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TEACHERS COLLEGE OF EMPORIA
BULLETIN • OF • INFORMATION

JULY, 1942

EMPORIA, KANSAS

VOL. 22, No. 7

STUDIES IN EDUCATION NUMBER
(Twenty-fifth of the Series)



**A STUDY OF THE ADMINISTRATIVE AND
SUPERVISORY DUTIES OF THE TEACH-
ING PRINCIPAL IN THE SMALL
ELEMENTARY SCHOOL**

By **DON F. GEYER**



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no. 25

Published monthly by Kansas State Teachers College of Emporia. Entered as second-class matter at the post office at Emporia, Kansas, under the act of August 24, 1912. Accepted for mailing at special rate of postage provided for in section 1103, act of October 3, 1917.

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PRINTED BY KANSAS STATE PRINTING PLANT
W. C. AUSTIN, STATE PRINTER
TOPEKA, 1942
19-4121

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EDITOR'S INTRODUCTION

If effective supervision is to be done in the elementary schools, there is just one person to do it. That person is the principal. True, there are schools which are fortunate enough to have a full-time supervisor other than the principal, but these schools are so few, when the number of schools as a whole is considered, as to be almost negligible. The principal, regardless of the amount of his administrative duties—and Mr. Geyer shows that at times these duties are almost smothering—is faced with another responsibility which is a man-sized job in itself. That it is work which can be neglected does not lessen his responsibility. Supervision, the principal must do.

Mr. Geyer has verified what has been suspected, that the elementary school principals are inadequately trained for the job they are expected to do, if supervision of instruction is a part of that job. Three-fifths of the forty-six principals interviewed were not holders of a college undergraduate degree; but three held the Master's degree. They have taught between twelve and fifteen years and have been principals approximately five years. They are not moving forward. Eighty percent teach full time. The picture is not reassuring.

Mr. Geyer makes no claim that his study is thorough in that the sampling is adequate. He sought to determine what these forty-six principals of elementary schools do with their time. He has done that.

EDWIN J. BROWN, *Editor*.

CHAPTER I

INTRODUCTION

THE NATURE OF THE STUDY. When several principals of elementary schools get together questions invariably arise. "How many teachers do you have in your school?" "Do you have out-of-class clubs?" "Do you have a school paper?" "Do you do any classroom supervision?" "What kind of teachers' meetings do you have?" "Do you have any voice in the selection of your teachers?" "What kind of reports do you have to make?"

In some cases the answers to such questions depend upon a higher authority than that of the principal, namely, the superintendent. Often there is no superintendent to whom the principal is directly responsible, and even if this is not the case the answers to many like questions are still dependent upon the desires and the initiative of the principal. The sincere principal may make of his school just what he has encouraged the community to expect and to appreciate. It is his obligation to the boys and girls of his community to lead his school to the highest possible level of achievement.

The functions of the teaching principal vary in accordance with the demands of the community. There are, however, definite administrative and supervisory functions which the majority of principals participating in this study performed. It has been the purpose of the writer to analyze the data collected during the interviews and to derive from them a statement of the administrative and supervisory duties performed together with possible recommendations regarding such duties.

THE SCOPE OF THE STUDY. This study is an analysis of data collected by means of personal interviews with forty-six teaching principals of small elementary schools.

TABLE I
CLASS OF CITIES IN WHICH SCHOOLS WERE LOCATED

CLASS OF CITY.	Number of schools.
First-class city schools.....	5 (11%)
Second-class city schools.....	10 (22%)
Third-class city schools.....	31 (67%)
Total.....	46 (100%)

Read table thus: Five, or 11 percent, of the schools participating in this study were in first-class cities.

Table I shows the distribution of the schools considered as to the class of city in which they were located. Five, or 11 percent, were schools in first-class cities; ten, or 22 percent, were second-class city schools; and thirty-one, or 67 percent, were third-class city schools. Since the majority of schools in Kansas are in third-class cities, it is only proper that this study should consider more schools of that class than of any other.

Many of the elementary-school principals of Kansas are responsible directly to the board of education, while others are under the administrative authority of a superintendent. In this study of forty-six schools twenty-three principals were responsible to the board of education and twenty-three were responsible to a superintendent.

The schools participating in this study were of different sizes. The following table shows the distribution of the schools according to the number of teachers employed.

TABLE II
NUMBER OF TEACHERS IN THE SCHOOLS CONSIDERED

NUMBER OF TEACHERS.	First-class city.	Second-class city.	Third-class city.	Total.
2 to 4.....	0	0	12	12 (26%)
5 to 8.....	1	8	16	25 (54%)
9 to 12.....	1	1	3	5 (11%)
13 to 16.....	3	1	0	4 (9%)
Totals.....	5	10	31	46 (100%)

Read table thus: Twelve, or 26 percent, of the schools in third-class cities had not less than two nor more than four teachers per school. One first-class city school, eight second-class city schools, sixteen third-class city schools, or a total of twenty-five or 54 percent of the schools, had not less than five nor more than eight teachers per school.

Table II shows that over half of the principals interviewed were in schools having not less than five nor more than eight teachers per school. Twelve schools had not less than two nor more than four teachers per school, five schools had not less than nine nor more than twelve, and only four had not less than thirteen nor more than sixteen teachers. The schools studied were definitely small schools with thirty-seven, or eighty percent, of the total number studied being schools with less than eight teachers.

Most of the schools selected for this study have less than eight teachers since most of the elementary schools in Kansas are in that class. By actual count of the third-class cities as listed in the *Kansas Educational Directory for 1939-1940*, 509 of the 535 schools listed have less than eight teachers.

TABLE III
YEARS OF EXPERIENCE FOR PRINCIPALS INTERVIEWED

YEARS OF EXPERIENCE.	First-class city.	Second-class city.	Third-class city.	Total.
0 to 2.....	0	6	16	22 (48%)
3 to 4.....	0	1	10	11 (24%)
5 to 6.....	0	0	1	1 (2%)
7 to 8.....	0	0	1	1 (2%)
9 to 10.....	0	1	0	1 (2%)
11 to 12.....	0	2	1	3 (7%)
13 to 14.....	1	0	1	2 (4%)
15 to 16.....	1	0	1	2 (4%)
Over 16.....	3	0	0	3 (7%)
Totals.....	5	10	31	46 (100%)

Read table thus: Six principals in second-class cities and sixteen principals in third-class cities or a total of twenty-two principals, or 48 percent, of the total number interviewed have had not more than two years of experience as a principal. One principal in a second-class city and ten in third-class cities, or a total of eleven or 24 percent of the principals interviewed, have had not less than three nor more than four years of experience as principal of a school.

It is evident from this table that there is a large turnover in elementary-school principals in Kansas schools, especially in the smaller second-class city schools and in the third-class city schools.

TABLE IV
TOTAL YEARS OF TEACHING EXPERIENCE OF PRINCIPALS INTERVIEWED

YEARS TAUGHT.	First-class city.	Second-class city.	Third-class city.	Total.
0 to 4.....	0	0	7	7 (15%)
5 to 9.....	0	3	10	13 (28%)
10 to 14.....	0	2	8	10 (22%)
15 to 19.....	0	2	6	8 (17%)
20 to 24.....	1	2	0	3 (7%)
25 to 29.....	1	0	0	1 (2%)
30 to 34.....	1	0	0	1 (2%)
35 to 39.....	1	0	0	1 (2%)
40 to 44.....	1	0	0	1 (2%)
45 to 49.....	0	0	0	0 (0%)
Over 50.....	0	1	0	1 (2%)
Totals.....	5	10	31	46 (100%)

Read table thus: Seven principals of schools in third-class cities, or 15 percent of the total number interviewed, had less than four years of teaching experience. Three principals of schools in second-class cities and ten in third-class cities, or a total of thirteen or 28 percent of the principals interviewed, had at least five years but not more than nine years of teaching experience.

Tables IV and V show the total years of teaching experience of the principals interviewed and their academic training.

The average number of years taught by the principals of elementary schools was fifteen years. The median was twelve years. Those principals with the most experience were found in the schools of the first-class cities, while in the second- and third-class cities only one principal was found who had over twenty-five years of teaching experience. The largest group lay in the step interval of five to nine years. Twenty-eight percent of the group fell on this interval.

Why is the elementary school principalship not further advanced in Kansas? More than once the writer has been asked by some well-meaning visitor in the school why some particularly good teacher didn't try to get a high-school job. "She is such a good teacher!" It is a common belief that there is a high correlation between the number of years taught, the amount of professional training, and the number of the grade taught. The public, as a rule, doesn't expect the elementary school teacher or principal to have as much training as the newly hired high school teacher. The public is correct on this item only. The principal has taught longer, but he has had less training. The following table may help to indicate to some degree the reliability of the assumption.

TABLE V
ACADEMIC TRAINING OF PRINCIPALS

DEGREE.	First-class city.	Second-class city.	Third-class city.	Total.
None.....	1	3	24	28 (61%)
A. B.....	2	2	1	5 (11%)
B. S.....	1	5	4	10 (22%)
M. A.....	1	0	0	1 (2%)
M. S.....	0	0	2	2 (4%)
Totals.....	5	10	31	46 (100%)

Read table thus: One principal in a first-class city school, three in second-class city schools, twenty-four in third-class city schools, or a total of twenty-eight or 61 percent of the principals interviewed, had no academic degree of any kind.

It will be noted that 61 percent of the principals had not even completed the usual four-year college course necessary to a bachelor's degree. The high-school teacher has such a degree.

METHOD OF PROCEDURE. In making this study the writer used the personal interview method. An interview sheet* was used as the basis for the interviews, and the practices of the teaching principals were recorded. These practices were then tabulated and summarized and conclusions were drawn. A personal contact was made with each interview completed.

In conducting the interviews principals were contacted at home, at school, at summer school, and in the writer's home. If the responsibility for the performance of a function belonged to the principal, even though the actual performance of the duty was delegated to some other party, the principal was

* See Appendix.

credited with it as one of his functions. The implied question was always, "Is the responsibility for the fulfillment of this function primarily yours?"

SOURCES OF DATA. The chief source of data for the tables presented and for the discussions in Chapters III and IV was from the interview sheets used at the time of the interviews with the various principals. The material for Chapter II is the result of reading and was taken to a great extent from the *Fifth Yearbook, Department of Elementary School Principals* and from the *Seventh Yearbook, Department of Elementary School Principals*. The writer was aided materially in the composition of the questionnaire by material found in the *Eighth Yearbook, Department of Superintendence*.

TYPES OF DATA COLLECTED. The following types of data were collected in the interview sheets:

1. Personal information about the principal.
2. Accommodations of the building and grounds.
3. Equipment of the building and grounds.
4. Size of the school.
5. Administrative functions performed relative to:
 - a. Organization.
 - b. Teacher and pupils.
 - c. Building and grounds.
 - d. Supplies.
 - e. Community relationships.
6. Supervisory functions performed relative to:
 - a. Teacher and pupils.
 - b. Instruction.
 - c. Supervision.

DEFINITIONS OF TERMS USED. The following definitions are used throughout the study.

Administrative duties. The term *administrative duties* is used to denote those duties or functions of the principal which he necessarily performs in order that the school may discharge its commission in the most effective manner. It is concerned with the curriculum, teachers, pupils, supplies, care of the building and grounds, and community relationships.

Supervisory duties. *Supervisory duties* are those duties which deal directly with the instruction of the pupils, such as teacher and pupil guidance, improvement of instruction, and the correlation of the work of the supervisors and teachers.

Small elementary schools. For the purpose of this study a *small elementary school* is an elementary school having fourteen teachers or less, but not fewer than two. The schools considered had at least six grades, but not more than eight. In this paper the term *elementary school* shall mean small elementary school unless otherwise specified.

Teaching principal. A *teaching principal* is one who is designated as principal of the school yet who has definite teaching duties for the major part of each day. He shall be referred to as the principal in this study.

Curriculum. The term *curriculum* is used to denote the activities of the elementary school, including instruction, school movements, out-of-class activities, programs, assemblies, and testing programs.

Community relationships. *Community relationships* are those relationships in which the activities of the school are brought to the attention of the public through programs, visitation, Parent-Teacher Associations, newspapers and similar channels, and in which the activities of the community are brought before the school.

Supplies. The term *supplies* refers to the equipment used to aid instruction when such equipment is not a part of the capital equipment of the school. When janitorial supplies or maintenance supplies are meant, the term "maintenance supplies" is used.

Supervisors. The term *supervisors* includes teachers of special subjects or activities as well as the person who is a consultant in a special subject or one who plans and directs the work in some field.

PRESENTATION OF DATA. The plan of study has been to present the data collected by means of statistical tables accompanied by an analysis or discussion of the facts shown as interpreted by the writer in the light of the information resulting from the personal interviews. Comments are made on those items where an interpretation will tend to clarify the meaning to the reader.

CHAPTER II

THE DEVELOPMENT OF THE ELEMENTARY SCHOOL PRINCIPALSHIP

The elementary school principalship has passed through several stages of development since early colonial days. Although there have been distinct stages in this development there are today places where one may find in existence each of the various phases experienced in this development. The schools are the result of the demands of the community and these demands are varied.

The official title as well as the duties of the heads of the elementary schools varies, and in cases where the titles are similar the duties may be different. The word, *principal*, has been in use a long time; and the steps through which it has passed have been classified by various writers. The most popular of these classifications is that made by Crouch¹ and is as follows:

<i>Stage</i>	<i>Chief Duty</i>
1. One teacher	Teaching
2. Head teacher	Teaching
3. Teaching principal (part time).....	Teaching
4. Building principal (full time).....	Administration
5. Supervisory principal (full time).....	Supervision

It is sometimes difficult to tell when one stage ceased and the next began, but the distinction between stages is clear.

ONE TEACHER STAGE. In the one teacher stage the teacher "taught the pupils, kept the records, assumed responsibility for the care of the building and made required reports."² This school was much like the one-room school of today. Just as the one-room school sometimes grows and needs additional teachers so did it grow in colonial times. With an increase in pupils came the erection of additional rooms and new buildings, the employment of new teachers, and a change in the duties of the teaching staff.

HEAD TEACHER STAGE. The idea of ranking teachers was the natural result of adding more teachers to the school, and because of this, early reports use the term *head teacher*, *chief teacher*, *grammar master*, or *principal teacher* to designate the head of the school. After a time the term was shortened to *principal*. "Annual reports for the city of Albany, New York, indicate that the title of principal had been used since the organization of that school system in 1844."³ The first record of assistant teachers being appointed in Baltimore appeared in 1839 where in every school with more than one hundred pupils the master was furnished with an assistant.⁴

1. Roy A. Crouch, "Status of the Elementary School Principal," *Fifth Yearbook, Department of Elementary School Principals*, July, 1926, p. 208.

2. Arthur S. Gist, "The Development of the Elementary School Principalship," *Seventh Yearbook, Department of Elementary School Principals*, April, 1928, p. 161.

3. Henry J. Otto, *Elementary School Organization and Administration* (New York: D. Appleton-Century Company, 1934), p. 605.

4. Gist, *op. cit.*, p. 161.

Although the title of the head teacher varied in many schools and communities his duties were fundamentally the same. According to Crouch⁵ the earliest listing of duties prescribed by a board of education for an elementary school principal was made by the Board of Education of St. Louis, Missouri, in 1859 and was as follows:

SECTION 26. The principal teachers shall keep a register in which they shall record the name, age, birthplace, residence, and date of admission of each pupil for the first time entered in the public schools and also the name and occupation of the parent or guardian.

SECTION 27. They shall also make a daily record of the pupils admitted, present, absent, tardy, and at the close of each quarter and the close of each year furnish the superintendent with an abstract of the same according to the prescribed forms.

SECTION 28. The principal shall have general supervision of the grounds, buildings and appurtenances of the school, and shall be held responsible for any want of neatness or cleanliness on the premises; whenever any repairs are needed he shall give notice thereof to the superintendent.

SECTION 29. The principal of each school shall furnish the director of the ward in which such school is situated, the names of those pupils whose parents or guardians declare themselves unable to provide said pupils with the necessary school books, and upon satisfactory evidence of such inability, the aforesaid directors shall order such books to be furnished at the expense of the board. It shall be the duty of such principal to account to the board at the end of each quarter for all books and stationery furnished for the use of indigent children.

SECTION 30. The principal in each school shall as soon as convenient after the commencement of the first quarter furnish the superintendent with a program of the daily exercises of the different rooms.

SECTION 31. Each principal shall examine the classes of assistants as often as practicable, without neglecting the pupils under his immediate charge.

For performing such duties the principal or head teacher was given a higher salary and was generally given a definite professional recognition which the assistant teachers were not granted.

TEACHING PRINCIPAL STAGE. The teaching principal stage was, and is, that stage in the development of the elementary school principalship resulting from a growing consciousness on the part of superintendents and governing boards of the value of someone to guide the instructional program of the school. Prior to this time the principal had been a full-time teacher with additional bookkeeping duties. In addition he was responsible for the care of the buildings and grounds, for the proper conduct of the pupils when they were together as one group at recess and at intermissions, and for making the proper reports for the superintendent.⁶

With the increase in the size of the schools there arose problems relative to discipline, placement of pupils, methods of instruction, advising inexperienced teachers, the course of study, and attendance which needed consideration and solutions. In 1859 Superintendent Wells, of Chicago, suggested that the problem of administration be met in this way:⁷

In several of the new school buildings the number of teachers and pupils is

5. Ira Divoll, *Fifth Annual [School] Report*, [1859], City of St. Louis, Missouri, p. 25, cited by Roy A. Crouch, *op. cit.*, p. 210.

6. Crouch, *op. cit.*, p. 209.

7. W. H. Wells, *Fifth Annual Report*, Chicago City Schools, 1859, p. 43 (cited by Roy A. Crouch), *op. cit.*, p. 210.

so large that a considerable portion of the principal's time is consumed in attending to matters of general oversight, and in giving such aid to the other teachers as may be necessary to secure uniformity and efficiency in all the different parts. . . . I would suggest that it may be desirable to make some special provision by which the principals of the larger schools will be relieved from the immediate charge of their own rooms during a portion of each day for the purpose of attending to the general interests of their respective schools.

Most of the proposals such as these were made in the larger cities. In the rural districts the children largely attended small schools in which the principal continued to teach full time. It was at this stage that the elementary principalship began to assume a varied status. By this time (1860) the elementary school principalship was fairly well established and the groundwork was laid for further developments. Had it not been for the Civil War the *status of the principalship* might have reached its present level at a much earlier date.

As to the effect of the Civil War on education, this statement is self-explanatory: "the coming of the Civil War . . . checked educational development at the North and put an almost complete stop to that of the South,"⁸ and—

Up to about 1880 at the North, and 1890 to 1900 at the South, educational development and expansion came but slowly; expenses were kept down, school buildings were kept simple and along well-established lines, few new features were added to the curriculum, and few new school supervisory officers were employed.⁹

BUILDING PRINCIPAL STAGE. Following the Civil War and the Reconstruction Period public education began to make great gains and the schools grew rapidly. Before long the principal was generally accepted as the chief administrative official of his school. The general idea was that although the principal was the chief administrative official he still should teach full time. Years of tactful persuasion were necessary to convince the boards of education that it was necessary to pay someone who did not teach full time; that there were duties concerned with the proper functioning of a school that someone should perform and that to perform these properly that person must be relieved of many of his teaching duties.

Out of this move came the building principal who was (and in some instances still is) largely an administrative officer. Although he may have done some supervision the larger part of his time was given to the functions of management. The change of this type of principalship came only in the larger schools.

SUPERVISING PRINCIPAL STAGE. Instruction in the school has always been under some kind of supervision. In the colonial days the parents or ministers visited the school to see what the children were learning. Later local boards of education were responsible for the type of instruction used in schools and eventually the superintendent of schools assumed this responsibility.

In the past few years there has been a growing tendency on the part of superintendents to delegate this responsibility to the principals of the build-

8. Ellwood P. Cubberley, *Public Education in the United States* (Boston: Houghton Mifflin Company, 1934), p. 427.

9. *Ibid.*, p. 429.

ings. Like the trend toward the building principal stage, this development has taken place in the larger schools.

It is still growing and the newer books dealing with the elementary school and its functions, along with departments of education in the colleges and universities, are stressing the fact that the supervision of instruction is one of the most important duties of principals. The fact that so many principals are teaching full time does not relieve them of the responsibility of supervision. There are definite items which are supervisory in nature and which should be a part of every principal's responsibility. Among them are:

. . . the health and recreation of the teacher; the serviceability of the instructional equipment; the willing coöperation of the janitorial staff; the usability of the library; the efficiency of teachers' meetings; the socialization and unification of the curriculum; a willing and hearty affiliation with professional organizations; and interest in self-improvement on the part of the teacher, indicated by summer-school attendance or by professional reading.

Whether the principal chooses to act directly or indirectly, one fact is paramount: if supervision with the improvement of instruction as the goal is to be carried on . . . the principal is responsible for it and in most cases must do it himself.¹⁰

Undoubtedly the supervising principalship represents the most advanced stage in the development of the principalship to date. It is the stage requiring high personal qualifications and advanced professional training. It is at this stage that the principalship really becomes a profession; the stage at which the principal can function most effectively for the benefit of the largest number of children.

10. Edwin J. Brown, *Secondary School Administration* (Boston: Houghton Mifflin Company, 1938), p. 122.

CHAPTER III

ADMINISTRATIVE DUTIES

The average elementary school principal will readily talk about what is commonly referred to as his administrative duties, but there is a distinct note of hesitation when questions are advanced relative to supervisory duties. The line of distinction between the two terms is not easily drawn and in many instances it is difficult to differentiate between the two.

In this study administrative duties and supervisory duties have been arbitrarily set up in order that the study might be more clearly treated. The term *administrative duties* shall be interpreted to mean those duties which are essential to the efficient management of the school building, equipment, and personnel. Special consideration will be given to such items as organization, teachers and pupils, building and grounds, supplies, and community relationships.

ORGANIZATION. Certain phases of the organization of the school require the special attention of the principal if the school is to function properly. The following table shows which of these duties are more commonly performed by the teaching principals concerned in this study to effect efficient organization.

TABLE VI
DUTIES PERFORMED MOST FREQUENTLY IN THE ORGANIZATION OF
SCHOOL MOVEMENTS

DUTY.	Number performing this duty.
1. Keeping records.....	46 (100%)
2. Making schedules for convening, dismissal, and recesses.....	45 (98%)
3. Organization of the playground.....	45 (98%)
4. Assignment of special duties to the teacher.....	44 (96%)
5. Making the schedule for school programs.....	40 (87%)
6. Conduct fire drills.....	39 (85%)
7. Make the schedule for school assemblies.....	37 (80%)
8. Organization of the school library.....	36 (78%)
9. Organization of the intra-mural program.....	34 (74%)
10. Selection of standardized tests.....	28 (61%)
11. Schedule the use of special equipment such as radio, visual aid machine, etc.,	24 (52%)
12. Make up the grade card.....	24 (52%)
13. Arrangement of supervisors' schedules for building.....	19 (41%)
14. Organization of out-of-class clubs.....	18 (39%)
15. Printing a school paper.....	14 (30%)

Read table thus: Every principal interviewed had to keep some types of records as part of his duty. Forty-five, or 98 percent, made the schedules for convening, dismissal and recesses.

Every principal interviewed kept some type of record. Only twelve (26%) of the principals said that they were allowed to decide upon the type of records to be kept, while thirty-four (74%) had no voice in the matter. Of the 26 percent having a voice about records none had the absolute power of decision, since they were responsible directly to either a board of education, a

city superintendent, or a county superintendent. It was evident that when the power of decision existed it was relative to records which the principal wished to keep in addition to those required by the state. All principals would obviously be entitled to this privilege.

As to the types of records kept, all kept records of attendance, grades, and promotions. Thirty-nine percent kept health records of some type, 82 percent kept records of fire drills other than that requested by the State Fire Marshal, 28 percent kept financial records of various enterprises; and a few kept records of hot lunches, intelligence tests, athletic contests and awards, and disciplinary incidents.

Ninety-six percent of the principals assigned special duties to their teachers. These special duties were concerned with the playground, supervision of the halls and toilets, and keeping the lunch room. While many of the functions reported in Table VI were done by the principal in conference with the teachers or a teacher committee, the final responsibility rested with the principal.

Item number eight of the table shows that while 78 percent of the principals said that they were responsible for the organization of the library, there was a trend away from one school library toward individual room libraries. When such was the case the responsibility for the care and organization of the library was left to the individual teachers. A great variation in the number of library books was found.

Intramural programs are popular where the enrollment of the school is large enough to permit intraschool play. Those principals with the most experience tend to approve of this type of recreational or athletic program for elementary schools rather than competition between towns. It develops play for play's sake and the enjoyment of the game.

Of the 39 percent of the principals who did not schedule the use of special equipment it was found that 37 percent of them had no special equipment needing a schedule. They had no radio, visual-aid machines of any type, or similar equipment.

Fifty-two percent of the principals answered "yes" when asked, "Do you make up your grade card?" The majority qualified their answers by adding that they didn't have the full responsibility for this task. Some county superintendents and some of the city superintendents had asked these principals to serve on committees which were responsible for the composition of the card. The item should be read, "Fifty-two percent of the principals interviewed assisted with the composition of the grade card which was used in their school."

The majority of principals—61 percent—took no interest in out-of-class activities. Some even said bluntly that they thought out-of-class activities had no place in the elementary school. In the schools of these principals it is obvious that there would be no satisfactory out-of-class program, since the worth of any such program depends largely upon the principal. "The real worth of any out-of-class activity program . . . depends upon the organizing ability, the wisdom, the foresight, the sympathy and the enthusiasm of the principal."¹¹

11. Brown, *op. cit.*, p. 70.

TEACHERS AND PUPILS. However important may be the plan of organization, the functions of the teachers and pupils still remain the most vital of all those with which the principal is concerned. Although most duties which concern the pupils and teachers are both supervisory and administrative, some are more one than the other, and for that reason have been placed in the tables in that way. The following table lists some of the more important activities that may be classified as administrative.

TABLE VII
ADMINISTRATIVE DUTIES CONCERNED WITH TEACHERS AND PUPILS

DUTY.	Number performing this duty.
1. Conferences with parents about pupils	46 (100%)
2. Ask teachers for advice	45 (98%)
3. Recommend teachers for positions in other schools	45 (98%)
4. Adjustment of pupil grievances and complaints	44 (96%)
5. Decide upon disciplinary measures to be followed	43 (93%)
6. Assume the responsibility for the settlement of differences between parents and teachers	43 (93%)
7. Handling of disciplinary problems	42 (91%)
8. Plan and conduct teachers' meetings	42 (91%)
9. Proper placement of pupils	40 (87%)
10. Investigate criticism of teachers	40 (87%)
11. Advise teachers as to policies to follow	40 (87%)
12. Distribution of the teacher load for the building	38 (83%)
13. Direct the activities of substitute teachers	37 (80%)
14. Assume the responsibility for the settlement of differences between teachers	37 (80%)
15. Administration of a pupil health program	37 (80%)
16. Entertain teachers in principal's home	36 (78%)
17. Securing of substitute teachers	33 (72%)
18. A voice in the selection of teachers	30 (65%)
19. Check the arrival and departure of teachers daily	20 (43%)
20. Rate teachers	18 (39%)
21. Serve hot lunches	12 (26%)
22. Permit agents to visit teachers at school	11 (24%)

Read table thus: All principals had conferences with parents about pupils. Forty-five or 98 percent asked their teachers for advice.

All principals interviewed agreed that it was one of the principal's duties to talk with parents concerning the work of their children. There is a tendency to build the majority of such talks around the poor work or antisocial attitude of special pupils and the excellence of the superior child and to neglect that large percentage of children between the two extremes.

When asked, "Are you responsible for the discipline in your school?" or "Do you decide upon disciplinary measures to be followed?" 93 percent answered in the affirmative. It was evident to the interviewer that a majority of these principals were thinking of discipline in terms of punishments, since the "yes" was qualified by such statements as, "If it's necessary," "If the teacher can't handle them herself," or "The real bad ones." Such remarks would lead to the conclusion that many of the elementary school heads in Kansas still think of discipline as corrective measures or punishments which are taken to *improve* existing unsatisfactory situations rather than thinking of discipline as:

. . . that action or those actions on the part of the administrative authority or authorities which influence the conduct of pupils in such a manner

that effective school work follows, and that habits of industry, coöperation, fairness, toleration, and self-direction tend to be developed.¹²

Ninety-one percent of the principals plan and conduct teachers' meetings to discuss the organization of the school, to plan special programs, and to discuss current problems of student management. Several who replied with a "No" said that their superintendent took care of this function, while several others said that it wasn't necessary in their schools because the school was so small that each teacher took care of her own room and "that was all there was to it."

The expression, "proper placement of pupils," in item number nine refers to situations where new students come from systems having mid-year promotions and who will not fit into the school without repeating or skipping part of a year, and when there is no grade record available for a new pupil. Those principals who did not perform this duty were principals who were directly under the administration of a superintendent who assumed this duty.

Eighty-two percent of the principals distributed the teacher loads for their buildings. Since most teaching duties are specified in the teachers' contracts the assignments of the principals were concerned with the playground, halls, lunch room, and out-of-class activities.

Number fifteen in Table VII shows that 80 percent of the schools included in this study have a pupil health program. Many of these programs are not extensive and for the most part are a part of the county health program. In some counties this type of program is good while in others it isn't adequate for the school. Pupils are not examined more than once a year and then, in most cases, only the eyes, throat, and teeth. Often there is no follow-up examination to see that the necessary corrections have been made. It would seem that in most instances the principal is merely assisting the representative of the county and that the health program is not very extensive.

Although 65 percent of the principals had a voice in the selection of teachers for their school, the voice was often very weak and of doubtful influence. In only one instance was there positive assurance given that the principal had a vote when it came to offering a contract to a teacher. The voice was usually a matter of being told who had applied and who was being considered. Sometimes the principal was asked to interview the applicant, but not often.

Seventy-six percent of the principals agreed that there should be definite hours during which the teachers might not be approached by agents in order that the teacher might do her work more effectively. In many of the schools the hours were from 8:30 a. m. until 4:00 p. m. Several had from 8:00 a. m. until 5:00 p. m. which meant generally, not at all.

BUILDING AND GROUNDS. Another administrative field that occupies a great deal of the principals' time is the matter of maintenance of building and grounds. Principals can do little about the kind of a plant in which they must work, but as to its care and upkeep and the physical conditions under which pupils and teacher must work they have a great deal to say and for which they must be responsible. The following table shows the percentage of principals performing these pertinent duties and the frequency with which they were usually performed.

12. Brown, *op. cit.*, p. 175.

TABLE VIII
DUTIES OF PRINCIPALS RELATIVE TO BUILDING AND GROUNDS

DUTY.	Daily.	Weekly.	Monthly.	Not at all.
Inspection of the building:				
1. Classrooms	31 (67%)	10 (22%)	0	5 (11%)
2. Halls	38 (83%)	4 (9%)	0	4 (9%)
3. Toilets	37 (80%)	5 (11%)	0	4 (9%)
4. Furnace room	13 (28%)	17 (37%)	6 (13%)	10 (22%)
5. Office	36 (78%)	1 (2%)	0	9 (20%)
6. Supply rooms	19 (41%)	17 (37%)	4 (9%)	6 (13%)
7. Heating and ventilation	35 (76%)	5 (11%)	1 (2%)	5 (11%)
Inspection of the grounds:				
1. Yard, trees, fence, etc.	20 (43%)	16 (35%)	4 (9%)	6 (13%)
2. Playground equipment (fixed)	16 (35%)	18 (39%)	5 (11%)	7 (15%)
3. Playground equipment (movable)	21 (46%)	15 (33%)	1 (2%)	9 (20%)
4. Flag	20 (43%)	5 (11%)	6 (13%)	15 (33%)

Read table thus: Thirty-one or 67 percent of the principals inspected their classrooms daily, ten or 22 percent weekly, none monthly, and five or 11 percent not at all.

The nine principals who said that they did not inspect their office at all said this because they had no office to inspect. The same is true for the supply room since those answering "no" said that all supplies were kept in the individual rooms. For those who did not consider the flag one of their duties the reason was given that the care of the flag was one of those things that was done by the janitor and therefore the principal was not concerned with its care.

JANITORS. Less than half of the principals interviewed—46 percent—are ever consulted about the selection of the janitor. Included in this 46 percent are 11 percent who do their own janitorial work. This would lower the percentage to 35 percent. Only 59 percent have anything to say about the conduct of the janitors in their buildings. In most cases the janitor had been in the school system much longer than the principal and this may have had something to do with the answers as given. In every case the janitor was a local citizen and in many instances a taxpayer and property holder.

SUPPLIES. The item concerning supplies was quite uniformly answered. Eighty-nine percent of the principals were permitted to order or requisition the supplies needed for the instructional functions of the school. Forty-eight percent were responsible for the ordering of the janitorial supplies with the janitors and superintendents taking care of these needs in 52 percent of the cases. In 93 percent of the cases the principals were responsible for the care of the supplies after being received at the building.

COMMUNITY RELATIONSHIPS. One of the most enjoyable phases of a principal's work is his relationship with the community. In many instances the principals in this study have taken advantage of this opportunity as is shown by the following table.

TABLE IX
DUTIES PERFORMED DEALING WITH COMMUNITY RELATIONSHIPS

DUTY.	Number performing this duty.
1. Meeting visitors in the school.....	43 (93%)
2. Sending home notices advertising school functions.....	41 (89%)
3. School furnishes numbers for civic or community programs.....	39 (85%)
4. Sending publicity notices to the newspaper.....	36 (78%)
5. Making public addresses.....	26 (57%)
6. Keeping school day office hours.....	20 (43%)
7. Directing the activities of the P. T. A. or similar organizations.....	19 (41%)

Read table thus: Forty-three or 93 percent of the principals meet the visitors in their schools.

Item number one does not mean that the principal met every visitor every time that visitor visited the school, such as mothers visiting the room for the third time in one year; but it does mean that mothers were met and so were other visitors who were in the school for the first time.

The public addresses made were, in most cases, friendly talks to the chamber of commerce, the Rotary Club, or the P. T. A., and concerned functions of the school in the community or some similar topic.

Less than half—41 percent—of the schools considered in this study had a P. T. A. or similar organization which brought the school and community together.

CHAPTER IV

SUPERVISORY DUTIES

INSTRUCTIONAL ORGANIZATION. However important may be the so-called administrative duties or however necessary they may be, the most important aspect of any principalship should be the emphasis which is placed upon the instructional functions of the school by the principal in his capacity as the head administrative officer of that school. In what way do the elementary principals of Kansas schools supervise the instructional program of their schools? The following table will tend to show some of the more common supervisory practices as they are concerned with instruction in general.

TABLE X
SUPERVISORY DUTIES RELATIVE TO INSTRUCTIONAL ORGANIZATION

DUTY.	Number performing this duty.
1. Assist the teachers in finding materials.....	38 (83%)
2. Suggest ways to motivate pupils.....	38 (83%)
3. Aid teachers in the correlation of subject matter.....	30 (65%)
4. Organize and conduct educational tours.....	30 (65%)
5. Selection of supplementary teaching materials as drill pads, work books, etc.,	30 (65%)
6. Direct the giving of educational tests.....	26 (57%)
7. Select the visual aids for the school.....	25 (54%)
8. Determine the number of minutes to be given to a subject each week.....	22 (48%)
9. Supervision of out-of-class clubs.....	14 (30%)
10. Supervision of the construction of examination questions.....	13 (28%)

Read table thus: Thirty-eight or 83 percent of the principals assist the teachers in finding materials.

Perhaps the most useful supervisory function of the elementary school principal is his willingness to help teachers find material that will enable them to teach more effectively. Too, there is no doubt but that teachers appreciate this courtesy on the part of the principal and that it does much to lay a broad working foundation for other types of supervisory functions.

Of the 83 percent of the principals who made suggestions as to how to motivate pupils most of them said that this function was the result of an expressed need on the part of the teacher. The teacher had a pupil whose interest was hard to arouse and having confidence in the principal was willing to accept his suggestions.

The relatively high percentage of principals—65 percent—aiding teachers in the “correlation of subject matter” was due to the fact that the Social Studies and Language Arts units of study are relatively new in the Kansas schools, and the principals worked rather closely with the teachers in their schools to bring about a more effective understanding and application of the principles involved in this type of procedure.

Realizing the value of educational tours it is rather surprising that more of them are not taken throughout the school year. Every community possesses a number of institutions or businesses to which a visit would prove most valuable to the pupils in helping them to understand the functioning of their community.

Supervision through the selection of workbooks, drill pads, and other supplementary teaching materials was done by 65 percent of the principals. These selections were usually made a coöperative affair between principal and teachers and in some instances between principal, teachers, and superintendent. It was apparent to some of the principals that there is a danger in the use of too much supplementary teaching material in that the resourcefulness of the teachers and pupils tends to be left undeveloped.

In determining the number of minutes to give to a subject each week the principals were concerned, largely, with subjects which were taught by special teachers: subjects such as Art, Music, Physical Education, Manual Training, Home Economics, etc. The supervisors, or special teachers, had a given amount of time in which to care for the needs of the elementary school and that time must be distributed fairly among the various grades of the school giving consideration to the size of the room, the ages of the children, and the interest span.

It is a common practice throughout the school systems of Kansas to have one of the high-school teachers be a supervisor in the elementary school. Except in cases of unusual teachers many principals were of the opinion that the practice was not the best. It is better than none, but too often the teacher of a special subject in the high school has been teaching older children so much *of the time that the adjustment to the teaching of younger children is not satisfactorily made.*

TEACHERS AND PUPILS. The teachers and pupils are the heart of the school and direct contact with them should be one of the privileges of which the elementary school principal should avail himself. The principals interviewed have done this in the following manner:

TABLE XI
SUPERVISORY DUTIES DEALING WITH TEACHERS AND PUPILS

DUTY.	Number performing this duty.
1. Encourage teachers to ask for advice.....	42 (91%)
2. Make suggestions how to improve study habits.....	41 (89%)
3. Make suggestions how to improve discipline.....	40 (87%)
4. Help teachers to solve "tough" cases.....	40 (87%)
5. Visitation of the classrooms.....	39 (85%)
6. Encourage teachers to experiment.....	38 (83%)
7. Suggest ways to improve attendance.....	37 (80%)
8. Plan and conduct teachers' meetings to discuss instructional policies and techniques.....	36 (78%)
9. Have conferences with teachers after room visitation.....	33 (72%)
10. Suggest educational articles for teachers to read.....	31 (67%)
11. Require lesson plans of the teachers.....	30 (65%)
12. Assist teachers in making their daily programs.....	30 (65%)
13. Make suggestions how to improve recitations.....	26 (57%)
14. Make suggestions how to improve assignments.....	24 (52%)
15. Have a professional library in the school.....	23 (50%)
16. Check the lesson plans of the teachers.....	19 (41%)
17. Check the class record books of the teachers.....	18 (39%)
18. Have parties for the children.....	16 (35%)
19. Plan visiting days for the pupils.....	14 (30%)
20. Plan visiting days for the teachers.....	13 (28%)

Read table thus: Forty-two or 91 percent of the principals encourage their teachers to ask them for advice.

Near the top of duties performed as shown by this table is the item of discipline. Eighty-seven percent of the principals said that they made suggestions about the improvement of discipline and that they help teachers solve "tough" cases. "Tough" cases are cases in which the pupil was hard to motivate, due to poor home or other environmental or physical conditions which affected the work of the pupil. In some instances the pupil was not socially acceptable.

Eighty-five percent of the principals visited the classrooms in their buildings. Many of the visitations were brief, being from five to fifteen minutes in length. It is, however, a trend in the right direction. The visitations varied in frequency from daily to bimonthly. The majority of the visits were monthly or every six weeks. A few were as long as thirty to forty-five minutes in length. In the schools visited by county superintendents there was a tendency to visit rooms less frequently. Although 85 percent of the principals visited classrooms, but only 72 percent had conferences with the teachers after the visitation. This figure includes those who had conferences only at the request of the teacher, which means that the percentage of principals

who hold regular conferences with teachers following visitations is probably lower.

Progress is made through experimentation, and 83 percent of the principals encourage their teachers to try new ideas if the idea is not too revolutionary. The principals indicated that they were willing to assist the teachers with these experimental projects whenever their help was desired.

Only 78 percent, or a trifle more than three-fourths, of the principals conduct teachers' meetings to discuss instructional policies and techniques. One-fourth fail to avail themselves of this simple plan for effective supervision—effective because so much of the principal's time is consumed by teaching duties.

In 65 percent of the cases the principals require lesson plans of the teachers, but in only 41 percent were they checked by the principal after being filed with him. It may be true that the value of lesson planning lies in the fact that the teacher has planned her work for the coming week and knows what is ahead of her, or it may be that these plans are made so as to be available when needed. There is an implication, at least, that in the 24 percent of the cases, unchecked, the teachers will tend to be careless in the physical details of the plans. If plans are to be unchecked they probably should not be filed.

The principal can be a real help in aiding his teachers to organize their work in an effective manner through workable daily programs. Sixty-five percent of the principals serve the pupils and teachers in this manner.

In spite of the fact that the elementary principalship is regarded as a profession, only half—50 percent—of the schools had a professional library. In this study two or more books were considered a library, yet only 50 percent had two or more books which were in any way concerned with the elementary school. Every school should have available for the teachers, professional reading materials. The principal should be able to refer teachers to certain books or magazines and they should be available when needed and not when the teacher or the principal "gets around" to it.

The special teachers' library is exactly as necessary to success as textbooks and collateral books for the pupils. The professional library is not something

for the teachers' personal benefit, but a part of the equipment which is of immediate benefit to the public.¹³

Thirty-five percent of the schools had parties or other similar activities for their pupils. In a day when the school should be a "good cross section of the life of boys and girls; ages six to twelve," surely there is a place for parties and other activities of a social nature in the elementary school.

Visiting days for both pupils and teachers were not common; for pupils 30 percent, and for teachers 28 percent. Organized and planned visits to other schools can prove quite valuable and would be time well spent.

SUPERVISORS. Thirty-one, or 67 percent, of the schools in this study have supervisors or special teachers for some of the subjects. Of the 67 percent, 41 percent of the principals arrange the supervisors' schedules for their buildings, subject of course to the approval of the supervisor or special teacher. It is only the courteous thing to consult the supervisor about this item. These same principals confer with the supervisors about the work which is going to be presented to the pupils by the supervisor.

13. Frederick E. Bolton, Thomas R. Cole, and John H. Jessup, *The Beginning Superintendent* (New York: The Macmillan Company, 1938), p. 325.

CHAPTER V

SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

SUMMARY. This study has as its main objective the consideration of the administrative and supervisory duties performed by the teaching principals of small elementary schools in Kansas. The purpose has been:

1. To interview enough elementary school principals to make a reliable report and to discuss with them the items to be considered.
2. To present in statistical form, tables showing the duties considered and the percentage of principals who performed each duty.
3. To comment, briefly, upon such items where a comment will enable the reader to understand more clearly the intent of the writer.
4. To draw conclusions regarding the status of the elementary school principalship in most Kansas schools today.
5. To make recommendations which should aid principals in their administrative and supervisory duties and which should aid school boards in determining what they might reasonably expect of the men they have hired to direct their schools.

In making this study forty-six elementary school principals were interviewed. Five were principals in first-class city schools, ten were principals in second-class city schools, and thirty-one were principals in third-class city schools. The schools were widely distributed throughout the state so that a more nearly representative picture of the elementary school organizations and practices could be had.

This study has been concerned with items which are familiar to every elementary school principal and with which he has daily, or almost daily, contact. In the chapter entitled "Administrative Duties" is found a consideration of the school organization; functions of the principal in relation to teachers and pupils, buildings and grounds, janitors, supplies; and community relationships. Under the chapter entitled "Supervisory Duties," instruction, teachers and pupils, and supervisors were considered. Data concerning each of these phases were collected and tabulated.

In summarizing the study the following have been considered:

1. Eleven percent of the schools studied were first-class city schools, 22 percent were second-class city schools, and 67 percent were third-class city schools. This is very close to the actual distribution of elementary schools in Kansas falling within the scope of this study.
2. The principals interviewed have held their positions on an average of 5.5 years, with the median being 3.6 years.
3. The training of the principals is poor. Sixty-one percent have not completed the regular four-year undergraduate course of study for any college.
4. The average number of years of teaching experience for the principals is fifteen years, with the median being twelve years.
5. All of the principals in this study teach some regular classes, with 80 percent of them teaching full time.

6. For convenience sake the duties considered were classified as administrative and supervisory.
7. Administrative duties were concerned with:
 - a. Organization,
 - b. Teachers and pupils,
 - c. Buildings and grounds,
 - d. Janitors,
 - e. Supplies, and
 - f. Community relationships.
8. Supervisory duties were concerned with:
 - a. Instructional technique,
 - b. Teachers and pupils, and
 - c. Supervisors.

CONCLUSIONS. From the tables presented, the material on the interview sheets, and from the conversation with the principals who were interviewed, the following conclusions have been drawn:

1. As the size of the school increases the principals show more years of experience in their positions. This is shown by Table II.

2. Principals tend to leave the smaller schools and to move to larger schools or towns as their total number of years of experience increases. This is shown by Table III.

3. The larger schools have the better-trained principals as a rule. Table V shows this fact.

4. From the discussion in Chapter II it would seem that the principalship of the elementary school in Kansas is about half-way in the stages of development which are listed in Chapter II. This is evidenced by the fact that 80 per cent of the principals interviewed teach full-time and that all administrative and supervisory duties which are necessarily performed are performed in the mornings before school convenes, at recesses, at noons, or in the evenings after school. When emergencies arise that need immediate attention it is necessary that the principal leave his class to its own devices, or at best an unprepared study period, and act as principal.

It seems unlikely that the principalship will advance to any other stage as long as the principals of Kansas are as poorly prepared for their jobs as they seem to be—insofar as academic training is concerned, and surely the value of a store of information cannot be denied.

Because of this large number of untrained principals in the elementary schools of Kansas, there is a large turnover in principals. Those who are qualified move either to larger and more lucrative positions in the elementary field or leave the elementary field entirely and enter high-school work. It is hard for the qualified principal to demand the salary he might rightfully expect when untrained school boards can hire poorly prepared men to lead their schools.

5. There are definite administrative duties performed by more than 75 percent of the elementary school principals. These are:

TABLE XII
ADMINISTRATIVE DUTIES PERFORMED BY 75 PERCENT
OF THE TEACHING PRINCIPALS

DUTY.	Number performing this duty.
1. Conferences with parents about pupils	46 (100%)
2. Keeping records	46 (100%)
3. Making schedules for convening, recess, and dismissals	45 (98%)
4. Organization of the playground	45 (98%)
5. Asking teachers for advice	45 (98%)
6. Recommend teachers for better positions	45 (98%)
7. Assignment of special duties for teachers	44 (96%)
8. Adjustment of pupil grievances and complaints	44 (96%)
9. Deciding disciplinary measures to be followed	43 (93%)
10. Assume the responsibility for the settlement of differences between parents and teachers	43 (93%)
11. Meeting visitors in the school	43 (93%)
12. Handling of discipline problems	42 (91%)
13. Planning and conducting teachers meetings	42 (91%)
14. Send home notices advertising school functions	41 (89%)
15. Make the schedule for school programs	40 (87%)
16. Responsible for the proper placement of pupils	40 (87%)
17. Investigate criticism of teachers	40 (87%)
18. Advise teachers as to policies to follow	40 (87%)
19. Conduct fire drills	39 (85%)
20. Secure numbers for civic and community programs	39 (85%)
21. Distribute the teacher load within the building	38 (83%)
22. Make the schedule for school assemblies	37 (80%)
23. Direct the activities of the substitute teachers	37 (80%)
24. Settlement of differences between teachers	37 (80%)
25. Administration of a health program	37 (80%)
26. Organization of the school library	36 (78%)
27. Entertain teachers in principal's home	36 (78%)
28. Send publicity notices to the newspaper	36 (78%)

6. There are definite supervisory duties performed by more than 75 percent of the elementary school principals. These are:

TABLE XIII
SUPERVISORY DUTIES PERFORMED BY 75 PERCENT
OF THE TEACHING PRINCIPALS

DUTY.	Number performing this duty.
1. Encourage teachers to ask for advice	42 (91%)
2. Make suggestions how to improve study habits	41 (89%)
3. Make suggestions how to improve discipline	40 (87%)
4. Help teachers solve "tough" cases	40 (87%)
5. Visitation of the classrooms	39 (85%)
6. Encourage teachers to experiment	38 (83%)
7. Assist teachers in finding materials	38 (83%)
8. Suggest how to motivate pupils	38 (83%)
9. Suggest ways to improve attendance	37 (80%)
10. Plan and conduct teachers' meetings to discuss instructional policies and techniques	36 (78%)

7. The elementary school principalship in the schools of Kansas can scarcely be called a profession as long as elementary principals are largely untrained and it stays in the third stage of development. Nor can it be called a profession when the holders of elementary school principalships leave them at the first opportunity to enter the field of high-school work.

It would appear that the above conclusions are justified in the light of the evidence which has been presented to substantiate them. There are exceptions, of course, to each of these conclusions. They hold only for the majority of cases.

RECOMMENDATIONS. The following recommendations seem reasonable and advisable. Some schools already are doing these things and to many principals it will be a repetition of what they have already heard or are practicing, but it is for the entire group of elementary schools that these things are desirable.

1. A deeper professional attitude on the part of elementary school principals through:

- a. A desire to improve oneself through increased preparation and advanced academic study. "The elementary school principalship demands at least four years of the best kind of general scholastic training beyond the high school as a preparation for professional courses."¹⁴ This statement was made in 1926 by the president of the Department of Elementary School Principals of the National Education Association who was himself an elementary school principal. If such requirements were necessary fourteen years ago they are certainly necessary today. This goal may be reached by attending summer-school sessions and by the use of extension courses.
- b. The acquisition of a professional library and its proper use. This study has shown that only half of the schools included in it had two or more books dealing with the elementary school or any phase of it. It is exceedingly difficult to do good work without the proper tools, and the professional library is certainly a necessary tool of the efficient teacher. Each school without a professional library should make a beginning at once, and by careful planning a very useful library can be assembled in time.

Some very helpful suggestions are made by Bolton¹⁵ in his chapter, "The Professional Library." Among them is the suggestion that the principal hold a teachers' meeting and discuss the professional library in a concrete way. If possible, persuade each teacher to subscribe for at least one educational magazine and to place it in the library immediately after being read by the owner. Many teachers, too, will be glad to loan a few books if the proper care is taken to protect them against unnecessary damage. Many materials are sent gratis by the United States Office of Education and should be secured. Finally, the district should set aside a small amount of the annual library fund for professional materials. The principal, in many instances, will be able to convince the board that this is a necessary part of the school equipment. Through the cooperative efforts of the entire teaching staff a very effective professional

14. Ide G. Sargeant, "Foreword," *Fifth Yearbook, Department of Elementary School Principals*, July, 1926, p. 200.

15. Bolton, *op. cit.*, pp. 325-332.

library will be acquired and the ensuing results will prove to the principal and his teachers that their efforts have been well spent.

- c. Supporting the professional organizations. This means active and participating membership in the Elementary Principals Association, the State Teachers Association, the National Education Association, and others that concern the principal directly.
- d. The acceptance of the elementary principalship as a position in which interesting and worth-while service may be extended to the boys and girls of the community and not as a stepping stone to the high-school staff. One superintendent has said:

I regard the work of the senior high school as distinct from that of the intermediate or junior high school, and both as distinct from that of the elementary school. I believe he (the elementary school principal) should have experience in and be trained for the particular field in which he is to serve as head and leader.¹⁶

The problems of the elementary field differ from those of the high school and require a different type of training. The subjects to be supervised and the emotional and physical make-up of the people involved are different. The elementary-school principalship is gradually emerging into a more specialized work; a work which will call for better trained men who can demand better pay for services rendered if their interest and efforts are directed in this field and not toward changing fields of endeavor.

2. Superintendents should recognize the need for strong principals and should sell the idea to their school boards. The men are available when the job pays and is given its proper professional status. With the change from a principalship of administration to a principalship of supervision the need for strong principals who are willing to remain elementary principals will be greater than ever. The following is the statement of one superintendent on this line of thought:

Make the elementary school principal a real professional leader. Give him power of initiative and not limit him to a clerkship of executing mandates from above. There ought to be great differences among elementary schools due to the above. Avoid dead uniformity. Reward [him].¹⁷

3. Boards of education should seek trained men for their elementary principals and should pay them what the best high-school teachers, with comparable training, get. Sipple has stated it thus:

At salaries available what incentive is there for an intelligent young person to make preparation for teaching in the grades?

The writer holds that teaching in the grades is as difficult as in high school, requiring an equal amount of skill and preparation. It follows then that qualifications and salaries should be equal for the two types of teaching.¹⁸

This same position is taken by other boards and superintendents. Among these is the Board of Education at Emporia, Kan., which holds that " . . . there should be no distinction among teachers with equal training and experi-

16. Arthur S. Gist, "The Evolution of the Principalship," *Third Yearbook, Department of Elementary School Principals*, July, 1924, p. 213.

17. Gist, *op. cit.*, p. 214.

18. Leslie B. Sipple, "The Salary Situation and Election of Teachers in Kansas—1939," *Kansas Teacher*, 48:1:28, April, 1939.

ence regardless of whether such teachers were teaching in the elementary school, the junior high school, or the senior high school." 19

4. More time is needed by the principal for supervision of instruction. There are few, if any, principals who are not qualified to do at least some work in supervision.

An adequate supervisory program can be attained only when the principal is prepared to direct it. One of the first things needed in order to put a program of supervision into effect is the arrangement of the principal's program in such a manner that he has time for supervision. This is done in some places by the use of special teachers who relieve the principal of some of his classes. Another method is the combining of classes in the upper grades for music, art, social studies, etc., during which time the principal is left free to visit the other rooms. Some boards of education hire a substitute to teach for the principal one or more days a month in order that he may visit the other rooms in the building. It is possible to combine all three of these suggestions effectively.

All supervision is not classroom visitation. That type of supervision mentioned at the close of Chapter II of this study in which the principal sees that the equipment of the school is usable and that in so far as he is responsible, the school is a cheerful, happy, and efficient place in which to work is a very important type of supervision and one that does not necessarily call for the relief of teaching duties.

5. An increase in the use of the community as an aid to learning and instruction is desirable. Principals might well see to it that their schools use the resources available within the community to make instruction more meaningful to the children. Trips may be taken to the telephone office, the railway station, the grocery store, the bank, the garage, the clothing store, the elevator, and numerous other places. Persons with special talent may be invited to the school to speak to the children. The school and the community should be made to function more effectively for each other.

6. Each principal could profitably give a thorough consideration to the advantages of an adequate program of out-of-class activities to include such items as:

- a. A well-rounded program of intramural athletics.
- b. Hobbies.
- c. Clubs. Boys and girls of the elementary school age love clubs and similar organizations.
- d. Parties. Both boys and girls enjoy wholesome association with one another and should have recreation together.

7. Elementary principals should have more voice in the selection of teachers with whom they are to work. This would assure to a greater extent a smooth-working faculty to whom the principal would be acceptable, rather than expecting the principal to work to the best advantage with whomever the board happens to choose.

8. Elementary principals should place more emphasis upon the health programs of their schools. Abundant health is the right of every boy and girl and is the best insurance of successful school work and a happy life. Health

19. W. M. Richards, "Emporia Tries a New Salary Schedule," *Kansas Teacher*, 47:2:5, May, 1938.

needs to be taught in such a way that its working principles become a vital part of the daily actions of every pupil within the school and the community.

9. Finally, it is recommended that each elementary principal shall have met these following qualifications and attained these goals within his own school:

- a. The completion of four years' scholastic training beyond the high-school level. Such training to be followed by a program of regular summer school attendance until the requirements for the master's degree have been completed, and then summer school attendance at least once every three years thereafter. Elementary principals, if they are to supervise adequately the instructional program within their schools, must keep abreast of the current trends in elementary education. They must become the educational leaders for their phase of the educational program.
- b. Membership in the professional organizations of the State Teachers Association, the State Elementary Principals Association, and the National Education Association.
- c. The gradual acquisition of a personal professional library to include, yearly, at least two new books and three professional magazines dealing with the elementary field. These are to be in addition to the publications of the professional organizations of which he is a member.
- d. A definite schedule for the supervision of instruction which is to be extended, gradually, until the principal has available at least a half day in which he is free from classroom responsibilities. Such a program can be accomplished, but it will take an active interest on the part of all elementary school principals to make it effective.

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APPENDIX

INTERVIEW SHEET

No.....

PERSONNEL AND PLANT

Name..... Date.....

School..... Town.....

Position..... Grades taught.....

If departmentalized, subjects taught.....

Total years of experience..... This position.....

Degree: A. B..... B. S..... M. S..... M. A..... Certificate.....

Number of teachers in school..... Kindergarten.....

Number of grades..... Type of school: City..... Rural.....

Consolidated..... Enrollment: Boys..... Girls..... Total.....

Building: One-story..... Two-story..... Three-story..... How old?.....

Number of classrooms..... Gymnasium..... Auditorium.....

Size of playground..... What equipment?.....

Responsible to: Board..... Superintendent..... Supervisor.....

Supervisors: Art..... Music..... Penmanship..... Health.....

Boys Physical Education..... Girls Physical Education..... Clerk.....

Reports to Parents: Monthly..... Six weeks..... Nine weeks..... Semester.....

Do you have a: Radio?..... Speaker system?..... Mimeograph?..... Hecto-
graph?..... Victrola?..... Piano?..... Visual aid machine?..... Type?.....

Remarks:.....

.....

.....

ADMINISTRATIVE DUTIES

I. ORGANIZATION:

	Yes	No
1. Do you make the schedules for convening, recesses and dismissals for your school day?.....
2. Are you responsible for the organization of the playground?
3. Do you schedule the programs for your school?...
4. Do you make the schedule for your assemblies?...
5. Do you schedule the fire drills for your school?...

	Yes	No
6. Do you print a school paper?.....
7. Are you responsible for the printing of this paper?
8. Do you select standardized tests?.....
9. Do you schedule the use of special equipment such as the radio, visual aid machines, etc?.....
10. Are you responsible for the organization of your library?
11. Are you responsible for the organization of an intramural program in your school?.....
12. Are you responsible for the organization of out-of-class clubs?
13. Did you make up your grade card?.....
Remarks:.....		
.....		
.....		

II. TEACHERS:

1. Do you assign your teachers any of the following duties? Playground..... Halls..... Toilets..... Lunch room.....	.....	.....
2. Do you assume the responsibility for the settlement of differences between teachers?.....	.....	.....
3. Do you assume the responsibility for the settlement of differences between parents and teachers? .....	.....	.....
4. Do you require lesson plans of your teachers?.....	.....	.....
5. Do you plan and conduct teachers' meetings?.....	.....	.....
6. Are you responsible for the securing of substitute teachers? .....	.....	.....
7. Do you direct the activities of substitute teachers? .....	.....	.....
8. Do you have any voice in the selection of teachers? .....	.....	.....
9. Are you asked to rate your teachers?.....	.....	.....
10. Do you recommend your teachers for positions in other schools? .....	.....	.....
11. Do you have a faculty social or recreational organization in your school?.....	.....	.....
12. Do you have a faculty organization on professional growth? .....	.....	.....
13. Do you permit agents to visit your teachers at school? .....	.....	.....
14. Do you entertain your teachers in your home?....	.....	.....
15. Do you have a professional library in your school? .....	.....	.....

- | | Yes | No |
|--|-------|-------|
| 16. Do you ask your teachers for advice?..... | | |
| 17. Do you investigate criticism of your teachers?.... | | |
| 18. Do you advise teachers as to policies to follow?.. | | |
| 19. Do you arrange for the attendance of your teachers at Institute or other professional meetings?..... | | |
| 20. Do you check the arrival and departure of your teachers each day?..... | | |
| 21. Do you distribute the teacher load in your building? | | |
| 22. Do you ever say anything to a teacher about her appearance? | | |

Remarks:.....

III. PUPILS:

- | | | |
|--|-------|-------|
| 1. Are disciplinary problems referred to you?..... | ..... | ..... |
| 2. Are you responsible for the proper placement of your pupils? ..... | ..... | ..... |
| 3. Do you have conferences with parents about pupils? ..... | ..... | ..... |
| 4. Do you administer a pupil health program?..... | ..... | ..... |
| 5. Do you serve hot lunches?..... | ..... | ..... |
| 6. Do you adjust pupil grievances and complaints?.. | ..... | ..... |
| 7. Do you decide upon disciplinary measures to be followed? ..... | ..... | ..... |
| 8. Do you instruct the teachers in the use of the pupil accounting register? ..... | ..... | ..... |

Remarks:.....

IV. BUILDING AND GROUNDS:

- | 1. Inspection of the building: | Daily | Weekly | Monthly |
|---------------------------------|-------|--------|---------|
| a. Classrooms | | | |
| b. Halls | | | |
| c. Toilets | | | |
| d. Furnace room | | | |
| e. Offices | | | |
| f. Supply rooms | | | |
| g. Heating and ventilation..... | | | |

- | | | | |
|--|-------|--------|---------|
| 2. Inspection of the grounds: | Daily | Weekly | Monthly |
| a. Yard, trees, shrubs, fence, etc..... | ..... | ..... | ..... |
| b. Playground equipment (fixed) ..... | ..... | ..... | ..... |
| c. Playground equipment (movable) ... | ..... | ..... | ..... |
| d. Flag ..... | ..... | ..... | ..... |
| 3. Are you consulted in the selection of janitors..... | ..... | ..... | ..... |
| 4. Do you set the standard of conduct for janitors?.. | ..... | ..... | ..... |
| Remarks:..... | ..... |  |  |
| | | | |
| | | | |

V. SUPPLIES:

- | | | |
|---|-------|-------|
| | Yes | No |
| 1. Do you order the teaching supplies for your building? ..... | ..... | ..... |
| 2. Do you order the maintenance supplies for your building? ..... | ..... | ..... |
| 3. Are you responsible for the care of the supplies?.. | ..... | ..... |
| 4. Do you distribute the supplies to your teachers?.. | ..... | ..... |
| 5. Do you order capital equipment for your school?.. | ..... | ..... |
| Remarks:..... | ..... |  |
| | | |
| | | |

VI. RECORDS:

- | | |
|---|---------------------|
| 1. Do you determine the type of record to be kept? ..... | ..... |
| 2. If not, who? Board..... Supt..... Co. Supt..... State..... | ..... |
| 3. Which of these records do you keep? | |
| a. Attendance..... | d. Financial..... |
| b. Grades..... | e. Fire Drills..... |
| c. Promotions..... | f. Others..... |
| 4. To whom do you make reports: | |
| a. Superintendent ..... | ..... |
| b. Board ..... | ..... |
| c. County Superintendent ..... | ..... |
| d. State Department ..... | ..... |

VII. COMMUNITY RELATIONSHIPS:

- | | |
|---|-------|
| 1. Do you meet visitors in your school?..... | ..... |
| 2. Do you send publicity notices to the newspapers? ..... | ..... |

- | | Yes | No |
|---|-------|-------|
| 3. Do you advertise school functions in the home?... | | |
| 4. Do you direct the activities of the P. T. A.?..... | | |
| 5. Does your school furnish numbers for civic programs? | | |
| 6. Do you keep school-day office hours?..... | | |
| 7. Do you make public addresses?..... | | |

Remarks:.....

SUPERVISORY DUTIES

I. TEACHERS:

- | | | |
|--|-------|-------|
| 1. Do you plan and conduct teachers' meetings to discuss instructional policies and techniques?..... | ..... | ..... |
| 2. Do you visit the classrooms in your building?..... | ..... | ..... |
| 3. How frequent is this visitation?..... | ..... | ..... |
| 4. Do you have a conference with teachers after visits? ..... | ..... | ..... |
| 5. Do you suggest educational articles for your teachers to read? ..... | ..... | ..... |
| 6. Do you plan visiting days for your teachers?..... | ..... | ..... |
| 7. Do you assist your teachers in making their daily programs? ..... | ..... | ..... |
| 8. Do you check the lesson plans of your teachers?.. | ..... | ..... |
| 9. Do you check the class books of your teachers?... | ..... | ..... |
| 10. Do you make suggestions on how to improve discipline? ..... | ..... | ..... |
| 11. Do you make suggestions on how to improve recitations? ..... | ..... | ..... |
| 12. Do you make suggestions on how to improve assignments? ..... | ..... | ..... |
| 13. Do you encourage teachers to experiment?..... | ..... | ..... |
| 14. Do you encourage teachers to ask for advice?..... | ..... | ..... |

Remarks:.....

II. INSTRUCTION:

- | | | |
|---|-------|-------|
| 1. Do you select visual aids for your school?..... | ..... | ..... |
| 2. Do you direct the giving of educational tests?.... | ..... | ..... |
| 3. Do you supervise out-of-class clubs?..... | ..... | ..... |

- | | Yes | No |
|--|-------|-------|
| 4. Do you select supplementary teaching materials such as drill pads, workbooks, etc.? | | |
| 5. Do you organize and conduct educational tours?.. | | |
| 6. Do you give demonstration lessons?..... | | |
| 7. Do you supervise the construction of examination questions? | | |
| 8. Do you aid teachers in the correlation of subject matter? | | |
| 9. Do you assist teachers in finding materials?..... | | |
| 10. Do you suggest how to motivate pupils?..... | | |
| 11. Do you determine the number of minutes to be given to a subject each week?..... | | |
| 12. Do you collect the opinion of laymen about the curriculum? | | |

Remarks:.....

III. PUPILS:

- | | | |
|--|-------|-------|
| 1. Do you plan visiting days for your pupils?..... | ..... | ..... |
| 2. Do you make suggestions on how to improve study habits? ..... | ..... | ..... |
| 3. Do you help teachers to solve "tough" cases?..... | ..... | ..... |
| 4. Do you suggest ways to improve attendance?..... | ..... | ..... |
| 5. Do you have all-school parties for your pupils?.... | ..... | ..... |

Remarks:.....

IV. SUPERVISORS:

- | | | |
|--|-------|-------|
| 1. Do you arrange the supervisors' schedules for your building? ..... | ..... | ..... |
| 2. Do you confer with the supervisors about the work they have planned for your building before it is presented? ..... | ..... | ..... |
| 3. Do the supervisors ever conduct special programs for your building?..... | ..... | ..... |

Remarks:.....

LIST OF SCHOOLS AND PRINCIPALS INCLUDED IN THIS STUDY

No.	Name of School	Town	Principal
1.	Agenda Grade	Agenda, Kan.	Mrs. Alta White
2.	Almena City	Almena, Kan.	J. Earl Rankin
3.	Bazine Grade	Bazine, Kan.	R. J. Wilhelm
4.	Bird City Grade	Bird City, Kan.	Harvey Archer
5.	Buhler Grade	Buhler, Kan.	Edwin Friesen
6.	Burr Oak Grade	Burr Oak, Kan.	Ivan Simmonds
7.	Burrton Grade	Burrton, Kan.	R. A. Hefley
8.	Cedar Grade	Cedar, Kan.	Ollie Conrad
9.	Cottonwood Falls City	Cottonwood Falls, Kan.	Wylie V. Harris
10.	Covert Grade	Covert, Kan.	Quincy Conrad
11.	Sunnyside Grade	Dodge City, Kan.	R. C. Phillis
12.	Dresden Consolidated	Dresden, Kan.	Roy C. Woodward
13.	Dunlap Elementary	Dunlap, Kan.	U. H. Budd
14.	Jefferson Elementary	El Dorado, Kan.	Orville Kerr
15.	Garfield Elementary	Garden City, Kan.	Abe Hubert
16.	Glendale Consolidated	Glendale, Kan.	Le Roy Bueker
17.	Gordon Grade	Goessel, Kan.	Arnold E. Nachtigal
18.	Riley Elementary	Great Bend, Kan.	Bertha B. Scott
19.	Washington Elementary	Hays, Kan.	Ira F. Eberhart
20.	Washington Elementary	Hays, Kan.	Clyde W. Rothgeb
21.	Lincoln Elementary	Hays, Kan.	Annabelle Sutton
22.	Herndon Elementary	Herndon, Kan.	Richard O. Bannister
23.	Central Grade	Holton, Kan.	Mark Lumb
24.	Departmental	Junction City, Kan.	Robert A. Burton
25.	Kismet Consolidated	Kismet, Kan.	Oliver R. Eberhart
26.	La Crosse Grade	La Crosse, Kan.	Dan Foster
27.	Luray Grade	Luray, Kan.	Verlin Rogers
28.	Central Elementary	Lyons, Kan.	L. J. Burke
29.	Menlo Consolidated	Menlo, Kan.	Mrs. Hazel Neal
30.	Mullinville Consolidated	Mullinville, Kan.	Don Smitherman
31.	Stony Point Grade	Muncie, Kan.	Wallace H. Wren
32.	Ness City Public	Ness City, Kan.	Vallis Rockwell
33.	Preston Consolidated	Preston, Kan.	Kenneth A. Fry
34.	Quinter Elementary	Quinter, Kan.	J. E. Ashley
35.	St. Francis Elementary	St. Francis, Kan.	John Towns
36.	Selden Grade	Selden, Kan.	C. P. Morrisette
37.	Selden Grade	Selden, Kan.	C. P. Wetlaufer
38.	Clay Elementary	Topeka, Kan.	F. R. Palmer
39.	Grant Elementary	Topeka, Kan.	John Wright
40.	Oakland Elementary	Topeka, Kan.	H. J. Freeborn
41.	Potwin Grade	Topeka, Kan.	Miss Ina Mary Harkins
42.	State Street Grade	Topeka, Kan.	C. R. Watson
43.	Tribune Grade	Tribune, Kan.	Harold W. Leffingwell
44.	Utica Elementary	Utica, Kan.	Leo Fuller
45.	Wilson Elementary	Wilson, Kan.	Wayne Hoffman
46.	Woodston Grade	Woodston, Kan.	Robert Calfee

PRINTED BY KANSAS STATE PRINTING PLANT
W. C. AUSTIN, STATE PRINTER
TOPEKA, 1942

19-4121

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