpublished Ed.D. dissertation, Stanford, California: College of Education, Stanford University, 1958. —

²Wilson, J. Bruce. "A Study of The Relationship Between Pupil Achievement and The Working Patterns of School Principals." Unpublished Ed.D. dissertation, Gainesville: College of Education, University of Florida, 1955.

CHAPTER III

PROFILE OF THE SOUTH CAROLINA HIGH SCHOOL PRINCIPAL

The questionnaires that were returned by the South Carolina Negro high school principals provided most of the data included in this and following chapters. Information concerning the personal background of the principals was deemed important and is analyzed in this chapter.

Personal Characteristics

The position of the secondary principal in South Carolina is being held primarily by persons who were born in that state. The study shows that 87.5 per cent of the negro principals were found to be natives of that state. Table 1 depicts the age distribution of the principals by size of school. The principals reporting range in age from 32 to 65. The average age was 45.4 and the median age was 44. These are similar to the findings of Sparks in his study of the principalship in Kentucky in 1955 who found a range from 24 to 71 with the average age being 44.8 and the median age being 43 years.¹ It is apparent that the younger principals are found more often in schools of smaller enrollments, and the older principals are more prevalent in

¹Sparks, Harry Magee, "A Study of The High School Principalship," (Unpublished Ed.D. dissertation, University of Kentucky, Lexington) 1926, p. 40.

schools of larger enrollments. The findings of studies in other states and the Kentucky study¹ which has been cited agree with the findings in South Carolina.

TABLE 1
AGE OF PRINCIPALS BY
SIZE OF SCHOOL

Age of Principals	Size of School				<u>Total</u>
	200 to 500	501 to 750	751 to 1000	1001 and above	
30-34	3	1		1	5
35-39	7	3	1	3	14
40-44	7	5	4	5	21
45-49	1	4	4	6	15
50-54	2	6	5	3	16
55-59			3	3	6
60-64		1		1	2
65-		1			1
<u>Total</u>	20	21	17	22	80
<u>Median</u>	40	46	49	48	
<u>Mean</u>	40.30	46.28	48.47	46.54	45.41

In Table 2 it is shown that the principals of this study were 30.29 years of age at the time of their first principalship. It was found that they had served in their present position for an average of 10.61 years. The factor of the principal's tenure is of significant

¹Ibid. p. 44.

importance in view of his responsibility for its constant evaluation and improvement. It can be seen that this is not likely to be achieved when there is frequent change in the principalship. Table 2 also reveals that principals of the schools of smaller enrollments have averaged only 5.8 years in their present position, whereas, on the average, principals of the larger schools have served 11 to 13 years in their present position.

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

Size of School	Mean age at First Principalship	Number of years in present position
200 - 500	29.40	5.80
501 - 750	31.19	11.19
751 - 1000	31.63	13.19
1001 - Above	30.64	12.77
Total	30.29	10.61

The present practice of promoting principals from schools of a smaller size to those of larger size may account in part for the lower years of tenure among the smaller schools. Once principals have gained the principalship of a larger school there seems to be less desire to move to other positions. It is usually accompanied, also, by his becoming settled and trying to do the best job possible in that position.

Seventy-two of the men principals and each of the three women

principals stated that they were married. Thus 93.75 per cent of the persons serving in this position were married. An analysis of the data revealed that forty-four of the principals had children and that the average number of children for all principals was 1.22 children.

Each of the principals reporting indicated that they had a church preference and church membership. The principals are predominantly protestant, the only non-protestant was a catholic. Table 3 shows the church preferences of the reporting principals according to their school enrollments.

TABLE 3
CHURCH PREFERENCE OF PRINCIPALS
BY SIZE OF SCHOOL

Church Preference	Size of School				<u>Total</u>
	200 to 500	501 to 750	751 to 1000	1001 and above	
Baptist	7	6	3	5	21
Methodist (A.M.E.)	6	3	1	7	17
Methodist (M.E.)	6	8	7	6	27
Presbyterian	1	3	0	1	5
Episcopal	0	1	6	2	9
Catholic	0	0	0	1	1
Total	20	21	17	22	80

The figures in Table 3 show Methodist (M.E.) to be the leading church preference among principals followed by Baptist and the Methodist Church (A.M.E.).

Professional Characteristics

It was found that the schools in the study ranged in enrollment from 224 pupils to 1787 pupils. The average enrollment was 763. Of the twenty-two schools reporting enrollments of one thousand or more, thirteen had grades one through twelve. Only two of the twenty schools reporting enrollments between two hundred students and five hundred had this type of school organization. The location of the school seemed to have a direct influence upon the type of school organization that was found. Those schools having grades one through twelve were predominantly rural consolidated schools which served all children of school age in that particular community.

The length of the school day ranged from five and one half hours to seven hours. The average number of hours reported by all schools was six. The time allotted for recess periods and other similar activities varied from one half hour to one hour depending upon the length of the overall school day. This permitted an average of five hours for actual classroom work.

All of the schools indicated that their school year consisted of a minimum of one hundred and eighty days. This practice was in agreement with the state provision which requires all schools accredited by the state to be in session for a minimum of one hundred and eighty days for each school year. There were some few schools which indicated that they were in session for more than one hundred and eighty days. There were numerous cases where the school year extended for more than the one hundred and eighty days so that teachers could participate in pre-school clinics, workshops, or other school planning activities.

There were six different types of organizational patterns represented by the schools in the study. The following grade patterns were found: (1) I-XII, (2) VII-XII, (3) VIII-XII, (4) IX-XII, (5) X-XII, and (6) VII-VIII. The number of such schools and their enrollment distribution is shown in Table 4.

TABLE 4
ORGANIZATIONAL PLAN BY SIZE OF SCHOOL

Organizational Pattern	Size of School				<u>Total</u>
	200 to 500	501 to 750	751 to 1000	1001 and above	
I-XII	2	10	9	13	34
VII-XII	9	6	7	4	26
VIII-XII	3	2	0	2	7
IX-XII	5	1	0	3	9
X-XII		1	0	0	1
VII-VIII	1	1	1	0	3
Total	20	21	17	22	80

Typically the schools are organized on the I-XII or VII-XII pattern. There was only one school which reported using the X-XII pattern. The latter may be due in part to the fact that very few school districts have the junior high school as a part of their overall school organization plan. There were nine who reported using the IX-XII plan which comprised only the four senior high school grades. Seven schools used the VIII-XII plan.

The range in the number of faculty members found in the various

schools ran from a low of ten members to a high of sixty-nine members. The majority of the schools having faculties of ten, twelve or fifteen members were rural schools having only high school grades in their organizational plan. The majority of the schools having forty or more members on the faculty were urban schools, some few of which had grades other than the high school as a part of their organizational plan.

There were fifty-two principals who are employed for twelve months which represent 65 per cent of all the principals in the study who are so employed, and the ten principals who are employed for only nine months represent 12.5 per cent of all the principals who are so employed. The average number of months for which all principals are employed was eleven and one-fourth months. Table 5 shows the number of months for which principals were employed according to the plan of organization. In view of the duties related to the opening and closing of school for which principals are held responsible, it seems that recommended practice of employing principals for periods of more than ten months is being followed in these South Carolina schools.

TABLE 5

MONTHS OF EMPLOYMENT FOR PRINCIPALS
BY TYPE OF ORGANIZATION

Organizational Pattern	9 Months	9½ Months	10 Months	11 Months	12 Months	<u>Total</u>
I-XII	5	0	5	1	23	34
VII-XII	3	1	3	1	18	26
VIII-XII	1	0	0	2	4	7
IX-XII	0	0	2	1	6	9
X-XII	0	0	0	0	1	1
VII-VIII	1	0	0	2	0	3
Total	10	1	10	7	52	80

Table 6 presents the distribution of salaries of the principals by size of school that they administer. Salaries ranged from \$3,000 to more than \$6,000 annually. It is apparent that the salary for each group of principals increases as the size of the school increases. The mean salary for all principals was \$4,637.15. In 1958-59 the average salary of rural classroom teachers was estimated at \$4,013.00 and the average salary for urban teachers was \$5,313.00.¹ The salary for South Carolina's secondary school principals averaged \$624.15 more than the national average for rural classroom teachers, but it was \$875.85 less than that of the average salary for urban teachers. The trends in salaries paid to high-school principals in urban school districts during the period

¹Research Division of National Education Association, "Salaries And Salary Schedules of Urban School Employees," Washington, D. C. (October 1959), p. 10.

from 1940-41 to 1958-59 is shown in Table 7. This table shows the salary trends in six different groups according to school district populations ranging from 2,500 to those of more than 500,000. The average salary for principals serving in school districts in the range of 2,500 to 4,999 was \$6,392 and those of principals serving in school districts having 500,000 or more was \$11,456. The weighted total salary for the principals of the six different size school districts was \$8,373. Thus the average salary of \$4,637.15 for South Carolina's principals was far below that of the average salary of \$6,392 which was paid to principals serving in school districts ranging from 2,500 to 4,999 and only those eleven principals earning more than \$6,000 in South Carolina approached the average salary of \$6,392 paid to principals of the districts in the range from 2,500 to 4,999.

In answer to the question, "Are you able to maintain what you consider to be a reasonable standard of living for you and your family on your professional salary,?" 70 per cent of the principals responded "No." It may readily be seen that this has serious implications in terms of job satisfaction. More than 50 per cent of the principals found it necessary to supplement their salary as principals from other sources including summer work, etc. The position of the principal of a high school should become more and more one which would enable the person holding the position to devote full time to the position with a salary which would be commensurate with his services. In addition 80 per cent of the principals stated that their wives also worked as teachers to augment the family income. While it is apparent that these numbers may appear significant in terms of their relative proportion to the total population being studied, the most important aspect may be

found in other more intangible factors. It has been found that in business, in the military, or in any phase of human endeavor where men seek employment the attitude of the wife toward such work has become the subject of much concern by employers. This common interest in education which is manifested by the wife also being engaged in the teaching profession is likely to have accompanying benefits derived from job satisfaction on the part of the principal. She is, therefore, not only able to be a companion to him but also an understanding listener and a sounding board for positive and constructive actions when it is needed.

TABLE 6

SALARY OF SOUTH CAROLINA SECONDARY SCHOOL
PRINCIPALS BY SIZE OF SCHOOL

Salary Range	Size of School				<u>Total</u>
	200 to 500	501 to 750	751 to 1000	1001 and above	
Under \$3,000	1	1	0	0	2
\$3,001 - 3,500	1	1	0	0	2
3,501 - 4,000	2	0	2	0	4
4,001 - 4,500	5	4	3	7	19
4,501 - 5,000	9	6	3	6	24
5,001 - 5,500	1	5	3	1	10
5,501 - 6,000	0	2	4	2	8
6,001 - above	1	2	2	6	11
Total	20	21	17	22	80
Average Salary	\$4,415.00	\$4,607.14	\$4,671.88	\$4,840.91	\$4,637.15

TABLE 7

TRENDS IN SALARIES PAID HIGH-SCHOOL PRINCIPALS IN URBAN
SCHOOL DISTRICTS, 1940-41 TO 1958-59¹

School District Population		Mean (Average) Salary Paid In:				Percent of Increase		
						1940-41	1950-51	1956-57
		1940-41	1950-51	1956-57	1958-59	to 1958-59	to 1958-59	to 1958-59
1		2	3	4	5	6	7	8
Group I.	500,000 and over	\$6,299	\$8,648	\$11,157	\$11,456	81.9%	32.5%	2.7%
Group II.	100,000-499,999	4,306	6,252	8,201	9,248	114.8	47.9	12.8
Group III.	30,000- 99,999	4,000	5,983	8,106	9,111	127.8	52.3	12.4
Group IV.	10,000- 29,999	3,389	5,138	7,943	7,936	136.3	55.9	12.2
Group V.	5,000- 9,999	2,666	4,582	6,344	6,936	164.3	53.8	11.0
Group VI.	2,500- 4,999	2,192	4,225	5,827	6,392	195.3	53.2	11.1
Weighted total, all high- school principals		\$3,268	\$5,222	\$7,424	\$8,373	156.2%	60.3%	12.8% ¹

¹Research Division of National Education Association, "Salaries and Salary Schedules of Urban School Employees", Washington, D. C. (October 1959) p.13.

Experience of Principals

The South Carolina secondary principal had spent an average of 7.15 years as a classroom teacher. Some of the principals had experience at the elementary level. It is possible that such experience may have proven valuable to the high school principal since it extends his understanding of the total school organization as well as provides a frame of reference for developing a program of articulation between the elementary school and high school.

The South Carolina secondary principals had an average of 19.04 years of experience as both a classroom teacher and as a principal. The average number of years for the group serving as a high school principal only was 9.28 years. It may be anticipated that in the future there will be fewer and fewer principals who serve as classroom teachers in addition to their administrative and supervisory duties. The main factor that is likely to be responsible for the trend may be found in the present practice of building larger school units which usually require the full-time professional attention of the principal.

Increasingly, as schools have grown larger and more complex, principals have been freed from teaching duties so that they could devote greater efforts to professional leadership. In the larger schools, where principals do no teaching, many responsibilities are assigned to assistant principals, counselors, and department heads. The principals serve as leaders for the study of educational problems and as coordinators of the efforts of all in solving those problems.... The steadily increasing high school enrollment has provided a constant spur and pressure to the professionalization of the principalship. From 1890 to 1930 the high school enrollment doubled every decade. From 1890 to 1940 the high school enrollment increased approximately 2,000 per cent while the population was increasing less than 100 per cent. Each decade saw greater variations in the home backgrounds, ambitions, abilities, and interests of high school students.¹

¹French, Will, Hull, J. Dan, Dodds, B. L., American High School Administration, New York: Rinehart & Company, 1957, p. 119.

In reporting their status prior to becoming a high school principal it was found that they had served in six different types of positions before becoming a principal. It was found that 35 per cent had served as a high school teacher and 30 per cent had been principals of elementary schools. Table 8 shows the distribution of positions held prior to becoming the principal of a secondary school.

TABLE 8
POSITION HELD PRIOR TO SECONDARY PRINCIPALSHIP

Position formerly held	Number	Per Cent
High School Teacher	28	35.00
Elementary School Principal	24	30.00
Elementary School Teacher	13	16.25
Coach	8	10.00
Other supervisory or administrative position	7	8.75
Total	80	100.00%

It may be seen from the foregoing table that the positions which have provided the main entry into the secondary principalship have been those of the high school teacher and elementary school principal. It is possible that this practice will be changed in view of the present emphasis upon persons becoming trained especially in terms of the professional responsibilities and demands of the position. Professional writers and authorities in the field continue to point up the necessity for future principals to possess both the professional training and experience which is necessary in the proper functioning of their position.

French et al wrote as follows regarding the principal's professional knowledge and understanding:

In order to intelligently formulate his goals and his methods for reaching them, the principal must have a knowledge of the schools below and above the secondary level, an understanding of the history and philosophy of educational movements and social institutions, and insights into the psychology and learning processes of adolescents. He should know principles of curriculum construction, practices of school administration, and methods of research and teaching. In working with pupils, teachers, and the community, the principal with little professional training is decidedly handicapped in comparison with fellow principals who understand sound and effective practices in administering schools. Indeed, well-trained men of mediocre ability are often able to achieve where brilliant, untrained men have failed.¹

The replies from principals showed that 92.5 per cent of them felt that they commanded the same respect and prestige as men and women in other professional fields which require a similar amount of professional training. There were 7.5 per cent, however, who reported opposite opinions in answering this question.

It would appear that the increasing professional status of the high school principal and the unique position which is allotted to him in most communities may be largely responsible for the growing stature of the position in comparison with other professional groups. It is further possible that a recognition of the specialized training which is being required of those entering the principalship which is similar to that required of the physician or the attorney may also be responsible for the increased prestige and respect which is now being accorded to this position.

The principal should possess the highest ideals for himself,

¹French, Will, Hull, J. Dan, Dodds, B. L., American High School Administration, New York: Rinehart & Company, 1957, p. 127.

the school, the community, and for his professional group. He should be imbued with a dedicated spirit of service, completely honest, and possessed with a sound moral philosophy. The goals for his school may be splendid, and he may have the know how to achieve them, but he may fail in his trying unless he is willing to sacrifice personal time, effort, and comfort in the pursuit of these goals. It is probably impossible to isolate precisely the motives of educational leaders, but it appears that those who have accomplished most as secondary school administrators have been driven by something of the missionary spirit and the desire to render service.

Academic and Professional Training

In Table 9 is shown the numerical distribution of degrees received from the respective colleges which are located within the state and the number received from colleges in other states. It was found that sixty-six or 82.5 per cent of the principals received their undergraduate degrees from one of the five four-year colleges located in South Carolina. Fourteen or 17.5 per cent of the principals received their undergraduate degrees from colleges outside of the state. South Carolina State College which is the only state supported college for Negroes in the state awarded 35 per cent of the degrees which was the highest per cent awarded by any one college, and it was followed by Benedict college awarding 15 per cent; Allen University and Morris College awarding 11.25 per cent each and Claflin college, which awarded 10 per cent of the undergraduate degrees. Among the colleges outside of the state awarding undergraduate degrees were Hampton Institute, Virginia State College, Morehouse College, Johnson C. Smith University,

Florida A. M. College, Livingston College, and Fisk University. 82.5 per cent of South Carolina's principals received their undergraduate training and degrees from colleges in the state. This places an increased responsibility upon the State Department of Education as the accrediting agency and the colleges of the state as the training institutions to constantly evaluate and modify requirements and curricula offerings so as to meet the needs of persons who shall serve in these strategic positions.

TABLE 9

COLLEGES AWARDING UNDERGRADUATE DEGREES TO PRINCIPALS

College	Number	Per Cent
Allen University	9	11.25
Benedict College	12	15.00
Claflin College	8	10.00
Morris College	9	11.25
South Carolina State College	28	35.00
Other Colleges	14	17.50
Total	80	100.00

Table 10 presents the distribution of the principals' undergraduate major and minor fields of study. It was found that 21.25 per cent of the principals had Social Studies as their major, and this represented the highest per cent in any minor field. It was followed by Agriculture which was the major field of 11.25 per cent of the principals.

Three minor fields composed 53.5 per cent of the minors pursued by principals. English was listed by 20 per cent, mathematics by 16.25

TABLE 10

UNDERGRADUATE MAJORS AND MINORS OF PRINCIPALS

Subject Field	Major		Minor	
	Number	Per Cent	Number	Per Cent
Agriculture	9	11.25	0	.00
Biology	1	1.25	6	7.50
Business Administration	2	2.50	0	.00
Carpentry	0	.00	3	3.75
Chemistry	4	5.00	2	2.50
Economics	0	.00	2	2.50
Elementary Education	0	.00	3	3.75
English	2	2.50	16	20.00
French	0	.00	1	1.25
Geography	0	.00	1	1.25
History	3	3.75	2	2.50
Industrial Education	0	.00	1	1.25
Mathematics	6	7.50	13	16.25
Mechanical Arts	3	3.75	0	.00
Physical Education	0	.00	2	2.50
Physics	0	.00	2	2.50
Political Science	0	.00	1	1.25
Science	6	7.50	9	12.50
Secondary Education	5	6.25	11	13.75
Social Studies	17	21.25	4	5.00
Sociology	4	5.00	1	1.25
(Major not listed)	18	22.50		
Total	80	100.00	80	100.00

per cent, and secondary education by 13.75 per cent. The other minors were spread among a group of fifteen additional subject matter fields with from one to nine being in the various fields.

A survey of the listing for the graduate majors showed that the largest concentration was in two areas with 48.75 per cent being in secondary education and 32.5 per cent showing supervision and administration as their major field of study. It may be seen from Table 11 that there was a consistent practice of having the major field of study to be related to the job of the principal as may be evidenced by the majority of the principals having their majors in either supervision and administration or secondary education. 81.25 per cent of the principals fell into this group and possibly planned their graduate program so as to have it make the maximum contribution to their work as a principal.

TABLE 11
GRADUATE MAJORS AND MINORS FOR PRINCIPALS

Subject Field	Major		Minor	
	Number	Per Cent	Number	Per Cent
Administration and Supervision	26	35.15	11	14.86
Agriculture	1	1.35	6	8.11
Elementary Education	0	.00	2	2.70
English	2	2.70	5	6.76
Guidance	3	4.05	9	12.16
History	2	2.70	0	.00
Industrial Arts	0	.00	3	4.05
Mathematics	0	.00	2	2.70

TABLE 11
(CONT'D)

GRADUATE MAJORS AND MINORS FOR PRINCIPALS

Subject Field	Major		Minor	
	Number	Per Cent	Number	Per Cent
Physics	0	.00	1	1.35
Psychology	0	.00	3	4.05
Science	2	2.70	4	5.41
Secondary Education	38	51.35	10	13.54
Social Science	0	.00	2	2.70
Social Studies	0	.00	13	17.56
Sociology	0	.00	3	4.05
Totals	74	100.00	74	100.00

Principals With Graduate Degrees

The tabulation of responses by principals indicated that they had done considerable graduate work. Sixty-four of the principals, of the group of eighty who reported, stated that they had earned their masters' degree and this represented 80 per cent of the principals of the study. Most of the others who had not earned the masters' degree indicated that they were working toward that degree.

These degrees had been earned at a number of different colleges and universities throughout the United States. There were thirty-seven or 57.81 per cent of the principals who received their degree at South Carolina State College. Most of the other graduate degrees were earned at one of the Eastern or Mid-western universities. Thus it may be seen that more than half of the principals of the study have done graduate

study at South Carolina State College, and it is the college from which they received the master's degree.

Table 12 shows the numerical distribution of the number of degrees which were earned at South Carolina State College and at the various other colleges and universities which are listed.

TABLE 12
COLLEGES AWARDING MASTER'S DEGREES TO PRINCIPALS STUDIED
SHOWN BY SCHOOL ENROLLMENT

College or University	200 to 500	501 to 750	751 to 1000	1001 and above	<u>Total</u>
Atlanta University	0	1	0	0	1
Boston University	0	0	1	0	1
Cornell University	0	0	1	0	1
Fisk University	0	0	1	0	1
Florida A. M. College	0	1	0	0	1
Hampton Institute	0	2	1	0	3
Indiana University	0	2	0	0	2
New York University	1	0	1	1	3
Ohio State University	0	1	0	0	1
Penn. State University	2	0	0	1	3
S. C. State College	13	6	7	11	37
Teacher's College	1	2	1	2	6
Univ. of Michigan	0	1	1	2	4
Total	17	16	14	17	64

The large number of principals receiving their graduate degree from

South Carolina State College places a very serious responsibility upon this institution to maintain the necessary curricula programs, professional staff, and quality of instruction necessary to prepare well qualified educational administrators. It is of additional significance, since it has been seen that the greater number of South Carolina principals also received their undergraduate degree from this institution. This makes it doubly important, since this means that most of their academic and professional training is being received at the same institution. Some understanding regarding the nature of the educational training which is necessary for a good administrator may be secured from Finney who wrote as follows:

We may begin by pointing out that the school administrator's work may be roughly analyzed into two major parts: executive details, and the formulation of policy. The first is mere school shopkeeping; the second is educational statesmanship. The first includes supervision of instruction and discipline, school accounting both instructional and financial, selection of teachers, budget making, publicity, and the like. The second includes deciding what is to be taught, to whom, and by what equipments and arrangements. It involves, in other words, the progressive reorganization of the curriculum and of the facilities for presenting the same. In his first capacity as school shopkeeper the educational administrator is operating the school as it now is; in his second capacity as educational statesman he is making the school over into what it ought to become. In the one function he is merely running the school of today; in the other he is running the world of tomorrow. The second is by far the most important function of education in the present great transition, and one for which the common run of educators seem to have a very vague, schematic sense of their responsibility. To perform the first function the educator needs the minor specialty of his profession--the science of school administration. But to perform the second function he requires that major specialty of his profession which turns out to be, not special at all, but the broadest and most liberal enlightenment possible. For this second function any narrow specialization in mere technology is more likely than not to prove a disqualification in the end.¹

¹Finney, Ross L. - A Sociological Philosophy of Education, New York: Macmillan Company, pp. 539-540.

Professional Courses Taken By Principals

The principals of the study were asked to check from a selected list of professional courses those which they had taken during either their undergraduate or graduate preparation. They were also asked to rank the five courses which had proved to be of greatest value to them as a principal with the ranking of 1 for the course of greatest value, 2 representing the course of next greatest value, etc.

The results of the checking by principals were tabulated so as to determine the number of principals who had taken each course. The ranking of the courses by the principals were tabulated so as to determine which five of the listed courses were, in the opinion of the principals, of greatest value to them.

It was found that High School Administration which had been taken by seventy-six principals was the course taken by the greatest number of principals. It was followed by Secondary School Curriculum taken by seventy-two principals; History of Education taken by seventy principals; Adolescent Development taken by sixty-eight principals and Educational Sociology also taken by sixty-eight principals. The course which was taken by the least number of pupils was Pupil Accounting which was taken by thirty-six principals.

The five courses which were considered of greatest value to the principals based on the rank which were assigned to them were (1) High School Administration, (2) The Principalship, (3) The Secondary School, (4) Adolescent Development and (5) Secondary School Curriculum.

In Table 13 is shown the number before each course representing the number having taken that particular course and the numbers in paren-

theses from 1 through 5 representing the way in which principals ranked these courses in terms of their value to them as a principal. Principals were asked also to list any other courses which they had taken either during their undergraduate preparation or graduate preparation which had proved to be very useful to them in their professional work. The courses which were most frequently mentioned were Educational Guidance, School and Community Relations, Supervision, Statistics, and Social Psychology.

TABLE 13

PROFESSIONAL COURSES TAKEN BY PRINCIPALS
AND RANKING OF THE FIRST FIVE

76	High School Administration	(1)
65	The Principalship	(2)
64	The Secondary School	(3)
45	The Junior High School	
68	Adolescent Development	(4)
48	Educational Psychology	
63	Tests And Measurements	
48	Philosophy of Education	
60	Foundations of Education	
70	History of Education	
68	Educational Sociology	
36	Pupil Accounting	
44	Extra-curricula Activities	
62	Research Methods In Education	
43	School Finance	

TABLE 13 (CONT'D)

PROFESSIONAL COURSES TAKEN BY PRINCIPALS
AND RANKING OF THE FIRST FIVE

62	Directed or Student Teaching	
72	Secondary School Curriculum	(5)

Certification of Principals

There has been a growing awareness of the need for certification which indicates some degree of specialization or special preparation for school administrators and it has come to be recognized by most states. This movement has definitely tended to strengthen the profession and cause it to become recognized on a comparable basis with that of the other professions.

Woellner and Wood have prepared a review of state certification requirements for educational service since 1935. In the 1947-48 edition of this series it showed that administrative certificates were issued by forty-one states. Most states included at least a Bachelor's degree, and from six hours to a year of graduate work, usually in the study of school administration and supervision. There was a minimum of school experience, usually from three to five years, in teaching or administrative work.¹

The NASSP Committee on Training and Experience Standards for Principals of Secondary Schools proposed definite standards for the certification of high school principals. Included were a basic general

¹Woellner, R. C., and Wood, M. A., Requirements for Certification of Teachers and Administrators. 1947-1948, 12th Ed., University of Chicago Press.

educational background, specialized professional preparation equivalent to the master's degree, required renewal of the initial certificate after a minimum service of three years, and an advanced professional certificate which is renewable in periods of from five to ten years.¹

An overview of the certification program in South Carolina may be gleaned from The Bulletin of Requirements for Teacher Education and Certification prepared by The State Department of Education which is expressed as follows:

The purpose of the certification of teachers in South Carolina is to give official approval to those who wish to teach and who, judged by acceptable criteria, appear to be qualified to teach the pupils in the schools. Not all the factors contributing to teaching competency can, because of the nature of some, be included in the rules for the certification of teachers. Moreover, some of the factors included, such as knowledge, may not guarantee acceptable performance, but without which, acceptable performance is not likely. However, experience and observation have demonstrated that certain qualifications are measurable and are closely associated with good teaching. Based upon this observation and experience, the requirements for the certification of teachers in South Carolina include a bachelor's degree from an approved four-year college, a score on the National Teacher Examination, and the number of years of teaching experience of the applicant.

The college preparation leading to the degree must include three categories as follows: (1) Basic preparation. The basic program is to be composed of general courses usually from the liberal arts field or courses of common value to all teachers. (2) Specialized preparation. This includes a minimum preparation in fields in which teachers are to teach. (3) Professional preparation. Courses or programs of professional education must include an understanding and an appreciation of the children who are to be taught, a knowledge of sound ways to teach these children, and a familiarity of the work of the school in relation to the state and nation. Graduate preparation is recognized for advanced certificates of teachers and is required for the certification of supervisors, specialists, and administrators.²

¹Farmer, Floyd M., "Public High-School Principalship," NASSP Bulletin, 32, No. 154 (April, 1948), 89-91.

²State Department of Education of South Carolina - Requirements for Teacher Education and Certification, Columbia, South Carolina, 1957, p. 1.

There were two types of certificates which were the ones that were most predominant among those held by the principals of the study. These two certificates were the Permanent Professional Certificate and the Secondary School Principal's Certificate. These two certificates are considered to be two of the highest types of certificates issued by the State Department of Education.

The Permanent Professional Certificate indicates that it is valid during the continuous teaching of its holder. It is evidence of having acquired a series of different educational specifications which have been gained as the holder moved by steps (consists of two or more years) to a point which marked the completion of fourteen or more years of successful teaching.

The Secondary Principal's Certificate is a specialist's certificate such as those issued to supervisors, superintendents and other special school personnel who meet the requirements for the particular certificates. The requirements for the South Carolina Secondary Principal's Certificate consist of (1) a valid secondary certificate, (2) health report, examination made at the time of the application, (3) three years successful teaching experience and (4) a Master's degree with graduate study in Social and Psychological Foundations (6 hours,) Curriculum and Instruction (9 hours,) and Administration of the Secondary School.

Profile of South Carolina Negro High School Principal

The typical South Carolina high school principal is a male who was born in South Carolina and is a member of a protestant church.

He is married and is the father of one or two children.

He was thirty years of age at the time he accepted his first principalship and his present age is forty-four.

He has had 20 years of experience as both a classroom teacher and principal and 11 of these years have been spent in his present position.

The position which he held prior to this first principalship was that of a high school teacher or elementary school principal.

He administers a school of about 760 pupils with a faculty of 28 teachers.

His annual salary is \$4,637.15 and he is employed for eleven months.

The wife also works as a teacher to augment the family income to provide an adequate standard of living.

In his community he commands the same respect and holds the prestige of other professional men and women with similar professional training.

His undergraduate degree was received at one of the five four-year colleges located in the state.

He has received a master's degree with a major in supervision and administration or in secondary education.

He holds either one or both the Permanent Professional Certificate or The Secondary School Principal's Certificate issued by the State Department of Education of South Carolina.

CHAPTER IV

PROFESSIONAL PRACTICES AND BELIEFS OF PRINCIPALS

The many responsibilities and duties associated with the secondary principalship make it significantly important that the persons holding or seeking such positions be well trained, professionally qualified, administrative leaders. It is important not only that the persons holding such positions be thoroughly familiar with the various duties and responsibilities but that they should know how, when, and to whom certain duties and responsibilities may be delegated.

The variety and the complexity of the demands on the position of the principal make it almost impossible for him to meet them all. However, he must realize that even though he may delegate many of the duties and responsibilities associated with the position, nevertheless he will be held accountable for the final results. It becomes imperative then that he should exercise great care in the delegation of duties and jobs to be done.

In Table 14 is shown the operational patterns of the principals in discharging the duties and responsibilities of their office and the extent to which they were personally executed, shared or ignored. Many principals found it desirable and practical to share a number of the functions of the office. The responses from 62.5 per cent of the

principals stated that supervision of instruction was the area for which they most often assumed complete responsibility and 86.25 per cent stated that the preparation of courses of study was the area where responsibility was most frequently shared. It will also be seen that the selection of textbooks was the area in which the principals exercised the least participation.

TABLE 14
DISCHARGE OF RESPONSIBILITIES BY PRINCIPALS

Responsibility	Individually Discharged	Delegated	By Others
Supervision of custodians and buildings	48	32	0
Supervision of instruction	50	30	0
Selection of teachers	32	48	0
Classification of pupils	23	57	0
Preparation of daily schedule	33	47	0
Handling of discipline	25	55	0
Public relations activities	20	59	1
Keeping school records	21	56	3
Rating of teachers	44	35	1
Selection of textbooks	8	68	4
Preparing courses of study	11	69	0

Principal's Use of Time

Numerous studies have shown that high school principals spend more time on administrative problems than on improvement of instruction. It has also been found that much of the time which principals spend on

improving instruction is devoted to the development of new courses rather than the reorganization of present courses within the curriculum. In giving some attention to this problem French, et al wrote as follows:

The principal who would find time for improving the instructional program must realize that many administrative duties of minor importance can and should be delegated to others. In the case of the principal, his most important responsibility is that of improving instruction. Just as he sets up a classroom schedule for a teacher and holds it inviolate, he should set up a schedule for himself that is calculated to improve instruction....This is not to say that the principal should seldom be accessible, or that he should keep himself buried continually in professional literature. At times, improving instruction may involve improving the morale of teacher, or the afterschool activities of students, or the understanding of patrons. However, improving the instruction, broadly but not vaguely defined, should constantly be the chief goal of the principal, and he should budget his time thoughtfully and spend it intelligently to that end.¹

The distribution of the principal's time depends most of all on his own sense of values and his ability to delegate wisely such administrative and clerical tasks as can be performed effectively by others. In approaching this task the principal should weigh and examine carefully the criteria for reaching such decisions.

Table 15 compares the time spent by the principals of South Carolina with that recommended by authorities and practices in other states. In this table it may be seen that South Carolina's principals and the principals of California devoted almost the same proportion of their time to the supervision of teachers and improvement of instruction. They more nearly approached the proportion which was recommended by the authorities than did the principals of Oregon. The principals of Oregon devoted a greater proportion of their time to teaching than did those

¹French, Will, Hull, J. Dan, Dodds, B. L., American High School Administration, New York: Rinehart & Company, 1957, pp. 133-134.

of South Carolina and California. The time given to office routine was almost equally proportionate for the principals of Oregon and South Carolina. On the whole it may be seen that the principals of California followed a schedule which was more nearly the same as that recommended by authorities in the field. This may have been done because of more favorable circumstances surrounding their positions. Every effort should be made by principals to plan their schedule of time allotments to duties so as to comply with that which is suggested by authorities.

TABLE 15

COMPARISON OF TIME SPENT IN VARIOUS DUTIES BY PRINCIPALS
OF OREGON, CALIFORNIA, SOUTH CAROLINA AND THE
TIME RECOMMENDED BY AUTHORITIES

Categories of duties	Percentage of time spent by principals			
	Oregon ¹	California ¹	South Carolina	Authorities ¹
Supervision of teachers and improvement of instruction	12.0	22.6	21.29	31.0
Public relations	5.6	9.5	5.65	9.7
Pupil personnel	8.4	13.8	7.79	11.1
Activity program	17.8	12.5	4.44	8.7
Professional meetings	6.6	3.4	5.34	5.6
Teaching	13.0	2.8	9.06	3.1
Cafeteria	1.1	0.0	2.44	2.3
Superintendent conferences	2.8	0.0	2.99	4.1
Administration of plant	4.6	5.7	8.00	4.2
Business management	2.7	5.1	5.40	5.7
Transportation	0.7	0.8	3.11	2.8

TABLE 15 (CONT'D)

COMPARISON OF TIME SPENT IN VARIOUS DUTIES BY PRINCIPALS
OF OREGON, CALIFORNIA, SOUTH CAROLINA AND THE
TIME RECOMMENDED BY AUTHORITIES

Categories of duties	Percentage of time spent by principals			
	Oregon ¹	California ¹	South Carolina	Authorities ¹
School Board conferences, etc.	2.2	0.0	1.10	2.1
Office routine	22.5	16.0	23.39	9.7

South Carolina's principals indicated that they felt the most of their time should be spent in the supervision of teachers and the improvement of instruction as recommended by authorities. They indicated that more time could not be spent in this manner because of the necessity of spending considerable time in office routine and teaching. While answering the telephone, receiving visitors, preparing reports, counting money are jobs to be done -- they should not consume unnecessary time of the principal.

Supervisory Methods Used by Principals

There must be a unifying factor in an in-service program of education, and, because all things in education usually begin and end with the child, it is feasible that the child should constitute the dominant idea in the program. The philosophy of instructional supervision which is found in a school should be consistent with that school's educational philosophy. If the educational philosophy is concerned with

¹McAbee, Harold Vanderver, "The Oregon Secondary-School Principal And His Job," (Unpublished Ed. D. dissertation) Eugene: College of Education, University of Oregon, 1957.

the individual development of the child toward becoming well-rounded citizens, the philosophy of supervision should stress the similar development of teachers and the other members of the personnel. An important part of the modern supervisory function is the in-service development of the personnel. Teachers can best learn to do by doing.

Table 16 shows some of the methods of supervision which were used by the principals in this study according to the frequency of their use.

TABLE 16
SUPERVISORY METHODS USED BY PRINCIPALS

Method	Number	
	Using	Per Cent
Work with teachers on problems of their own choosing	76	95.00
Provide helpful materials for teachers	75	93.75
Visit classes to observe teaching	72	90.00
Help individual teachers with problems	71	88.75
Encourage the use of community resources	65	81.25
Appoint committee of teachers to give reports	64	80.00
Assist teachers in grouping students for instruction	63	78.75
Encourage wise experimentation	62	77.50
Encourage participation in workshops	61	76.25
Interview and plan with parents	54	67.50
Give or arrange for demonstrations	52	65.00
Lead discussions at faculty meetings	49	61.25
Give tests to individuals and groups of students	48	60.00
Conduct research studies in the school	39	48.75
Ask supervisor to observe and report on observations made	38	47.5

It is interesting to note that more principals, 95 per cent, felt it was best to work with teachers on problems which were considered by the teachers themselves to be of concern to them. The next most frequently used method, 93.75 per cent, was that of providing helpful materials for teachers. The method which was used by the least number of principals 47.5 per cent was that of asking the supervisor to observe and report on observations made. Principals, according to their responses, were more concerned about direct supervision of their staff rather than having it done by others.

Pittenger wrote regarding the principal and supervision as follows:

The principal's position as the supervisor of his school developed during the last century, but more slowly than did his administrative leadership. At first, it was chiefly inspectorial and regulatory. Today, in the better systems, the principal is held primarily responsible for improving instruction in his school. His duties here include adapting the curriculum, stimulating teacher growth and improvement, setting up local experimentation and research, providing testing and guidance facilities, securing teaching materials, and doing many other things. He may visit classes and rate teachers, hold teachers' meetings and conferences, and initiate study projects among teachers and other members of his school staff. It is here that the school principal's really educational function lie. To the extent that these functions are developed, the principalship becomes a true profession.¹

Administrative Practices of School

A philosophy which has been repeatedly expressed is that American education is to build citizens for a democratic society. If children are to learn to live in a democratic society, they must have the opportunity to live democratically in school so if this is to prevail, the school then must be democratic. The administrative process in

¹Pittenger, Benjamin Floyd, Local Public School Administration, New York: McGraw-Hill Company Inc., 1951, pp. 206-207.

form and spirit permeates the modern school. It seems unreasonable that a school environment will be a democratic one unless the administration itself is likewise democratic.

The principals, in describing their school system's administrative philosophy, responded as follows: 36.25 per cent felt that their school system was a democratic one; 56.25 per cent felt that their school system was moderately democratic; and 7.5 per cent stated that their school system was slightly democratic. There were no principals, however, who felt that their school system might be considered autocratic.

Curricular Emphases

The principals indicated the type of high school curriculum on which the greatest emphasis should be placed as expressed in Table 17. Also, shown in this table are the opinions of Kentucky principals.

The responses of the principals of both the states of Kentucky and South Carolina show that they both favor Life Adjustment Education as the area which should receive greatest emphasis in the school's curriculum. Life Adjustment Education is designed to equip all American youth to live democratically with satisfaction to themselves and profit to society as home members, workers, and citizens. It is concerned especially with a sizeable proportion of youth of high school age (both in school and out) whose objectives are less well served by our schools than the objectives of preparation for either a skilled occupation or higher education.

TABLE 17

BELIEFS OF PRINCIPALS REGARDING THE AREA WHICH SHOULD RECEIVE
MOST EMPHASIS IN THE SCHOOL CURRICULUM

Program	Kentucky ¹ Principals Per Cent	South Carolina Principals Per Cent
Life Adjustment	54.06	65.00
General Education	38.07	28.75
Vocational Education	3.55	3.75
Preparation for College	1.27	1.25
No Belief indicated	3.05	1.25
	100.00	100.00

The commission on Life-Adjustment Education stated that certain guiding principles should be observed by a school which seeks to meet the needs of all youth and they are as follows:

1. Respects individual worth and personality
2. Enrolls and retains all youth
3. Required courses and course content to be concerned with problems of living
4. Emphasis upon direct experience
5. Planning, organization, operation, and administration is to be democratic
6. Records and data to be used constructively
7. Evaluation to be for desirable changes in pupil behavior²

It will be noted from the preceding table that this type of curriculum was favored by 54.06 per cent of Kentucky's principals and by 65.00 per cent of the principals of South Carolina. It was found

¹Sparks, Harry Magee, "A Study of The High School Principalship," Unpublished Ed. D. dissertation, University of Kentucky, Lexington, 1926, p. 40.

²Leonard, J. Paul, Developing The Secondary School Curriculum, New York: Rinehart & Company, Inc., 1953, p. 391.

that 38.07 per cent of Kentucky's principals favor General Education, while in South Carolina it was favored by 28.75 per cent. Vocational Education received the support of 3.55 per cent of Kentucky's principals and of 3.75 per cent of South Carolina's principals. In Kentucky 1.27 per cent of the principals felt the emphasis should be greatest upon Preparation for College and in South Carolina 1.25 per cent of the principals had this belief. No dominant belief was expressed by 3.05 per cent of Kentucky's principals and by 1.25 per cent of South Carolina's principals.

Judging from the expressed opinions of the principals it may be assumed that Life Adjustment Education and General Education are being given the major emphasis by schools in Kentucky and South Carolina. This does not mean that Vocational Education and Preparation for College are being neglected in these schools.

Methods for Developing Programs and Procedures

In discussions among school personnel it is not unusual to hear the expression - "this is our method or this is our procedure." Important as may be any program or procedure in the operation of a school, its significance is increased or lessened by the method which has been used to develop it. The method used by principals to formulate programs and procedures in the schools are shown in Table 18.

It was found that 95 per cent or more of the principals of both Kentucky and South Carolina in expressing their belief overwhelmingly favored a method by which the procedures and programs should be determined cooperatively and in which they served as chiefly a guide

or advisor. This belief on their part supports a position which is likely to result in harmony and a desirable working atmosphere.

TABLE 18
METHODS USED BY PRINCIPALS FOR DEVELOPING
PROGRAMS AND PROCEDURES

Belief	Percentage responding	
	Kentucky ¹	South Carolina
Programs and procedures should be determined cooperatively; the principal serves chiefly as an advisor.	95.65	95.00
The principal determines the program and procedures; he then assists the teachers in carrying out the plans.	2.23	1.25
The principal determines the programs and procedures; he then inspects and directs teachers activities in order to insure conformity to these plans.	.54	.00
The principal may be consulted but the teachers are in no way restricted in making their own plans.	.98	2.50
No belief indicated by principals.	.60	1.25
	100.00	100.00

The other three approaches received less than five per cent of the support of other principals. This may be well understood for in two of them the principals determined the policy and then proceeded to tell, assist, or inspect teachers as they proceeded to execute them.

Democratic organization provides for broad assumption of initiative in getting things done. What then keeps individuals from "going off in all directions at once?" What prevents confusion, incoherence, friction, and clash? The first and simplest control is that of the cooperatively formulated general framework within which all are working. The second is the cooperatively determined policy and distribution of shared duties set up especially for any given project....The third control is the recognition by any honest and sensible person that he loses the respect and confidence of his co-

¹Op. cit. p. 40.

workers and actually destroys his own effectiveness if he ignores all controls. The fourth control is the most remote but perhaps the most important, the presence of a democratic conscience.¹

Principals Beliefs Regarding Availability
Of Secondary Education

In Table 19 is shown the beliefs of principals regarding "who shall be educated." Responses indicated that 66.08 per cent of Kentucky's principals and 53.75 per cent of South Carolina's principals felt that a free secondary education should be available for all youth who are not mentally or physically defective to the extent that they cannot be educated with normal children. The belief that education should be available for all adolescents was held by 27.19 per cent of Kentucky's principals and by 40 per cent of the principals of South Carolina. Other beliefs by both groups of principals amounted to less than ten per cent of the total expressed beliefs. It is interesting to note that neither groups of principals felt that secondary education should be made available only to those youth of superior intellectual ability.

TABLE 19

COMPARATIVE BELIEFS OF KENTUCKY AND SOUTH CAROLINA PRINCIPALS AS
TO FOR WHOM FREE SECONDARY EDUCATION SHOULD BE AVAILABLE

Belief	Kentucky ¹ Principals Per Cent	South Carolina Principals Per Cent
To all youth who are not mentally or physically defective to the extent that they cannot be educated with normal children.	66.08	53.75
To all adolescents	27.19	40.00

¹Pittenger, Benjamin Floyd, Local Public School Administration, New York: McGraw-Hill Company, Inc., 1951, p. 187.

TABLE 19 (CONT'D)

COMPARATIVE BELIEFS OF KENTUCKY AND SOUTH CAROLINA PRINCIPALS AS
TO FOR WHOM FREE SECONDARY EDUCATION SHOULD BE AVAILABLE

Belief	Kentucky ¹ Principals Per Cent	South Carolina Principals Per Cent
To those who can profit from a college preparatory, cultural, and disciplinary program	5.76	.00
To only those youth of superior intellectual ability	.00	.00
No belief indicated	.97	6.25
	100.00	100.00

Professional Journals Read By Principals

On the average South Carolina principals subscribe to more than four professional journals or periodicals. Those which they felt were of greatest value were: The Bulletin of the National Association of Secondary School Principals, The Nation Schools, The National Education Association Journal, and The Journal of The Palmetto Education Association.

Membership In Professional Organizations

The typical principal of South Carolina was a member of five professional organizations. Most often these were: The National Education Association, The National Association of Secondary School Principals, The American Teachers Association, The Palmetto Education Association, and the Local Education Association.

¹Sparks, Harry Magee, "A Study of The High School Principalship, Unpublished Ed. D. dissertation, University of Kentucky, Lexington, 1926.

Summary

1. South Carolina principals feel that supervision of instruction and the improvement of the curriculum is their primary responsibility.

2. The time devoted to the supervision of instruction and the improvement of the curriculum by states was: South Carolina 21.29 per cent, California 22.6 per cent and Oregon 12 per cent. The time which was recommended by authorities for this activity was 31 per cent.

3. Principals from each of these states felt that it was impossible for them to do as they desired because of the proportion of time which they found it necessary to devote to office routine which was: Oregon 22.5 per cent, California 16 per cent and South Carolina 23.39 per cent.

4. Working with teachers on problems considered to be important to them was the method used by 95 per cent of South Carolina's principals.

5. In describing their school system's administrative philosophy 36.25 per cent stated it was democratic; 56.25 per cent felt that it was moderately democratic; 7.5 per cent felt theirs to be slightly democratic; while no principals felt their system was autocratic.

6. Life Adjustment Education was favored by 65 per cent of South Carolina's principals and by 54.06 per cent of Kentucky's principals.

7. That programs and procedures should be determined cooperatively with the principal acting as an advisor was the belief held by 95.65 per cent of Kentucky's principals and by 95 per cent of the principals of South Carolina.

8. The average South Carolina principal subscribed to more than four professional journals and was a member of five professional organizations.

CHAPTER V

SUMMARY, FINDINGS, CONCLUSIONS AND RECOMMENDATIONS

Summary

It was the purpose of this study to accomplish the following:

1. To identify the professional characteristics of the Negro Secondary Principals of South Carolina
2. To identify their immediate and potential problems; and
3. To develop suggestions for their continued professional improvement.

The first of the sub-problems was further divided into an identification of the following characteristics of the Negro principal by size of school administered: tenure, salary, training, experience, time spent in various aspects of their professional duties, and administrative practices and pertinent professional beliefs.

The second sub-problem included a determination of pressing problems recognized by the principals and their analysis of the problems they anticipate as attempts are made to improve the educational program and upgrade the staff.

The eighty principals who responded by returning completed questionnaires were the subjects for this study. They were among the 142 administrators of accredited high schools which were listed in the

School Directory of South Carolina for the school year 1959-60 to whom questionnaires were sent.

Treatment of Data

This study was based upon information received from 80 of the 144 Negro principals to whom questionnaires were sent. The first 60 questionnaires which were received were tabulated and analyzed. The next 20 were also tabulated and the results added to the first 60 making a total of 80. A Chi-square was computed to determine whether or not the addition of the 20 questionnaires significantly modified the results of the first 60. A value of 2.222 was obtained and this was not significant at the 0.01 level of significance. Even though it was seen that 60 returns were apparently a sufficiently representative sample, the 80 responses were used as a more comprehensive sample.

The data received were tabulated as to frequency of occurrence. In some instances the data were compared with the recommendations of authorities in the field; in other, the data were compared with the findings from studies of the principalship in other states.

Findings

The major findings of this study are as follows:

1. It was found that 96.25 per cent of the South Carolina Principals are married males, with 87.5 per cent having been born in South Carolina. All but one of these principals were active members of a Protestant Church.

2. On the average, the principal was thirty years of age at the time he accepted his first principalship and his present age is forty-four.

3. The principals had twenty years of teaching experience as either a classroom teacher or principal. Eleven of these years were spent in their present position. The position held prior to becoming a secondary school principal was usually that of a high school teacher or an elementary school principal.

4. The average size of the schools administered by the principals was seven hundred and sixty pupils and a staff of twenty-eight teachers.

5. The annual (mean) salary of the principals in the study was \$4,637.15.

6. The undergraduate degrees of the principals were usually earned at one of the five four-year Negro colleges which are located within the state. The master's degree had been earned by 80 per cent of the principals, with most of the others having done some graduate work.

7. Supervision and administration was the graduate major for 35.15 per cent of the principals and Secondary Education was the graduate major for 51.35 per cent of the principals.

8. The principals reported holding one or both of the Permanent Professional Certificate or the Secondary School Principal's Certificate issued by the South Carolina State Department of Education.

9. The opinion that "life adjustment education" should be the area receiving greatest emphasis in the curriculum was expressed by 65 per cent of the principals, while it was the opinion of 28.75 per cent that "general education" should receive the major emphasis and only 1.25 felt that "preparation for college" was the area which should receive the greatest emphasis.

10. The belief that programs and procedures should be determined cooperatively with the principal serving as an advisor was held by 95 per cent of the principals.

11. Of the principals, 53.75 per cent held that free secondary education should be available for all youth who were not mentally or physically defective to the extent that they could not be taught with normal youth and 40 per cent felt that it should be available for all adolescents without reservation.

12. By means of comparison with studies of principals in other states it was found that South Carolina principals were similar to them in their professional training and their professional beliefs and practices. They agreed with other principals that they were often unable to devote as much time to the supervision of their staffs and the improvement of the curriculum because of time spent in teaching and the performance of routine office and clerical duties.

13. The principals indicated that one of their most serious problems was that of securing adequate special personnel such as guidance directors, counselors, nurses, clerks and/or secretaries.

14. It was the opinion of 92.5 per cent of the principals that they commanded the same respect and held equivalent prestige as that of men and women in other professions which required a similar amount of professional preparation.

15. South Carolina's principals received far less than the salary recommended by the National Association of Secondary School Principals and other groups. It was the opinion of 70 per cent of the principals that they were not able to provide an adequate standard of living

for their families on their professional salary.

Conclusions

1. The South Carolina Negro principal compares favorably with his white counterpart as found in Oregon and Kentucky.

2. In comparison with other high school principals, the South Carolina Negro principal has similar, not lesser as often assumed, training, experience, professional outlook, and approach to educational problems.

3. If the qualifications of the principal are representative of the school faculty, present South Carolina Negro high schools are probably now of similar quality to that of the South Carolina white schools.

4. South Carolina's principals seemed to accept participation in church activities as one of their main community responsibilities.

5. It seems highly desirable for principals to enter the profession as soon as they have acquired the necessary professional training and experience so as to have more years of productive service to contribute to their profession.

6. The salary of the principals should be commensurate with the professional responsibilities of their positions.

7. South Carolina's principals appear to recognize the importance of professional preparation in view of the efforts which the group has made to secure graduate training.

8. Inadequate staffs have prevented the principals from doing the professional job they desired to do.

9. While South Carolina principals felt that the greatest

emphasis should be given to "life adjustment education" and "general education," this does not mean that the areas such as "vocational education" and "preparation for college" was being neglected in these schools.

10. Principals tended to agree with authorities that the supervision of instruction and the improvement of the curriculum was the area to which they should devote the greatest proportionate amount of their time.

11. The opinion held by many authorities is that principals should be professionally prepared for their position by means of their academic and professional training and by serving a period of internship for the position.

Recommendations

Based on the findings of the study of South Carolina Negro Secondary Principals, it is recommended that:

1. The necessary efforts be made to assure conditions in individual schools which will enable the principal to perform more effectively his primary responsibility - the supervision of instruction and the improvement of the curriculum.

2. Principals be encouraged through their professional organizations to study their own performance of duties through self-evaluation, time studies, and other appropriate means.

3. Principals be stimulated through professional groups to extend their professional reading and engage in professional writing.

4. Institutions of higher learning continue to adapt as a part of their training programs recommendations from studies and programs

sponsored by The Kellogg Foundation, The Southern States Cooperative Program In Educational Administration, and others concerned with the improvement of educational administrators.

5. Principals, now lacking them, should strive to meet the requirements which are necessary for The Secondary School Principal's Certificate.

6. The necessary effort be made to provide all schools with the necessary services, equipment and staff to meet the requirements for accreditation by The Southern Association of Colleges and Secondary Schools.

7. The State Department of Education continue and expand its efforts to aid principals in improving themselves through workshops, conferences and other appropriate means including field service.

8. Continued efforts be made to the raising of salary standards of South Carolina Principals in the light of recommendations of The National Association of Secondary School Principals.

9. Efforts be made by principals, superintendents, and training institutions to recruit young persons for preparation for the position who show promise of being capable educational administrators.

10. Principals in service should cooperate with higher institutions in adding to the body of knowledge pertaining to their office and they should cooperatively seek more responsibility in initiating changes in policies and procedures which affect their area of school organization.

11. Efforts be made to increase the security and tenure of South Carolina Secondary Principals through longer term contracts.

12. Further studies be made of principals and programs at both the secondary and elementary level as a means of providing any needed improvements in the quality of education available for our youth.

Profile of The Future Principal

It appears from the findings of this and other studies and a review of the literature related to the subject that principals in the very near future are likely to be characterized as follows:

He will be a man who has been carefully selected and screened to determine if he is capable of meeting the heavy demands which will accompany his position. He will possess more and better professional training than did his predecessors. It may be expected that he will possess an understanding of sociology, political science, business, law, and psychology as they relate themselves to educational administration.

His special training and professional preparation will earn him a degree and certificate not to be confused with others. As the secondary school grows in function and size, the principal of the future will have to devote all of his professional know-how to the field for which he has been specially trained. His special preparation and training is likely to result in greater economic security and tenure so as to avoid his being lured by more lucrative offers to other professional fields or occupations.

Because of the security which he shall have gained and interest in his profession, he will keep growing professionally and will strive to keep abreast of the times in both knowledge and actions. The role of the principal as leader shall extend even further beyond the confines of his school. Support for civic improvements, an enviable home life, affiliation and support of church activities will cause the school and the community to look to the principal for leadership. High on his list of values will be that of good human relations.

BIBLIOGRAPHY

- "A Study of The High School Principalship in Pennsylvania" The Bulletin of The National Association of Secondary School Principals, XXXVII, (December, 1953) pp. 118-120.
- Alphren, Morton, "The Development and Validation of an Instrument Used to Ascertain a School Principal's Pattern of Behavior." Unpublished Ed. D. dissertation. Gainesville: College of Education, University of Florida, 1954.
- Clarke, Sanford, "Certain Critical Requirements For The Secondary School Principalship As Perceived By Secondary School Teachers In The Metropolitan New York Area." Unpublished Ed. D. dissertation, New York: College of Education, New York University, 1958.
- Cubberly, Ellwood P. - The Principal and His School, New York: Houghton Mifflin, 1923, p. 28.
- Douglas, Harl R. - Modern Administration of Secondary Schools, Ginn & Co., New York, 1954, p. 21.
- Eikenberry, D. H., Status of The High School Principals, United States Bureau of Education Bulletin, Number 24, (Washington: Government Printing Office, 1925.)
- Farmer, Floyd M., "Public High-School Principalship," NASSP Bulletin, 32, No. 154 (April, 1948), 89-91.
- Farmer, John Dunn, "The Function of The High School Principal In Selection and Dismissal of His Teachers," (Unpublished Master's Thesis, Ohio State University, Columbus, 1926.) p. 83.
- Finney, Ross L. - A Sociological Philosophy of Education, New York: Macmillan Company, pp. 539, 540.
- French, Will, Hull, J. Dan, Dodds, B. L., American High School Administration, New York: Rinehart & Company, 1957, pp. 133-134.
- Henderson, Lee G. "A Study of Certain School-Community Relationships With Special Reference to Working Patterns of School Principals." Unpublished Ed. D. dissertation, Gainesville: College of Education, University of Florida, 1955.

- Jacobson, Paul B., Reavis, William C., and Logsdon, James D. - Duties of School Principals, New York: Prentice-Hall, Inc., 1951 pp. 10-12.
- Judd, Charles H. and Counts, George S., A Study of High Schools and Colleges of The North Central Association, United States Bureau of Education Bulletin Number 6, (Washington: Government Printing Office 1915.
- Keystones of Good Staff Relations, Federal Security Agency, Office of Education, Misc., 13, 1951: p. 2-3.
- Koos, Leonard V., The High School Principal. (New York: Houghton Mifflin Company, 1924.
- Krong, Norman Leroy, "The In-Service Education of Public School Administrators." Unpublished Ph. D. dissertation. Lincoln: College of Education, University of Nebraska, 1954.
- McAbee, Harold Vanderver, "The Oregon Secondary-School Principal And His Job," (Unpublished Ed. D. dissertation) Eugene: College of Education, University of Oregon, 1957.
- Pittenger, Benjamin Floyd, Local Public School Administration, New York: McGraw-Hill Company Inc., 1951, pp. 206-207.
- Research Division of National Education Association, "Salaries and Salary Schedules of Urban School Employees," Washington, D. C. (October 1959), p. 10.
- Robinson, Cliff, "Curriculum Leadership By Secondary School Principals," The Bulletin of The National Association of Secondary-School Principals, XXXIX, (November, 1955) p. 9.
- Sarles, Hugh Edward, "A Recommended Educational Leadership Development Program Based On A Study of Industrial Development Plans And Educational Leadership Programs." Unpublished Ed. D. dissertation, Wayne, Michigan: College of Education, Wayne State University, 1959.
- Seaborn, C. B., Southern Schools: Progress And Problems, Southern Education Reporting Service, Nashville, Tennessee: 1959, p. 20.
- Sears, Jesse B. - The Nature of The Administrative Process, New York: McGraw-Hill Company Inc., 1950, p. 142.
- Southern States Cooperative Program In Educational Administration, Preparing Principals For Negro Schools In The Southern States, A Report of Atlanta University Conference, Atlanta, Georgia: March 30-April 3, 1953, p. 4.
- Sparks, Harry Magee, "A Study of The High School Principalship," (Unpublished Ed. D. dissertation, University of Kentucky, Lexington) 1926, p. 40.

Spears, Harold, The Emerging High-School Curriculum, New York: American Book Company, 1948, p. 39.

State Department of Education of South Carolina - Requirements for Teacher Education and Certification, Columbia, South Carolina, 1957, p. 1.

Trump, J. Lloyd, "A Look Ahead In Secondary Education," NASSP Bulletin 42, No. 234, (January 1958) pp. 5-6.

Van Aken, Elbert W. "An Analysis of The Methods of Operation of Principals to Determine Work Patterns." Unpublished Ed. D. dissertation. Gainsville: College of Education, University of Florida, 1954.

Waite, Keith Van, "A Situational Analysis Of The Teacher-Principal Relationship." Unpublished Ed. D. dissertation, Stanford, California: College of Education, Stanford University, 1958.

Wilson, J. Bruce, "A Study of The Relationship Between Pupil Achievement and The Working Patterns of School Principals." Unpublished Ed. D. dissertation, Gainsville: College of Education, University of Florida, 1955.

Woellner, R. C., and Wood, M. A., Requirements for Certification of Teachers and Administrators, 1947-1948, 12th Ed., University of Chicago Press.

APPENDIX A

QUESTIONNAIRE

QUESTIONNAIRE - CHECK LIST
Concerning
THE HIGH SCHOOL PRINCIPALSHIP IN SOUTH CAROLINA

A. Personal data (check appropriate blank or fill in answer)

1. Name _____
2. Address _____
3. Birthplace _____
4. Sex () Male; () Female
5. () Single; () Married; () No Children
6. Church preference _____
7. Are you a member () yes; () no.
8. What is your present age? _____
9. Age when you first became a principal _____
10. Number of years in present position _____

B. Data Concerning School and Principal

1. Name of School _____
2. Present enrollment _____
3. Number of hours school is in session daily: _____
4. Number of days school is in session yearly: _____
less than 180; _____ 180; _____ more than.
5. What grades do you administer in your school?
_____ 9-12; _____ 10-12; _____ 7-12; _____ 1-12;
Other: (identify) _____.
6. What is the number of teachers in the school you administer? _____.
7. For how many months are you employed annually as a principal? _____.
8. What is your present salary _____?
9. Are you able to maintain what you consider to be a reasonable standard of living for you and your family on your professional salary?
_____ yes; _____ no.
10. Do you work at other jobs to supplement your family income? _____ yes; _____ no.
11. If you are married, does your wife work as a teacher _____; Other _____ none _____.

C. Experience as teacher and principal

1. Years of classroom teaching only _____
2. Total years in teaching profession as teacher and principal _____
3. Total years as high school principal only _____.
4. Your status prior to becoming a high school principal: _____ High school teacher _____ elementary school teacher; _____ Coach of athletics; _____ Elementary principal; _____ Other administrative or supervisory position; _____ other.
5. As a principal do you feel that you command as much respect and prestige in your community as men and women in other professions which require a similar amount of professional training? _____ yes; _____ no.

D. Academic and professional training

1. Received my undergraduate degree from _____.
2. Undergraduate major _____
3. Undergraduate minor _____
4. Working for a Masters Degree _____
5. Years of graduate work (counting 30 hrs. per year) _____
6. Graduate major _____
7. Graduate minor _____
8. Rec'd. Grad. Degree from _____
9. Degrees now held _____ None; _____ Bachelors; _____ Masters; _____ Doctoral.
10. What certificate or certificates do you now hold?
a. _____
b. _____
11. Professional courses taken on either undergraduate or graduate level. Check in the parentheses those taken and then rank in the blanks on the left the five that have been of the most value to you as a high school principal. Use 1 to rank most valuable, 2 for the next most valuable, etc.
() _____ 1. High School administration
() _____ 2. The Principalship
() _____ 3. The Secondary School
() _____ 4. The Junior High School
() _____ 5. Adolescent Development
() _____ 6. Educational Psychology
() _____ 7. Tests And Measurements
() _____ 8. Philosophy of Education
() _____ 9. Foundations of Education
() _____ 10 History of Education
() _____ 11 Educational Sociology
() _____ 12 Pupil Accounting
() _____ 13 Extra-curricula Activities
() _____ 14 Research Methods In Education
() _____ 15 School Finance
() _____ 16 Directed or Student Teaching
() _____ 17 Secondary School Curriculum
List and rank any other courses, either professional or non-professional which have been most helpful to you.
() _____ 18. _____
() _____ 19. _____
() _____ 20. _____

Indicate with a "P" for part time or "F" for full time staff help in the following categories; giving the number of each. _____ Asst. Principal; _____ Guidance Director _____ Clerk or Secretary; _____ Counselors _____ School Nurse

E. Policies, Practices and Responsibilities:

1. What is the extent of your responsibilities in the following duties?

DUTIES	Complete	Shared	None
Supervision of custodians and buildings			
Supervision of instruction			
Selection of teachers			
Classification of pupils			
Preparation of daily schedule			
Handling of discipline			
Public relations activities			
Keeping school records			
Rating of teachers			
Selection of textbooks			
Preparing courses of study			

2. List in the first column the per cent of time spent on the duties listed below. If these differ in any way from how you would spend your time - list in the second column how you would spend your time if the circumstances surrounding your job permitted it.

DUTIES	How I Spend My Time	How I prefer spending my time
Public Relations	%	%
Pupil personnel	%	%
Improvement of instruction and supervision of teachers	%	%
Activity program	%	%
Professional meetings	%	%
Teaching	%	%
Cafeteria	%	%
Superintendent Conferences	%	%
Administration of plant	%	%
Business management	%	%
Transportation	%	%
School Board Conferences, etc.	%	%
Office routine	%	%
Please be certain that each of the columns total 100%.	100 %	100 %

3. Which of the following supervisory methods do you make use of in your school? Record the ones most commonly used in a ranking of 1 through 5, and place an x by all others which are used.

- ☐ Give or arrange for demonstrations
- ☐ Provide helpful materials for teachers
- ☐ Visit classes to observe teaching
- ☐ Lead discussions at faculty meetings
- ☐ Interview and plan with parents
- ☐ Encourage wise experimentation
- ☐ Give tests to individuals and groups of students
- ☐ Conduct research studies in the school
- ☐ Work with teachers on problems of their own choosing
- ☐ Assist teachers in grouping students for instructional purposes
- ☐ Appoint committee of teachers to give reports at faculty meetings
- ☐ Ask supervisor to observe and report on the observations made.
- ☐ Encourage the use of community resources
- ☐ Help individual teachers with problems
- ☐ Encourage participation in workshops

4. Which of the following terms in your opinion best describes the total administrative pattern in the system of which your school is a part? ☐ democratic; ☐ moderately democratic; ☐ slightly democratic; ☐ autocratic.

5. Your administrative and supervisory duties are: (check one) ☐ defined by the board of education; ☐ defined by the Board of Education and Superintendent; ☐ defined by the Superintendent; ☐ defined by a mutual agreement between you and Superintendent; ☐ are not clearly defined.

6. Which of the following areas of work presents the most difficult problems for you as a principal?

- ☐ Relations with teachers and staff
- ☐ Relations with parents and community
- ☐ Relations with pupils
- ☐ Supervision of instruction
- ☐ Co-curricula activities
- ☐ Others (Specify) _____

3. Check the one statement with which you are in closest agreement as a matter of fundamental belief in each of the following groups:

The effectiveness of a high school program is promoted best by an administration in which:

- () a. Programs and procedures are determined cooperatively and the principal serves as a guide.
- () b. The principal determines programs and procedures; he then assists teachers in carrying out the plans.
- () c. The principal determines programs and procedures; he then inspects and directs teachers activities in order to insure conformity with these plans.
- () d. The principal may be consulted, but the teachers are in no way restricted in making their own plans.

4. Free secondary education should be provided for: () Those who can profit by a college preparatory course.

- () All adolescents
- () All youth who are not mentally or physically defective to such an extent that they cannot be educated with normal children.
- () Only those youth of superior intellectual ability

5. List the professional organizations to which you belong in the order of the value you feel they are to you as a principal.

6. List the professional periodicals which you read regularly in the order of the value you feel they are to you as a high school principal.

F. Basic beliefs and professional outlook:

1. Secondary schools should place most emphasis upon helping to prepare pupils:

- () a. To conform to the established social and economic order.
- () b. To make adjustments to meet changing conditions.
- () c. To participate in the reconstruction of society.
- () d. To participate in changing social and economic conditions.

2. The High School curriculum should place most emphasis upon:

- () Vocational training
- () Life Adjustment
- () Preparation for College
- () General Education

7. List the professional books which you have read recently.

8. Have you done any professional writing for publication?

_____ yes: _____ no.

G.

1. As a high school principal, what are the problems which you now face or expect to face as you and your staff plan for the development of a more effective program?

2. Will you please make any suggestions below which you feel would lead to an improvement of The Principals' Training Program sponsored by the Southern Education Foundation, et al.?

APPENDIX B

LETTER OF EXPLANATION

ISAAC C. BRACEY

Room 319
College of Education Building
University of Oklahoma
Norman, Oklahoma

My dear Friend:

This letter comes to solicit your cooperation in order to make possible a study in which I feel you have a significant interest both personally and professionally. Because of my knowledge of the professional atmosphere which surrounds your state principals' association and your desire to improve the status of your professional positions, I am requesting your cooperation in filling out the enclosed questionnaire which may lend itself to the accomplishment of some of our mutual objectives.

Under the sponsorship of the Southern Education Foundation and with the approval of the State Department of Education, I have decided to undertake as a problem for my dissertation, "A Study of The Negro Principalship of Secondary Schools of South Carolina". As you are aware, The Southern Education Foundation, et al, initiated the Principals' Training Program about 1953 and in line with the emphases which have been promoted, this study proposes to consider, (1) what shall be the future emphases of these training programs; (2) how shall we recruit and train future principals and administrators; and (3) what are some of the crucial professional problems which are now facing present administrators and are likely to face the future administrators of our secondary schools?

It is possible that some few of the questions may border on what you may consider personal considerations. However, I am sure that you will understand that in no other way is it possible for us to get a true picture of the total group which is our primary concern. It will be through this approach that we shall be able to determine if the salary of South Carolina principals is the same as, below, or above the national average for principals throughout the nation. The same will apply with regards to tenure and the other factors with which we shall be concerned. Most important, however, in this matter is that we would have you to be assured that the information which you will furnish us will be treated with professional ethics and in a confidential manner.

The important findings of this study will be made available to you through the journal of the state teachers association or by other media. If there should be any sections which require more space for answering, use the back of the questionnaire or please furnish it on a separate sheet which you may enclose. Allow me to thank you for your kind and cooperative assistance. May I ask that you return the questionnaire as soon as possible as it is urgent that the necessary data be received early for compilation.

Yours respectfully,

Isaac C. Bracey
Isaac C. Bracey

P.S. Please note to see if each item has been answered or checked.

APPENDIX C

LETTER OF ENDORSEMENT

State of South Carolina

Department of Education

JESSE T. ANDERSON
STATE SUPERINTENDENT OF EDUCATION



COLUMBIA, S. C.

March 22, 1960

Dear Principal:

Mr. Isaac C. Bracey, who is studying for his doctorate at the University of Oklahoma, has reached the point in his career where he is writing his dissertation. He is using the "questionnaire method" of collecting his data.

Mr. Bracey is making a status study of the secondary principalship among Negroes in South Carolina. This study could render a valuable service to the cause of education in the State. It should be very interesting and instructive both to you and to me. It has the blessings of the State Department of Education.

The merit of this study depends on you. To get a true picture for a worthwhile study, Mr. Bracey should get a reply from every Negro principal in the State. Will you take time off, from your very busy schedule to fill out the questionnaire and return it to Mr. Bracey at once?

Very sincerely,

A. B. Hair, Jr.
A. B. Hair, Jr.
State Agent for Negro Schools

ABH:eb

APPENDIX D

FOLLOW UP LETTER



THE UNIVERSITY OF OKLAHOMA
NORMAN · OKLAHOMA

April 26, 1960

My dear Principal:

I know that this is one of the busiest times for you during the school term. However, I am writing to ask your cooperation in completing the questionnaire which was sent to you recently and returning it to the above address. I am very anxious to receive a 100 per cent response if it is at all possible. Your assistance at this time is earnestly solicited in order to make possible the proposed study.

We shall be happy to make available to you through the Journal of The Palmetto Education Association or some other media the findings and recommendations from the study. Again, may I say to you that your consideration in completing the questionnaire and returning it at your earliest convenience will be deeply appreciated.

Yours respectfully,

Isaac C. Bracey
Isaac C. Bracey

APPENDIX E

LIST OF AUTHORITIES

APPENDIX E

LIST OF AUTHORITIES

- Howard R. Anderson, Chief, Instructional Problems Section, Office of Education, Department of Health, Welfare, and Education, Washington, D. C.
- Vernon E. Anderson, College of Education, University of Maryland, College Park, Maryland.
- Francis L. Bacon, Professor of Education, School of Education, University of California at Los Angeles, Los Angeles, California.
- Nelson L. Bossing, Professor of Education, College of Education, University of Minnesota, Minneapolis 14, Minnesota.
- William H. Burton, Emeritus Professor of Education, Harvard University, 3512 Willamette Avenue, Corvallis, Oregon.
- George L. Cleland, Secondary-School Consultant, State Department of Education, Topeka, Kansas.
- Stephen M. Corey, Professor of Education, Teachers College, Columbia University, New York 27, New York.
- Philip W. L. Cox, Emeritus Professor of Education, College of Education, New York University, New York City, New York.
- Harl R. Douglass, Director of the College of Education, University of Colorado, Boulder, Colorado.
- Leland N. Drake, Principal, Mohawk Junior High School, Columbus, Ohio.
- John Eckhardt, Assistant Superintendent, Kern County High School District, Bakersfield, California.
- Paul Elicker, Executive Secretary, National Association of Secondary-School Principals, 1201 Sixteenth Street, N. W., Washington 6, D. C.
- Will French, Professor of Education, Teachers College, Columbia University, New York 27, New York.

- Walter H. Gaumnitz, Retired Specialist for Small and Rural High Schools, Office of Education, Department of Health, Education, and Welfare, Washington 15, D. C.
- Wm. T. Gruhn, Professor of Education, University of Connecticut, Storrs, Connecticut.
- Harold C. Hand, Professor of Education, College of Education, University of Illinois, Urbana, Illinois.
- Arthur Hearn, Associate Professor of Education, School of Education, Department of Health, Education and Welfare, Washington 25, D.C.
- Paul B. Jacobson, Dean of the School of Education, University of Oregon, Eugene, Oregon.
- Galen Jones, Director, Council for Advancement of Education, 1201 Sixteenth Street N.W., Washington 6, D. C.
- L. V. Koos, Emeritus Professor of Education, School of Education, University of Chicago, Chicago, Illinois.
- Roy E. Langfitt, Professor of Education, College of Education, New York University, New York City, New York.
- Paul J. Leonard, President, San Francisco State College, 1600 Holloway Avenue, San Francisco 27, California.
- James T. Logsdon, Principal, Shorewood High School, Shorewood, Wisconsin.
- S. E. T. Lund, Professor of Education, School of Education, University of California, Berkeley, California.
- Wm. T. Melchior, Professor of Education, School of Education, Syracuse University, Syracuse, New York.
- R. B. Norman, Principal, Amarillo High School, Amarillo, Texas.
- Cliff Robinson, Director of Secondary Education, State Department of Education, State Library Building, Salem, Oregon.
- Charles Sanford, Associate Dean, College of Education, University of Illinois, Urbana, Illinois.
- Galen Fred Saylor, Professor of Education, School of Education, University of Nebraska, Lincoln, Nebraska.
- Willard B. Spaulding, Portland State Extension Center, Portland State College, Portland, Oregon.
- Harold Spears, Superintendent of Schools, San Francisco Unified School District, 135 Van Ness Avenue, San Francisco, California.

Lawrence Vredevoe, Professor of Education, School of Education, University of California at Los Angeles, Los Angeles, California.