

This dissertation has been
microfilmed exactly as received 68-17,594

MODELAND, Lemuel Owen, 1928-
THE STATUS OF THE ELEMENTARY SCHOOL
PRINCIPALSHIP IN KANSAS, 1966 - 1967.

The University of Oklahoma, Ed.D., 1968
Education, administration

University Microfilms, Inc., Ann Arbor, Michigan

THE UNIVERSITY OF OKLAHOMA
GRADUATE COLLEGE

THE STATUS OF THE ELEMENTARY SCHOOL
PRINCIPALSHIP IN KANSAS
1966 - 1967

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

BY
LEMUEL OWEN MODELAND
Norman, Oklahoma
1968

THE STATUS OF THE ELEMENTARY SCHOOL

PRINCIPALSHIP IN KANSAS

1966 - 1967

APPROVED BY

Fred A. Sloan, Jr.
Mary Clare Petty
Gene Shepherd
Glen R. Smith

DISSERTATION COMMITTEE

Dedicated to:

My Parents

ACKNOWLEDGEMENTS

Sincere appreciation and deep gratitude are expressed by the writer to those whose generous assistance and cooperation made this study possible.

The writer is especially indebted to his major professor and committee chairman, Dr. Fred A. Sloan, who deserves the first special thanks for the guidance that he provided.

The writer expresses thanks and appreciation for the assistance so freely given by Dr. Mary Clare Petty, Dr. Gene D. Shepherd, and Dr. Glenn R. Snider of the faculty of the College of Education. The cooperating Kansas school administrators and the writer's family deserve a special thanks for their contributions.

Finally, the writer expresses deepest gratitude to his wife, Betty Ann, for her understanding, encouragement, and assistance throughout this study.

TABLE OF CONTENTS

	Page
ACKNOWLEDGEMENTS	iv
LIST OF TABLES	vii
 Chapter	
I. INTRODUCTION	1
Statement of the Problem	3
The Purpose of the Study	5
Justification for the Study	5
Kansas Certification Requirements for the Elementary School Principal-- 1948	10
Elementary Principal Certificates	12
Renewal Requirements	13
Method of Procedure	14
Sources of Data and Delimitations	16
Definition of Terms	17
Format for Succeeding Chapters	18
II. REVIEW OF RELATED RESEARCH AND LITERATURE . .	19
History	19
Professional Preparation of Principals . .	25
In-Service Education	34
The Principal's Responsibilities	41
Professional Activities of Principals . .	45
Size of School	48
Salaries of Principals	50
III. ANALYSIS, TREATMENT, AND INTERPRETATION OF DATA	63

TABLE OF CONTENTS--Continued

Chapter	Page
IV. SUMMARY, FINDINGS, CONCLUSIONS, AND RECOMMENDATIONS.	147
Summary	147
Findings.	148
Conclusions	155
Recommendations	161
Recommendations for Further Research.	163
BIBLIOGRAPHY.	165
APPENDIX A.	171
APPENDIX B.	176

LIST OF TABLES

Table	Page
1. Organization, enrollment, and number of teachers in schools under supervising principals, 1948.	51
2. Organization, enrollment, and number of teachers in schools under teaching principals, 1948	53
3. Annual salary and outside earnings of principals, by sex, 1948	59
4. Marital status and dependency load of principals, by sex	60
5. Years of college preparation of Kansas elementary school principals, 1966-1967. . .	64
6. Highest degrees earned by Kansas elementary school principals, 1966-1967.	66
7. Major fields of graduate study of Kansas elementary school principals, 1966-1967. . .	67
8. Graduate education of Kansas elementary school principals before they became principals, 1966-1967.	69
9. Number of Kansas elementary school principals who have taught the total range of elementary school grades, 1966-1967.	69
10. Number of years Kansas elementary school principals had taught in primary grades before becoming principals, 1966-1967. . . .	71

LIST OF TABLES--Continued

Table	Page
11. Number of years Kansas elementary school principals had taught in the intermediate grades before becoming principals, 1966-1967.	72
12. Number of years Kansas elementary school principals had taught in Grade 7 or higher before becoming principals, 1966-1967.	73
13. Total number of years Kansas elementary school principals had taught before becoming principals, 1966-1967	74
14. Positions in education other than teaching, such as supervisor, counselor, or coach, which Kansas elementary school principals had held, for at least one semester, before becoming principals, 1966-1967. . . .	75
15. Amount of on-the-job training which Kansas elementary school principals received prior to becoming principals, 1966-1967. . .	76
16. Number of schools in which Kansas elementary school principals had worked before becoming principals, 1966-1967	77
17. Total enrollment of schools when one person is principal of more than one elementary school in Kansas, 1966-1967.	78
18. Number of full-time teachers under the supervision of Kansas elementary school principals, 1966-1967.	79
19. Proportion of time which Kansas elementary school principals devote to teaching, 1966-1967.	80
20. Salaries received by Kansas elementary school principals for school year, 1966-1967.	81

LIST OF TABLES--Continued

Table	Page
21. Gross earnings of Kansas elementary school principals from work outside the school, 1966-1967.	83
22. Hours per week devoted by Kansas elementary school principals to such activities as professional conventions and conferences, university or college courses, professional reading, research, and writing, 1966-1967.	84
23. Plans of Kansas elementary school principals to complete additional course work during next two years, 1966-1967.	86
24. Professional organizations in which Kansas elementary school principals held memberships, 1966-1967	87
25. Practices of Kansas elementary school principals regarding supervision of classrooms, 1966-1967.	89
26. Practices of Kansas elementary school principals regarding supervision of extra-class educational experiences, 1966-1967.	90
27. Practices regarding initiation of curriculum change in elementary schools in Kansas, 1966-1967	92
28. The most important single forces that determine teaching methods in elementary schools in Kansas as seen by principals, 1966-1967.	94
29. Practices of Kansas elementary school principals concerning the making of ultimate decisions on selection of specific instructional materials, 1966-1967.	96
30. Tendency of Kansas elementary school principals to initiate designed experimentation on educational problems with classroom teachers, 1966-1967	98

LIST OF TABLES--Continued

Table	Page
31. Practices of Kansas elementary school principals in requiring experienced teachers to work from written daily or weekly lesson plans, 1966-1967	98
32. Practices of Kansas elementary school principals in requiring teacher-pupil planning the the classroom, 1966-1967.	100
33. Practices of Kansas elementary school principals in discouraging view that competition and rivalry are the best incentives to pupil achievement, 1966-1967.	101
34. Practices of Kansas elementary school principals in permitting discussion of controversial issues in the classroom, 1966-1967.	101
35. Practices of Kansas elementary school principals in insisting on as much concern for children's physical and emotional growth as for their academic growth, 1966-1967.	103
36. Practices of Kansas elementary school principals in making provisions for slow and fast learners, 1966-1967.	104
37. Practices of Kansas elementary school principals in making detailed case studies of children who are deviates, 1966-1967.	105
38. Practices of Kansas elementary school principals in allowing for sex differences in evaluating effectiveness of specific instructional programs, 1966-1967.	106
39. Practices of Kansas elementary school principals in encouraging teachers to be more aware of likenesses than differences in children, 1966-1967	107

LIST OF TABLES--Continued

Table	Page
40. Practices of Kansas elementary school principals in granting teachers final authority in grading, 1966-1967.	108
41. Practices of Kansas elementary school principals regarding participation in informal recreation or party situations with teachers, 1966-1967	109
42. Practices of Kansas elementary school principals concerning involvement of teachers in formulation of basic school policy, 1966-1967.	110 —
43. Practices of Kansas elementary school principals in evaluation of teaching performance by careful collection of observed behavior in a wide variety of teaching situations, 1966-1967	111
44. Practices of Kansas elementary school principals in insisting that teachers know the community thoroughly and use its resources regularly, 1966-1967	112
45. Degree to which Kansas elementary school principals participate actively in community political affairs, 1966-1967 . . .	114
46. Voluntary attendance of Kansas elementary school principals at meetings of city council, school board and similar bodies, 1966-1967.	114
47. Efforts of Kansas elementary school principals to become personally acquainted with major business enterprises in their areas, 1966-1967	116
48. Degree to which Kansas elementary school principals keep channels of communication open with local newspapers and/or radio and television stations, 1966-1967	116
49. Practices of Kansas elementary school principals in making monthly inspection of all school facilities, 1966-1967.	118

LIST OF TABLES--Continued

Table	Page
50. Practices of Kansas elementary school principals regarding weekly consultation with custodial personnel on school maintenance problems, 1966-1967.	119
51. Practices of Kansas elementary school principals in recommending needed facilities or repairs in advance of actual need, 1966-1967	119
52. Degree to which Kansas elementary school principals make a special study of new kinds of equipment, furniture, and fixtures available to schools, 1966-1967.	120
53. Degree to which Kansas elementary school principals recommend continued employment or dismissal of teachers on basis of merit alone, 1966-1967	121
54. Degree to which Kansas elementary school principals avoid involvement in the personal lives of teachers, 1966-1967.	123
55. Degree to which Kansas elementary school principals consult with teachers in filling staff vacancies, 1966-1967	123
56. Degree to which Kansas elementary school principals support and defend teachers from public criticism when complaints do not seem valid, 1966-1967	124
57. Degree to which Kansas elementary school principals aggressively look for able teachers to fill vacancies, rather than considering only those who apply, 1966-1967.	125
58. Practices of Kansas elementary school principals in recommending employment of any able teacher without regard for race, religion, or national origin, 1966-1967.	126
59. Practices of Kansas elementary school principals in recommending continued employment of teachers who may be considered "too liberal" or "pink," 1966-1967.	127

LIST OF TABLES--Continued

Table	Page
60. Practices of Kansas elementary school principals in actively helping teachers to get higher salaries, 1966-1967.	128
61. Degree to which Kansas elementary school principals actively defend what they believe to be sound teaching methods, 1966-1967.	129
62. Degree to which Kansas elementary school principals make curriculum changes after first consulting the teachers, 1966-1967 . .	130
63. Practices of Kansas elementary school principals in considering cost factors less important than educational need in matters of budgeting, 1966-1967.	132
64. Degree to which Kansas elementary school principals delegate routine administrative duties to a clerk, secretary, or other office personnel, 1966-1967.	132
65. Practices of Kansas elementary school principals regarding the preparation of a schedule of anticipated office duties, 1966-1967.	133
66. Degree to which Kansas elementary school principals obtain sufficient space and equipment to operate a reasonably efficient office, 1966-1967.	135
67. Degree to which Kansas elementary school principals insist that teachers visit the homes of the children in their classes, personally or as school policy, 1966-1967. .	135
68. Degree to which Kansas elementary school principals insist that teachers have personal conferences with parents of children in their classes, 1966-1967	137
69. Degree to which Kansas elementary school principals operate a yearly comprehensive testing program for the pupils, 1966-1967. .	137

LIST OF TABLES--Continued

Table	Page
70. Degree to which Kansas elementary school principals insist on the establishment of a comprehensive, up-to-date cumulative file for every child in the school, 1966-1967 . . .	138
71. Degree to which Kansas elementary school principals take leadership roles in agencies in the community, other than school, which deal with child welfare, 1966-1967	139
72. Degree to which Kansas elementary school principals become actively involved in youth agencies, such as Boy and Girl Scouts, YMCA, community recreation, etc., 1966-1967.	140
73. Degree to which Kansas elementary school principals coordinate efforts of various youth agencies, 1966-1967.	142
74. Degree to which Kansas elementary school principals evaluate the effectiveness of educational agencies other than the school, 1966-1967.	142
75. Degree to which Kansas elementary school principals resist the personal wishes of influential local citizens on school matters, 1966-1967	143
76. Degree to which Kansas elementary school principals take a neutral stand on non-educational issues which seem to be splitting the community, 1966-1967	145
77. Degree to which Kansas elementary school principals avoid involvement with factional groups in their local communities, 1966-1967.	146
78. Degree to which Kansas elementary school principals study the nature of groups, group dynamics, or group processes, 1966-1967.	146

THE STATUS OF THE ELEMENTARY SCHOOL
PRINCIPALSHIP IN KANSAS

1966 - 1967

CHAPTER I

INTRODUCTION

From some viewpoints the elementary school principalship has a long history. From other viewpoints it is a reasonably new position that requires specific legal preparation by state certification agencies. The early history of the elementary school principalship is unclear. Moreover, completely adequate information about the elementary school principalship has never been available.¹ Morrison describes the early day principal's position in the following paragraph:

In the year 1750 in the city of Albany, we can see Andrass Jansen presiding over his school of little children, receiving for his labor a munificent salary equivalent to \$20 a year. One sees the log houses, erected in the latter part of the eighteenth century, used not only for school but as places for public worship and for social meetings in Syracuse, Elmira and Buffalo. Gradually these schools grow until one teacher ministers to 75, 90,

¹Henry J. Otto and David C. Sanders, Elementary School Organization and Administration (4th ed.; New York: Meredith Publishing Co., 1964), p. 341.

100, 125 pupils; then the patrons realize that new rooms should be added and that the teacher should be given an assistant. In 1848, Buffalo boasted an experiment with a three-room school in a three-story building, one room on each floor.²

Since the foregoing was written, the principalship has undergone many changes. Circumstances and conditions have tended to change the role expectations of the principal from time to time. A school principal today is at once an educator, business executive, master planner, community liaison man, and educational diagnostician.³ Elementary school principals carry many great responsibilities for children. They are the administrative leaders of organizations that serve as the very foundation of American education -- the elementary school.

The elementary school principalship has been created by the board of education as a position within the school system for the operation of schools. Positions in various localities differ because of certain legal structures, job and role specifications, and other factors. The variation in the status of patterns in organization is not altogether undesirable, since dissimilar needs necessitate different requirements to be developed.

²J. Cayce Morrison, "The Principalship Develops Supervisory Status," Tenth Yearbook, Department of Elementary School Principals, NEA (Washington, D. C.: The Department, 1931), pp. 155-156.

³Jacobson et al., The Effective School Principal (2d ed.; Englewood Cliffs, N. J.: Prentice-Hall, Inc., 1963), p. 240.

Societal needs brought about by an enlightened citizenry have caused a new kind of elementary school to develop in this century. Today the elementary school requires a person who is qualified and competent in the areas of school administration, supervision, and curriculum to fulfill the leadership position ably. Caswell and Foshay state, "The elementary school forms the larger part of the educational system. Roughly, out of each 100 students in educational institutions, 75 are in elementary schools."⁴

It is imperative that the educational requirements be maintained at a very high level of competency and proficiency to meet societal needs. Professional development and growth must be continuous. An appraisal of the status of the principalship is therefore needed for assessment of growth.

Statement of the Problem

This study was an attempt to determine the status of the elementary school principal in the state of Kansas. It gathered information concerning years of college preparation, highest degrees earned, types of professional experience obtained before becoming principals, school sizes, earnings, membership in professional organizations, and professional practices of principals.

The Kansas Association of Elementary School Principals is a voluntary group that does not have a majority of the

⁴Hollis L. Caswell and Arthur W. Foshay, Education in the Elementary School (New York: American Book Company, 1957), p. 33.

Kansas principals in its membership. Therefore, it was imperative to develop a study independent of this organization in order to include a larger segment of the population. No appreciable amount of research in this area has been noted in recent years in the state of Kansas. Because continued improvement of elementary education is closely related to the quality of leadership provided by elementary school principals, it was felt that this study would fill an important need by furnishing vital information about the present status of the elementary school principalship in Kansas. It was hoped that it would reveal an accurate statistical portrait of the typical principal now in service in Kansas.

An Educational Policies Commission report stated:

There is widespread belief that American education must be more effective. Growing out of this sentiment are pressures for changes in educational institutions. It is right and inevitable that these pressures have been directed in part at the elementary school. In fact, the unique potential of that school would justify greater public attention.⁵

Thus, elementary education of high quality is a concern of all people.

In order for the profession to achieve its purpose, which is an excellent education for all the nation's children, it is imperative for the principal to have preparation of high quality.

⁵Contemporary Issues in Elementary Education, A Report of the Educational Policies Commission (Washington, D.C.: National Educational Association, 1960), p. 10.

The problem, thus, was to give a statistical portrait of the Kansas elementary principal which would answer the question: What is the present status of the elementary school principalship in Kansas?

The Purpose of the Study

The purpose of this study was to obtain information concerning individuals serving in the position of principal in Kansas elementary schools.

This body of information included such factors as college preparation, highest degree earned, type of professional experience obtained before becoming a principal, school size, earnings, memberships in professional organizations, and professional practices of principals.

It was hoped by the writer that this information would provide reliable information about the Kansas elementary school principalship which would serve as basic knowledge to support further research and investigation.

Justification for the Study

The two opening paragraphs of the Constitution and Bylaws of the Department of Elementary School Principals, NEA, state the following:

The primary purpose of education in the United States is to provide for the maximum development of children so that they may function as effective citizens in our democratic society. The elementary school is a vital part--the foundation--of the total educational program. The responsibility for the development and maintenance of this program in the

elementary school rests primarily with the principal.

The purpose of the Department of Elementary School Principals is to help its members meet this responsibility through a professional organization dedicated to the development of increasingly effective educational leadership.⁶

Elementary school principals, like other school executives, carry great responsibilities for the pupils enrolled. In the public elementary school, ideally each child is considered to be worthy, and as valuable as any other. This institution aims to provide experiences for children which contribute to their total development--intellectual, physical, spiritual, emotional, and social.

To meet the challenge of effective citizenship in the complex democratic society in which we live requires education and leadership of high quality. Orville B. Aftreth, past president of DESP, states:

To meet these challenges, our elementary schools require principals who demonstrate dynamic leadership as they grow in their understanding of a changing society and curriculum, in their recognition of worthwhile values, and in skills in human relationships.⁷

It is imperative that elementary schools have able leaders.

⁶Constitution and By-Laws, Department of Elementary School Principals, NEA, published in The National Elementary Principal, XL, No. 2 (October, 1960), 69.

⁷Orville B. Aftreth, "The Challenges Ahead," The National Elementary Principal, XLIV, No. 1 (September, 1964), 57.

Russell says that the elementary school is the basis of all education.⁸

Communities, members of the professions, organizations, and staff members often judge a school by its principal. The nature of the leadership position and the expectations associated with the position enhance the status of the principalship.

The principal is held responsible for most things that happen in the schools that he administers. Today, when schools throughout the United States are trying steadily to adapt to constant change, the principal is recognized for the position that he holds and the position that he should constantly work to improve. The principalship is an ever-changing professional development.

One significant development in the principalship has been its recognition as a career position. The principalship is regarded as their final occupational goal by 63 per cent of all principals.⁹ Moreover, state and local elementary school associations stress the importance of the principalship as a unique and professional position.

The elementary school is a unique institution. It cannot be judged by the standards of secondary or higher

⁸James E. Russell, Change and Challenge in American Education (Boston: Houghton Mifflin Co., 1965), p. 51.

⁹The Elementary School Principalship--A Research Study. Thirty-seventh Yearbook of the Department of Elementary School Principals, NEA (Washington, D.C.: The Department, 1958), p. 211.

education. The elementary school is the basis of all education.¹⁰

Intelligent leadership has been called the sine qua non of democracy--the vital organ of a free society. Whenever human beings work in groups, there is a need for leadership.¹¹

Statewide study of the principalship is recommended by the Editorial Committee of the Twenty-seventh Yearbook of the National Department of Elementary School Principals. The Editorial Committee recommends:

State and local associations, in the next few years, should make studies of the principalship so as to bring out further details with respect to the ages, experience, and preparation of principals now in service. Such explorations should indicate the need for local and state standards and suggest improvements in pre-service and inservice preparation programs.¹²

Regarding the necessary professional growth of the competence of the principal, the Twenty-seventh Yearbook of the Department states:

The Department of Elementary School Principals, NEA, pledges its continued support and offers its cooperation to dedicated efforts, programs and research designed to improve public education. It

¹⁰Russell, loc. cit.

¹¹William B. Ragan, Modern Elementary Curriculum (New York: Holt, Rinehart and Winston, Inc., 1961), p. 51.

¹²The Elementary School Principalship--Today and Tomorrow, Twenty-seventh Yearbook of the Department of Elementary School Principals, NEA (Washington, D.C.: The Department, 1948), p. 27.

believes that improvement results in direct proportion to the quality of the leadership provided in each school.

The Department commends local, state, and national groups which have manifested an active interest in increasing the competence of the principal. It recognizes also that individual principals have a responsibility for self-initiated programs of professional competence. In light of the expanding role of the elementary school principal and the constant demand for higher standards, it is further recommended that such efforts be continuous to insure the best preparation for every principal.¹³

In that the need still exists, it is imperative that elementary school principals be properly prepared and possess the qualities that are necessary to grasp the magnitude of their tremendous responsibilities. Ragan points out that the educational leader must serve as a student and as a practitioner long enough to gain the intimate understanding that comes only through an integration of theory and practice.¹⁴

In 1957 the Department of Elementary School Principals, NEA, compiled certification requirements for elementary school principals.¹⁵ This set of standards is written in terms of course requirements, qualifications for classroom teaching, and teaching experience.

¹³The National Elementary Principal, XL, No. 2 (October, 1960), 66.

¹⁴Ragan, op. cit., p. 163.

¹⁵The Elementary School Principalship--A Research Study, (1958), p. 205.

Stoops and Johnson state, "As a minimum the principal should possess the master's degree; preferably he either holds or is working toward a two-year graduate degree, or the doctorate."¹⁶

Certification of elementary school principals in Kansas has been required by the State Department of Public Instruction since September 1, 1948. The standards were revised in 1964. The complete certification requirements follow.

Kansas Certification Requirements for
the Elementary School Principal--1948

The following regulation concerning the issuance of the Elementary Principal's Provisional Certificate became effective September 1, 1948:

- A. Elementary Principal's Provisional Certificate:
Beginning September 1, 1948, an Elementary Principal's Provisional Certificate shall be held by each person holding the position of "Elementary Principal." The Elementary Principal's Provisional Certificate shall entitle the holder thereof to hold the position of principal or teacher in any elementary school in Kansas.
- 1. The Elementary Principal's Provisional Certificate shall be valid for a term of three years and may be renewed in accordance with regulations of the State Department of Education. The applicant for the initial Elementary Principal's Provisional Certificate shall present:
 - a. A transcript of credit showing an A.B., B.S., B.S. in Education, or Ph.D. degree and eighteen semester hours in education as a part of, or in

¹⁶Emery Stoops and Russell E. Johnson, Elementary School Administration (New York: McGraw-Hill, Inc., 1967). p. 11.

addition to the degree mentioned above, of which six semester hours' credit shall be in organization, administration, and supervision of elementary schools.

- b. The applicant shall present evidence showing two years of successful experience as an elementary teacher, one year of which must be in a graded school.
2. This certificate may be renewed for three-year periods upon presentation of eight semester hours' graduate credit in elementary education. The credit must be from courses applicable to the Elementary Principal's Life Certificate, and must be earned within the three year period prior to the date of filing application for the renewal.
 3. Until September 1, 1954, this certificate may be renewed on application and the presentation of evidence of one year of successful experience obtained during the validity of the certificate.

On and after January 1, 1948, and until January 1, 1950, the state superintendent will issue an Elementary Principal's Provisional Certificate to the applicant who has served as elementary principal in Kansas for two or more years subsequent to September 1, 1940, provided the applicant holds a valid certificate and has obtained sixty or more semester hours' credit. Certificates granted under the provisions of this paragraph may be renewed upon presentation of eight semester hours' credit, in courses applicable in meeting requirements for an Elementary Principal's Life Certificate. Renewal requirements under this provision must be completed and the application filed within the ninety days immediately following the expiration date of the certificate for which a renewal is sought.

B. Elementary Principal's Life Certificate: The Elementary Principal's Life Certificate may be issued at the expiration of the Elementary Principal's Provisional Certificate provided the applicant's credentials show:

1. That he holds the Elementary Principal's Provisional Certificate.
2. That he has secured three years of successful experience as an elementary school principal.

3. That he holds a Master's degree with a major in elementary education of which not less than sixteen semester hours' credit shall be in organization, administration, supervision, curriculum, and maintenance of elementary schools on the local, county, state, and national levels. Provided, that after January 1, 1948, and until January 1, 1950, any elementary principal who holds a Master's degree in elementary education and who has served successfully as an elementary principal in Kansas for three or more years subsequent to September 1, 1940, shall be entitled to an Elementary Principal's Life Certificate upon application.¹⁷

Elementary Principal Certificates

On July 1, 1964, the revised requirement became effective as follows:

The elementary principal, elementary supervisor, or elementary director in schools employing four or more teachers (full-time equivalent--for example, two half-time teachers count as one) shall hold an elementary principal certificate or an administrator certificate. The elementary principal certificate qualifies the holder for the position of principal, supervisor, or teacher in any elementary school in Kansas.

A. Elementary Principal Provisional Certificate.

(Code: 141.) The Elementary Principal Provisional Certificate shall be valid for three years. Effective January 1, 1962, the applicant for the initial Elementary Principal Provisional Certificate shall show:

1. That he holds or is eligible for a three-year Degree Elementary Certificate.
2. Evidence of two years of successful experience as an elementary teacher in an accredited elementary school.
3. That he holds a master's degree.
4. That he has earned eight semester hours in graduate courses in organization, administration, and supervision of elementary schools.

¹⁷Certificate Handbook (Topeka, Kansas: Kansas State Board of Education, 1948), p. 7.

Renewal Requirements: The Elementary Principal Provisional Certificate may be renewed once (Code: 142) for a three-year period upon presentation of sixteen semester hours of graduate credit applicable on the Elementary Principal Five-Year Certificate. Eight semester hours of this credit must be earned within the six years prior to the date of filing application for renewal. The second renewal shall meet requirements for the Elementary Principal Five-Year Certificate.

- B. Elementary Principal Five-Year Certificate. (Code: 143.) The Elementary Principal Five-Year Certificate may be issued at the expiration of the first or second Elementary Principal Provisional Certificate provided the applicant's credentials show:
1. Evidence of three years of successful experience as an elementary school principal, and
 2. That he holds a master's degree with a major in elementary education, of which not less than 24 semester hours of credit shall be in courses such as organization, administration, supervision, curriculum, child development, guidance and maintenance of elementary schools on the local, county, state, and national levels.

Renewal Requirements: Renewal of the Elementary Principal Five-Year Certificate (Code: 144) shall require the presentation of six semester hours of additional approved credit.¹⁸

The foregoing are all tangible measures attainable by individuals having a desire to meet the requirements for the principalship. However, the requirements are minimal and do not reveal the maximum professional effort of the total group holding positions in Kansas schools. Information divulged by respondents can give important data and insights for improving and changing the educational program.

¹⁸ Certificate Handbook (Topeka, Kansas: Kansas State Board of Education, 1964), pp. 27-28.

Periodically the status of the principal must be assessed to see whether any changes are taking place in the position. The thirty-year period from 1928 to 1958 noted the development of the elementary school principalship moving forward, not dramatically, but consistently.¹⁹ Progress, however, is not based on past records and accomplishments. Strengths and weaknesses must be analyzed with regard to the current status and recommendations must be forthcoming for planned improvement to take place. Principals must study the assets and liabilities of their professional ledger to assess their status.

Method of Procedure

The nature of this type of problem requires the use of the normative-survey method of research. Good, Barr, and Scates state: "Normative-survey research is directed toward ascertaining the prevailing conditions. It seeks to answer the question, 'What are the real facts with regard to the existing conditions?'"²⁰ The following statement by these same authorities is further justification for selecting the normative-survey method:

The word "survey" indicates the gathering of data regarding current conditions. The word "normative" is used because surveys are frequently

¹⁹The Elementary School Principalship--A Research Study (1958), p. 200.

²⁰D. Appleton (ed.), The Methodology of Educational Research (New York: Century Co., Inc., 1936), p. 287.

made for the purpose of ascertaining what is the normal or typical condition, or practice. . . . The compound adjective "normative-survey" is applied to this method in order to suggest the two closely related aspects of this kind of study.²¹

To secure information regarding the professional preparation and practices of Kansas school principals, a questionnaire was constructed by the investigator. The items included in the questionnaire, for the most part, were patterned after those used in a study of the elementary school principalship prepared by a research committee of the Wisconsin Elementary Principals Association and used in that state.²²

As a process in the delimitation of the problem, it was decided to survey positions requiring certified Kansas elementary school principals. Names and school locations of principals were obtained from the Kansas Educational Directory compiled by the State Department of Public Instruction.²³ They were cross-checked and verified for accuracy with the current personnel files in the office of the Kansas State Teachers Association, Topeka, Kansas. Questionnaires were mailed to the principals thus selected. Prior approval was secured from the Kansas State Department

²¹Ibid.

²²The Wisconsin Elementary School Principal (Madison: The Wisconsin Elementary School Principals Association, 1965), p. 3.

²³Kansas Educational Directory, 1966-1967 (Topeka, Kansas: Kansas State Department of Public Instruction, 1966).

of Public Instruction to conduct the survey in Kansas schools.

All answers were placed on IBM cards and keyed for desired information. Information was processed through the 1401 Computer. By this automated arrangement for data retrieval any desired combination of answers can be called for and returned.

This study was restricted to the questionnaire with its known limitations. Answers acquired depended entirely on the honesty and reliability of the respondents (principals). The questionnaires were coded but unsigned, leaving the element of honesty completely in the hands of the answering principals. It was believed that the respondents would recognize the value of a study of this nature and reply in an honest manner.

Too, it should be noted that this study represents the first extensive attempt to identify the professional status of the elementary school principalship in Kansas.

Sources of Data and Delimitations

The questionnaire used in this study was a modification of one used by the Wisconsin Elementary School Principals Association, prepared and edited by members of their research committee.²⁴ It was sent to Kansas elementary school principals holding positions which required that the

²⁴The Wisconsin Elementary School Principal, loc. cit.

principals be certified. Small schools with four or fewer teachers, which are not required to have certified principals, were excluded from this study. Names and addresses of principals were obtained from the Kansas State Department of Public Instruction's Kansas Educational Directory and verified as to current accuracy by the list of Kansas school personnel in the office of the Kansas State Teacher's Association, Topeka, Kansas. Other sources of data included books, periodicals, reports, and pamphlets and other published literature concerning the status of the elementary school principal.

Definition of Terms

The specific meanings of technical terms used in the study are as follows:

DESP--The Department of Elementary School Principals, an affiliate of the National Education Association. Referred to as the Department.

Elementary school--All forms of grade organization from the kindergarten through Grade 8.

Elementary school principal and/or principal--These titles are used synonymously and refer to persons having authority of a supervisory or administrative nature over an elementary school.

KAESP--The Kansas Association of Elementary School Principals. A voluntary organization of Kansas principals.

Teaching principal--A principal devoting at least one-half time to regular classroom teaching duties and responsibilities.

Format for Succeeding Chapters

Four chapters sufficed to fulfill the requirements of this study. When all the materials were collected, they were placed in categories for the basic organization of the report as indicated. Following the introductory chapter, Chapter II is devoted to a review of related research and literature. Chapter III presents an analysis, treatment, and interpretation of the data. Chapter IV summarizes the entire study, presents findings of the study, gives conclusions drawn from the findings, and makes recommendations in line with the conclusions and recommendations for further research.

CHAPTER II

REVIEW OF RELATED RESEARCH AND LITERATURE

In the middle of the eighteenth century, a group of duties and responsibilities began to develop in the school organization that later led to the creation of the position of elementary school principal.

This chapter includes a review of selected sources of information that gives an overview of the development of the principalship from its beginning to its current status.

History

Although the elementary school principalship can be traced back to about 1750, it was not until the 1920's that the position as such began to be recognized and clearly defined. From records, the history of the elementary school principalship is unclear. The present position evolved gradually from an informal, but necessary, assuming of extra duties related to the operation of the school. This need resulted in the appointment to the post of head teacher of an experienced teacher, who already had a full-time class load which could consist of as many as seventy pupils. The head teacher performed certain clerical and

administrative tasks for a school with two or more teachers. Usually the teacher with the longer tenure became the head teacher. As more teachers joined the two, the head teacher found his duties increasing to include the role of supervising teacher or "principal teacher"--but still with a full class load. More than likely a building with two stories had a "principal" on each floor. The Common Council of Buffalo, New York, used the term principal in the minutes of a meeting in the year 1863.

It is a two-story building of plain but imposing design in the form of an L with slate roof and substantial outbuildings. It has five rooms on each floor, and each room is designed to accommodate about seventy pupils, to be under the care of a single teacher. The principal's room on each floor will occupy that portion of the building represented by the lower left hand corner of the L and is expected to seat from sixty to seventy-five pupils. The rooms are separated by sliding partitions so that all the rooms on each floor can be thrown into one, when occasion shall require it. These sliding partitions also are to be made mostly of glass in the form of window sash, so as to give freer access to the light and equalize its distribution and to enable the principal while engaged in his own room to inspect the management of all the others. As a measure of economy and convenience this plan is believed to be superior to any other hitherto devised and put in practice for school purposes.¹

As the teaching staff increased, the additional teachers became "assistants" who in some cases were older students or lay helpers serving under the direction of the head teacher. Thus began the supervisory responsibility in its earliest form as indicated in the minutes of the Common Council for Albany, New York, in 1867.

¹Otto and Sanders, op. cit., p. 340.

In all schools in which assistants are associated with a principal, the principal shall be recognized as the head of the school, and all his directions, which do not conflict with the regulations, shall be obeyed by the assistants.

Resolved, that the several principals of the public schools of the city under the charge of the Board, be, and are hereby requested to report to this Board within five days from this date, their opinion of the qualifications and efficiency of their several assistants, with such facts and suggestions, in regard to their modes of teaching and general fitness for their positions, as may tend to the information of this Board.²

It actually was not until the early part of the twentieth century that the position emerged as a definite status post in school administration. At this time, it was recognized that the principal was in a distinctive status position with supervisory as well as administrative and clerical duties.

The growth factor itself reflects the maturation of the elementary principalship, for membership in the Department of Elementary School Principals increased at a rather slow rate and did not reach the number of 5,000 members until 1937. The Department of Elementary School Principals, with a group of fifty-one elementary principals, was formed in Atlantic City, New Jersey, in 1921, growing steadily until the late thirties; however, since that time the organizational growth has been phenomenal.³

²Ibid., pp. 340-341.

³Mary Dawson, "Professional Associations of Elementary School Principals," The Elementary School Principalship--A Research Study, Thirty-Seventh Yearbook of the Department

In 1961, the number of members reported by the Department was approximately 20,000. Even then the elementary principalship was still undergoing a period of adolescence. It was an immature, struggling position with few requirements beyond teaching success for appointment in the position. The National Elementary Principal in its account of the first convention of the organization reports a speech attacking the low status of the position.

There is as yet . . . except in certain places no very clear recognition of [the principal's] right to be responsible. He has gone through the various stages of janitor, head teacher, special policeman, office boy, bogey man, chief clerk, general supervisor, and business manager with ill-defined notions, most of the time, of just what he should be doing in each or any of these capacities. He hardly ever convinces anybody of his right to do anything unless somebody else wants it done. The one right accorded him by common consent is to do what he rarely, if ever, has any business to do, to administer all the corporal punishment. His success is commonly thought to lie in maintaining a discreet silence in not challenging anybody's notice; in acquiescing readily in what other officials say or do; in sedulous avoidance of contrary opinion; in slipping his work over unbeknown to both his superiors and his subordinates. The board members and the superintendents and the supervisors and everyone else seem to feel quite kindly toward him as long as they need pay no attention to him.⁴

of Elementary School Principals, NEA (Washington, D. C.: The Department, 1958), pp. 190-192.

⁴James B. Burr, et al., Elementary School Administration (Boston: Allyn and Bacon, Inc., 1963), p. 410, quoting J. M. Kniseley, "Effective Supervision," a speech given at the first meeting of the Department of Elementary School Principals in Des Moines, Iowa, July 5, 1921.

From these beginnings the elementary principalship has become a position which has gained considerable recognition. The duties have been increased to include responsibilities for administration, supervision, and leadership of a school unit. The principalship has now passed through its period of "adolescence" and is reaching full maturity as illustrated in a statement by Worth McClure:

The next four decades of professional self-consciousness will sharpen the picture still more. The elementary school principal is still "becoming." And the end is not yet.⁵

Positions in business or organizations are developed to take care of particular duties.

Positions in any organization are created in order to take care of a particular duty or cluster of duties which is not currently being performed, or whose execution is disbursed among a variety of individuals in such a way that its performance is unsatisfactory.⁶

The teaching principalship is rapidly declining in numbers. Since accurate information on the number of teaching principals is not readily available, the following estimates of changes in the number of the positions were made in 1953. The teaching principal is usually defined as one who gives 51 per cent or more of his time to classroom teaching.

⁵Worth McClure, "The Elementary School Principal Is Becoming," The National Elementary Principal, XL, No. 5, (February, 1961), 28.

⁶Otto and Sanders, op. cit., p. 339.

	<u>Teaching</u>	<u>Supervising</u>
1932-33	7,682	7,449
1942-43	7,040	8,542
1952-53	4,923	14,651 ⁷

These figures definitely point to the decline in the ratio between teaching and supervising principals.

A research study conducted for the Thirty-Seventh Yearbook of the Department of Elementary School Principals indicated that 38 per cent of the teaching principals have no real office and another 10 per cent have just room for a desk and not much else.⁸

The foregoing points out the emphasis that was placed on the teaching principalship.

Much has been written on the question of whether the principalship is best suited to men or women. Years ago men were usually the principals as well as the classroom teachers. Today competency, regardless of sex, is the intelligent basis for choosing principals; therefore, school systems usually have both male and female principals. In the 1928 Department of Elementary School Principals yearbook, 45 per cent men and 55 per cent women were reported holding the principal's position. In 1948 the proportions had shifted to 59 per cent men and 41 per cent women and by 1958, 62 per cent of the supervising principals were men and 38 per cent were women.⁹

⁷Burr, et al., op. cit., p. 411.

⁸Lowell F. Latimer, "The Office Without a Principal," The National Elementary Principal, XL, No. 2 (October, 1960), 31.

⁹The Elementary School Principalship--A Research Study (1958), p. 110.

In total professional experience, in 1928 supervising principals had a median of 23.8 years; in 1948 it was 24.0 years, and in 1958 it was 23.4 years.¹⁰ Slightly more than 4 per cent had fewer than nine years' experience and 5 per cent have had forty or more years in school work. The total group of supervising principals in the 1948 study listed an average (mean) of 7.2 years in the elementary school classroom. Those who reported no classroom experience in elementary schools accounted for 19 per cent; 18 per cent had fifteen or more years. The teaching principals as a group had an average of 9.2 years of experience in elementary school classrooms. Secondary school experience was reported by 79 per cent.

Professional Preparation of Principals

The Department of Elementary School Principals has worked from its inception to improve the status of the principal. The first bulletin which the Department issued stated:

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

¹⁰Ibid., p. 113.

principals to raise the standard of professional service they render.¹¹

The fourth president of DESP, in 1924, appointed a Committee on Standards and Training for the elementary school principalship. The committee's purposes were outlined as follows:

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

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

3. To state the ideals in practice and theory which should guide principals, superintendents and others interested in improving the professional status of the elementary school principalship.¹²

The college preparation of principals was an area of major emphasis in the 1928 DESP yearbook. The professional preparation for the principalship was concerned chiefly with two measures: (a) the number of years of collegiate preparation, and (b) the types of academic degrees held. Of the principals reporting in 1948, 97 per cent had four or more years of undergraduate study; 90 per cent had varying amounts of college preparation. The past

¹¹Department of Elementary School Principals, NEA, Bulletin No. 1 (Washington, D.C.: The Department, May, 1921), p. 13.

¹²The Elementary School Principalship--A Research Study, Seventh Yearbook of the Department of Elementary School Principals, NEA (Washington, D.C.: The Department, 1928), p. 156.

twenty years show significant changes in academic degrees. In 1948 only 4 per cent of supervising principals had no academic degrees; in 1928 at least 50 per cent reported no degrees. The master's degree is strongly recommended in the 1928 yearbook as a basic standard, but at that time was reported by only 15 per cent of the supervising principals. In the 1948 study it was reported by 64 per cent. Those with doctor's degrees increased from 1 per cent to 3 per cent in the twenty-year period.¹³

The "typical" supervising principal in 1928 had not completed college; today he has the master's degree. Recent data indicate he is a man about 47.7 years of age.¹⁴ He has about twenty-four years of experience in educational work, with eleven years in the elementary school principalship. He probably has had at least seven years of classroom experience in elementary schools.

Some regard the general professional preparation given to all teachers as sufficient for those who aspire to the principalship. The 1928 yearbook recommends that the principal have some specialized preparation in areas of professional interest and skill beyond that expected of the classroom teacher. Of the superintendents who replied

¹³The Elementary School Principalship--Today and Tomorrow, p. 26.

¹⁴The Elementary School Principalship--A Research Study (1958), p. 111.

to a survey conducted in 1948 by the Department of Elementary School Principals, 70 per cent indicated that they required appointees to the principalship to have special preparation.¹⁵

Stoops and Johnson in Elementary School Administration summarize recent thinking about the elementary school principalship:

The elementary school principalship has become a profession entailing such a multiplicity of responsibilities that adequate training must cover several years. It requires a strong academic background, professional training, many and varied competencies, and, if possible, an internship in a good elementary school. A person's ambition to be an elementary school principal should not be left to chance. He should deliberately prepare himself for the position.¹⁶

Wesley Gingerich in "The Principal's Role in Instructional Leadership" published in The National Elementary Principal summarized the principal's role as an educational leader.

- A. The elementary school principal, as instructional leader, should be able to open avenues to growth and improvement, to identify talents and abilities in others, and to release the potential for forward movement inherent in all persons concerned--teachers, children, consultants, supervisors, specialists, and parents.
- B. The principal then becomes the coordinator of knowledges and abilities, and he utilizes these

¹⁵The Elementary School Principalship--Today and Tomorrow, p. 140.

¹⁶Stoops and Johnson, op. cit., p. 52.

characteristics in all personnel to develop and improve the total instructional program.

- C. First of all, he must have a broad understanding of the basic purpose of elementary education in our society.
- D. This requires knowledge of the cultural heritage of our society, understanding of the social, economic, and moral trends and their implications for education, as well as broad understanding of the nature of child growth and development.
- E. He should be able to help teachers acquaint themselves with current practices in methods and techniques, and assist them to see that methods and techniques used in the classroom have sound psychological foundations.
- F. The people who contribute to the instructional program are perhaps the most important resource for continued improvement.
- G. The welfare of children should be kept constantly in mind.
- H. The principal has the responsibility to see that the instructional staff knows what persons are available, what services they can give, and what the school policies are with reference to the use of their services.
- I. Schedules are also important to provide security and to allow appropriate amounts of time for the various areas of learning.
- J. Properly used the community may become a living laboratory where education may take on real life meanings.¹⁷

Burr, Coffield, Jenson and Neagley, believe that contemporary school administration offers unsurpassed challenge to the willing individual who is able to launch innovation and educational change. According to these writers, opportunities were never more abundant.

¹⁷ Wesley Gingerich, "What Principals Say," The National Elementary Principal, XXXV, No. 2 (October, 1955), 9.

Societal forces are demanding new directions and many of the "sacred cows" of the elementary school variety must pass from the scene. The prospects for the future are exciting. The traditional view of cultural transmission and status quo operation of the elementary school will not suffice.

The elementary school of today fails to reflect, in practice, the accumulated knowledge of the learning process. The need for careful experimentation and innovation cannot be denied. Professional inertia often outweighs the need for progress. Theories must be tested. New concepts of educational engineering must be explored to ensure maximum development and utilization of all human talent.

Children entering the elementary school in the next two decades will live a large part of their lives in the twenty-first century. What should the basic educational program for the citizens be like? The survival of the American system is dependent upon new designs and new directions in the educational program. Educational transformation is no longer in the realm of desirability. The hour is late and the task is essential. Such a mandate provides a challenge of highest order for the elementary principals.¹⁸

William V. Hicks and Marshall C. Jameson are of the opinion that the attempt to measure pupil progress is an essential part of total curriculum appraisal.

As we attempt to evaluate the supervision on the playground, for example, we are also analyzing the objectives which have been established for safe conduct and for safe play, the adequacy of play space and recreation equipment, our philosophy of social conduct of children, our methods of dealing with behavior problems; in fact we are also evaluating curriculum since these experiences directed by the school are a part of curriculum. Hence, we cannot escape judging a large number of related aspects of school, even when we set out to appraise only one phase of our work in education.

¹⁸Burr et al., op. cit., p. 423.

Pupil progress should be evaluated by those concerned with the educative process. It must be as closely related to learning and other objectives of the school as possible.¹⁹

Alice Miel listed some important items related to leadership in administration of the school in her article, "In-Service Education Re-examined."

- A. Most principals contend that more time should be given to the improvement of instruction in the school and to problems of pupil personnel.
- B. Although the new principal may find that many decisions affecting his work and functioning are made in his absence, there is good evidence that administrative rules and regulations are increasingly arrived at through cooperative processes.
- C. One of the most important responsibilities of the elementary school principal is interpreting policies of the board of education and regulations established by the administration to all those affected.
- D. If the principal is to serve as an effective interpreter of board policy, it is immediately apparent that he must be informed.
- E. The faculty meetings and publications for the faculty are utilized by good principals to keep teachers and other members of the school staff informed about policies and regulations.
- F. Probably the principal has no more important task than that of developing sound human relations, so that communication is possible.
- G. The administrative responsibility for interpreting regulations to the staff and parents is paralleled by the need for channeling information concerning the needs of children, aspirations of parents for their children, and

¹⁹William V. Hicks and Marshall C. Jameson, The Elementary School Principal at Work (Englewood Cliffs, N.J.: Prentice-Hall, Inc., 1957), p. 216.

problems of teachers to the central administrative staff and the board of education.

- H. Whether or not the principal has a hand in the selection of new staff members, he is almost sure to share actively in recommending persons for tenure and for promotion, and he is likely to be a key person in upgrading or improving the effectiveness of the school's staff.
- I. Principals and supervisors are given primary responsibility for making recommendations to the superintendent regarding the re-employment of persons who have not achieved tenure.
- J. The principal will need to face realistically the problems he confronts in his school and to utilize intelligence and principles of leadership as he attempts to solve them.
- K. In most cases, however, if the principal will take the initiative and show that he, too, wants to learn, he will find that he is most welcome to join with teachers in in-service education.
- L. In-service education consists of experiences planned to help individuals and groups on the job to perform better than they would without the experiences.²⁰

To revise or improve a preparation program for school administrators, it is necessary to understand the performance skills of an educational administrator and the content of his job. Practices of administration in dealing with the content of the job reveal that the nature of the administrative task should be considered along with the nature of the man on the job. The setting within which the job is performed must be understood as well.

²⁰ Alice Miel, "In-Service Education Re-examined," The National Elementary Principal, XLI, No. 2 (February, 1962), 7.

Three elements become the model of school administration on which the Co-operative Program in Education Administration began its program of improvement in educational administration: the job, the man and the social setting. In considering the content of the job of educational administration, the model identified four main aspects:

1. Improving educational opportunity
2. Obtaining and developing personnel
3. Providing and maintaining funds and facilities
4. Maintaining effective interrelationships with the community²¹

With the content of the job having these aspects, the criteria of sufficiency and necessity should, on one hand, represent critical and relevant aspects of the job content and, on the other, be all-inclusive. No dimensions of the job should fall outside the categories. As the tempo of change increases in the nation's schools, it is certain that increasing importance in the position of school principal is assumed. The principal will find major changes in determining the nature and direction of change. There is no place in this world where tradition is of greater value, for a principal who is timid, inflexible or unprepared.

²¹Theodore J. Jenson and David J. Clark, Educational Administration (New York: The Center for Applied Research in Education, Inc., 1964), p. 75.

In-Service Education

Research and educational writings indicate and reflect the view that the quality of elementary education is greatly influenced by the competence of administrators. Therefore, practices and procedures designed to improve the ability and skill of the elementary principal have much importance as means of improving the elementary school.

It is imperative that the administrator should involve himself in in-service education. The Thirty-eighth Yearbook of the American Association of School Administrators recommends that the administrator undertake to do the following:

1. Subscribe to the premise that everyone must continually seek to improve himself.
2. Realize that one cannot improve himself without the assistance of others.
3. Spend time wisely.
4. Read.
5. Carry on research and use research findings.
6. Get primary assistance from the staff.
7. Get involved in professional activity.²²

The procedures used by superintendents in the in-service education of principals are primarily individual and group conferences, appointment to curriculum committees,

²²Professional Administrators for America's Schools, Thirty-eighth Yearbook of the American Association of School Administrators, NEA (Washington, D.C.: The Association, 1960), p. 193.

and facilitating attendance at professional meetings. It was determined that 60 per cent of the communities reporting did not have local professional organizations of principals.²³

Repeatedly, principals listed the following main means of professional improvement: (1) attending state education association or state professional committees, (2) local workshop conferences or professional committees, and (3) college summer school.²⁴

The most important question today is, to what extent have these present in-service activities become routine? The elementary school principalship of tomorrow will depend largely upon what the principals of today do to advance in their professional responsibilities.

It might be noted that the late John F. Kennedy, in a speech which he prepared but never gave, referred to the inextricable relationship between "leadership and learning." Those who would serve as educational leaders in an era of change have special responsibilities as learners, for without learning there can be little directed change.²⁵

Therefore, it appears that faculties in universities that are responsible for preparing the educational leaders

²³The Elementary School Principalship--Today and Tomorrow, p. 169.

²⁴Ibid., p. 170.

²⁵Jack A. Culbertson, "Changes in the Preparation of School Administrators," The National Elementary Principal, XLIV, No. 5 (April, 1965), 59.

will need to think in an imaginative way to develop needed improvements in preparatory programs.

State certification of administrators was not required until the present century. In 1900 only one state required school superintendents to have a special administrator's certificate. The first principal's certificates were issued in 1911 in Pennsylvania and New Jersey. By 1957, forty-two states issued special certificates for elementary school principals; forty-two states required the master's degree and seven required some preparation beyond the master's degree.²⁶

Most of the recent requirements have been general, lacking specifics which would relate meaningfully to the role of the elementary school principal. Usually no requirements are specified regarding the general education or preparation of an individual for a position of leadership in an elementary school program.

Certification requirements exert a powerful influence over the status of the principal and preparation programs. The effort expended in improving preparation programs will be wasted unless certification standards and local school system requirements for appointment are in harmony with them. Preparation, certification, and appointment standards are like the three legs of a stool; if one leg is missing the entire stool is useless. Today's principals should be active

²⁶Robert B. Howsam and Edgar L. Morphet, "Certification of Educational Administrators," Journal of Teacher Education, IX, No. 1 (March, 1958), 75-96 and No. 2 (June, 1958), 187-202.

supporters of all three of the props which support a higher professional status for the elementary school principal.²⁷

On certification, it is stated in Better Principals for Our Schools:

The problem of certification is, of course, closely related to other aspects of the selection and preparation of elementary school principals. Certification itself constitutes one of the most important controls in governing entry into the profession, and as such it is a major concern of members of the profession. The picture of the certification regulations of the fifty states of our Union is a confused hodge-podge of diverse criteria. Regulations range from requirements that amount to nothing more than certification to teach, to those which require between one and two years of graduate work, with specified study in administration. Study of the content of the requirements reveals little agreement among the various state codes.

It was the consensus of those who have participated in the project on preparation for the elementary school principalship that we have a long way to go to achieve sound certification regulations and procedures in most of our states. There are several steps which should be taken in the near future to improve the certification picture:

1. State organizations of elementary school principals should seek the cooperation of other professional organizations in the state, of the state department of education, and of staff members of institutions which prepare administrative personnel, in working for the improvement of state certification requirements for principals and other education personnel. The problem should be faced as a problem of the education profession, not as a problem of any one group alone. One reason the certification

²⁷ Otto and Sanders, op. cit., p. 400.

picture is not better than it is, is the fact that the profession has for too long a time spoken with many different tongues.

2. Strong efforts should be devoted to the development of reciprocity between and among states which develop similar certification codes. Principals' groups at the state and national level should seek the cooperation of other professional groups in this respect.
3. Responsibility for the certification of principals, as in teacher certification, should be primarily a function of the preparing institutions. The states should assume the role of approving institutional preparation programs. Certification would follow when a student completed the program.
4. Elementary school teaching should be a requirement of all certification codes, preferably specifying a minimum of two years.
5. Completion of a master's degree program in administration should be the minimum requirement for the initial (or "provisional" or "temporary") state certificate for the elementary school principalship. Completion of a two-year graduate program in administration should be required for the "permanent" or "standard" certificate.
6. "Permanent" or "standard" certificates should require renewal at stated intervals, renewals to be based on evidence of continued study and efforts to "keep up" with significant changes in education. There is a growing amount of agreement on the foregoing proposals.²⁸

A 1966 study of the principalship in Texas revealed that the principal usually has one and one-half years of graduate education.

²⁸Better Principals for Our Schools, (Washington, D. C.: The Department of Elementary School Principals, NEA, 1961), pp. 41-43.

The 1964 standards, not retroactive, call for a minimum of two years of graduate work. Although most principals will not be required to do so, it seems likely that many will want to return to college and complete the minimum of two years of graduate work.²⁹

This recommendation appears to be reasonable if one considers the rapid expansion of knowledge. The study by Stoker and Rascoe further revealed that 90 per cent of the principals surveyed have master's degrees with only a few in number having doctorates. The number was so few that no trend in this direction appeared.

After studies were made in 1961 and 1966 by the Department of Elementary School Principals, certain conclusions seemed warranted and were drawn by the Department. When practices reported in the 1966 study were compared with responses to the 1961 study, supplemented by an examination of all information from respondents, the following recommendations emerged:

The recommendations of the Department of Elementary School Principals, NEA, pertaining to programs for the preparation of elementary school principals should be brought more insistently to the attention of colleges and universities offering such programs and to certification officials in the various states.

The constituent parties capable of making somewhat authoritative pronouncements regarding a certain desirable, foundational, minimum core in these programs should assume that responsibility as a joint endeavor. Involved would be

²⁹W. M. Stoker and John Rascoe, The Elementary School Principalship in Texas (Canyon, Texas: West Texas State University Press, 1966), p. 94.

representatives of state certification officials, the individual college and university departments offering programs, national, state, and regional organizations of elementary school principals, and the National Council for Accreditation of Teacher Education.

The Master's degree program should be eliminated as a halfway step toward the achievement of desired training for elementary school principals. It should be replaced by a planned, unified two-year post-baccalaureate program leading to the Specialist in Education certificate in this field.

Certain curriculum content in these programs should be given greater emphasis than it appears to receive at present. For example:

- a. Theory and process in organization and administration.
- b. Research and statistics; independent study.
- c. Procedures in elementary school curriculum development, recent trends.
- d. Field experience or internship.
- e. Democratic leadership; group behavior and processes.
- f. Instructional leadership in various subject matter fields.

The program for the preparation of elementary school principals should be consistent with the concept that the role of the incumbent in that position is one of a leader of learning rather than a maintainer of a building.

Rigorousness in selective admissions policies and practices in the program should reflect acceptance of the concept that the position is one of major significance necessitating incumbents whose personal, academic, and professional qualifications are extraordinary.³⁰

³⁰"Preparation of Elementary School Principals," The National Elementary Principal, XLVI, No. 3 (January, 1967), 50-51.

The Principal's Responsibilities

The responsibility for educational leadership is inherent in the principalship. Spain, Drummond, and Goodlad make the following statement related to the leadership challenge:

The professional status of the elementary school principalship is threatened every time overpaid clerks mask behind the accoutrements of the position. Both the writers and the readers know far too many such people. The principals and complacency increase the difficulty of raising the principalship to its deserved place of recognition and reward. Any principal who spends his entire day in the routine tasks of administration and management is grossly overpaid. Any principal who is providing real leadership to children, parents, and teachers alike, who is helping these groups to envision personal potentials not previously perceived is inadequately paid, no matter what his salary may be. He will not be adequately paid until more of his number accept the challenge of creative leadership.³¹

Opportunities were never more abundant for educational innovation. Societal forces demand new directions, and prospects for the future are exciting. Indeed, there is a definite need for careful experimentation. The fulfillment of the responsibility of leadership is the main function of the principalship.

The central office staff members have attempted to unify services in many ways and the interpretation of school supervision has gradually advanced from the improvement of instruction to improvement in learning. Instruction is more

³¹Charles R. Spain, Harold D. Drummond, and John I. Goodlad, Educational Leadership and the Elementary School Principal (New York: Holt, Rinehart and Winston, Inc., 1956) p. 335.

limited, since it centers its attention upon teaching effort and learning gives attention to the pupil's development.

The discovery of the child's personality is the greatest advance in American education in this century. An intensive study of the curriculum is now made and professional ingenuity is confronted with the challenge of the unique personality of each child. The full release of each personality is sought as an attempt is made to assist all pupils in achieving maximum adjustment to all phases of living.

The elementary school principal often has been regarded as an administrator rather than as a supervisor or curriculum worker.

Authorities in the field of elementary administration generally agree that the responsibilities assumed by the principal over the functions in the instructional area are of the greatest significance to the total school program. Chief among these is the function of the principal with respect to the supervision of teachers in the classrooms.³²

Supervision is no longer only direction and inspection, but leadership of the in-service professional development of classroom teachers. Thus, the chief function of supervision becomes teacher development, with the techniques of supervision consisting largely of teacher education procedures.

³²Samuel N. Block, "The Multi-Variegated Aspects of the Elementary Principalship," School Board Journal, CIL, No. 4 (October, 1964), 16.

The U. S. Office of Education conducted a study in 1958 in selected urban communities and concluded that the five most pressing problems that face the leader of an elementary school are: supervision of instruction, provision for the exceptional child, obtaining adequate physical facilities, programs of special education, and recruitment of teachers.³³

Therefore, the education supervisor will need to meet the challenge, not only as a supervisor, but as a consultant.

The future role of the principal will be primarily that of coordinator, consultant, and staff education leader. He will help to identify problems, coordinate different phases of the program in his school, consult with teachers about their problems, provide necessary conditions for good teaching, and see that educational activities are carried forward with the fewest obstacles, restrictions, and interferences.

The primary business of the elementary school is instruction: Russell says flatly that the elementary school is the basis of all education. If these are statements of fact, it is inconceivable that elementary school principals should know less and less about the foundation of educational quality in the schools of the nation. Others share our view that the elementary school principalship is central to instructional improvement. Dean and McNally, no strangers to elementary school educators, put it this way.

³³Stephen J. Knezevich, Administration of Public Education (New York: Harper and Brothers, 1962), p. 307.

"It is true that other administrators should be familiar with the general purposes and nature of the elementary school program; but the elementary school principal needs to know that program as a physician knows anatomy, as an integral, pulsing system, with its complex detail. He should know its objective, the content, scope, organization and sequence of its learning program; and the rationales underlying those features. He should be acquainted with the strengths and weaknesses of various programs and methods."³⁴

Almost daily new knowledge accumulates. School leaders must be ready to alter as new ideas are born, new forces appear and society changes.

As research continues to extend knowledge about the learning process, elementary school principals need to keep abreast of discoveries and make the best use of new knowledge from educational research as it becomes available. And principals need to be especially sensitive to challenges in current theories of learning and to the modifications in children's educational programs that new ideas may suggest.³⁵

Therefore, the elementary school principal must "run at the head of the pack." Summer conferences, workshops, active membership in the Department of Elementary School Principals and extensive reading will contribute to his personal satisfaction, to his self-improvement, and to the upgrading of the profession.

³⁴James Curtin and Stanley Gilbertson, "The Principal and the Instructional Program," School Board Journal, XLV, No. 1 (September, 1965), 53.

³⁵Mary Dawson (ed.), "Elementary School Organization," The National Elementary Principal, XLI, No. 3 (December, 1961), 11.

Professional Activities of Principals

Definite information about the number of local organizations among elementary school principals is lacking, but the Second Yearbook of the Department of Elementary School Principals in 1923 listed the names of 8 local groups; in 1928 there were 84; in 1947 city and county groups numbered 207; in 1948 there were 198, with 103 of them limiting their membership to elementary school principals.

Many professional organizations are available for the principal to join. The four organizations which probably claim the most in number are the American Association of School Administrators (AASA), the Association for Supervision and Curriculum Development (ASCD), the Department of Elementary School Principals (DESP), and the National Association of Secondary School Principals (NASSP). These four organizations are all affiliated with the National Education Association (NEA).³⁶ Goldman states in his book, The School Principal:

There is need for a careful, studied appraisal of his functions, responsibilities, and role in light of the challenge of twentieth-century society and the demands for educational leadership contained therein. As the challenges vary, so too will the demands be different for each school principal.³⁷

Professionalism should greatly enhance the opportunity for principals to work more closely to prepare for

³⁶Samuel Goldman, The School Principal (New York: The Center for Applied Research in Education, Inc., 1966), p. 104.

³⁷Ibid., p. 107.

the challenges they will face to prepare youth for the next generation.

On the average, principals reported in 1948 in the Twenty-seventh Yearbook of the DESP that they "read regularly" about four professional magazines. This is almost exactly the same as reported in 1928. Hence the reading of professional literature is disappointing, and it is even perplexing to note how few lay books of outstanding value are being read by this group.

The National Elementary Principal refers to this situation in a statement written by its Editorial Committee:

The individual principals should give special scrutiny to their professional and lay reading. The evidence in the present survey indicates that this is a neglected phase of individual efforts by principals.³⁸

Goldman makes the following statement:

Perhaps the most striking characteristic of the twentieth century has been the tremendous burst in the production of knowledge. More is known about phenomena and of working with them than ever before. In the wake of such knowledge the need for changes in society and in its institutions, especially those related to education, is evident.³⁹

Carlson stated, "In spite of all the current activity, it seems fair to say that there is quite widespread pessimism about the ability of the public schools to make rapid and adequate adaptation to our fast changing

³⁸The National Elementary Principal, XXVIII, No. 1 (September, 1948), 181.

³⁹Samuel Goldman, op. cit., p. 89.

times."⁴⁰ He goes on to point out that there are three barriers to change in the public schools: the absence of a changing agent, a weak knowledge base, and what he calls the domestication of public schools. The first barrier applies most directly to the behavior of school administrators.

Carlson defines "domestication" in terms of the relationship between the school and its clients. He says,

The label of domesticated organization is used to indicate that this class of organization is protected and cares for in a fashion similar to that of a domesticated animal. They are not compelled to attend to all of the ordinary and usual needs of an organization. For example, they do not compete with other organizations for clients; in fact, a steady flow of clients is assured. There is no struggle for this type of organization--existence is guaranteed.⁴¹

In order to establish his role as leader, the principal must work to develop an environment or climate which is supportive of suggestions for change and which welcomes sound and necessary innovations as important ingredients of a viable school program. The search for knowledge and for better techniques of teaching should be as integral a part of the school program as any other part of it. The concept of change should be part of the concept of education. As Gallaher points out:

⁴⁰Richard O. Carlson, "Barriers to Change in the Public Schools," Change Processes in the Public Schools, Richard O. Carlson, et al. (eds.), (Eugene, Oregon: Center for the Advanced Study of Educational Administration, University of Oregon, 1965), p. 3.

⁴¹Ibid., pp. 4-6.

Change is a natural and inevitable consequence of the sociocultural and physical worlds within which our collective lives are acted out and it should be as natural and just as inevitable that we should give some attention to managing the direction of that change.⁴²

Teachers are more receptive to the need for change when they adopt as their modus operandi the notion that the forward movement of education is as inevitable as the unalterable march of history. It is the principal's responsibility as leader of the organization to plant and develop such a notion.⁴³

Size of School

The size of the school has significant implications for the status of the principalship. If building construction moves toward small individual school units, there will probably be a tendency to hold down the standards of high preparation and high salaries. School systems will not be willing to pay the price for many small units with thoroughly competent principals. If the units are small, office arrangements and office equipment may be inadequate and affect adversely the principal's time schedule, making him more an administrator-clerk than a supervisor of instruction. This

⁴²Art Gallaher, Jr., "Directed Change in Formal Organizations," Change Processes in the Public Schools, Richard O. Carlson, et al. (eds.), (Eugene, Oregon: Center for the Advanced Study of Educational Administration, University of Oregon, 1965), p. 3, quoted by Samuel Goldman, The School Principal, p. 92.

⁴³Ibid.

will in turn affect the types of persons who offer themselves for appointment to the principalship.

The 1948 DESP yearbook reports the following changes in the principal's office: Between 1928 and 1948 there was some increase in the size of rooms in the office space. Private office space and conference space were reported with greater frequency in 1948 than in 1928. Office clocks, duplicating machines and such equipment are available today in most principals' offices, but in general office equipment in schools has changed little in the past twenty years.

In 1948 the typical teaching principal was in charge of a school with six grades, usually without a kindergarten. It enrolled about two hundred and fifty pupils; it was a two-story brick building in satisfactory condition; it had eight classrooms and a lunchroom. The teaching principal's office more than likely had a telephone, filing case, bulletin board, typewriter, and a duplicating machine, but seldom any other office equipment.⁴⁴

In 1948 the most frequent school organization under a supervising principal includes a kindergarten and Grades 1 through 6. The second highest in frequency enrolls pupils from kindergarten through Grade 8. By city size, the six-grade school and the eight-grade school compete closely in cities over 500,000 in population. The six-grade school

⁴⁴The Elementary School Principalship--Today and Tomorrow, p. 52.

holds a majority in all communities, except those under 2500 in population. Elementary schools with nursery classes are most likely to be found in cities over 100,000 in population.

Schools under the supervising principals in 1948 have a median enrollment of 520 pupils (average, 570 pupils). We find that 29 per cent have fewer than 400 pupils; 54 per cent, 400 to 799 pupils, 17 per cent, 800 or more pupils. In cities over 500,000 in population, a majority of schools enroll 400 to 799 pupils.

Among teaching principals the median size of the school is 253 pupils (average, 254 pupils). There are fewer than 400 pupils in 85 per cent of these schools. In communities of under 50,000, half of the schools enroll from 200 to 399 pupils.⁴⁵

Table 1 and Table 2 provide some additional information about organization, enrollment, and number of teachers in schools under supervising principals and under teaching principals.

Salaries of Principals

If the principalship is going to attract well qualified men and women, it is essential that the economic rewards of the position be sufficient to make the effort and expense of preparation worthwhile. Unless the rewards compare favorably with other professions requiring comparable

⁴⁵The National Elementary Principal, XXVII, No. 1 (September, 1948), 43.

TABLE 1. ORGANIZATION, ENROLLMENT, AND NUMBER OF TEACHERS IN
SCHOOLS UNDER SUPERVISING PRINCIPALS⁴⁶
1948

Item	Population group									
	500,000 and over		100,000- 499,999		50,000- 99,999		30,000- 49,999		10,000- 29,999	
	Num- ber	Per Cent	Num- ber	Per Cent	Num- ber	Per Cent	Num- ber	Per Cent	Num- ber	Per Cent
1	2	3	4	5	6	7	8	9	10	11
Organization:										
K thru VI.....	91	51%	115	33%	58	32%	43	35%	91	40%
K thru VIII.....	70	39	64	18	25	14	30	25	39	17
I thru VI.....	8	4	59	17	53	29	26	21	44	19
I thru VIII.....	3	2	42	12	9	5	6	5	14	6
All others.....	8	4	69	20	38	20	17	14	42	18
Total replies.....	180	100%	348	100%	183	100%	122	100%	230	100%
Enrollment:										
Under 200.....	1	1%	6	2%	2	1%	2	2%	7	3%
200 - 399.....	11	7	75	23	45	27	39	32	86	40
400 - 599.....	41	25	108	34	66	39	53	44	67	31
600 - 799.....	50	30	75	23	30	18	15	12	36	17
800 - 999.....	25	15	33	10	16	10	10	8	12	6
1000 and over.....	37	22	27	8	9	5	3	2	6	3
Total replies.....	165	100%	324	100%	168	100%	122	100%	214	100%
Average size.....	787		600		554		503		482	
Condition of building:										
Very good.....	92	51%	134	39%	65	36%	49	37%	109	46%
Satisfactory.....	40	22	108	32	60	34	44	34	61	26
Fair.....	37	20	80	24	43	24	32	24	53	22
Very poor.....	12	7	17	5	11	6	7	5	14	6
Total replies.....	181	100%	339	100%	179	100%	132	100%	237	100%

⁴⁶Ibid.

TABLE 1.--Continued

Item	Population group							
	5,000-		2,500-		Under		Total	
	9,999		4,999		2,500		Group	
	Num- ber	Per Cent	Num- ber	Per Cent	Num- ber	Per Cent	Num- ber	Per Cent
1	12	13	14	15	16	17	18	19
Organization:								
K thru VI.....	31	32%	23	26%	14	11%	466	34%
K thru VIII.....	16	17	11	13	30	24	285	21
I thru VI.....	16	17	16	18	19	15	240	17
I thru VIII.....	8	8	11	13	32	26	125	9
All others.....	25	26	27	30	29	24	255	19
Total replies.....	96	100%	88	100%	124	100%	1371	100%
Enrollment:								
Under 200.....	3	3%	4	5%	9	7%	34	2%
200 - 399.....	24	27	19	23	47	39	346	27
400 - 599.....	32	36	35	41	40	33	442	34
600 - 799.....	18	20	13	15	18	15	255	20
800 - 999.....	8	9	7	8	3	2	114	9
1000 and over.....	5	5	7	8	5	4	99	8
Total replies	90	100%	85	100%	122	100%	1290	100%
Average size.....	556		558		458		570	
Condition of building:								
Very good.....	28	28%	30	33%	59	44%	566	41%
Satisfactory.....	38	39	32	36	30	22	413	30
Fair.....	26	27	23	26	34	26	328	23
Very poor.....	6	6	5	5	11	8	83	6
Total replies.....	98	100%	90	100%	134	100%	1390	100%

TABLE 2. ORGANIZATION, ENROLLMENT, AND NUMBER OF TEACHERS IN
SCHOOLS UNDER TEACHING PRINCIPALS⁴⁷
1948

Item	Population group							
	100,000- 499,999		50,000- 99,999		30,000- 49,999		10,000- 29,000	
	Num-	Per	Num-	Per	Num-	Per	Num-	Per
	ber	Cent	ber	Cent	ber	Cent	ber	Cent
1	2	3	4	5	7	6	8	9
Organization:								
K thru VI.....	8	50%	9	29%	13	45%	31	41%
K thru VIII.....	0	0	0	0	2	7	3	4
I thru VI.....	4	25	15	48	8	27	23	31
I thru VIII.....	4	25	0	0	2	7	8	11
All others.....	0	0	7	23	4	14	10	13
Total replies.....	16	100%	31	100%	29	100%	75	100%
Enrollment:								
Under 200.....	6	43%	14	50%	4	14%	22	29%
200 - 399.....	3	21	12	43	18	64	45	58
400 - 599.....	5	36	2	7	6	22	9	12
600 - 799.....	0	0	0	0	0	0	1	1
800 - 999.....	0	0	0	0	0	0	0	0
1000 and over.....	0	0	0	0	0	0	0	0
Total replies	14	100%	28	100%	28	100%	77	100%
Average size.....	298		229		292		271	
Condition of building:								
Very good.....	9	52%	16	50%	7	24%	31	37%
Satisfactory.....	4	24	4	13	10	34	29	35
Fair.....	4	24	7	21	8	28	22	26
Very poor.....	0	0	5	16	4	14	2	2
Total replies.....	17	100%	32	100%	29	100%	84	100%

⁴⁷Ibid.

TABLE 2.--Continued

Item	Population group							
	5,000- 9,999		2,500- 4,999		Under 2,500		Total Group	
	Num-	Per	Num-	Per	Num-	Per	Num-	Per
	ber	Cent	ber	Cent	ber	Cent	ber	Cent
1	10	11	12	13	14	15	16	17
Organization:								
K thru VI.....	12	22%	5	10%	5	3%	83	21%
K thru VIII.....	3	5	7	13	14	10	29	7
I thru VI.....	22	41	13	25	36	26	121	30
I thru VIII.....	8	15	15	29	57	41	94	24
All others.....	9	17	12	23	28	30	70	18
Total replies.....	54	100%	52	100%	140	100%	397	100%
Enrollment:								
Under 200.....	20	38%	13	30%	60	47%	139	38%
200 - 399.....	25	47	18	42	54	43	175	47
400 - 599.....	7	13	12	28	12	9	53	14
600 - 799.....	1	2	0	0	1	1	3	1
800 - 999.....	0	0	0	0	0	0	0	0
1000 and over.....	0	0	0	0	0	0	0	0
Total replies.....	53	100%	43	100%	127	100%	370	100%
Average size.....	254		289		224		254	
Condition of building:								
Very good.....	16	30%	18	35%	44	32%	141	35%
Satisfactory.....	18	34	10	19	47	34	122	30
Fair.....	16	30	18	35	39	28	114	28
Very poor.....	3	6	6	11	9	6	29	7
Total replies.....	53	100%	52	100%	139	100%	406	100%

preparation, many persons with ability will be lost to the profession.

In his article, "Teachers' Salaries and the Cost of Living," Rappolee quotes Clark as stating:

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

If enough people can be brought to value the high quality of education, they will find they can pay for it. As a result we will then have people of the highest quality working in our schools.⁴⁸

Without adequate salaries the principalship will be deprived of men who marry and rear families, and also of women who must support dependents. The 1948 DESP yearbook says in a report on supervising principals that 95 per cent of the men and 22 per cent of the women are married, or 66 per cent in all. The percentages of supervising principals who are married are slightly higher in cities.

Among teaching principals, 56 per cent are married, and 44 per cent are single. Again, the percentages of married principals are higher in the cities.

Of the supervising principals who are men, 97 per cent reported dependents; and of the women, 51 per cent

⁴⁸Harold F. Clark, "Teachers' Salaries and the Cost of Living," The School Executive, LXXII (May, 1954) 22, quoted by Walter E. Rappolee, "The Status of the Elementary School Principalship in Oklahoma in 1953-54," (unpublished doctoral dissertation, University of Oklahoma, 1955), p. 48.

reported dependents. The average dependency load is 1.7 persons.

Of the teaching principals, 70 per cent reported dependents--96 per cent of the men and 49 per cent of the women. The average dependency load is 1.5 persons.

The patterns of dependency reported most often, in order of frequency, are:

Male supervising principals	Female supervising principals
1. Three total dependents	1. One partial dependent
2. Two total dependents	2. One total dependent
3. One total dependent	3. Two partial dependents
4. Four total dependents	4. Two total dependents ⁴⁹

Low salaries and the slight increases in recent years suggest that salaries for principals have been disregarded or they have been given little study. Perhaps this lag is caused by the lack of initiative on the part of the principals themselves.

The 1928 yearbook of the Department of Elementary School Principals, NEA, proposed a professional salary schedule for elementary school principals based upon the size of the school, academic preparation, and years of experience. It suggested that the salary for a principal with four years of experience in a school enrolling fewer than 500 pupils should begin at \$2,000.⁵⁰

⁴⁹The National Elementary Principal, XXVIII, No. 1 (September, 1948), 32.

⁵⁰Ibid., p. 36.

The highest salary proposed for those with the largest schools and the maximum of preparation was \$7,000.

The 1948 DESP yearbook presented a salary schedule which was constructed by applying the difference in salaries of principals and teachers of equal preparation to the salary schedule proposed for classroom teachers by the NEA.⁵¹

The "average" teaching principal, if placed on the suggested schedule, would receive \$5,500, or \$1,700 more than he was then receiving; the "average" supervising principal would receive \$7,000, or \$1,700 more than the median salary of that date.

In 1959-60 the principal's salary was generally 9 per cent above the teacher's maximum. In 1960-61 the median of maximum salaries for elementary school supervising principals was \$10,488; for head teachers and teaching principals, \$8,050.⁵²

In 1960-61 only half of the districts with a population of 30,000 had official salary schedules for principals.⁵³

Many principals supplement their salaries by working at various jobs outside of school hours. In 1946-47, 37 per cent of the supervising and teaching principals reported additional earnings. The reports showed that supervising

⁵¹Ibid., p. 37.

⁵²Otto and Sanders, op. cit., p. 368.

⁵³Research Bulletin, Research Division, NEA, XXXIX, No. 4 (December, 1961), 99.

principals earned an average of \$247 in addition to their regular salaries; teaching principals, \$207.⁵⁴

In 1952-53, 28 per cent of the teaching principals and 57 per cent of the supervising principals reported extra income. The median amount of earnings was \$500 for each group.⁵⁵

Table 3 and Table 4 present results of a 1948 study of annual salary and outside earnings of principals.

Certain factors influence the amount of the principal's salary: (1) size of school, (2) level of preparation, (3) years of preparation, and (4) experience. In considering the economic status two ideas need emphasis: (1) relatively high salaries must be paid to encourage competent persons to undertake the responsibilities of the principalship; and (2) the demands upon the principal require special preparation, experience, and outlook beyond that required of the classroom teacher.

The Editorial Committee of the Department of Elementary School Principal, NEA, recommended in 1948:

1. That principals should be paid according to definite salary schedules with specified increments in recognition of experience in the principalship. Increments should continue for eight to fourteen years.

⁵⁴The National Elementary Principal, XXVIII, No. 1 (September, 1948), 31.

⁵⁵Walter E. Rappolee, "The Status of the Elementary School Principalship in Oklahoma in 1953-54," (unpublished doctoral dissertation, University of Oklahoma, 1955) p. 55.

TABLE 3. ANNUAL SALARY AND OUTSIDE EARNINGS
OF PRINCIPALS, BY SEX⁵⁶
1948

Item 1	Supervising Principals			Teaching Principals		
	Men 2	Women 3	Total 4	Men 5	Women 6	Total 7
Number of prin- cipals reporting	819	551	1370	183	216	399
Average salary, 1946-47	\$3865	\$3530	\$3730	\$2723	\$2418	\$2558
Median salary, 1946-47	\$3726	\$3375	\$3622	\$2734	\$2426	\$2578
Median amount needed for living essentials	\$3528	\$3049	\$3293	\$2723	\$2166	\$2468
Amount for essentials as a per cent of median salary	95%	90%	91%	99%	89%	96%
Per cent with some outside earnings	51%	15%	37%	58%	19%	37%
Average outside earnings	\$ 363	\$ 75	\$ 247	\$ 291	\$ 51	\$ 207
Average salary plus average outside earnings	\$4228	\$3605	\$3977	\$3114	\$2469	\$2765

⁵⁶The National Elementary Principal, XXVIII, No. 1
(September, 1948), 33.

TABLE 4. MARITAL STATUS AND DEPENDENCY LOAD
OF PRINCIPALS, BY SEX⁵⁷

	Supervising Principals			Teaching Principals		
	Men	Women	Total	Men	Women	Total
<u>Marital status</u>						
Per cent married	95%	22%	66%	91%	27%	56%
Per cent single	5	78	34	9	73	44
<u>Dependents</u>						
Per cent with dependents	97	51	78	96	49	70
Average number of dependents (partial dependent counted as one-half dependency unit)	2.4	0.5	1.7	2.6	0.5	1.5

2. That the salary schedule should recognize differences in professional preparation and should stimulate continued professional growth on the part of principals. It is suggested that the differential in recognition of the doctor's degree in elementary education be at least \$500.
3. That school size should be recognized in principals' schedules only by broad groupings, not by many small divisions. It is suggested that three classes be recognized: (a) less than 200 pupils, (b) 200 to 800 pupils, and (c) more than 800 pupils. These specific figures may be adjusted somewhat in terms of school sizes in the local school system.
4. That minimum salaries for professionally prepared elementary school principals should range from \$4000 to \$6500, depending on responsibility, school size, and preparation; maximum salaries

⁵⁷Ibid.

should range from \$5750 to \$9750, the amounts varying with duties and qualifications.

5. That the local elementary-school principals association should be represented in the administrative consultations leading up to the adoption of a salary schedule based on professional standards. Principals associations should take the initiative in seeking such representation.⁵⁸

During the past two decades teachers' salaries and school enrollments have increased. Inadequate equipment, building problems, more teachers, and part-time sessions are some of the complex problems that have faced the principal. Too, the cost of living had advanced considerably in that time.

Many studies show that minimum salaries have increased much more than maximum salaries for teachers and also that school administrative salary increases have not kept pace with those paid to the teaching personnel.⁵⁹

Teachers have been so organized as to aid their own salary situation, but not until recently have principals been so organized. Various community conditions and differences from one area to another make it difficult to establish an applicable and equitable formula to cover large segments of the principal population.

The cost of filling the principalship with the best qualified person is never too great, for the country needs the leadership that has tremendous potential. This type of

⁵⁸Ibid., p. 41.

⁵⁹Hicks and Jameson, op. cit., p. 94.

principal is needed in the schools today. The ASCD publication, The Elementary School We Need, states:

The elementary school we need is not an unattainable ideal to be contemplated for the distant future. Nor is it a seedling that must await the nurture of yet undiscovered techniques or resources. Its major creators are professional people and others well prepared, knowledgeable, and whose actions are consistent with their commitments to children in our society and to sound ways of learning and growth. Further delay in attainment of the elementary school we need is unnecessary, nor can such delay be justified. For each child travels this road but once.⁶⁰

⁶⁰The Elementary School We Need (Washington, D.C.: (The Association for Supervision and Curriculum Development, NEA, 1965), p. 40.

CHAPTER III

ANALYSIS, TREATMENT, AND INTERPRETATION OF DATA

This chapter presents the data obtained from the survey. The data gathered were used for the primary purpose of assessing the status of the elementary school principal in the state of Kansas. Information was obtained from individuals serving in the position of principal in Kansas elementary schools through the use of a questionnaire which was constructed by the investigator. The items included in the questionnaire were, for the most part, patterned after those used in a study of the elementary school principalship in Wisconsin and prepared by a research committee of the Wisconsin Elementary Principals Association, Madison, Wisconsin.

The "normative-survey" method of research was employed to ascertain prevailing conditions of the Kansas elementary school principalship.

Findings of the status study are recorded in the following tables:

The median college education for elementary school principals in Kansas is five years, according to data shown in Table 5. No respondent reported fewer than four years of college work.

TABLE 5
YEARS OF COLLEGE PREPARATION OF KANSAS
ELEMENTARY SCHOOL PRINCIPALS
1966-1967

Number of Years	Number of Principals	Per Cent
None	0	0
Fewer than two	0	0
Two, fewer than four	0	0
Four, fewer than five	31	4.06
Five, fewer than six	386	50.52
Six, fewer than seven	229	29.97
Seven, fewer than eight	73	9.55
Eight or more	45	5.90
TOTAL	764	100.

It was found that 4.06 per cent had fewer than five years of college preparation, a fact which could have been expected, because they were previously certified under lower state certificate standards and regulations and have been able to maintain certification under the "grandfather's clause."

On the questionnaire 50.52 per cent of the respondents indicated that they had at least five years of college preparation but fewer than six. This is predictable, also, because of the master's degree requirement for certification of elementary school principals in Kansas which was adopted on January 1, 1962.

Many principals have found it advantageous to continue their formal education for many reasons. Almost 30 per cent of the respondents have earned at least six years of college credit but fewer than seven. The offering of the specialist in education degree in some Kansas colleges has encouraged principals to complete work beyond the master's degree.

More than 15 per cent of the principals have earned more than seven years of college credit. Nearly 6 per cent of the principals reported that they had eight or more years of college preparation. The DESP in its publication, Better Principals for Our Schools, recommends that "completion of a Master's degree program in Administration should be the minimum requirement for the initial (or 'provisional' or 'temporary') state certificate for the elementary school principalship. Completion of a two-year graduate program in administration should be required for the 'permanent' or 'standard' certificate."¹

¹Better Principals for Our Schools, p. 42.

According to the information in Table 5, more than 44 per cent of the Kansas principals have had at least two years of graduate credit in addition to others who have acquired nearly two years of graduate credit.

In excess of 92 per cent of the elementary school principals in Kansas reported having a minimum preparation of a master's degree, as shown in Table 6, while 7.07 per cent have not attained this degree. Nearly 2 per cent hold doctorates.

TABLE 6
HIGHEST DEGREES EARNED BY KANSAS ELEMENTARY
SCHOOL PRINCIPALS
1966-1967

Degree	Number of Principals	Per Cent
No degree	1	.13
Normal school graduation	0	0
Bachelor's degree	48	6.28
Special post-B.A. diploma	5	.66
Master's degree	668	87.44
Special post-M.A. diploma	27	3.53
Doctor's degree	15	1.96
TOTAL	764	100.

It appears that the Kansas principals, and persons responsible for certification of Kansas principals, feel that

graduate education is important preparation for the position.

These data appear to be important base figures upon which to develop future trends regarding the professional education requirements for the elementary school principal.

Elementary school administration and general administration are the major fields of graduate study as shown in Table 7, for more than 79 per cent of the elementary school principals of Kansas.

TABLE 7
MAJOR FIELDS OF GRADUATE STUDY OF KANSAS
ELEMENTARY SCHOOL PRINCIPALS
1966-1967

Fields of Study	Number of Principals	Per Cent
No graduate study	6	.79
Elementary school administration	334	43.72
Secondary school administration	21	2.75
General administration	270	35.34
An academic subject field	16	2.09
Elementary school teaching	20	2.62
Elementary supervision and curriculum	66	8.64
A special education field, i.e., guidance, speech, etc.	24	3.14
No specialization to date	3	.39
No response	4	.52
TOTAL	764	100.

Apparently, less than 1 per cent (six persons) are still certified by the "grandfather's clause."

Less than 9 per cent selected elementary supervision and curriculum.

Approximately 10 per cent of the Kansas principals developed a major field of concentration in such areas as secondary school administration, guidance, speech, special education, while only .39 per cent have not attempted to specialize.

Nearly 30 per cent of the Kansas principals had no graduate education before becoming principals, as shown by the figures in Table 8. Certification requirements one and two decades ago were lower than they are today for elementary school principals as well as for classroom teachers. Because a master's degree can be earned at Kansas colleges and universities during four summer sessions, a large number of principals continued their graduate school education to improve their professional competencies.

The data in Table 6 indicates that nearly 88 per cent of all principals hold the master's degree, which is a current requirement for Kansas certification.

In the mid-1940's many rural school districts were abolished by an act of the Kansas legislature. This situation probably accounts in part for the fact that 41.10 per cent of the respondents had not taught the total range of grades, as shown in Table 9.

TABLE 8

GRADUATE EDUCATION OF KANSAS ELEMENTARY SCHOOL
PRINCIPALS BEFORE THEY BECAME PRINCIPALS
1966-1967

Graduate Education	Number of Principals	Per Cent
None	227	29.71
One summer session	103	13.48
Two summers or one semester	80	10.47
Two semesters or three or four summers	151	19.77
More than two semesters or four summer sessions	203	26.57
TOTAL	764	100.

TABLE 9

NUMBER OF KANSAS ELEMENTARY SCHOOL PRINCIPALS WHO HAVE
TAUGHT THE TOTAL RANGE OF ELEMENTARY SCHOOL GRADES
1966-1967

Number of Years	Number of Principals	Per Cent
None	314	41.10
One, fewer than two	52	6.81
Two, fewer than three	67	8.77
Three, fewer than four	57	7.46
Four, fewer than five	46	6.02
Five or more	223	29.19
No response	5	.65
TOTAL	764	100.

However, nearly 30 per cent of the career principals had taught the complete range of grades for five years or more. It was found that 29 per cent had between one and five years' experience of a rural school nature.

Some factors usually considered in the employment of a school principal include the amount and type of past teaching experiences of the candidate. In regard to Kansas school principals, data in Table 10 show that 65.18 per cent of the respondents had no teaching experience in the primary grades (K, 1, 2, 3) before becoming principals. Approximately 13 per cent had at least one but fewer than three years of experience at this level. Another 6.28 per cent had three years but fewer than five years of primary-level teaching experience. Five or more years of primary teaching had been experienced by 13.75 per cent of the repliers.

Table 11 deals with past teaching experience of Kansas elementary school principals. Of all respondents, 31.54 per cent indicated that they had five or more years experience in teaching in the intermediate grades (4, 5, or 6) prior to becoming principals. Another group, 28.40 per cent, indicated that they had not taught in the intermediate grades prior to becoming principals. One year but fewer than three years of teaching in intermediate grades had been experienced by 20.55 per cent of the responders, while 18.59 per cent had three but fewer than five years of teaching at the intermediate level.

TABLE 10

NUMBER OF YEARS KANSAS ELEMENTARY SCHOOL PRINCIPALS HAD
 TAUGHT IN PRIMARY GRADES BEFORE BECOMING PRINCIPALS
 1966-1967

Number of Years	Number of Principals	Per Cent
One	498	65.18
One, fewer than two	46	6.02
Two, fewer than three	53	6.94
Three, fewer than four	26	3.40
Four, fewer than five	22	2.88
Five or more	105	13.75
No response	14	1.83
TOTAL	764	100.

More than one-fourth (28.4 per cent) of the responders indicated, according to information in Table 12, that they had no teaching experience in Grades 7 or above before becoming principals. Almost one-fourth (24.61 per cent) had at least one year but fewer than three years of experience in Grade 7 or above before assuming the responsibilities of a principal. The group with three but fewer than five years' experience comprised 17.41 per cent, while 28.14 per cent had five or more years' teaching experience with the junior high school grades or above before becoming elementary school principals.

TABLE 11

NUMBER OF YEARS KANSAS ELEMENTARY SCHOOL PRINCIPALS
HAD TAUGHT IN THE INTERMEDIATE GRADES BEFORE
BECOMING PRINCIPALS
1966-1967

Number of Years	Number of Principals	Per Cent
None	217	28.40
One, fewer than two	68	8.90
Two, fewer than three	89	11.65
Three, fewer than four	84	11.00
Four, fewer than five	58	7.59
Five or more	241	31.54
No response	7	.92
TOTAL	764	100.

By marking the three highest response categories listed in Table 13, respondents indicated that 43.98 per cent of the elementary school principals in Kansas had seven or more years of teaching experience before becoming elementary school principals.

Of the 763 principals responding to this portion of the questionnaire, 5.5 per cent indicated no teaching experience prior to becoming principals. Another 4.97 per cent had fewer than two years' teaching experience. Fewer than five years of teaching had been experienced by 29.06 per cent of the responders, while 16.36 per cent indicated fewer than seven years taught before becoming principals.

TABLE 12

NUMBER OF YEARS KANSAS ELEMENTARY SCHOOL PRINCIPALS
HAD TAUGHT IN GRADE 7 OR HIGHER BEFORE
BECOMING PRINCIPALS
1966-1967

Number of Years	Number of Principals	Per Cent
None	217	28.40
One, fewer than two	84	11.00
Two, fewer than three	104	13.61
Three, fewer than four	63	8.25
Four, fewer than five	70	9.16
Five or more	215	28.14
No response	11	1.44
TOTAL	764	100.

Data in Table 14 show that 57.46 per cent of the respondents had held no positions in education other than teaching prior to becoming principals. This information could indicate that these people definitely had the principalship in mind as a career position. Another 31.15 per cent had held a minimum of one or two other education jobs prior to becoming principals. Three or four other education jobs had been held by 6.42 per cent of the responders, while 4.71 per cent had worked at five or six or more other education jobs, such as coach, supervisor, counselor, etc.

TABLE 13

TOTAL NUMBER OF YEARS KANSAS ELEMENTARY SCHOOL PRINCIPALS
HAD TAUGHT BEFORE BECOMING PRINCIPALS
1966-1967

Number of Years	Number of Principals	Per Cent
None	42	5.50
Fewer than two	38	4.97
Fewer than five	222	29.06
Fewer than seven	125	16.36
Fewer than ten	120	15.71
Fewer than fifteen	102	13.35
Fifteen or more	114	14.92
No response	1	.13
TOTAL	764	100.

It is the purpose of Table 15 to show the professional characteristics of the reporting Kansas principals with regard to on-the-job training. Of the total number of principals responding, 57.46 per cent had no on-the-job training prior to becoming principals, and 24.61 per cent showed no more than scattered or occasionally informal instruction. This information could indicate that their vocational interests are limited to the elementary principalship.

TABLE 14

POSITIONS IN EDUCATION OTHER THAN TEACHING, SUCH AS
SUPERVISOR, COUNSELOR, OR COACH, WHICH KANSAS
ELEMENTARY SCHOOL PRINCIPALS HAD HELD, FOR
AT LEAST ONE SEMESTER, BEFORE BECOMING
PRINCIPALS
1966-1967

Number of Positions	Number of Principals	Per Cent
None	439	57.46
One	147	19.24
Two	91	11.91
Three	33	4.32
Four	16	2.10
Five	11	1.44
Six or more	25	3.27
No response	2	.26
TOTAL	764	100.

Because total experience from college to certification for the principalship in Kansas is really a unit when considered in the broad structure of requirements, there is no place remaining for on-the-job training prior to serving as a principal.

According to the figures in Table 16, 8.25 per cent of the Kansas elementary school principals responding are serving as principals in the first school that employed them as principals. The next 50 per cent had been principals of

TABLE 15

AMOUNT OF ON-THE-JOB TRAINING WHICH KANSAS ELEMENTARY
SCHOOL PRINCIPALS RECEIVED PRIOR TO
BECOMING PRINCIPALS
1966-1967

On-the-job Training	Number of Principals	Per Cent
None	439	57.46
No more than scattered or occasional informal information	188	24.61
One summer or less	20	2.62
One semester or less	21	2.75
One year or less	23	3.01
More than one year	71	9.29
No response	2	.26
TOTAL	764	100.

either one or two other schools prior to serving as principals during the 1966-1967 school term. This could give credence to the desire of school boards to consider outsiders and local personnel on an equal basis.

Over 87 per cent of all respondents had served in four or fewer schools prior to the 1966-1967 school year. This fact indicates that Kansas principals are not a highly mobile professional group. Frequently, school boards like to consider applications for vacancies from within their given area. This situation could account for some of the indicated transfers.

TABLE 16

NUMBER OF SCHOOLS IN WHICH KANSAS ELEMENTARY SCHOOL
PRINCIPALS HAD WORKED BEFORE BECOMING PRINCIPALS
1966-1967

Number of Schools	Number of Principals	Per Cent
None	63	8.25
One	177	23.17
Two	210	27.49
Three	138	18.06
Four	78	10.21
Five	39	5.10
Six	24	3.14
Seven	12	1.57
Eight or more	18	2.36
No response	5	.65
TOTAL	764	100.

Approximately 20 per cent of the schools operate with an enrollment in excess of 500 students, according to the data presented in Table 17. The median enrollment in the Kansas elementary school is 320.

More than 10 per cent of the elementary schools of Kansas serve neighborhoods around an enrollment pattern of 100 or less. Approximately 80 per cent of the schools have enrollments of 500 or fewer pupils. Trends toward further

TABLE 17

TOTAL ENROLLMENT OF SCHOOLS WHEN ONE PERSON IS
PRINCIPAL OF MORE THAN ONE ELEMENTARY
SCHOOL IN KANSAS
1966-1967

Total Enrollment	Number of Principals	Per Cent
Under 100	78	10.21
100 - 199	152	19.90
200 - 299	120	15.71
300 - 399	157	20.55
400 - 499	108	14.14
500 - 599	73	9.55
600 - 699	38	4.97
700 - 799	14	1.83
800 or more	21	2.75
No response	3	.39
TOTAL	764	100.

unification of Kansas school districts will give rise to a changing pattern in such a survey.

The extreme described in Table 17 may indicate a future need for further consideration of the optimum point of efficient size of the elementary school. Such questions as the following are raised: How well can a principal administer and/or be aware of the needs of more than 500

students? How is the task of working with parents and/or the general public in understanding the school problem to be accomplished?

The data in Table 18 show that the median number of full-time teachers employed in Kansas elementary schools in 1966-1967 was twelve. If the principal was included as a teacher, he was teaching at least half time. The median school size was about 330 students, which would indicate a pupil-teacher ratio of 27.5 to 1.

TABLE 18

NUMBER OF FULL-TIME TEACHERS UNDER THE SUPERVISION OF
KANSAS ELEMENTARY SCHOOL PRINCIPALS
1966-1967

Number of Teachers	Number of Principals	Per Cent
Three or fewer	15	1.96
Four	42	5.50
Six or fewer	52	6.80
Nine or fewer	105	13.74
Twelve or fewer	131	17.15
Fifteen or fewer	143	18.72
Eighteen or fewer	98	12.83
Twenty-one or fewer	64	8.38
Twenty-to or more	110	14.40
No response	4	.52
TOTAL	764	100.

Approximately 85 per cent of the schools have more than six teachers. This enrollment would make it possible for most schools to use some of the newer approaches to organization, i.e., team teaching, ungrading, and flexible scheduling.

According to the figures in Table 19, 51 per cent of the elementary school principals in Kansas do not teach. Therefore, it may be stated that a majority of principals can devote full time to their administrative and supervisory responsibilities.

TABLE 19
PROPORTION OF TIME WHICH KANSAS ELEMENTARY SCHOOL
PRINCIPALS DEVOTE TO TEACHING
1966-1967

Proportion of Time	Number of Principals	Per Cent
None	391	51.18
One-fourth	62	8.11
One-half	142	18.59
Two-thirds	24	3.14
Three-fourths	42	5.50
Full-time	98	12.83
No response	5	.65
TOTAL	764	100.

Over 26 per cent spend one-fourth and one-half time teaching. The other 23 per cent of the principals spend two-thirds or more of their time in the classroom. The decision on whether a school should be administered by a teaching principal should be based on service to children and not altogether on small fractions of time spend in the classroom.

Salaries received by Kansas elementary school principals for carrying these responsibilities during the 1966-1967 school term are reflected by the data in Table 20.

TABLE 20

SALARIES RECEIVED BY KANSAS ELEMENTARY SCHOOL
PRINCIPALS FOR SCHOOL YEAR 1966-1967

Salary	Number of Principals	Per Cent
Under \$4,999	12	1.57
\$5,000 to \$5,499	21	2.75
\$5,500 to \$5,999	32	4.19
\$6,000 to \$6,499	74	9.69
\$6,500 to \$7,499	174	22.77
\$7,500 to \$7,999	95	12.43
\$8,000 to \$8,999	144	18.85
\$9,000 to \$9,999	73	9.56
\$10,000 or more	134	17.54
No response	5	.65
TOTAL	764	100.

Of the 764 principals responding to the questionnaire, 134, or more than 17 per cent, indicated that they received \$10,000 or more for that term. Annual salaries of \$9,000 to \$10,000 were received by 73 respondents (9.56 per cent). Another group of 239 responding principals (31.28 per cent) received annual salaries of between \$7,500 and \$9,000.

Within the range of \$6,000 and \$7,500 are found 248 principals, or 32.46 per cent of the respondents. Thirty-two principals, or 4.19 per cent of those replying, receive between \$4400 and \$6000, while 2.75 per cent receive salaries of between \$5000 and \$5500. Below \$4999 are found twelve principals, or 1.57 per cent of the responders. Five administrators omitted answering the particular question.

Data in Table 21 show the gross earnings received by principals for work outside of their school jobs during the school year 1966-1967.

More than 46 per cent of the principals replying indicated that they received no outside income. Therefore, it would appear that this group counts very heavily on contracted earnings. Those who earn up to \$749 total 190 principals, or 24.87 per cent of the respondents. Ninety-eight responders (12.83 per cent) reported earnings that ranged from \$750 to \$1,249.

Comparatively small percentages of the principals responding reported earnings in the several classifications

TABLE 21

GROSS EARNINGS OF KANSAS ELEMENTARY SCHOOL
PRINCIPALS FROM WORK OUTSIDE THE SCHOOL
1966-1967

Outside Earnings	Number of Principals	Per Cent
None	355	46.47
Under \$250	69	9.03
\$250 to \$749	121	15.84
\$750 to \$1,249	98	12.83
\$1,250 to \$1,499	17	2.22
\$1,500 to \$1,999	26	3.40
\$2,000 to \$2,499	17	2.22
\$2,500 to \$2,999	10	1.31
\$3,000 or more	44	5.76
No response	7	.92
TOTAL	764	100.

between \$1250 and \$2999, but the number who earn \$3000 or more represent a sharp rise above the four preceding groups.

Membership in professional organizations does not necessarily constitute adequate involvement. Participation in professional conventions and conferences, attending university or college courses, reading professional literature and engaging in research and writing are essential if the principal is to be of great strength to the organization and of great value as an individual.

The figures in Table 22 indicate that more than 28 per cent of the Kansas elementary school principals spend one to two hours per week in these types of activities. Another 30.89 per cent replied that they spend three to four hours per week. Therefore, more than 58 per cent of the Kansas elementary school principals spend between one and four hours per week in activities of this nature.

TABLE 22

HOURS PER WEEK DEVOTED BY KANSAS ELEMENTARY SCHOOL PRINCIPALS
TO SUCH ACTIVITIES AS PROFESSIONAL CONVENTIONS AND
CONFERENCES, UNIVERSITY OR COLLEGE COURSES,
PROFESSIONAL READING, RESEARCH, AND WRITING
1966-1967

Hours per Week	Number of Principals	Per Cent
None	15	1.96
One to two	214	28.01
Three to four	236	30.89
Five	109	14.27
Six	80	10.47
Seven	17	2.23
Eight	39	5.10
Ten to fifteen	38	4.97
Fifteen or more	10	1.31
No response	6	.79
TOTAL	764	100.

Approximately one-fourth spend five or six hours weekly; more than 7 per cent spend seven or eight hours weekly; approximately 5 per cent of the responders stated that they spend ten to fifteen hours weekly; and 1.31 per cent indicated fifteen or more hours were spent on professional activities of this nature.

Only six principals did not respond to this question, and fifteen respondents stated that they devote no time at all to these activities.

When a person accepts a principalship, he accepts a responsibility for his own professional improvement. College courses offer a principal one opportunity to involve himself in this phase of his in-service education plan.

Kansas elementary school principals were queried about their plans to complete courses (approximately three credits per course) during the next two years, and the results are shown in Table 23. Of those responding to the questionnaire, 17.15 per cent have no such plans, while 13.09 per cent expect to complete one course. More than one-fourth of the repliers plan to complete two. More than 21 per cent stated that they would complete either three or four courses. Five or six courses are to be pursued by 10.60 per cent of the responders. Only nine respondents desired not to answer this section of the questionnaire.

Most Kansas administrators renew their certificates on a three- or five-year basis. This fact had much bearing on the principals' plan of work as outlined in Table 23.

TABLE 23

PLANS OF KANSAS ELEMENTARY SCHOOL PRINCIPALS TO COMPLETE
ADDITIONAL COURSE WORK DURING NEXT TWO YEARS
1966-1967

Number of College Courses	Number of Principals	Per Cent
None	131	17.15
One	100	13.09
Two	196	25.65
Three	108	14.14
Four	58	7.59
Five	26	3.40
Six	55	7.20
Seven or more	81	10.60
No response	9	1.18
TOTAL	764	100.

Henry J. Otto and David C. Sanders state: "The elementary school principalship of tomorrow will depend largely upon what today's principals do to propel the profession forward."² If membership in professional organizations help the foregoing cause, the Kansas schools of tomorrow should be in a much stronger position than they are today.

²Otto and Sanders, op. cit., p. 395.

More than 44 per cent of the respondents indicated that they were members of the Kansas State Teachers Association and/or the National Education Association, plus the Department of Elementary School Principals and the Kansas Association of Elementary School Principals. These figures are shown in Table 24.

TABLE 24

PROFESSIONAL ORGANIZATIONS IN WHICH KANSAS ELEMENTARY
SCHOOL PRINCIPALS HELD MEMBERSHIPS
1966-1967

Organization	Number of Principals	Per Cent
None	4	.52
Kansas State Teachers Association	18	2.36
National Education Association	0	.0
KSTA and NEA	183	23.95
KSTA and/or NEA plus Kansas Assn. of Elementary School Principals	178	23.30
KSTA and/or NEA plus Dept. of Elementary School Prin- cipals of the NEA	37	4.84
KSTA and/or NEA plus DESP and KAESP	343	44.90
No response	1	.13
TOTAL	764	100.

Another 4.84 per cent of the responders indicated that they belonged to the Kansas State Teachers Association and/or National Education Association, plus the Department of Elementary School Principals of the National Education Association.

One hundred seventy-eight principals, or 23.30 per cent, said that they had joined the Kansas State Teachers Association and/or National Education Association, plus the Kansas Association of Elementary School Principals.

About another one-fourth (23.95 per cent) belonged to the Kansas State Teachers Association or National Education Association.

No principal joined the National Education Association only, while 2.36 per cent joined only the Kansas State Teachers Association.

In all probability the twenty-two principals shown in Table 25 as having acknowledged that there is no supervision of classrooms in their schools are teaching principals who carry full teaching assignments. Slightly more than 1 per cent of the responding principals indicated that the supervisory personnel carry the total load of supervision. Another 6.41 per cent said that the supervisory personnel carried the load with some help from the principal. Replies from 5.76 per cent of the principals indicated that they shared supervision equally with supervisory personnel. About one-third of the respondents said they carried the supervision

TABLE 25

PRACTICES OF KANSAS ELEMENTARY SCHOOL PRINCIPALS
REGARDING SUPERVISION OF CLASSROOMS
1966-1967

Supervisory Practice	Number of Principals	Per Cent
No answer possible	59	7.72
There is no supervision of classrooms	22	2.88
Supervisory personnel carry total load of supervision	8	1.05
Supervisory personnel carry load with some assistance from you	49	6.41
You share supervision equally with supervisory personnel	44	5.76
You carry supervision load with some assistance from supervisory personnel	253	33.12
You carry total supervision load	326	42.67
No response	3	.39
TOTAL	764	100.

load with some assistance from supervisory personnel, but the largest number, nearly 43 per cent, stated that they carried the total load of supervision.

On the returned questionnaire only three made no response, with 7.72 per cent of the responding principals not finding an appropriate answer possible.

As shown in Table 26, twenty-two respondents, or 2.88 per cent, reported that no supervision takes place out of the classroom.

TABLE 26
PRACTICES OF KANSAS ELEMENTARY SCHOOL PRINCIPALS
REGARDING SUPERVISION OF EXTRA-CLASS
EDUCATIONAL EXPERIENCES
1966-1967

Supervisory Practice	Number of Principals	Per Cent
No answer possible	94	12.30
There is no supervision out of classroom	22	2.88
Supervisory personnel carry total load of supervision	16	2.10
Supervisory personnel carry load with some assistance from you	109	14.27
You share supervision equally with supervisory personnel	65	8.51
You carry supervision load with some assistance from supervisory personnel	183	23.95
You carry total supervision load	262	34.29
No response	13	1.70
TOTAL	764	100.

At the opposite extreme, sixteen respondents indicated that supervisory personnel carry the total load of supervision of activities outside the classroom. More than 14 per cent of the replying principals reported that supervisory personnel carry the load with some assistance from principals. It is felt that the administrator should allow a plan such as this to emerge through mutual trust and his competence as an educational leader. Another 8.51 per cent of respondents felt that supervision was shared equally with supervisory personnel.

The highest number of principals (34.29 per cent) indicated that they carried the total load of supervision of extra-class educational experiences. Approximately one-fourth of the replying principals carry supervisory load with some assistance from supervisory personnel.

Thirteen principals did not respond to this item on the questionnaire, while 12.3 per cent indicated that no answer was possible.

The data in Table 27 concern curriculum change. As shown by these figures, 16.49 per cent of the respondents found no appropriate answer possible. This could reflect that a great number of principals are not vitally concerned or interested in curriculum change and improvement.

Only one principal felt that curriculum development started with parent groups. This is a strong indication that parents leave the responsibility of curriculum development to the educators.

TABLE 27

PRACTICES REGARDING INITIATION OF CURRICULUM
CHANGE IN ELEMENTARY SCHOOLS IN KANSAS
1966-1967

Source of Initiation	Number of Principals	Per Cent
No answer possible	126	16.49
Parent group	1	.13
School board	16	2.09
Central office/county administrative level	137	17.93
Central office/county supervisory level	66	8.64
Principal's office	184	24.08
Faculty group	208	27.23
Individual teacher	20	2.62
No response	6	.79
TOTAL	764	100.

Only 2.09 per cent of the respondents expressed the idea that curriculum development starts with the school board.

Educational leadership and support in curriculum development originate in the central administrative office of almost 18 per cent of the Kansas elementary schools. Central office supervisory personnel initiate approximately another 9 per cent.

The majority of respondents (51 per cent) indicated that the development of the curriculum starts in the principal's office or in a faculty group. This is a good indication that curriculum development procedures start, in most Kansas schools, with the principal.

Individual teachers start a small percentage of work toward total development on their own. This statement is supported by the above finding that they prefer to cooperate and work in faculty groups.

Table 28 deals with the forces that determine teaching methods in elementary schools in Kansas. The survey revealed that in the schools administered by 57.2 per cent of the respondents, each teacher determines her own teaching methods in cooperation with principal, supervisor and/or other faculty members. The number of respondents in this category is significant because such cooperation shows team effort and interest.

Approximately 21 per cent of the reporting principals stated that each teacher determines her own methods, but the principal or supervisor is consulted.

Nearly 8 per cent of the responders indicated that in their schools each teacher determines her own methods. It seems appropriate to comment that only in very rare instances is the individual teacher qualified to determine all her teaching methods. Seldom would she be knowledgeable in all areas that affect learning.

TABLE 28

THE MOST IMPORTANT SINGLE FORCES THAT DETERMINE
TEACHING METHODS IN ELEMENTARY SCHOOLS
IN KANSAS AS SEEN BY PRINCIPALS
1966-1967

Determining Force	Number of Principals	Per Cent
No answer possible	17	2.23
Each teacher determines her own methods	59	7.72
Each teacher determines her own methods, but principal or supervisor is consulted	158	20.68
Each teacher determines her own methods, other teachers are consulted	12	1.57
Each teacher determines her own methods in cooperation with principal, supervisor and/or other faculty members	437	57.20
The instructional supervisor determines methods	5	.66
The principal determines the methods	1	.13
Methods are largely determined by subject area teacher manuals	58	7.59
Central office/county office teacher guides determine methods	13	1.70
No response	4	.52
TOTAL	764	100.

Approximately 8 per cent of the reporting administrators felt that teaching methods are largely determined by subject area teacher manuals.

Only thirteen principals felt that the central office teacher guides were a force in determining methods.

Very few, only 1.57 per cent, of the respondents indicated that each teacher determined her own methods, but consulted with other teachers.

Respondents did not report to any significant degree on other forces that determined teaching methods.

As shown in Table 29, only about 4 per cent of the individual teachers in Kansas schools make the ultimate decision on selection of specific instructional materials.

Teacher groups make materials selection in 9.16 per cent of the cases.

Teachers and principals together meet this responsibility in their schools, say 49.48 per cent of the respondents, making this method the most widely practiced and perhaps the most desirable. The principal is aware of the educational goals of the school system as well as the building level. The teacher is knowledgeable about the psychological, sociological, and academic needs of each of her children. Therefore, closely coordinated teamwork between the teachers and principal is imperative.

The supervisor plays an important role in helping the teacher to become more knowledgeable in his area. The

TABLE 29

PRACTICES OF KANSAS ELEMENTARY SCHOOL PRINCIPALS
CONCERNING THE MAKING OF ULTIMATE DECISIONS
ON SELECTION OF SPECIFIC INSTRUCTIONAL
MATERIALS
1966-1967

Selector of Materials	Number of Principals	Per Cent
Individual teachers	33	4.32
Teacher groups	70	9.16
Teachers and principal	378	49.48
Teacher and supervisor	25	3.27
Principal	53	6.94
Supervisor	17	2.22
Central administration (city or county)	152	19.90
No response	36	4.71
TOTAL	764	100.

prime responsibility rests with the principal and teacher. Only 3.27 per cent was found in this group to be the decision-making body.

Very few--only 6.94 per cent--of the principals made the ultimate decisions regarding instructional materials. Principals apparently recognize the value of more meaningful ways to render professional decisions about material items.

Only 2.22 per cent of the responding principals considered selection of materials the responsibility of supervisors.

Almost 20 per cent of the respondents indicated that central administrative units had developed guidelines for decision making that would bring about valid recommendations from co-workers to the point that they could be acted on and finalized.

The professional responsibility of every local school system and every local teacher is more crucial than ever today, when so much important research and experimentation are going on in many places across the country.

When reviewing Table 30, one can see the pattern in Kansas schools with regard to initiation by the principal of designed experimentation on educational problems with classroom teachers.

The largest segment reporting was the 47.25 per cent indicating that they occasionally initiate such experimentation. Next was the group of 19.37 per cent who rarely do. Stating that they usually do were 15.71 per cent, while only 2.88 per cent replied that they invariably work out such experimentation with classroom teachers. Some principals (7.46 per cent) never attempt this procedure in designed experimentation.

According to data in Table 31, more than 60 per cent of the responding elementary school principals never require

TABLE 30

TENDENCY OF KANSAS ELEMENTARY SCHOOL PRINCIPALS TO
INITIATE DESIGNED EXPERIMENTATION ON EDUCATIONAL
PROBLEMS WITH CLASSROOM TEACHERS
1966-1967

Response	Number of Principals	Per Cent
No answer	56	7.33
Never do	57	7.46
Rarely do	148	19.37
Occasionally do	361	47.25
Usually do	120	15.71
Absolutely do	22	2.88
TOTAL	764	100.

TABLE 31

PRACTICES OF KANSAS ELEMENTARY SCHOOL PRINCIPALS IN
REQUIRING EXPERIENCED TEACHERS TO WORK FROM
WRITTEN DAILY OR WEEKLY LESSON PLANS
1966-1967

Response	Number of Principals	Per Cent
No answer	66	8.64
Never do	462	60.47
Rarely do	72	9.42
Occasionally do	33	4.32
Usually do	74	9.69
Absolutely do	57	7.46
TOTAL	764	100.

experienced teachers to work from either daily or weekly lesson plans. Few principals absolutely insist on the use of written lesson plans--only 7.46 per cent. Another 9.69 per cent usually do so, while only 4.32 per cent occasionally do. It was found that 9.42 per cent rarely insist on written lesson plans. Sixty-six responders felt it unnecessary to answer this section of the survey form.

Teacher-pupil planning is one way to build democratic skills within the learner if the teacher is skilled in handling planning sessions. This is just one benefit of teacher-pupil planning sessions. There are many more. Looking at Table 32 one can see what emphasis principals place on teacher-pupil planning in the classroom. Approximately one-fourth, or 26.19 per cent, insist on this procedure, and another 6.94 per cent insist that teacher-pupil planning be used in

Almost one-fourth insist on this procedure. More than 36 per cent of the respondents either rarely or occasionally insist on planning of this nature.

When Kansas elementary school principals were queried as to whether they discouraged the view that competition and rivalry are the best incentives to pupil achievement, 10.21 per cent replied emphatically that they do. Another 23.69 per cent stated they usually do, while 15.71 per cent respondent "Occasionally do." These three categories account for approximately 50 per cent of the replies.

experienced teachers to work from either daily or weekly lesson plans. Few principals absolutely insist on the use of written lesson plans--only 7.46 per cent. Another 9.69 per cent usually do so, while only 4.32 per cent occasionally do. It was found that 9.42 per cent rarely insist on written lesson plans. Sixty-six responders felt it unnecessary to answer this section of the survey form.

Teacher-pupil planning is one way to build democratic skills within the learner if the teacher is skilled in handling planning sessions. This is just one benefit of teacher-pupil planning sessions. There are many more. Looking at Table 32 one can see what emphasis principals place on teacher-pupil planning in the classroom. Approximately one-fourth, or 26.57 per cent, usually insist on this procedure, and another 6.94 per cent absolutely insist that teacher-pupil planning be used in the classrooms.

Almost one-fourth never insist on this procedure. More than 36 per cent of the respondents either rarely or occasionally insist on planning of this nature.

When Kansas elementary school principals were queried as to whether they discouraged the view that competition and rivalry are the best incentives to pupil achievement, 10.21 per cent replied emphatically that they do. Another 23.69 per cent stated they usually do, while 15.71 per cent respondent "Occasionally do." These three categories account for approximately 50 per cent of the replies.

TABLE 32

PRACTICES OF KANSAS ELEMENTARY SCHOOL PRINCIPALS
IN REQUIRING TEACHER-PUPIL PLANNING
IN THE CLASSROOM
1966-1967

Response	Number	Per Cent
No answer	44	5.76
Never do	184	24.08
Rarely do	120	15.71
Occasionally do	160	20.94
Usually do	203	26.57
Absolutely do	53	6.94
TOTAL	764	100.

One hundred thirty-one principals, or 17.15 per cent of the repliers, indicated that they rarely discourage this view, and 25.39 per cent stated that they never do. Sixty principals chose not to respond to this question. Table 33 deals with the results of the questionnaire concerning the discouragement of rivalry.

We live in a dynamic society; therefore, gradual social change is inevitable. When social change occurs at a rapid pace, teachers, administrators, parents, board members, and citizens become more concerned about the teaching of controversial issues which result from societal changes.

The data in Table 34 reflect the degree to which principals permit the discussion of controversial issues in

TABLE 33

PRACTICES OF KANSAS ELEMENTARY SCHOOL PRINCIPALS IN
DISCOURAGING VIEW THAT COMPETITION AND RIVALRY ARE
THE BEST INCENTIVES TO PUPIL ACHIEVEMENT
1966-1967

Response	Number	Per Cent
No answer	60	7.85
Never do	194	25.39
Rarely do	131	17.15
Occasionally do	120	15.71
Usually do	181	23.69
Absolutely do	78	10.21
TOTAL	764	100.

TABLE 34

PRACTICES OF KANSAS ELEMENTARY SCHOOL PRINCIPALS
IN PERMITTING DISCUSSION OF CONTROVERSIAL
ISSUES IN THE CLASSROOM
1966-1967

Response	Number of Principals	Per Cent
No answer	90	11.78
Never do	56	7.33
Rarely do	60	7.85
Occasionally do	96	12.57
Usually do	359	46.99
Absolutely do	103	13.48
TOTAL	764	100.

the classrooms, dependent only upon a teacher's judgment of appropriateness. Of the responders, 13.48 per cent of the principals absolutely depend on the teacher's judgment. Almost half (46.99 per cent) usually follow the teacher's judgment on appropriateness for classroom discussion. Another 12.57 per cent replied that they occasionally do, while 15.18 per cent fell into the categories of "Rarely do" or "Never do."

Ninety principals (11.78 per cent) who replied chose not to be specific enough to answer this part of the questionnaire.

The vast majority of Kansas elementary school principals insist on as much concern for children's physical and emotional growth as for their academic growth, as indicated by data in Table 35. This statement is supported by the fact that 50.13 per cent of the principals contacted "absolutely" insist upon such concern, while another 42.15 per cent "usually" do so. Twenty chose not to answer this question. Only two Kansas principals admitted to "never" while eight principals replied "rarely" and twenty-nine indicated that they "occasionally" insist on a balance in the above mentioned areas.

Schools must develop programs that consider the problems of children who have difficulty in learning. Too, there are children whose problems arise from an overabundance rather than an insufficient degree of academic aptitude.

TABLE 35

PRACTICES OF KANSAS ELEMENTARY SCHOOL PRINCIPALS IN
INSISTING ON AS MUCH CONCERN FOR CHILDREN'S
PHYSICAL AND EMOTIONAL GROWTH AS FOR
THEIR ACADEMIC GROWTH
1966-1967

Response	Number of Principals	Per Cent
No answer	20	2.62
Never do	2	.26
Rarely do	8	1.05
Occasionally do	29	3.79
Usually do	322	42.15
Absolutely do	383	50.13
TOTAL	764	100.

Everyday classroom situations do not always offer the best educational plan for them. Therefore, state legislation has developed and encouraged a very fine special education program throughout the state. This concern has been reflected in the principals' attitude and understanding of learners who fall into these two groups.

As is shown in Table 36, more than 76 per cent of the respondents indicated that they always or usually develop special provisions for students who are fast or slow learners. An additional 103 principals out of the 764 respondents (13.48 per cent) indicated that they occasionally develop special education programs. Only 6 per cent indicated that

TABLE 36

PRACTICES OF KANSAS ELEMENTARY SCHOOL PRINCIPALS IN
MAKING PROVISIONS FOR SLOW AND FAST LEARNERS
1966-1967

Response	Number of Principals	Per Cent
No answer	28	3.67
Never do	21	2.75
Rarely do	26	3.40
Occasionally do	103	13.48
Usually do	351	45.94
Absolutely do	235	30.76
TOTAL	764	100.

they rarely or never give attention to this area of education. Twenty-eight of the respondents did not reply to this portion of the questionnaire.

Detailed case studies of deviant students are very helpful in proper program development. Alert principals should recognize and study those with emotional problems as well as those who reach superior academic achievement and students who have mental deficiencies. Program development to meet all of the foregoing needs is ever changing and challenging. Table 37 deals with this area.

It was found that 11.39 per cent of the Kansas elementary school principals have made or are in the process of making detailed case studies of children who are in any

TABLE 37

PRACTICES OF KANSAS ELEMENTARY SCHOOL PRINCIPALS
IN MAKING DETAILED CASE STUDIES OF CHILDREN
WHO ARE DEVIATES
1966-1967

Response	Number of Principals	Per Cent
No answer	55	7.20
Never do	82	10.73
Rarely do	137	17.93
Occasionally do	202	26.44
Usually do	201	26.31
Absolutely do	87	11.39
TOTAL	764	100.

way deviate. The majority, 52.75 per cent, usually or occasionally make this type of study. Approximately 18 per cent rarely make detailed case studies while about 11 per cent admittedly never undertake a study of this type. Of the 764 principals replying to the questionnaire, fifty-five chose not to reply to this question.

A high number, 90, of the 764 principals returning the questionnaire declined to answer the portion which gathered information for Table 38.

More than 17 per cent indicated that they do not allow for sex differences in the evaluation of the effectiveness of specific instructional programs.

TABLE 38

PRACTICES OF KANSAS ELEMENTARY SCHOOL PRINCIPALS IN
ALLOWING FOR SEX DIFFERENCES IN EVALUATING
EFFECTIVENESS OF SPECIFIC
INSTRUCTIONAL PROGRAMS
1966-1967

Response	Number of Principals	Per Cent
No answer	90	11.78
Never do	132	17.28
Rarely do	154	20.16
Occasionally do	128	16.75
Usually do	214	28.01
Absolutely do	46	6.02
TOTAL	764	100.

One hundred fifty-four, or 20.16 per cent, rarely make the allowance; another 16.75 per cent occasionally do.

A total of 214 principals noted that they usually allow for sex differences, and only 6.02 per cent stated that they invariably do so.

Of the 764 respondents reporting, 24.21 per cent stated that they definitely encourage teachers to recognize differences between children more than likenesses. Another 39.40 per cent of the reporting principals indicated that they usually follow the aforementioned practice. The next highest group reporting were the respondents who indicated that they occasionally do (14.27 per cent). Slightly more

than 7 per cent of the total number responding checked each of the following categories: (1) Rarely do; (2) Never do; (3) No answer. These figures are shown in Table 39.

TABLE 39

PRACTICES OF KANSAS ELEMENTARY SCHOOL PRINCIPALS IN
ENCOURAGING TEACHERS TO BE MORE AWARE OF
LIKENESSES THAN DIFFERENCES
IN CHILDREN
1966-1967

Response	Number of Principals	Per Cent
No answer	60	7.85
Never do	55	7.20
Rarely do	54	7.07
Occasionally do	109	14.27
Usually do	301	39.40
Absolutely do	185	24.21
TOTAL	764	100.

Good teachers realize that they must evaluate pupils and assess their progress as they teach and work with them. Thus teaching and evaluation are inseparable parts of effective instruction and should take place simultaneously.

The figures in Table 40 show that 384, or 50.26 per cent, of the responding principals absolutely reserve the right of the teacher to be the final authority on pupils' grades. Another 40.97 per cent indicated that they usually do so.

TABLE 40

PRACTICES OF KANSAS ELEMENTARY SCHOOL PRINCIPALS IN
GRANTING TEACHERS FINAL AUTHORITY IN GRADING
1966-1967

Response	Number of Principals	Per Cent
No answer	19	2.49
Never do	30	3.93
Rarely do	5	.65
Occasionally do	13	1.70
Usually do	313	40.97
Absolutely do	384	50.26
TOTAL	764	100.

The foregoing statistics account for 91.23 per cent of the total number responding. Only 2.49 per cent chose not to answer.

Relationships which teachers have with their peers and/or their administrators in informal groups are very important. Equally important is consistency of administrative behavior, in line with what teachers have learned to expect. Table 41 deals with this subject.

More than 31 per cent acknowledged by questionnaire that they definitely participate in informal recreation or party situations with teachers.

Approximately one-third more, 35.21 per cent, of the responders stated that they usually participate in the

TABLE 41

PRACTICES OF KANSAS ELEMENTARY SCHOOL PRINCIPALS
REGARDING PARTICIPATION IN INFORMAL RECREATION
OR PARTY SITUATIONS WITH TEACHERS
1966-1967

Response	Number of Principals	Per Cent
No answer	18	2.36
Never do	21	2.75
Rarely do	61	7.98
Occasionally do	158	20.68
Usually do	269	35.21
Absolutely do	237	31.02
TOTAL	764	100.

foregoing described situations with teachers, and 20.68 per cent stated that they occasionally do.

Sixty-one more responders, or 7.98 per cent, indicated that they rarely participate in informal recreation or party situations with teachers. Another 2.75 per cent replied that they never do, and eighteen principals chose not to answer the choices given on the questionnaire.

In many democratically administered institutions it has been found that the use of free discussion and decision on the part of all concerned to determine the ends or purposes to be obtained is the basis for acceptance and understanding for pursuing desired goals.

Apparently the foregoing thought is in the minds of many Kansas elementary school principals, as suggested by the figures in Table 42. More than 31 per cent of the responding principals indicated that they involve teachers in the formulation of basic school policy. Another 51.05 per cent of the Kansas principals replying indicated that they usually do so, with 10.06 per cent signifying that they occasionally do. Twenty-one principals revealed that they rarely involve teachers in school policy formulation. Sixteen administrators stated that they never involve teachers in basic policy decisions.

TABLE 42

PRACTICES OF KANSAS ELEMENTARY SCHOOL PRINCIPALS CONCERNING INVOLVEMENT OF TEACHERS IN FORMULATION OF BASIC SCHOOL POLICY
1966-1967

Response	Number of Principals	Per Cent
No answer	17	2.23
Never do	16	2.09
Rarely do	21	2.75
Occasionally do	81	10.60
Usually do	390	51.05
Absolutely do	239	31.28
TOTAL	764	100.

Most Kansas elementary school principals evaluate teaching performance by a careful collection of observed behavior in a wide variety of teaching situations. As may be seen from the data in Table 43, 25.13 per cent of the replying principals follow this practice absolutely, and an additional 47.64 per cent usually do so. Only 12.7 per cent occasionally do, while 6.15 per cent rarely do. Twenty-one principals answered that they never evaluate teaching performance in this manner. Forty-three individuals chose not to respond to this item on the questionnaire.

TABLE 43

PRACTICES OF KANSAS ELEMENTARY SCHOOL TEACHERS IN EVALUA-
TION OF TEACHING PERFORMANCE BY CAREFUL COLLECTION
OF OBSERVED BEHAVIOR IN A WIDE VARIETY
OF TEACHING SITUATIONS
1966-1967

Response	Number of Principals	Per Cent
No answer	43	5.63
Never do	21	2.75
Rarely do	47	6.15
Occasionally do	97	12.70
Usually do	364	47.64
Absolutely do	192	25.13
TOTAL	764	100.

Community resources constitute excellent educational opportunities within the immediate vicinity to supplement or enrich classroom instruction or to provide direct learning experiences rather than vicarious ones. The results of the investigation of this aspect of the Kansas elementary school principalship are shown in Table 44.

TABLE 44

PRACTICES OF KANSAS ELEMENTARY SCHOOL PRINCIPALS IN
INSISTING THAT TEACHERS KNOW THE COMMUNITY
THOROUGHLY AND USE ITS RESOURCES
REGULARLY
1966-1967

Response	Number of Principals	Per Cent
No answer	38	4.97
Never do	41	5.36
Rarely do	87	11.39
Occasionally do	176	23.04
Usually do	324	42.41
Absolutely do	98	12.83
TOTAL	764	100.

Ninety-eight (12.83 per cent) of the responding Kansas elementary school principals indicated that they absolutely insist that teachers know the community thoroughly and be able to use its resources regularly. Another 42.41

per cent indicated on the questionnaire that they usually do so. Approximately 23 per cent of the repliers reflected their practice under the heading of "Occasionally do." "Rarely do" was marked by 11.39 per cent of the answering elementary principals, while 5.36 per cent replied that they never insist that teachers know the community thoroughly and be able to use its resources regularly.

Data in Table 45 indicate that a majority of Kansas elementary school principals are not too enthusiastic about being actively involved in political affairs of the community. About 6 per cent did not respond to this question. Another 14.13 per cent of the responders indicated they never participate actively in political affairs of the community, and approximately one-fourth more (24.61 per cent) rarely do.

The data in the table indicate that 21.86 per cent of the elementary school principals contacted participate occasionally, while about another one-fourth or 25.39 per cent usually do. Only 8.38 per cent of the responders definitely participate actively in the political affairs of the community.

Data in each category in Table 46 closely parallel the responses shown in Table 45.

It was found that 17.28 per cent of the principals who returned the questionnaire do not regularly attend, by choice, meetings of political bodies such as city council,

TABLE 45

DEGREE TO WHICH KANSAS ELEMENTARY SCHOOL PRINCIPALS
PARTICIPATE ACTIVELY IN COMMUNITY
POLITICAL AFFAIRS
1966-1967

Response	Number of Principals	Per Cent
No answer	43	5.63
Never do	108	14.13
Rarely do	188	24.61
Occasionally do	167	21.86
Usually do	194	25.39
Absolutely do	64	8.38
TOTAL	764	100.

TABLE 46

VOLUNTARY ATTENDANCE OF KANSAS ELEMENTARY SCHOOL
PRINCIPALS AT MEETINGS OF CITY COUNCIL,
SCHOOL BOARD AND SIMILAR BODIES
1966-1967

Response	Number of Principals	Per Cent
No answer	32	4.19
Never do	132	17.28
Rarely do	198	25.92
Occasionally do	179	23.43
Usually do	151	19.76
Absolutely do	72	9.42
TOTAL	764	100.

school board, or similar groups. Approximately one-fourth, or 25.92 per cent, rarely attend these meetings, and 23.43 per cent attend only occasionally.

It was found that 19.76 per cent usually attend such meetings, while 9.42 per cent invariably attend them regularly. Only 4.19 per cent of the responders chose not to answer this portion of the instrument.

In formulating a school program it should be considered important to establish relationships with various business enterprises in the area.

Responses to the questionnaire indicated that nearly one-half, or 44.37 per cent, of the Kansas elementary school principals usually do become personally acquainted with major business enterprises in their areas. Data in Table 47 show that another 21.07 per cent occasionally do so, while 16.89 per cent invariably become personally acquainted with the foregoing mentioned enterprises.

Only 10.34 per cent rarely attempt to become personally acquainted with this type of business in their areas, and 3.53 per cent indicated that they never do.

Table 48 deals with keeping channels of communication open with local newspapers and/or radio or television stations. Of the principals responding to the questionnaire, the largest percentage (46.47 per cent) usually keep these channels open. There was no doubt reflected by the 31.02 per cent of the respondents who indicated they absolutely do keep channels of

TABLE 47

EFFORTS OF KANSAS ELEMENTARY SCHOOL PRINCIPALS TO
BECOME PERSONALLY ACQUAINTED WITH MAJOR
BUSINESS ENTERPRISES IN THEIR AREAS
1966-1967

Response	Number of Principals	Per Cent
No answer	29	3.80
Never do	27	3.53
Rarely do	79	10.34
Occasionally do	161	21.07
Usually do	339	44.37
Absolutely do	129	16.89
TOTAL	764	100.

TABLE 48

DEGREE TO WHICH KANSAS ELEMENTARY SCHOOL PRINCIPALS KEEP
CHANNELS OF COMMUNICATION OPEN WITH LOCAL NEWSPAPERS
AND/OR RADIO AND TELEVISION STATIONS
1966-1967

Response	Number of Principals	Per Cent
No answer	33	4.32
Never do	12	1.57
Rarely do	45	5.89
Occasionally do	82	10.73
Usually do	355	46.47
Absolutely do	237	31.02
TOTAL	764	100.

communication open. More than three-fourths of the responding principals were in the foregoing two categories. Only 10.73 per cent indicated "Occasionally," while another 7.46 per cent felt that they either rarely or never maintain this situation.

In an effort to learn the practices of Kansas elementary school principals regarding a monthly inspection of all school facilities, respondents had the opportunity to designate one of six possible replies. "Absolutely" was marked by 37.70 per cent; 36.12 per cent replied "usually" and 11.79 per cent answered "occasionally." It could be inferred from the information in Table 49 that the majority of the respondents consider a monthly inspection of all school facilities an important practice. The three groups mentioned comprised 85.6 per cent of the responses.

About 7 per cent rarely make monthly inspection of all facilities a routine practice, while three per cent of the respondents disclosed that they never utilize the monthly inspection. No answer was given by 4.32 per cent of the responding principals.

Of the principals responding to the questionnaire, one of the largest percentages (40.58 per cent) indicated that principals always consult each week with custodial personnel on maintenance problems of the school, and a like percentage (40.58) usually do so. Another 10.99 per cent (84 respondents) indicated that they occasionally follow

TABLE 49

PRACTICES OF KANSAS ELEMENTARY SCHOOL PRINCIPALS IN
MAKING MONTHLY INSPECTION OF ALL SCHOOL FACILITIES
1966-1967

Response	Number of Principals	Per Cent
No answer	33	4.32
Never do	23	3.01
Rarely do	54	7.07
Occasionally do	90	11.78
Usually do	276	36.12
Absolutely do	288	37.70
TOTAL	764	100.

this practice. According to information in Table 50, principals rarely following this procedure were in the minority (3.93 per cent). Twelve responders (1.57 per cent) indicated that they never follow the practice of consulting with custodial personnel every week about maintenance problems.

A majority of Kansas elementary principals plan in advance for needed facilities or repair of facilities. As indicated by the figures in Table 51, 54.67 per cent of the principals usually plan ahead and 34.29 per cent indicate that they always do so.

Of the remaining responses, 8.38 per cent felt that they occasionally do and twelve principals, or 1.57 per

TABLE 50

PRACTICES OF KANSAS ELEMENTARY SCHOOL PRINCIPALS
REGARDING WEEKLY CONSULTATION WITH CUSTODIAL
PERSONNEL ON SCHOOL MAINTENANCE PROBLEMS
1966-1967

Response	Number of Principals	Per Cent
No answer	18	2.35
Never do	12	1.57
Rarely do	30	3.93
Occasionally do	84	10.99
Usually do	310	40.58
Absolutely do	310	40.58
TOTAL	764	100.

TABLE 51

PRACTICES OF KANSAS ELEMENTARY SCHOOL PRINCIPALS IN
RECOMMENDING NEEDED FACILITIES OR REPAIRS
IN ADVANCE OF ACTUAL NEED
1966-1967

Response	Number of Principals	Per Cent
No answer	15	1.96
Never do	1	.13
Rarely do	12	1.57
Occasionally do	64	8.38
Usually do	410	53.67
Absolutely do	262	34.29
TOTAL	764	100.

cent, rarely recommend advance action. Only one principal admitted to never recommending advance action on needed facilities and repairs.

From the data in Table 52 it may be noted that 16.10 per cent of all responding principals invariably make special studies of new kinds of equipment, furniture, and fixtures available to schools. Another 41.62 per cent usually make these special studies. Approximately one-fourth, or 24.08 per cent, of the respondents replied that they occasionally attempt to familiarize themselves with such new facilities. Only 11 per cent stated they rarely do, while 2.62 per cent never do.

TABLE 52

DEGREE TO WHICH KANSAS ELEMENTARY SCHOOL PRINCIPALS MAKE
A SPECIAL STUDY OF NEW KINDS OF EQUIPMENT, FURNITURE,
AND FIXTURES AVAILABLE TO SCHOOLS
1966-1967

Response	Number of Principals	Per Cent
No answer	35	4.58
Never do	20	2.62
Rarely do	84	11.00
Occasionally do	184	24.08
Usually do	318	41.62
Absolutely do	123	16.10
TOTAL	764	100.

Thirty-five principals, or 4.58 per cent of the responders, chose not to answer this portion of the questionnaire.

Of the principals responding to the questionnaire, more than 29 per cent said that they absolutely consider merit alone when making recommendations concerning continued employment or dismissal of teachers. An additional 28.4 per cent signified they usually follow this procedure. Information regarding this aspect of the Kansas elementary school principalship is shown in Table 53.

TABLE 53

DEGREE TO WHICH KANSAS ELEMENTARY SCHOOL PRINCIPALS
RECOMMEND CONTINUED EMPLOYMENT OR DISMISSAL OF
TEACHERS ON BASIS OF MERIT ALONE
1966-1967

Response	Number of Principals	Per Cent
No answer	152	19.90
Never do	77	10.08
Rarely do	50	6.54
Occasionally do	41	5.37
Usually do	217	28.40
Absolutely do	227	29.71
TOTAL	764	100.

Approximately 20 per cent declined to answer this question, while 10.08 per cent stated that they never follow the foregoing mentioned practice. The remaining 11.91 per cent of the responders fall into the categories of rarely or only occasionally practicing this procedure regarding employment on the basis of merit alone.

Table 54 shows figures concerning principals' involvement in the personal lives of teachers. The largest proportion of respondents indicated, by marking "Usually do," that they avoid involvement in the personal lives of teachers. Another large number of the responders (24.48 per cent) invariably avoid involvement of this nature, and marked the answer "Absolutely do." Approximately 7 per cent fell into each of the other answering categories of "Never," "Rarely," or "Occasionally,"

Therefore, it can be concluded that most Kansas elementary school principals avoid involvement in the personal lives of teachers.

Principals choose many ways to fill staff vacancies. Of the 764 respondents whose answers served as a basis for constructing Table 55, 5.37 per cent definitely consult with their teachers about filling vacancies on the staff. Another 18.46 per cent usually do, while 18.19 per cent occasionally practice the above procedure. It was indicated that 32.46 per cent either rarely or never follow this procedure. Approximately one-fourth, a high percentage, of

TABLE 54

DEGREE TO WHICH KANSAS ELEMENTARY SCHOOL PRINCIPALS
AVOID INVOLVEMENT IN THE PERSONAL LIVES OF TEACHERS
1966-1967

Response	Number of Principals	Per Cent
No answer	113	14.79
Never do	53	6.94
Rarely do	57	7.46
Occasionally do	59	7.72
Usually do	295	38.61
Absolutely do	187	24.48
TOTAL	764	100.

TABLE 55

DEGREE TO WHICH KANSAS ELEMENTARY SCHOOL PRINCIPALS
CONSULT WITH TEACHERS IN FILLING STAFF VACANCIES
1966-1967

Response	Number of Principals	Per Cent
No answer	195	25.52
Never do	130	17.02
Rarely do	118	15.44
Occasionally do	139	18.19
Usually do	141	18.46
Absolutely do	41	5.37
TOTAL	764	100.

the responders did not answer this portion of the questionnaire.

A vast majority of the Kansas elementary school principals who responded to the survey indicated that they routinely support and defend teachers from public complaints if complaints do not seem valid. This statement is supported by figures in Table 56 which show that 74.48 per cent of the responders are in this category. Another 14.53 per cent of the responders usually defend their teachers under such conditions. Only 2.74 per cent are placed in the categories of "Occasionally do," "Rarely do" or "Never do." Declining to answer this portion of the questionnaire were 8.25 per cent of the replying principals.

TABLE 56

DEGREE TO WHICH KANSAS ELEMENTARY SCHOOL PRINCIPALS
SUPPORT AND DEFEND TEACHERS FROM PUBLIC CRITICISM
WHEN COMPLAINTS DO NOT SEEM VALID
1966-1967

Response	Number of Principals	Per Cent
No answer	63	8.25
Never do	3	.39
Rarely do	3	.39
Occasionally do	15	1.96
Usually do	111	14.53
Absolutely do	569	74.48
TOTAL	764	100.

Teacher recruiting procedures are very important to every school system. More than 60 per cent of the responding Kansas elementary school principals, as shown in Table 57, indicated that they usually or always recommend looking aggressively for able teachers to fill open teaching positions, rather than considering only those who apply. Only 6.28 per cent occasionally practice the foregoing. Another 2.75 per cent indicated that they rarely do so, while 2.36 per cent never do. Over one-fourth, or 28.14 per cent, chose not to answer this question.

TABLE 57

DEGREE TO WHICH KANSAS ELEMENTARY SCHOOL PRINCIPALS
AGGRESSIVELY LOOK FOR ABLE TEACHERS TO FILL
VACANCIES, RATHER THAN CONSIDERING
ONLY THOSE WHO APPLY
1966-1967

Response	Number of Principals	Per Cent
No answer	215	28.14
Never do	18	2.36
Rarely do	21	2.75
Occasionally do	48	6.28
Usually do	172	22.51
Absolutely do	290	37.96
TOTAL	764	100.

Data in Table 58 reveal that approximately one-third, or 33.77 per cent, of the Kansas elementary school principals responding to the questionnaire recommend the hiring of any able teacher without regard to race, religion, or national origin. Approximately one-third, or 32.2 per cent, chose not to reply to this question.

TABLE 58

PRACTICES OF KANSAS ELEMENTARY SCHOOL PRINCIPALS IN
RECOMMENDING EMPLOYMENT OF ANY ABLE TEACHER
WITHOUT REGARD FOR RACE, RELIGION,
OR NATIONAL ORIGIN
1966-1967

Response	Number of Principals	Per Cent
No answer	246	32.20
Never do	36	4.71
Rarely do	25	3.27
Occasionally do	35	4.58
Usually do	164	21.47
Absolutely do	258	33.77
TOTAL	764	100.

Approximately 21 per cent indicated that they usually recommend any able teacher regardless of race, religion, or national origin. An additional 4.58 per cent occasionally do so, but 3.27 rarely do. It was found that 4.71 per cent never make this recommendation.

For reasons unexplained, 58.38 per cent of the respondents to the questionnaire chose not to respond to the question concerning the continued employment of teachers who may be considered "too liberal" or "pink." An additional 16.23 per cent of the respondents stated that they never recommend employment of teachers who are characterized in this way. Almost 17 per cent indicated that they rarely or occasionally recommend continued employment for this type of person, while 8.64 per cent stated they usually or always do. Table 59 contains a tabulation of data gathered on this subject by the questionnaire.

TABLE 59

PRACTICES OF KANSAS ELEMENTARY SCHOOL PRINCIPALS IN
RECOMMENDING CONTINUED EMPLOYMENT OF TEACHERS
WHO MAY BE CONSIDERED "TOO LIBERAL" OR "PINK"
1966-1967

Response	Number of Principals	Per Cent
No answer	446	58.38
Never do	124	16.23
Rarely do	65	8.51
Occasionally do	63	8.24
Usually do	46	6.02
Absolutely do	20	2.62
TOTAL	764	100.

One of the many functions and responsibilities of an administrator is to draw up and submit to the board of education an appropriate salary schedule.

According to the data in Table 60, more than 45 per cent of the Kansas elementary school principals actively help teachers to obtain higher salaries. Another 24.74 per cent usually undertake such responsibility. Less than 8 per cent of the principals do so only occasionally, while 4.32 per cent of the respondents either rarely or never do so. Of the total responding, 138 principals, or 18.06 per cent, chose not to answer this portion of the questionnaire.

TABLE 60

PRACTICES OF KANSAS ELEMENTARY SCHOOL PRINCIPALS IN
ACTIVELY HELPING TEACHERS TO GET HIGHER SALARIES
1966-1967

Response	Number of Principals	Per Cent
No answer	138	18.06
Never do	15	1.96
Rarely do	18	2.36
Occasionally do	60	7.85
Usually do	189	24.74
Absolutely do	344	45.03
TOTAL	764	100.

A high percentage of Kansas elementary principals, according to Table 61, indicated that they always actively defend what they believe to be sound teaching methods against community attack: 65.58 per cent. Another 22.51 per cent of the principals indicated they usually do the same. These data speak well for at least 88.09 per cent of the responders.

TABLE 61

DEGREE TO WHICH KANSAS ELEMENTARY SCHOOL PRINCIPALS
ACTIVELY DEFEND WHAT THEY BELIEVE
TO BE SOUND TEACHING METHODS
1966-1967

Response	Number of Principals	Per Cent
No answer	59	7.72
Never do	2	.26
Rarely do	4	.53
Occasionally do	26	3.40
Usually do	172	22.51
Absolutely do	501	65.58
TOTAL	764	100.

Only 4.19 per cent of the responders fall into the three remaining answering categories, while 7.72 per cent declined to answer this portion of the questionnaire.

The principal is the instructional leader in the school. He must have an active hand in determining the priority of problems to be solved. A good "consultant" for him to work with is the classroom teacher. According to the statistics in Table 62, the largest percentage (42.15 per cent) of respondents revealed that they usually do make curriculum changes after first consulting with the teachers. Another 35.47 per cent of the respondents indicated their position by marking "Absolutely do." Therefore, 77.62 per cent or a vast majority of Kansas elementary school principals, fall into these two categories.

TABLE 62

DEGREE TO WHICH KANSAS ELEMENTARY SCHOOL PRINCIPALS
MAKE CURRICULUM CHANGES AFTER FIRST
CONSULTING THE TEACHERS
1966-1967

Response	Number of Principals	Per Cent
No answer	97	12.69
Never do	8	1.05
Rarely do	12	1.57
Occasionally do	54	7.07
Usually do	322	42.15
Absolutely do	271	35.47
TOTAL	764	100.

Slightly more than 7 per cent of the answering principals signified that they occasionally consult with teachers regarding curriculum changes, while twenty more principals answered that they rarely or never follow this procedure. Ninety-seven principals declined to respond to this question.

The largest percentage of the responding Kansas elementary school principals revealed that they consider cost factors less important than educational need in matters of budgeting; 39 per cent marked "Usually do." According to information in Table 63, almost 26 per cent marked "Absolutely do" when answering this question. More than 8 per cent of the responders said they occasionally put educational needs above cost when planning the budget, while 7.2 per cent fell into one of the two categories of "Never do" or "Rarely do." One hundred forty-seven respondents, or 19.24 per cent, declined to state their position regarding this question.

The largest number of respondents (37.70 per cent) revealed that they usually delegate routine administrative duties to a clerk, secretary or other office personnel, as shown by the figures in Table 64. Another 21.20 per cent indicated that they always follow the foregoing practice. Sixty-nine of the responders, or 9.03 per cent, stated that they occasionally delegate routine administrative duties to others, while the same number stated that they never do so. "Rarely" was used to describe the position of thirty-four

TABLE 63

PRACTICES OF KANSAS ELEMENTARY SCHOOL PRINCIPALS IN
CONSIDERING COST FACTORS LESS IMPORTANT THAN
EDUCATIONAL NEED IN MATTERS OF BUDGETING
1966-1967

Response	Number of Principals	Per Cent
No answer	147	19.24
Never do	29	3.80
Rarely do	26	3.40
Occasionally do	66	8.64
Usually do	299	39.14
Absolutely do	197	25.78
TOTAL	764	100.

TABLE 64

DEGREE TO WHICH KANSAS ELEMENTARY SCHOOL PRINCIPALS
DELEGATE ROUTINE ADMINISTRATIVE DUTIES TO A
CLERK, SECRETARY, OR OTHER OFFICE PERSONNEL
1966-1967

Response	Number of Principals	Per Cent
No answer	142	18.59
Never do	69	9.03
Rarely do	34	4.45
Occasionally do	69	9.03
Usually do	288	37.70
Absolutely do	162	21.20
TOTAL	764	100.

principals when asked this question. The balance of 18.59 per cent of the responders declined to answer this portion of the questionnaire.

The figures included in Table 65 show that more than 60 per cent of the Kansas elementary school principals indicated, when queried, that they always, or usually, make a schedule of anticipated office duties. Another 16.49 per cent answered that they occasionally follow this practice, while 8.25 per cent replied they rarely do and 5.24 per cent stated they never do so. Seventy-three, or 9.55 per cent, of the respondents declined to answer this portion of the questionnaire.

TABLE 65
PRACTICES OF KANSAS ELEMENTARY SCHOOL PRINCIPALS
REGARDING THE PREPARATION OF A SCHEDULE OF
ANTICIPATED OFFICE DUTIES
1966-1967

Response	Number of Principals	Per Cent
No answer	73	9.55
Never do	40	5.24
Rarely do	63	8.25
Occasionally do	126	16.49
Usually do	321	42.02
Absolutely do	141	18.45
TOTAL	764	100.

Therefore it can be concluded that most elementary school principals in Kansas apparently structure an advance plan of office duties.

Almost half of the responders, 47.64 per cent to be specific, indicated that they usually obtain sufficient space and equipment to operate a reasonably efficient office. Another 19.5 per cent were more positive, replying that they always do so. About one-fifth of the responders were non-committal and declined to reply to this portion of the questionnaire. "Occasionally" was the response of 5.63 per cent of the principals regarding this question. Thirty-two principals answered "Rarely" and another sixteen replied "Never" when questioned about obtaining sufficient space and equipment to operate an efficient office. Information on this aspect of the elementary school principalship in Kansas is contained in Table 66.

One of the main purposes of a home visitation is to establish communication between the home and the school by personal contact. When Kansas elementary principals were queried about urging teachers to visit the homes of the children in their classes, personally or as school policy, it was revealed in Table 67 that two hundred ninety-seven, or 38.87 per cent, never do, while another 21.34 per cent rarely do so.

"Occasionally" was signified by 16.62 per cent of the responders. Fifty-five, or 7.20 per cent, stated they

TABLE 66

DEGREE TO WHICH KANSAS ELEMENTARY SCHOOL PRINCIPALS
OBTAIN SUFFICIENT SPACE AND EQUIPMENT TO
OPERATE A REASONABLY EFFICIENT OFFICE
1966-1967

Response	Number of Principals	Per Cent
No answer	160	20.94
Never do	16	2.10
Rarely do	32	4.19
Occasionally do	43	5.63
Usually do	364	47.64
Absolutely do	149	19.50
TOTAL	764	100.

TABLE 67

DEGREE TO WHICH KANSAS ELEMENTARY SCHOOL PRINCIPALS INSIST
THAT TEACHERS VISIT THE HOMES OF THE CHILDREN IN
THEIR CLASSES, PERSONALLY OR AS SCHOOL POLICY
1966-1967

Response	Number of Principals	Per Cent
No answer	99	12.96
Never do	297	38.87
Rarely do	163	21.34
Occasionally do	127	16.62
Usually do	55	7.20
Absolutely do	23	3.01
TOTAL	764	100.

usually insist that teachers visit their pupils' homes, while 3.01 per cent of the responders were more emphatic and replied that they always do so. Ninety-nine principals declined to reply to this part of the instrument.

The parent-teacher conference is one means of establishing better communications between home and school for the benefit of the student involved. The data in Table 68 indicate that over half of the responders, or 55.5 per cent, signified that they always insist on personal conferences between teachers and the parents of children in their classes. Approximately one-fourth of the principals, or 24.21 per cent, replied that they usually insist on parent-teacher conferences. Therefore, it can be stated that the majority of Kansas elementary principals look upon this practice with favor.

Another 7.46 per cent of the responders occasionally insist on parent-teacher conferences, but 3.14 per cent rarely follow this practice. Thirty-three responders, or 4.32 per cent, replied they never do, and 5.37 per cent declined to answer.

Evaluation apparently is looked upon with favor by most Kansas elementary school principals, according to the figures in Table 69. When each one was queried if he operates a yearly comprehensive testing program for the pupils, 71.59 per cent replied they always do, and 15.97 per cent replied that they usually do so. A total of thirty

TABLE 68

DEGREE TO WHICH KANSAS ELEMENTARY SCHOOL PRINCIPALS
INSIST THAT TEACHERS HAVE PERSONAL CONFERENCES
WITH PARENTS OF CHILDREN IN THEIR CLASSES
1966-1967

Response	Number of Principals	Per Cent
No answer	41	5.37
Never do	33	4.32
Rarely do	24	3.14
Occasionally do	57	7.46
Usually do	185	24.21
Absolutely do	424	55.50
TOTAL	764	100.

TABLE 69

DEGREE TO WHICH KANSAS ELEMENTARY SCHOOL PRINCIPALS OPERATE
A YEARLY COMPREHENSIVE TESTING PROGRAM FOR THE PUPILS
1966-1967

Response	Number of Principals	Per Cent
No answer	65	8.51
Never do	11	1.44
Rarely do	8	1.05
Occasionally do	11	1.44
Usually do	122	15.97
Absolutely do	547	71.59
TOTAL	764	100.

principals, or 3.93 per cent of responders, said that they occasionally, rarely, or never carry out such a testing program. No answer was checked by 8.51 per cent of the responders.

From the data in Table 70 it may be seen that an overwhelming number of Kansas elementary school principals insist on the establishment of a comprehensive, up-to-date cumulative file for every child in the school. Six hundred twenty-five principals signified that they absolutely do and seventy-one more indicated that they usually insist on this type of record. The foregoing numbers account for 91.10 per cent of the total respondents.

TABLE 70

DEGREE TO WHICH KANSAS ELEMENTARY SCHOOL PRINCIPALS INSIST
ON THE ESTABLISHMENT OF A COMPREHENSIVE, UP-TO-DATE
CUMULATIVE FILE FOR EVERY CHILD IN THE SCHOOL
1966-1967

Response	Number of Principals	Per Cent
No answer	47	6.15
Never do	10	1.31
Rarely do	1	.13
Occasionally do	10	1.31
Usually do	71	9.29
Absolutely do	625	81.81
TOTAL	764	100.

Only twenty-one other principals felt that they belonged in the three categories of "Occasionally" (1.31 per cent), "Rarely" (.13 per cent), and "Never" (1.31 per cent). Forty-seven respondents, or 6.15 per cent, declined to answer this portion of the questionnaire.

A large number of Kansas elementary school principals take leadership roles in community agencies, other than the school, which deal with child welfare. According to the figures in Table 71, 19.24 per cent of the principals responded that they always do and another 29.45 per cent responded that they usually do involve themselves with such community agencies.

TABLE 71

DEGREE TO WHICH KANSAS ELEMENTARY SCHOOL PRINCIPALS TAKE
LEADERSHIP ROLES IN AGENCIES IN THE COMMUNITY, OTHER
THAN SCHOOL, WHICH DEAL WITH CHILD WELFARE
1966-1967

Response	Number of Principals	Per Cent
No answer	86	11.26
Never do	40	5.23
Rarely do	78	10.21
Occasionally do	188	24.61
Usually do	225	29.45
Absolutely do	147	19.24
TOTAL	764	100.

Approximately one-fourth of the respondents, or 24.61 per cent, signified that they occasionally assume leadership responsibilities in local agencies concerned with child welfare. About 10.21 per cent, however, indicated that they rarely do so, while 5.23 admitted that they never assume this role. Approximately 11 per cent chose not to answer this section of the questionnaire.

As indicated by the figures in Table 72, many elementary school principals in Kansas become actively involved in youth agencies, such as Boy and Girl Scouts, YMCA, and community recreation.

TABLE 72

DEGREE TO WHICH KANSAS ELEMENTARY SCHOOL PRINCIPALS BECOME
ACTIVELY INVOLVED IN YOUTH AGENCIES, SUCH AS BOY AND
GIRL SCOUTS, YMCA, COMMUNITY RECREATION, ETC.
1966-1967

Response	Number of Principals	Per Cent
No answer	92	12.04
Never do	67	8.77
Rarely do	133	17.41
Occasionally do	178	23.30
Usually do	186	24.34
Absolutely do	108	14.14
TOTAL	764	100.

The largest group of respondents indicated that they usually are actively involved with youth agencies. Another 23.3 per cent responded that they occasionally become involved, while 14.14 per cent answered that they habitually work with such agencies.

Approximately one-fourth of the principals responding to the questionnaire, or 26.18 per cent, fall into the "Rarely do" and "Never do" categories, and 12.04 per cent chose not to respond.

Principals replying to the survey set no significant pattern in regard to coordinating the efforts of various youth agencies. The information in Table 73 indicates that about one-fifth (20.55 per cent) chose not to answer when queried about their coordinating role. One-fourth (25 per cent) replied that they invariably or usually take on responsibilities of this nature and 19.5 per cent indicated that they do so occasionally. More than one-third (35.95 per cent) signified that they never or only rarely assume this role, when queried about the responsibility of coordinating the efforts of youth agencies.

Principals had scattered interest in evaluating the effectiveness of educational agencies other than the school, according to figures shown in Table 74.

The highest percentage of the responders, 23.04 per cent, signified that they usually evaluate the effectiveness of the other educational agencies. Another 20.68 per

TABLE 73

DEGREE TO WHICH KANSAS ELEMENTARY SCHOOL PRINCIPALS
COORDINATE EFFORTS OF VARIOUS YOUTH AGENCIES
1966-1967

Response	Number of Principals	Per Cent
No answer	157	20.55
Never do	114	14.92
Rarely do	153	20.03
Occasionally do	149	19.50
Usually do	140	18.32
Absolutely do	51	6.68
TOTAL	764	100.

TABLE 74

DEGREE TO WHICH KANSAS ELEMENTARY SCHOOL PRINCIPALS
EVALUATE THE EFFECTIVENESS OF EDUCATIONAL
AGENCIES OTHER THAN THE SCHOOL
1966-1967

Response	Number of Principals	Per Cent
No answer	154	20.16
Never do	85	11.12
Rarely do	134	17.54
Occasionally do	158	20.68
Usually do	176	23.04
Absolutely do	57	7.46
TOTAL	764	100.

cent do so only rarely. Fifty-seven principals definitely do run evaluations of this nature. Eighty-five Kansas elementary school principals never develop this type of evaluation and 20.16 per cent of the respondents chose not to answer when questioned.

Principals had a variety of answers when they were questioned about the necessity of resisting the personal wishes of influential local citizens on school matters. Over one-fourth, or 28.4 per cent, replied that they occasionally do, and 19.5 per cent responded that they often do. These figures may be found in Table 75.

TABLE 75

DEGREE TO WHICH KANSAS ELEMENTARY SCHOOL PRINCIPALS RESIST
THE PERSONAL WISHES OF INFLUENTIAL LOCAL CITIZENS
ON SCHOOL MATTERS
1966-1967

Response	Number of Principals	Per Cent
No answer	136	17.80
Never do	50	6.55
Rarely do	141	18.46
Occasionally do	217	28.40
Usually do	149	19.50
Absolutely do	71	9.29
TOTAL	764	100.

Another 2.29 per cent stated that they definitely find it necessary to resist personal wishes of local citizens on school matters. More than 25 per cent answered under the headings "Rarely do" or "Never do." Many principals--one hundred thirty-six--did not answer this query.

A large number of Kansas elementary school principals (14 per cent of the respondents) indicated that they make a point of remaining neutral on non-educational issues which seem to be splitting the community. Figures concerning this problem which faces elementary school principals are given in Table 76. More than one-fourth of the principals, or 26.96 per cent, claimed that they usually take a neutral stand, and 12.83 per cent responded that they occasionally do so. "Rarely" was the response of 12.7 per cent of the principals, and 6.15 per cent replied that they never take a neutral stand on these controversial non-educational issues.

A considerable number of responders, slightly more than two hundred, chose not to answer this part of the questionnaire.

A vast majority of Kansas elementary school principals indicated when questioned that they usually or always avoid becoming involved with factional groups in their local communities. However, almost one-fifth, or 18.85 per cent, did not respond to this query. Another 9.95 per cent responded that they rarely or only occasionally

TABLE 76

DEGREE TO WHICH KANSAS ELEMENTARY SCHOOL PRINCIPALS TAKE
A NEUTRAL STAND ON NON-EDUCATIONAL ISSUES WHICH
SEEM TO BE SPLITTING THE COMMUNITY
1966-1967

Response	Number of Principals	Per Cent
No answer	209	27.36
Never do	47	6.15
Rarely do	97	12.70
Occasionally do	98	12.83
Usually do	206	26.96
Absolutely do	107	14.00
TOTAL	764	100.

become involved with factional groups. As shown in Table 77, 2.09 per cent stated that they never do so.

The figures contained in Table 78 show a scattering of responses in regard to special study of the nature of groups, group dynamics, or group processes by principals. Only 7.46 per cent signified that they seriously concentrate on this area. Another 39.14 per cent indicated that they either occasionally or often study this field of interest. Almost one-fourth, or 23.17 per cent, did not respond to the question. Principals signifying "never" totaled ninety-three, or 12.17 per cent, while 18.06 per cent stated that they rarely do.

TABLE 77

DEGREE TO WHICH KANSAS ELEMENTARY SCHOOL PRINCIPALS AVOID
INVOLVEMENT WITH FACTIONAL GROUPS IN THEIR
LOCAL COMMUNITIES
1966-1967

Response	Number of Principals	Per Cent
No answer	144	18.85
Never do	16	2.09
Rarely do	29	3.80
Occasionally do	47	6.15
Usually do	270	35.34
Absolutely do	258	33.77
TOTAL	764	100.

TABLE 78

DEGREE TO WHICH KANSAS ELEMENTARY SCHOOL PRINCIPALS
STUDY THE NATURE OF GROUPS, GROUP DYNAMICS,
OR GROUP PROCESSES
1966-1967

Response	Number of Principals	Per Cent
No answer	177	23.17
Never do	93	12.17
Rarely do	138	18.06
Occasionally do	173	22.65
Usually do	126	16.49
Absolutely do	57	7.46
TOTAL	764	100.

CHAPTER IV

SUMMARY, FINDINGS, CONCLUSIONS, AND RECOMMENDATIONS

The content of this chapter provides a review of the purposes and procedures of the survey; statements regarding the findings; conclusions drawn from the study; a list of recommendations for use of the findings and a list of recommendations for further research.

Summary

A carefully prepared questionnaire was developed by the investigator. It was patterned after one used earlier by the Wisconsin Elementary School Principals Association, Madison, Wisconsin. The questionnaire was sent to each Kansas elementary school principal serving in a position which required certification. Names and school locations of principals in these cities were obtained from the Kansas Educational Directory of the Kansas State Department of Public Instruction. After two reminders had been sent, 764 usable questionnaires were returned. This figure represented a response of 89 per cent. The entire study was based on the results of these questionnaires.

All replies were placed on IBM cards and keyed for desired information. Information was processed through the 1401 Computer. By this automated arrangement for data retrieval, all information was readily available.

The questionnaire was designed to secure information regarding the professional preparation and practices of Kansas elementary school principals. It was developed as a status study.

The information gathered in this study includes such factors as college preparation, highest degree earned, type of professional experience obtained before becoming a principal, school size, earnings, membership in professional organizations, and professional practices of principals.

Periodically, the status of the principal should be assessed to see whether any changes are taking place in the position. The position of elementary school principal has rapidly changed in recent years toward a professionally recognized role that demands a person who is highly educated and possesses outstanding leadership ability. Assessment of strengths and weaknesses will contribute to planned improvement.

Findings

An analysis of the data of the study resulted in the findings enumerated below:

1. The median number of years of college education of Kansas elementary school principals is five.

According to data shown, a vast majority (96 per cent) of the respondents had at least five years or more of college preparation. Of these, 30 per cent had at least six years of college preparation.

2. More than 87 per cent of the Kansas elementary school principals have master's degrees. Almost 2 per cent hold the doctorate.

3. The major field of graduate study of 44 per cent of the responding principals was elementary school administration. Another 35 per cent chose general administration. Therefore, the two administrative areas mentioned account for the major field of graduate study of 79 per cent of the Kansas elementary school principals.

4. More than 46 per cent of the Kansas elementary school principals responding had the equivalent of two semesters or more of graduate education before becoming principals.

5. More than one-third of the principals had taught the total range of grades (as in a rural school) for a period of at least four or more years.

6. Approximately one-third of the responding principals had taught in the intermediate grades (4, 5, 6) for a period of five or more years before becoming principals.

7. Over one-fourth of the responding elementary school principals had taught five or more years in Grade 7 or higher before becoming principals.

8. More than 57 per cent of the Kansas elementary school principals held no position in education other than teaching (such as supervisor, coach, or counselor) before becoming principals.

9. Most Kansas elementary school principals had received no on-the-job training prior to becoming principals.

10. More than 50 per cent of the Kansas elementary school principals had worked in either one or two different schools before becoming principals.

11. The median enrollment in Kansas elementary schools staffed by certified principals is 320 pupils.

12. More than 51 per cent of the Kansas elementary school principals do not teach.

13. The median salary of Kansas elementary school principals is \$7863.

14. Because 46 per cent of the principals have no outside earnings, and the 25 per cent who do have outside jobs earn an average of less than \$750 per year from these sources, it is therefore indicated that "salary" is the only means of support for the vast majority of Kansas elementary school principals.

15. A majority of the Kansas elementary school principals are members of local, state, and national professional organizations.

16. Principals, in addition to serving as managers, also serve as supervisors of instruction in Kansas elementary schools.

17. In most elementary schools in Kansas, curriculum development usually begins either with the faculty or the principal.

18. When queried about the most important single force that determines teaching methods, more than 57 per cent of the responding elementary school principals stated that each teacher determines his own method in cooperation with principal, supervisor, and/or other faculty members.

19. More than 60 per cent of the Kansas elementary school principals never require experienced teachers to work from written lesson plans.

20. More than 60 per cent of the elementary school principals in Kansas allow the discussion of controversial issues in the classrooms, dependent only on the teacher's judgment of appropriateness.

21. Practically all Kansas elementary school principals encourage their teachers to show as much concern for children's physical and emotional growth as for their academic growth.

22. Kansas elementary school principals report that they encourage and provide opportunities for teachers to meet the needs of slow and fast learners.

23. Kansas elementary school principals appear to be concerned about individual differences. They report that they feel successful in persuading teachers to be more aware of the differences between children than of their likenesses.

24. In practically all cases, Kansas elementary school principals reserve the right of the teacher to be the final authority on pupils' grades.

25. Elementary school principals in Kansas involve teachers in the formulation of basic school policy.

26. Kansas elementary school principals insist that teachers know the community and be able to use its resources regularly.

27. Most Kansas elementary school principals are not active in the political affairs of the community. Principals do not make it a practice regularly to attend meetings of political bodies such as city council, school board.

28. Most elementary school principals in Kansas become acquainted with major business enterprises in the areas they serve.

29. Most Kansas elementary school principals report that they maintain open communication channels with local newspapers and radio and television stations.

30. Principals of elementary schools in Kansas make periodic inspections of all school facilities.

31. Kansas elementary school principals consult periodically with custodial personnel on maintenance problems.

32. Principals of Kansas elementary schools report that they recommend action on needed facilities or repairs in advance of actual need.

33. Principals of Kansas elementary schools report that they consider merit when it comes to recommendations concerning continued employment or dismissal of teachers.

34. Kansas elementary school principals avoid involvement in the personal lives of teachers.

35. Principals of elementary schools in Kansas strongly support and defend teachers from public complaints when complaints do not seem valid.

36. Kansas elementary school principals report that they aggressively look for able teachers rather than merely considering those who apply.

37. A majority of Kansas elementary school principals recommend the hiring of teachers without regard to race, religion, or national origin. However, 32 per cent of the principals responding did not answer this portion of the questionnaire.

38. Kansas elementary school principals report that they work actively to obtain higher teacher salaries.

39. Principals of Kansas elementary schools support teachers actively when their sound teaching methods come under community attack.

40. Most Kansas elementary school principals delegate routine administrative duties to clerks, secretaries, or other office personnel.

41. Kansas elementary school principals indicated that they plan their schedules of office duties in advance.

42. Obtaining office space and equipment to run a reasonably efficient office appeared to be no real problem for most Kansas elementary school principals.

43. Home visitation by teachers is not insisted on by most Kansas elementary school principals.

44. Personal conferences with parents are insisted on strongly by principals of elementary schools in Kansas.

45. The vast majority of Kansas elementary school principals operate annual comprehensive testing programs for the pupils.

46. Principals of elementary schools in Kansas absolutely insist on the establishment of a comprehensive, up-to-date cumulative file for every child in school.

47. A small percentage of Kansas elementary school principals evaluate the effectiveness of educational agencies other than the school.

48. The median enrollment of surveyed Kansas elementary schools is 320 pupils or approximately 12 classrooms.

Conclusions

The following conclusions have been drawn from the findings of this study:

1. Kansas elementary school principals are well prepared in terms of graduate college preparation with a major in administration.

2. The median salary of \$7,863 is not considered very good pay in relation to the required preparation, long hours of work, and heavy responsibilities of Kansas elementary school principals. To improve professional competencies and the calibre of members, there should be a united effort to improve salaries.

Few principals appear to be gainfully employed in jobs outside of school. Approximately one-half of the Kansas principals have no outside earnings and another one-fourth earn less than \$750 annually in this manner. Therefore, the foregoing facts place more emphasis on the need for a more adequate professional salary.

3. Principals cannot keep from spending some time on secretarial or clerk-type responsibilities. However, most of them seem to have a clear view of their important function and delegate routine administrative duties to non-professional office personnel. The study also revealed that principals plan their schedules for office duties in advance. It was revealed that obtaining efficient office space and equipment was no real problem. Therefore, Kansas

elementary school principals have many important considerations in their favor which are conducive to the running of efficient offices while they are concentrating on instructional programs.

4. Too many elementary school principals in Kansas are engaged in teaching activities that detract from the prime function of their leadership and administrative responsibilities. More than a fourth of them have some classroom teaching responsibilities. Some of these principals teach as much as one-half time.

5. Approximately one-half of the principals belong to DESP and KAESP plus either KSTA or NEA. Another one-fourth belong to KSTA or NEA plus either DESP or KAESP, and the other one-fourth join KSTA and NEA only. More principals should belong to professional organizations which will contribute to their professional competence.

6. Although Kansas has a continuing contract law, a majority of elementary principals of Kansas state that they consider merit when it comes to recommendations concerning continued employment or dismissal of teachers. Approximately one-half of the principals recommend the hiring of teachers without regard to race, religion or nationality.

The foregoing six items may be considered to be strengths of Kansas elementary school principals as a group. Another strength of Kansas principals is their commitment to support teachers actively and defend them against community complaints.

7. Kansas elementary school principals meet their responsibility in making periodic inspections of school facilities. They are responsible administrators who utilize their ingenuity to the fullest extent in recommending action on needed facilities and repairs in advance of actual need. It is apparent that they see their role as one carrying responsibility for providing the best possible physical environment for learning.

8. Kansas elementary school teachers, with other staff members, determine their own methods of curriculum development, and they (as a group) work with the principal to instigate curriculum improvement and change.

9. Elementary school principals in Kansas are cognizant of individual differences in students. Variations among individuals in methods and rates of learning have caused principals to make special provisions for slow and fast learners. Also, principals insist on as much concern for children's physical and emotional growth as for their academic growth. Data revealed that principals felt successful in persuading teachers to be more aware of the differences between children than of their likenesses.

10. It is becoming general practice for principals and teachers to schedule periodic conferences with parents at the school and on school time.

11. The need for recording information about every child in the school is recognized by the principals. A

majority of the Kansas elementary school principals stated that they absolutely do insist on the maintenance of a comprehensive up-to-date cumulative file on every child. Kansas principals see this as a "must." They see an annual evaluation as tremendously important and undoubtedly maintain sufficient data in their comprehensive cumulative files.

12. Principals of Kansas elementary schools see communication as a two-way process and try to maintain open channels of communication with local newspapers, radio and television stations.

In that society controls the public schools, Kansas elementary school principals must readily see the value of maintaining the school's relationship to community people and organized groups or agencies in order to improve the community.

13. Kansas elementary school principals apparently feel that people work as individuals and as members of the faculty on problems that are significant to them. Data revealed that they involve teachers in the formulation of basic school policy. In this way it is the same people who work on the problems who also formulate the goals and plan on how they will work.

14. In one manner of reciprocation, data revealed that Kansas elementary school principals do actively work to obtain higher teacher salaries.

15. In general, the Kansas elementary school principals and the educational enterprise which they operate may be characterized as having the following attributes:

- a. well prepared administrators who have earned at least the master's degree
- b. administrators who are continually enrolling in additional course work
- c. principals who insist on as much concern for children's physical and emotional growth as for their academic growth
- d. school systems that grant teachers final authority in grading
- e. school administrators who are personally acquainted with major business enterprises in their areas
- f. school administrators who frequently consult with custodial personnel on school maintenance problems; principals who make advance recommendations for facilities and repairs
- g. principals who support and defend teachers from public criticism
- h. principals who actively defend what they believe to be sound teaching methods against community attack
- i. principals who highly value and insist on teacher conferences with parents of children in their classes

- j. principals who operate comprehensive testing programs
- k. principals who establish comprehensive and up-to-date cumulative files for every student

16. In general, the Kansas elementary school principals and the educational enterprise which they operate may be characterized as having the following liabilities:

- a. school units which are too small to allow for all special services
- b. low salaries for principals
- c. administrators with no on-the-job training prior to becoming principals
- d. principals who do not develop enough detailed case studies of children who are deviates
- e. principals who are not inclined to participate actively in community political affairs
- f. principals who consult very little with teachers in filling staff vacancies
- g. principals who are not inclined to recommend employment of teachers completely without regard for race, religion, or national origin
- h. entirely too many elementary school principals with responsibilities for classroom instruction as well as school administration
- i. too few principals engaging in activities related to professional improvement.

Recommendations

The following recommendations are made as a result of the study:

1. Kansas professional groups should work more closely together to clarify further the objectives of the principalship as a profession.

2. The size of most school units is entirely too small. Schools should be larger so that provisions for more special services can be developed.

3. The importance, authority, and responsibility of the principalship should be recognized by a much higher professional salary.

4. More on-the-job training courses or experiences, such as internships, should be developed as training grounds for prospective principals. Programs which allow for graduate study and credit related to elementary school administration should be given consideration by the profession.

5. Because the principalship is rapidly becoming a career position, more principals should be working toward post-master's degrees.

6. Approximately one-half of the Kansas elementary school principals spend some time teaching. Size of school, number of teachers employed and other factors of educational consequence should be viewed to see whether the principal is hampered in performing his professional tasks and responsibilities.

7. Kansas elementary school principals should work more closely together to improve their low salaries.

8. Since 60 per cent of the elementary school principals in Kansas give fewer than four hours per week to activities such as attending professional conventions and conferences, attending university or college courses, reading professional literature and engaging in research and writing, these administrators should devote more time to activities which will enhance their professional status.

9. Over 42 per cent of the Kansas elementary principals carry the total load for supervision in their schools. They should work to obtain more assistance in the area of supervision.

10. The elementary school principalship in Kansas could be improved through raising salaries, increasing the size of instructional units, engaging in more on-the-job preparation, giving up classroom teaching responsibilities, and participating in more professional improvement activities.

11. The educational program could be improved through providing more opportunities for teachers to be knowledgeable about all students; hiring the best teachers regardless of race, religion, or national origin; and providing more adequate central office supervision and curriculum coordination.

Recommendations for Further Research

The following recommendations for further research are made on the basis of the findings of this study:

1. Studies of this type should be made periodically, perhaps every five years, in the interest of discovering status trends in the elementary school principalship in Kansas.
2. Periodic studies of this nature should be made on a national scale.
3. Additional projects should be developed to provide more data and information to supplement data acquired from this questionnaire. Other factors or questions that might be considered would include age of principal, fringe benefits (as health insurance, paid professional trips and memberships, etc.), professional negotiations, and amount of secretarial help provided principals. Too, questions could be developed concerning the economic level of school districts employing full- and/or part-time principals.
4. Detailed studies regarding time spent by principals in the area of supervision should be made.
5. Methods of studying principals from a psychological point of view should be developed and implemented.
6. Professional groups at all levels should utilize the data obtained in this survey to launch further study and investigation.

As one can see, this list could be almost endless. It can be hoped that the foregoing will raise many questions that will be answered in the future.

Each investigation that produces an additional bit of information concerning the status of the elementary school principal will prove to be more significant when woven into a pattern which shows interrelationships and produces generalizations. The results of the studies will then be helpful in strengthening the position of the elementary school principal.

BIBLIOGRAPHY

BIBLIOGRAPHY

Books

- Appleton, D. (ed.) The Methodology of Educational Research. New York: Century Co., Inc., 1936.
- Burr, James B. et al. Elementary School Administration. Boston: Allyn and Bacon, Inc., 1963, quoting J. M. Kniseley, "Effective Supervision," a speech given at the first meeting of the Department of Elementary School Principals in Des Moines, Iowa, July 5, 1921.
- Caswell, Hollis L., and Foshay, Arthur W. Education in the Elementary School. New York: American Book Co., 1937.
- Goldman, Samuel. The School Principal, New York: The Center for Applied Research in Education, Inc., 1966.
- Hicks, William V., and Jameson, Marshall C. The Elementary School Principal at Work. Englewood Cliffs, New Jersey: Prentice-Hall, Inc., 1957.
- Jacobson, et al. The Effective School Principal. 2d ed. Englewood Cliffs, New Jersey: Prentice-Hall, Inc., 1963.
- Jenson, Theodore J., and Clark, David J., Educational Administration. New York: The Center for Applied Research in Education, Inc., 1964.
- Knezevich, Stephen J. Administration of Public Education. New York: Harper and Brothers, 1962.
- Otto, Henry J., and Sanders, David C. Elementary School Organization and Administration. 4th ed. New York: Meredith Publishing Co., 1964.
- Ragan, William B. Modern Elementary Curriculum. New York: Holt, Rinehart and Winston, Inc., 1961.

- Russell, James E. Change and Challenge in American Education. Boston: Houghton Mifflin Co., 1965.
- Spain, Charles R., Drummond, Harold D., and Goodlad, John I. Educational Leadership and the Elementary School Principal. New York: Holt Rinehart and Winston, Inc., 1956.
- Stoker, W. M., and Rascoe, John. The Elementary School Principalship in Texas. Canyon, Texas: West Texas State University Press, 1966.
- Stoops, Emery, and Johnson, Russell E. Elementary School Administration. New York: McGraw-Hill, Inc., 1967.

Articles and Journals

- Aftreth, Orville B. "The Challenges Ahead," The National Elementary Principal, XLIV, No. 1, Sept. 1964, p. 57.
- Better Principals for Our Schools. Washington, D. C.: The Department of Elementary School Principals, NEA. 1961, pp. 41-43.
- Block, Samuel. "The Multi-Variegated Aspects of the Elementary Principalship," School Board Journal, CIL, No. 4, October, 1964, p. 16.
- Carlson, Richard O. "Barriers to Change in the Public Schools," Change Processes in the Public Schools, Richard O. Carlson (ed.) Eugene, Oregon: Center for the Advanced Study of Educational Administration, University of Oregon, 1965, p. 3.
- Clark, Harold F. "Teachers' Salaries and the Cost of Living," The School Executive, LXXII, May, 1954, quoted by Walter E. Rappolee, "The Status of the Elementary School Principalship in Oklahoma in 1953-54." Unpublished doctoral dissertation, University of Oklahoma, 1955, p. 48.
- Culbertson, Jack A. "Changes in the Preparation of School Administrators," The National Elementary Principal, XLIV, No. 5, April, 1965, p. 59.
- Constitution and By-Laws, Department of Elementary School Principals, NEA. Published in The National Elementary Principal, XL., No. 2, October, 1960.

Curtin, James, and Gilbertson, Stanley, "The Principal and the Instructional Program," School Board Journal, XLV, No. 1, September, 1965, p. 53.

Dawson, Mary (ed.). "Elementary School Organization," The National Elementary Principal, XLI, No. 3, December, 1961, p. 11.

The Elementary School We Need. Washington, D. C.: The Association for Supervision and Curriculum Development, NEA, 1965, p. 40.

Gallaher, Art, Jr., "Directed Change in Formal Organizations," Change Processes in the Public Schools, Richard O. Carlson et al. (eds.) Eugene, Oregon: Center for the Advanced Study of Educational Administration, University of Oregon, 1965, p. 3. Quoted by Samuel Goldman, The School Principal, p. 92.

Gingerich, Wesley, "What Principals Say," The National Elementary Principal, XXXV, No. 2, October, 1955.

Howsam, Robert B., and Morphet, Edgar L., "Certification of Educational Administrators," Journal of Teacher Education, IX, No. 1, March, 1958, pp. 75-96, and No. 2, June, 1958, pp. 186-202.

Latimer, Lowell F. "The Office Without a Principal," The National Elementary Principal, XL, No. 2, October, 1960, p. 31.

McClure, Worth. "The Elementary School Principal Is Becoming," The National Elementary Principal, XL, No. 5, February, 1961, p. 28.

Miel, Alice. "In-Service Education Re-Examined," The National Elementary Principal, XLI, No. 2, February, 1962, p. 7.

The National Elementary Principal, XXVII, No. 1, September, 1948, p. 181.

The National Elementary Principal, XL, No. 2, October, 1960, p. 66.

"Preparation of Elementary School Principals," The National Elementary Principal, XLVI, No. 3, January, 1967, pp. 50-51.

The Wisconsin Elementary School Principal. Madison: The Wisconsin Elementary School Principals Association, 1965, p. 3.

Yearbooks

Dawson, Mary, "Professional Associations of Elementary School Principals," The Elementary School Principalship--A Research Study, Thirty-Seventh Yearbook of the Department of Elementary School Principals, NEA. Washington, D. C.: The Department, 1958.

The Elementary School Principalship--A Research Study. Seventh Yearbook of the Department of Elementary School Principals, NEA. Washington, D. C.: The Department, 1928.

The Elementary School Principalship--Today and Tomorrow. Twenty-seventh Yearbook of the Department of Elementary School Principals, NEA, Washington, D. C.: The Department, 1948.

The Elementary School Principalship--A Research Study. Thirty-seventh Yearbook of the Department of Elementary School Principals, NEA. Washington, D. C.: The Department, 1958.

Morrison, J. Cayce, "The Principalship Develops Supervisory Status," Tenth Yearbook, Department of Elementary School Principals, NEA. Washington, D. C.: The Department, 1931.

Professional Administrators for America's Schools. Thirty-eighth Yearbook of the American Association of School Administrators, NEA. Washington, D. C.: The Association, 1960.

Other Sources

Certificate Handbook. Topeka, Kansas: Kansas State Board of Education, 1948.

Certificate Handbook. Topeka, Kansas: Kansas State Board of Education, 1964.

Contemporary Issues in Elementary Education. A Report of the Educational Policies Commission. Washington, D. C.: National Education Association, 1960.

Department of Elementary School Principals, NEA. Bulletin No. 1. Washington, D. C.: The Department, May, 1921.

Kansas Educational Directory, 1966-1967. Topeka, Kansas:
Kansas State Department of Public Instruction, 1966.

Rappolee, Walter E. "The Status of the Elementary School
Principalship in Oklahoma in 1953-54." Unpublished
doctoral dissertation, The University of Oklahoma,
1955.

Research Bulletin, Research Division, NEA, XXXIX, Number 4,
December, 1961.

APPENDIX A

WISCONSIN ELEMENTARY SCHOOL PRINCIPALS ASSOCIATION
2724 Highland Terrace
Sheboygan, Wisconsin
December 16th 1965

Mr. Owen Modeland
Oletag, Kansas

Dear Mr. Modeland:

This letter is to confirm our conversation of December 16th by telephone.

The Wisconsin Elementary School Principals Association grants to Mr. Owen Modeland permission to use our questionnaire for a doctorate study. It is clearly understood that due recognition of the use of the questionnaire will be given to the Wisconsin Elementary School Principals' Association.

Under separate cover I am mailing you a copy of the study plus a copy of the questionnaire, which I would like to have returned within two weeks.

The study plus envelope and postage amounts to \$1.25. Please send a check made out to the Association.

Cordially yours,

(s)

Fred Schnell,
Executive Secretary

Dear Principal,

In the November 1965 issue of the National Elementary School Principal was information concerning the status and employment conditions of principals in the State of Wisconsin. This report was released by the Wisconsin Elementary Principals Association. It was made possible by their association in cooperation with the University of Wisconsin and the Wisconsin State Department of Public Instruction.

After an extensive review of their information, I developed the attached questionnaire with a professional feeling that information of this nature concerning Kansas Principals will prove profitable in working to raise the status and competencies of members of the profession. I feel confident the study will reveal the current function of Kansas Principals.

This study has the full support and cooperation of the Kansas Association of Elementary School Principals and the State Department of Public Instruction.

For the benefit of the profession, may I ask you to check each item on the questionnaire and return it to me in the enclosed envelope by May 12.

Thank you for your cooperation.

Sincerely,

Owen Modeland

OM:vf

OLATHE UNIFIED SCHOOLS
Olathe Unified School District No. 233
300 East Loula Street, Olathe, Kansas
66061

Dear Principal,

In the November 1965 issue of the National Elementary School Principal was information concerning the status and employment conditions of principals in the State of Wisconsin. This report was released by the Wisconsin Elementary Principals Association. It was made possible by their association in cooperation with The University of Wisconsin and the Wisconsin State Department of Public Instruction.

After an extensive review of their information, I developed the attached questionnaire with a professional feeling that information of this nature concerning Kansas Principals will prove profitable in working to raise the status and competencies of members of the profession. I feel confident the study will reveal the current function of Kansas Principals.

This study has the full support and cooperation of the Kansas Association of Elementary School Principals and the Division of Certification, Elementary and Secondary School Accreditation of the State Department of Public Instruction.

For the benefit of the profession, may I ask you to check each item on the questionnaire and return it to me in the enclosed envelope by May 12.

Thank you for your cooperation.

Sincerely,

Owen Modeland

OM:vf

OLATHE UNIFIED SCHOOLS
Olathe Unified School District No. 233
300 East Loula Street, Olathe, Kansas
66061

Dear Principal,

A few days ago, I mailed a questionnaire to you regarding a survey that I am conducting about the Kansas School Principalship. The information that I receive from you will be used in the development of the basis of my dissertation. Too, it will be held in strict confidence by me. If you haven't mailed the questionnaire back by this time, may I ask you to take a few minutes to complete it and return it to me?

Thank you in advance for extending me this favor.

Sincerely,

Owen Modeland

OM:vf

P. S. If you have already mailed the above mentioned paper back, disregard this friendly reminder. If you did not receive the questionnaire, please notify me.

APPENDIX B

KANSAS ELEMENTARY SCHOOL PRINCIPALS QUESTIONNAIRE

Please be frank and realistic

Read all choices, then check one answer only.

1. Years of college preparation, to date:

- | | |
|--|---------------------------|
| | 1. None |
| | 2. Less than two |
| | 3. Two, less than four |
| | 4. Four, less than five |
| | 5. Five, less than six |
| | 6. Six, less than seven |
| | 7. Seven, less than eight |
| | 8. Eight or more |

2. Highest earned degree, to date:

- | | |
|--|------------------------------|
| | 1. No degree |
| | 2. Normal school graduation |
| | 3. Bachelor's degree |
| | 4. Special post B.A. diploma |
| | 5. Master's degree |
| | 6. Special post M.A. diploma |
| | 7. Doctor's degree |

3. Major field of graduate study

- | | |
|--|---|
| | 1. No <u>graduate</u> study |
| | 2. Elementary school administration |
| | 3. Secondary school administration |
| | 4. General administration |
| | 5. An academic subject field |
| | 6. Elementary school teaching |
| | 7. Elementary supervision and curriculum |
| | 8. A special education field, i.e., guidance, speech, |
| | 9. No specialization to date |

4. How much graduate education did you have before becoming a principal?

	1. None
	2. One summer session
	3. Two summers or one semester
	4. Two semesters, or three or four summers
	5. More than two semesters or four summer sessions

5. How many years did you teach the total range of grades (as in a rural school) before becoming a principal?

	1. None
	2. One, less than two
	3. Two, less than three
	4. Three, less than four
	5. Four, less than five
	6. Five or more

6. How many years did you teach Primary Grades (K, 1, 2, 3) before becoming a principal?

	1. None
	2. One, less than two
	3. Two, less than three
	4. Three, less than four
	5. Four, less than five
	6. Five or more

7. How many years did you teach Intermediate Grades (4, 5, 6) before becoming a principal?

	1. None
	2. One, less than two
	3. Two, less than three
	4. Three, less than four
	5. Four, less than five
	6. Five or more

8. How many years did you teach in Grades Seven or higher before becoming a principal?

	1. None
	2. One, less than two
	3. Two, less than three
	4. Three, less than four
	5. Four, less than five
	6. Five or more

9. How many years did you teach in total before becoming a principal?

	1. None
	2. Less than two
	3. Less than five
	4. Less than seven
	5. Less than ten
	6. Less than fifteen
	7. Fifteen or more

10. How many other education jobs, for example, coach, supervisor, counselor, etc., besides teaching, did you hold before becoming a principal? (At least one semester in position)

	1. None
	2. One
	3. Two
	4. Three
	5. Four
	6. Five
	7. Six or more

11. How much on-the-job training did you receive for the principalship before you became principal?

	1. None
	2. No more than scattered or occasional informal instruction
	3. One summer or less
	4. One semester or less
	5. One year or less
	6. More than one year

12. How many different schools did you work in before becoming a principal? (Do not include the school of which you became principal unless you had previous service there in some other capacity.)

	1. None
	2. One
	3. Two
	4. Three
	5. Four
	6. Five
	7. Six
	8. Seven
	9. Eight or more

13. What is the current enrollment of the school where you are principal? (If you are principal of more than one school, combine enrollments).

	1. Under 100
	2. 100-199
	3. 200-299
	4. 300-399
	5. 400-499
	6. 500-599
	7. 600-699
	8. 700-799
	9. 800 or more

14. How many full-time teachers are employed at the school where you are employed? (Include yourself if you are a teaching principal, teaching at least half-time).

	1. Three or less
	2. Four
	3. Six or less
	4. Nine or less
	5. Twelve or less
	6. Fifteen or less
	7. Eighteen or less
	8. Twenty-one or less
	9. Twenty-two or more

15. How much time do you spend teaching?

	1. None
	2. One fourth
	3. One half
	4. Two thirds
	5. Three fourths
	6. Full time

16. What is your salary for the current school year?

	1. Under \$4,999
	2. \$5,000 to \$5,499
	3. \$5,500 to \$5,999
	4. \$6,000 to \$6,499
	5. \$6,500 to \$7,499
	6. \$7,500 to \$7,999
	7. \$8,000 to \$8,999
	8. \$9,000 to \$9,999
	9. \$10,000 or more

17. What are your gross earnings from work outside your school job?

	1. None
	2. Under \$250
	3. \$250 to \$749
	4. \$750 to \$1,249
	5. \$1,250 to \$1,499
	6. \$1,500 to \$1,999
	7. \$2,000 to \$2,499
	8. \$2,500 to \$2,999
	9. \$3,000 or more

18. How many hours per average week do you devote to activities such as attending professional conventions and conferences, attending University or college courses, reading professional literature, engaging in research and writing, etc.

	1. None
	2. One to two hours
	3. Three to four hours
	4. Five hours
	5. Six hours
	6. Seven hours
	7. Eight hours
	8. Ten to fifteen hours
	9. Fifteen or more hours

19. In the next two years, do you now plan definitely to complete any college courses (approximately 3 credits per course?)

	1. None
	2. One
	3. Two
	4. Three
	5. Four
	6. Five
	7. Six
	8. Seven or more

Please check only one answer per item

20. What professional organizations do you currently belong to:

- | | |
|--------------------------|--|
| <input type="checkbox"/> | 1. None |
| <input type="checkbox"/> | 2. Kansas State Teachers Association |
| <input type="checkbox"/> | 3. National Education Association |
| <input type="checkbox"/> | 4. K.S.T.A. and NEA |
| <input type="checkbox"/> | 5. K.S.T.A. and/or NEA plus Ks. Assn. of Elementary School Principals |
| <input type="checkbox"/> | 6. K.S.T.A. and/or NEA plus Dept. of Elementary School Principals of the NEA |
| <input type="checkbox"/> | 7. K.S.T.A. and/or NEA plus DESP and KAESP |

21. What do you usually do with regard to supervision of classrooms?

- | | |
|--------------------------|---|
| <input type="checkbox"/> | 1. No answer possible |
| <input type="checkbox"/> | 2. There is no supervision of classrooms |
| <input type="checkbox"/> | 3. Supervisory personnel carry total load of supervision |
| <input type="checkbox"/> | 4. Supervisory personnel carry load with some assistance from you |
| <input type="checkbox"/> | 5. You share supervision equally with supervisory personnel |
| <input type="checkbox"/> | 6. You carry supervision load with some assistance from supervisory personnel |
| <input type="checkbox"/> | 7. You carry total supervision load |

22. What do you usually do with regard to supervision taking place out of classroom?

- | | |
|--------------------------|---|
| <input type="checkbox"/> | 1. No answer possible |
| <input type="checkbox"/> | 2. There is no supervision out of classroom |
| <input type="checkbox"/> | 3. Supervisory personnel carry total load of supervision |
| <input type="checkbox"/> | 4. Supervisory personnel carry load with some assistance from you |
| <input type="checkbox"/> | 5. You share supervision equally with supervisory personnel |
| <input type="checkbox"/> | 6. You carry supervision load with some assistance from supervisory personnel |
| <input type="checkbox"/> | 7. You carry total supervision load |

23. Where does action for curriculum development in your school usually start? (In other words, who actually organizes and initiates the action?)

	1. No answer possible
	2. Parent group
	3. School board
	4. Central office/county administrative level
	5. Central office/county supervisory level
	6. Principal's office
	7. Faculty group
	8. Individual teacher

24. How are teaching methods usually determined in your school? (Most important single force)

	1. No answer possible
	2. Each teacher determines her own methods
	3. Each teacher determines her own methods, but principal or supervisor is consulted
	4. Each teacher determines her own methods, but other teachers are consulted
	5. Each teacher determines her own methods in cooperation with principal, supervisor, and/or other faculty members
	6. The instructional supervisor determines methods
	7. The principal determines the methods
	8. Methods are largely determined by subject area teacher manuals
	9. Central office/county office teacher guides determine methods

25. Who makes the ultimate decision on selection of specific instructional materials? (If of course the selections are financially possible?)

	1. Individual teachers
	2. Teacher groups
	3. Teachers and principal
	4. Teacher and supervisor
	5. Principal
	6. Supervisor
	7. Central administration (city or county)

PLEASE READ

The following questions may be answered in the six different ways indicated below. The emphasis should be on what you actually do, NOT what you may feel you should do, or would like to do, or would rather not do. Information revealed in this questionnaire will be held in strict confidence by the investigator, it is easy to be frank and utterly realistic. It is better here to underestimate your actions, rather than overestimate them.

The basic questions to all items is:

AS A PRINCIPAL, do you _____

NA No answer
 ND Never do
 RD Rarely do
 OC Occasionally do
 UD Usually do
 AD Absolutely do

	NA	ND	RD	OD	UD	AD
26. Initiate designed experimentation on educational problems with classroom teachers.						
27. Insist that experienced teachers <u>not</u> be required to work from written lesson plans (daily or weekly).						
28. Insist that teacher-pupil planning be used in classroom.						
29. Discourage the view that competition and rivalry are the best incentives to pupil achievement.						
30. Permit the discussion of controversial issues in the classrooms, dependent only upon a teacher's judgment of appropriateness.						
31. Insist on as much concern for children's physical and emotional growth as for their academic growth.						
32. Employ any special provisions for slow and fast learners.						

	NA	ND	RD	OD	UD	AD
33. Make, or have made, detailed case studies of children who are in any way deviants.						
34. Allow for sex differences in the evaluation of the effectiveness of specific instructional programs.						
35. Persuade teachers to be more aware of the differences between children than the likenesses.						
36. Reserve the right of the teacher to be the final authority on pupil's grades.						
37. Participate in informal recreation or party situations with teachers.						
38. Involve the teachers in formulation of basic school policy.						
39. Evaluate teaching performance by careful collection of observed behavior in a wide variety of teaching situations.						
40. Insist that teachers know the community thoroughly and be able to use its resources regularly.						
41. Participate actively in the political affairs of your community.						
42. Attend regularly, <u>by choice</u> , meetings and political bodies such as City Council, School board, or similar bodies.						
43. Become personally acquainted with major business enterprises in your area.						
44. Keep channels of communication open with local newspapers and/or radio or television stations.						
45. Make monthly inspection of <u>all</u> school facilities.						

	NA	ND	RD	OD	UD	AD
46. Consult weekly with custodial personnel on maintenance problems of the school.						
47. Recommend action on needed facilities or repairs in advance of actual need.						
48. Make any special study of new kinds of equipment, furniture, and fixtures available to schools.						
<u>Note:</u> In questions regarding hiring policies, if you have <u>absolutely no responsibility</u> in this area, would you check "No answer" column.						
49. Make recommendations concerning continued employment or dismissal of teachers on the basis of merit <u>alone</u> .						
50. Avoid involvement in the personal lives of teachers.						
51. Consult with teachers concerning filling of vacancies on the staff.						
52. Support and defend teachers from public complaints if complaints do not seem valid.						
53. Recommend looking aggressively for able teachers for open teaching positions, rather than considering only those who might apply.						
54. Recommend the hiring of any able teacher without regard to race, religion, or national origin.						
55. Recommend continued employment of teachers who may be considered "too liberal" or "pink."						
56. <u>Actively</u> help teachers get higher salaries.						
57. Actively defend what you believe to be sound teaching methods against community attack.						

	NA	ND	RD	OD	UD	AD
58. Make curriculum changes after first consulting the teachers.						
59. Consider cost factors less important than educational need in matters of budgeting.						
60. Delegate routine administrative duties to a clerk, secretary, or other office personnel.						
61. Make a schedule of anticipated office duties in advance.						
62. Obtain sufficient space and equipment to operate a reasonably efficient office.						
63. Insist that teachers visit the homes of the children in their class, personally or as school policy.						
64. Insist that teachers have personal conferences with parents of children in their class.						
65. Operate a yearly comprehensive testing program for the pupils.						
66. Insist on the establishment of a comprehensive up-to-date cumulative file for every child in the school.						
67. Take a leadership role in any agencies in the community, other than school, which deal in child welfare.						
68. Become actively involved in youth agencies, such as Boy and Girl Scouts, YMCA, Community Recreation, etc.						
69. Coordinate the efforts of various youth agencies.						
70. Evaluate the effectiveness of educational agencies other than the school.						

	NA	ND	RD	OD	UD	AD
71. Find it necessary to resist the personal wishes of influential local citizens on school matters.						
72. Take a neutral stand on non-educational issues which seem to be splitting the community.						
73. Avoid becoming involved with factional groups in your local community.						
74. Make any special study of the nature of groups, group dynamics, or group processes.						