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WILLIAM JOHN COOPER, Commissioner

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STATUS OF THE  
JUNIOR HIGH SCHOOL PRINCIPAL

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## LETTER OF TRANSMITTAL

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DEPARTMENT OF THE INTERIOR,  
OFFICE OF EDUCATION,  
*Washington, D. C., September 23, 1930.*

SIR: With exceptions so few that they stand out prominently, the professional possibilities of the school principalship have not been realized. The reasons for this state of affairs are not pertinent here. It is enough to note that schools of education are studying the situation, are attempting to analyze conditions, are trying to attract promising men and women to this calling, and are providing professional courses for them. In 1923 Cubberley, in his *The Principal and his School*, outlined the duties, responsibilities, and opportunities in the elementary principalship. A year later Koos, in his *The High-School Principal*, provided a cross section of the situation in our high schools. A manuscript prepared by Frank Kale Foster, Assistant professor of education, State University of Washington, gives a picture of the situation in the junior high school. Inasmuch as the junior high school is a young and rapidly spreading unit in American school systems and the most thoroughly American unit in them, I am confident that Professor Foster's findings will be read with great interest and profit.

Since we have here a contribution to our understanding both of the principalship and of the junior high school, I recommend that this manuscript be issued as a bulletin of the Office of Education.

Respectfully submitted.

WM. JOHN COOPER,  
*Commissioner.*

The SECRETARY OF THE INTERIOR.

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# STATUS OF THE JUNIOR HIGH SCHOOL PRINCIPAL

## Chapter I.—Introduction

The past two decades of pioneering in the reorganization of the American 8-4 plan of education have quite firmly fixed the junior high school as an articulate unit in our educational system. The reorganization has been perfected in spite of diverse opinions and pressures in the absence of orderly facts. In the course of growth, maladjustments called for changes. In order that the changes be progressive with more efficient procedures, there has been a tendency to study the ailments of this new institution in piecemeal fashion as they have appeared. Methods, curricula, building organization, teacher status, and various other phases of junior high school organization have been studied. Strangely, there has been an evident disregard for the principal of the junior high school as a functional part in the reorganization. Obviously, the principal has the responsibility of molding the destiny of the institution.

We have taken for granted that the problems and functions of any school executive are fundamentally the same. Despite the reorganization for instructional and administrative purposes, the assumption has been made that the organizers and administrators of this new unit with its multiple new problems have completed metamorphosis in terms of the specific functions of the junior high school. Is this assumption valid? To answer this question we must know something about the administrators of these schools. Doubtless, the status of the junior high school principal is a wide variable, but tendencies can be indicated.

The facts concerning the junior high school principal presented in this study indicate the teaching personnel, schedules, and building organizations, the social status of the principal, his specific academic and professional preparation, his educational experience and salary, his administrative and supervisory organizations and duties, and his community contacts and professional interests.

Probably no other field of public-school administration has been subjected to so rigorous study as the elementary-school principalship. Prior to 1928, no attempt had been made to assimilate the scattered studies bearing on this functionary. A committee of the department of elementary-school principals of the National Education Association

assembled materials bearing directly and indirectly upon the standards and training for the office of elementary-school principal. The report, which is published as the Seventh Yearbook of the Department of Elementary School Principals, describes comprehensively the existing conditions in the elementary-school principalship.

The city superintendent of schools occupies a position of national importance with respect to the universal acceptance of the principle of local school control. Although the office of superintendent of schools is relatively recent in origin in American education, three important studies have been made which bear on the problems of this office. The question of the relation of the city superintendent to the board of education was studied by Theisen in 1917. The legal status of the superintendent of schools was defined by Morrison in 1922. The outstanding study of the city superintendent of schools for the purposes of comparison with the junior high school principal was reported by Douglass in 1923, wherein the educational experience, academic and professional training, salary, and extent of authority of the city superintendent are defined.

The status of the high-school principal has been viewed from various angles. A synopsis of the regional studies has been given by Eikenberry; hence no attempt will be made to review these contributions. There are, however, three outstanding studies of the secondary-school principal of national scope. In 1923, Eikenberry made a study of the high-school principal by means of two questionnaires, through the Office of Education involving 1,510 replies from one questionnaire and 1,123 replies from the other. Two additional questionnaires were mailed to State superintendents and departments and schools of education. In this report, the principal of fully accredited high schools is treated with respect to his academic and professional training, educational experience, State and local requirements, salary, source of supply, duties, and responsibilities. In 1924, Koos reported the status of the high-school principal in 421 high schools in cities with population ranges from 1,000 to 100,000. The principal was treated with respect to sex distribution, salary, educational preparation, undergraduate expectations, educational experience, tenure, administrative and supervisory activities, and duties. The status of the high-school principal has been reviewed on the basis of an activity analysis by Draper in 1925. The study involves 441 high-school principals in schools grouped into four classes according to enrollments. The purposes of the study were to determine the extent of professionalization of the high-school principal and to ascertain the amount of supervision that the principal is able to give to his school.

There are two additional regional studies of the high-school principal which are valuable for comparative purposes. Hinton investi-

gated a selected group of high-school principals in the Middle West States in 1922. The salaries, preparation, and professional outlook of the principal were reviewed. The investigation directed by Davis under the auspices of the North Central Association of Colleges and Secondary Schools involves replies from 1,350 public high schools. This study defines the conception which principals have of their position and the factor of actual administration of their offices.

Data concerning the junior high school principal which are available in junior high school collegiate texts and professional publications will be treated in connection with specific phases of the present study as occasion warrants.

The materials for the present study were obtained by two questionnaires. The first questionnaire, an evaluating questionnaire, was mailed to city superintendents having junior high-school organizations. An identical form was mailed to 50 men in the field of secondary educational theory who are primarily interested in the junior high school. This questionnaire was mailed in January, 1928. In February, 1928, a second questionnaire was mailed by the Office of Education of the Department of the Interior to all junior high schools with grade 7-8-9 organizations appearing on the list of public junior high schools. Returns were received from 440 junior high-school principals, representing 52.4 per cent of all who received the questionnaire. The distribution of the returns from the Office of Education questionnaire is presented in Table 1.

All of the Office of Education questionnaires were tabulated according to geographical divisions for the purpose of indicating significant differences due to sectional standards. A sixfold grouping of the States was made, as follows:

North Atlantic:	North Central:	South Central—Con.
Connecticut.	Illinois.	Mississippi.
Maine.	Indiana.	Oklahoma.
Massachusetts.	Iowa.	Tennessee.
New Hampshire.	Kansas.	Texas.
Rhode Island.	Michigan.	Mountain:
Vermont.	Minnesota.	Arizona.
New Jersey.	Missouri.	Colorado.
New York.	Nebraska.	Idaho.
Pennsylvania.	North Dakota.	Montana.
South Atlantic:	Ohio.	Nevada.
Delaware.	South Dakota.	New Mexico.
District of Columbia.	Wisconsin.	Utah.
Florida.	South Central:	Wyoming.
Georgia.	Alabama.	Pacific:
Maryland.	Arkansas.	California.
North Carolina.	Kentucky.	Oregon.
South Carolina.	Louisiana.	Washington.
Virginia.		
West Virginia.		

For the purposes of this study the foregoing geographical divisions will be abbreviated in column headings, as follows: North Atlantic (N. A.) South Atlantic (S. A.), North Central (N. C.), South Central (S. C.), Mountain (Mt.), and Pacific (Pac.).

For descriptive and comparative purposes the returns from the Office of Education questionnaire were classified according to a five-fold distribution according to the school enrollments, as follows:

Group I: Schools with enrollments of 100 pupils or fewer.

Group II: Schools with enrollments of 101 to 250.

Group III: Schools with enrollments of 251 to 500.

Group IV: Schools with enrollments of 501 to 1,000.

Group V: Schools with enrollments of 1,001 or more.

The use of the roman numerals will remain constant throughout the present study as all other numerical orders will be indicated by Arabic notations.

A large number of items in the study are treated in respect to the sex of the principal. In title headings which involve a differentiation between sexes, the letter (M) will refer to men and the letter (W) will refer to women.

The standards for interpretation of the data from city superintendents and professors of education are set up in Chapter II.

Table 1 is a distribution of the returns from the Office of Education questionnaire according to geographical divisions, classes of schools, and sex of the principal. The per cent of all the principals in the various geographical divisions responding to the questionnaire runs as follows: North Atlantic, 42.9; South Atlantic, 46.2; North Central, 56; South Central, 40; Mountain, 47.7; and Pacific, 59.8. Of the 440 returns 4.5 per cent were from schools having 100 or fewer enrollments; 9.8 per cent came from schools having 101 to 250 enrollments; 19.8 per cent from schools with enrollments of 251 to 500; 35.7 per cent from schools with enrollments of 501 to 1,000; and 0.2 per cent from schools with enrollments of more than 1,000.

TABLE 1.—Number of principals returning the Office of Education questionnaire

Classes of schools	N. A.		S. A.		N. C.		S. C.		Mt.		Pac.		Total		
	M	W	M	W	M	W	M	W	M	W	M	W	M	W	Total
I	2	3	9	2	7	2	1	1	6	1	3	2	11	9	20
II	14	2	6	1	34	4	2	1	3	1	6	2	38	5	43
III	23	6	5	1	58	7	7	1	6	2	19	3	73	14	87
IV	32	7	14	1	36	1	2	2	2	2	23	2	136	21	157
V	51	6	10	---	---	---	---	---	---	---	---	---	124	9	133
Total	122	24	44	5	135	15	13	3	17	4	51	7	382	58	440

## Chapter II.—The Evaluating Questionnaire from City Superintendents and Professors of Education

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In the final analysis of the data in a status study, the query naturally arises as to the source of the criteria for the evaluation of such data. The comparative data which exist in contemporary studies of similar context are one valuable criterion. An additional item for evaluation is introduced in this study in the form of data derived from a complementary questionnaire. For the purposes of this study the complementary questionnaire will be cited as "the evaluating questionnaire."

During the spring of 1928, the evaluating questionnaires were mailed to 150 superintendents of cities having the junior high school organization. The sizes and the locations of the cities were selected at random from the list of public junior high schools. One hundred and four usable returns were received. In addition, the same questionnaire was mailed to a group of 50 men in the collegiate field of secondary education in various colleges and universities throughout the United States. There were 25 usable returns obtained from this source.

For the purposes of analysis and description of the responses from the city superintendents, the returns will be classified under the arbitrary size-of-the-city grouping, according to the city populations as listed in the United States Census report for 1920.

The classification of the returns from city superintendents follows:

Group I.....	25,000 population or fewer.
Group II.....	25,000 to 50,000 population.
Group III.....	50,000 to 100,000 population.
Group IV.....	100,000 to 500,000 population.
Group V.....	500,000 population or more.

The distribution of the returns from city superintendents according to location will be a standard sixfold classification which will be followed throughout the study, as follows: (1) North Atlantic, (2) South Atlantic, (3) North Central, (4) South Central, (5) Mountain, and (6) Pacific.

The segregation of the States under the foregoing headings corresponds to the segregation under the identical divisions in the introduction to the study.

TABLE 2.—Number of city superintendents and professors of education returning evaluating questionnaires

Group	N. A.	S. A.	N. C.	S. C.	Mt.	Pac.	Total
1	2	3	4	5	6	7	8
I.....	13	3	17	4	5	4	46
II.....	8	0	5	1	1	1	16
III.....	4	2	6	0	0	4	18
IV.....	4	0	7	3	1	0	15
V.....	5	2	3	0	0	3	13
Total.....	34	7	40	8	7	12	108

14 of these were incomplete.

Though the greater percentage of the returns represent the North Atlantic and the North Central States, the distribution of the junior high schools is relatively large in these two sections of the country when compared with other sections of the Nation. The distribution appears to be representative.

The returns from the men engaged in professional training work of collegiate nature will be treated as a composite group, irrespective of the size or location of the institution.

### Age Consideration for Junior High School Principalship

The consideration of age as a factor in selecting junior high school principals by city superintendents and professors of education was considered an important factor. While we recognize that age is not a fixed factor in the selection of principals, the choice of those reporting indicates a tendency toward a preferred age.

TABLE 3.—Age range of junior high school principals as an appointment consideration by city superintendents and professors of education

Group	Minimum age				Maximum age						Most desirable age				
	20-24	25-29	30-34	35-39	35-39	40-44	45-49	50-54	55-59	None	25-29	30-34	35-39	40-44	None
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16
I.....	4	32	6	1	2	12	15	6	4	4	3	26	11	2	0
II.....	0	9	6	1	3	5	4	3	1	0	0	9	7	0	1
III.....	1	12	5	1	0	5	6	4	0	3	0	11	6	1	0
IV.....	0	8	7	0	4	6	2	2	0	1	0	8	5	0	2
V.....	0	6	4	0	0	4	2	3	1	1	0	8	2	0	1
Total superintendents.....	5	67	28	3	9	32	29	18	6	9	3	62	31	3	4
Professors of education.....	7	13	5	0	0	7	2	9	4	3	4	18	2	1	0

Table 3 reveals a variety of judgments in considering age as a factor in selecting junior high school principals. Though the minimum age considered ranges from 20 years in the smaller cities to 35 years in all

groups, it is significant that 65 per cent of the superintendents considered the age range of 25-29 as a minimum age to be considered, and 52 per cent of the professors of education agreed with this judgment. In the consideration of the maximum age, there appears to be diversity in opinion. The greatest percentage of superintendents—31 per cent—indicate the age range of 40-44 as the maximum age considered and 60 per cent include the 40-49 step as the maximum age considered. The same irregularity in the choice of the maximum age to be considered occurs in the responses of the professors of education. The greatest percentage of professors of education, 36 per cent, indicate the range 50-54 as the maximum age to be considered. Agreement on the most desirable age for junior high school principalship appointment is more pronounced. Sixty per cent of the superintendents report the range 30-34 as the most desirable age, and 72 per cent of the professors of education indicate the same range as the most desirable age in the consideration of candidates for junior high school principalships. Ninety per cent of the superintendents report the range of 30-39 as the most desirable age, while 80 per cent of the professors of education agree that 30-39 is the most desirable age.

### Sex Consideration for Junior High School Principalship

In the consideration of candidates for the junior high school principalship, the sex of the applicant often plays an important part. Most of the status studies have revealed an unequal proportion of men and women. The economic status of teaching has been a determining factor in choosing teaching as a profession for many men.

Table 4 presents a tabulation of responses from the city superintendents and professors of education regarding choice between sexes for junior high school principalships.

TABLE 4.—Choice of sex for junior high school principalship by city superintendents and professors of education

Group	Man		Woman preferred
	Invariably	Preferred	
1	2	3	4
I.....	27	14	2
II.....	7	8	1
III.....	4	14	0
IV.....	4	11	0
V.....	4	8	0
Total superintendents.....	46	55	3
Professors of education.....	1	24	0

The uses of the terms "invariably" and "preferred" connote the following: If a man is considered for the position of principal and a woman will not be considered, or vice versa, the choice is indicated as "invariably." If both men and women are considered and man or woman is given first choice, the choice of sex is indicated as "preferred."

Superintendents invariably select a man in 44.2 per cent of the cases reported, and 52.8 per cent prefer a man. Three cases of the 104 reporting indicate a preference for a woman principal and these preferences occur in the two smallest groups of cities. The selection of professors of education indicates unanimous choice of a man for the principalship. The percentage of professors of education who would invariably select a man for the position is relatively small. That theory accords closely with practice in this regard is revealed by Table 4.

### Marital Status Consideration for Junior High School Principalship

The marital status of the classroom teacher is defined by law in some sections of the Nation. Married women are often barred from appointment in public schools. In the selection of the junior high school principal, the marital status of the candidate is often considered. An enumeration of the choice of city superintendents and professors of education is presented in Table 5.

TABLE 5.—*Marital status as a consideration in junior high school principalship by city superintendents and professors of education*

Group	Single		Married	
	Invari-ably	Preferred	Invari-ably	Preferred
I.....	4	2	8	29
II.....	1	1	4	11
III.....	0	1	0	17
IV.....	0	0	1	12
V.....	0	0	1	11
Total superintendents 1.....	5	4	14	80
Professors of education 2.....	0	1	1	20

1 1 superintendent did not reply.

2 2 professors of education did not reply, and 1 said, "No consideration."

The data of the foregoing table places a preference for married men and women for the junior high school principalship. Less than 9 per cent of the superintendents prefer or require single principals. Almost 14 per cent of the superintendents invariably select married applicants. Almost 80 per cent of the superintendents prefer married principals.

### Where Shall We Seek the Junior High School Principals?

The question often arises in the consideration of the junior high school principalship, "Shall we take some one from our local corps, or go outside?" Only 13 per cent of the city superintendents prefer to go outside the local systems in selecting a junior high school principal. Three per cent invariably would select the principal outside the local

system. The weight of the 16 cases making invariable or preferred selections outside their local systems falls in the small city groups. Four professors of education, indicating a choice of candidates from outside the local system, expressed the choice on the basis that the most desirable candidate was not available in the local corps. The tendency for the smaller schools to indicate an outside source of selection was probably due to the limited number of desirable candidates in those systems.

### Which Types of Experience are Valuable for the Junior High School Principalship?

One of the universal questions that confronts an applicant for a position in the public schools relates to the types of experience he has had. Though we may assume that all types of experience are assets for the junior high school principalship, the emphasis on specific experiences as indicated by city superintendents and professors of education is pertinent. Table 6 presents the various types of administrative and teaching experience which city superintendents and professors of education require or prefer for the junior high school principalship.

TABLE 6.—Type of previous experience of candidates for junior high school principalship considered by city superintendents and professors of education

School experience considered	Professors of education preferred	City superintendents												Total
		I		II		III		IV		V		Total		
		I	P	I	P	I	P	I	P	I	P			
1	2	3	4	5	6	7	8	9	10	11	12	13	14	
Elementary:														
Teacher.....	14	3	10	0	6	1	7	1	2	3	5	28		
Supervisor (special subjects).....	8	0	5	0	0	0	5	1	0	2	1	12		
Principal.....	14	2	21	1	7	1	5	2	8	9	0	50		
Junior high school:														
Teacher.....	10	3	22	0	9	0	12	2	8	3	5	54		
Supervisor (special subjects).....	10	1	8	0	2	0	6	0	1	3	1	20		
Vice principal.....	24	2	29	0	12	1	11	3	11	7	6	70		
Senior high school:														
Teacher.....	9	2	10	0	4	1	8	1	3	2	4	27		
Supervisor (special subjects).....	6	0	5	0	4	0	3	0	2	1	0	15		
Vice principal.....	5	1	7	0	1	1	9	0	5	5	2	27		
Principal.....	5	2	6	1	1	0	6	0	0	1	3	14		
City superintendent of schools.....	5	1	2	1	4	0	2	0	1	0	2	9		
Junior college:														
Teacher.....	1	0	2	0	0	0	1	0	1	0	0	4		
Supervisor (special subjects).....	1							0	3		0	3		
Principal.....	5	0	1	1	1	0	1	0	1		1	4		
Normal school:														
Teacher.....	2	0	5	0	2	0	3	0	2	1	0	13		
Supervisor (special subjects).....	1	0	1	0	1	0	0	0	1		0	3		
Principal.....	2	0	1	0	1	0	0	0	1		0	3		
Technical and vocational school:														
Teacher.....	1	0	2	0	0	0	3	0	2	1	0	8		
Principal.....	2	0	2	0	1	0	1	0	1	1	0	6		
Other types of school experience—Extracurricular sociological service, etc.....	2	0	1	1	0	0	1	0	1	2	1	5		

1 "I" equals invariably; "P" equals preferred.

The agreement on specific types of experience as requisite for the junior high school principalship is pronounced. Seventy per cent of the superintendents prefer an applicant who has had experience as a junior high school vice principal, and 6 per cent would require this type of experience. Ninety-six per cent of the professors of education prefer a candidate with experience as a junior high school vice principal. Fifty-four per cent of the superintendents indicate a preference for the candidate with experience as a junior high school teacher and 5 per cent require this type of experience. In like manner, 67 per cent of the professors of education report a preference for the candidate with junior high school teacher experience. Fifty per cent of the city superintendents prefer a candidate with elementary principalship experience, and 6 per cent require this experience. Fifty-eight per cent of the professors of education report an equal choice between elementary principalship experience and elementary teacher experience.

City superintendents and professors of education are agreed that the experience as junior high school vice principal is the most desirable experience for the junior high school principalship. Experience as a junior high school teacher appears to be the next most desirable experience by both superintendents and professors of education. They agree upon the elementary principalship in third greatest frequency, except that the professors of education indicated the elementary teacher experience an equal number of times.

Since only 27 per cent of the superintendents indicate a preference for the senior high school experience, either as teacher, vice principal, or principal, a question might be raised concerning the desirability of considering senior high school experience in greater favor as a requisite for the junior high school principalship. Unquestionably, the success of the junior high school will depend upon an articulate understanding by the principal of the grade units, both below and above the junior high school.

### Academic Preparation for the Junior High School Principalship

In the selection of junior high school principals, the extent of the candidate's academic training is a pertinent consideration. During the last few years there has been a tendency to consider two years of normal-school training as a minimum for elementary-school work and graduation from a 4-year college or university as a minimum for high-school work. The advent of the junior high school presented a question of defining a standard of academic preparation for those engaged in various capacities in this new unit. Many conceived the junior high school to be essentially an elementary school, while others insisted that the new unit was fundamentally a secondary school.

State laws have failed to recognize the junior high school as a legal institution in many instances and the old certification laws have separated the instructional staff in terms of the degree held; thus normal-school graduates are confined to instruction in seventh and eighth grade subjects. What is the attitude of superintendents and professors of education concerning the extent of academic preparation for the junior high school principalship?

TABLE 7.—Types of general academic preparation for junior high school principalship considered by city superintendents and professors of education

Types of preparation	City superintendents										Professors of education			
	I		II		III		IV		V		Total			
	I <sup>1</sup>	P <sup>1</sup>	I <sup>1</sup>	P <sup>1</sup>	I <sup>1</sup>	P <sup>1</sup>	I <sup>1</sup>	P <sup>1</sup>	I <sup>1</sup>	P <sup>1</sup>	I <sup>1</sup>	P <sup>1</sup>	I <sup>1</sup>	P <sup>1</sup>
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15
Graduate of a 4-year high school.....	38	2	11	3	17	1	14	0	9	2	90	7	22	3
Normal-school graduate.....	3	13	1	9	0	9	0	4	0	5	4	40	1	8
University graduate with:														
Bachelor's degree.....	26	13	10	5	14	4	11	3	6	5	67	30	20	5
Master's degree.....	0	11	1	7	2	11	0	8	1	5	4	42	1	21
Doctorate.....					0	1	0	2					0	(?)
Degree in particular college:														
Liberal arts.....	2	18	0	2	0	4	1	4	1	1	4	29	4	12
Education.....	4	7	1	4	0	3	0	2	0	1	5	17	3	10
Science.....	0	2	0	1	0	2	0	1	0	0	0	6	0	3

<sup>1</sup> "I" equals invariably; "P" equals preferred.  
<sup>2</sup> I said "not needed"; I said "not particularly desirable"; I said "no handicap." Professors of education mentioned the following specific preparations in the few cases indicated by the number following the item mentioned. Social studies, 1; biological sciences, 2; vocational education, 2; educational psychology, 2.

The required and preferred choices of city superintendents and professors of education are presented in Table 7.

Graduation from a 4-year high school, or the equivalent, is an unquestioned requisite for the junior high school principalship by both city superintendents and professors of education. Of the 97 superintendents answering this part of the questionnaire, 90 invariably require graduation from the 4-year high school, or equivalent, and 7 indicate a preference for this training. Professors of education would require high-school graduation as a requisite in 22 cases, and they prefer high-school graduation in three cases.

The normal school graduate is considered by 45 per cent of the city superintendents and 36 per cent of the professors of education. Only four of the superintendents would require normal-school graduation and one of the professors of education would require normal-school graduation for the junior high school principalship. The size of the city appears to make no difference in the desired preparation of the candidates.

There is an evident desire or requirement by city superintendents and professors of education that the junior high school principal

should be a graduate of a 4-year higher institution with the bachelor degree. The size of city appears to make no difference in the desired or requisite amount of training of collegiate level. Sixty-seven per cent of the superintendents reporting in Group I require the bachelor's degree as a requisite to the junior high school principalship, and 33 per cent state a preference for the bachelor's degree. Approximately the same choice exists in each group of cities. Professors of education would require the bachelor's degree in 80 per cent of the cases reported.

The study by Koos<sup>1</sup> reveals an anticipated increase in the proportion holding higher degrees from the group of smallest cities to the group of largest communities. In the present study the superintendents of the three larger groups of cities indicate a desire for the master's degree more frequently than do superintendents of the two small city groups. The percentages of superintendents mentioning the master's degree as desired or required from Group I to Group V, respectively, are 27, 50, 72, 56, and 55 per cent of those reporting. Practically 81 per cent of the professors of education would require or prefer the master's degree for the junior high school principal.

The doctorate has slight significance in the junior high school principalship. Just 3 of the 97 superintendents answering this portion of the questionnaire indicated a preference for the doctorate degree. Three of the 25 professors of education made comments indicating disregard of the doctorate as desired or required in the junior high school principal. "Not needed," "Not particularly desirable," and "No handicap" indicate slight emphasis on the doctorate as far as professors of education are concerned. This attitude is probably a fair interpretation of the 94 "no responses" of city superintendents on the doctorate as a principalship requisite.

Should the principal be a specialized technician or should he possess a spread of training of liberalizing content? The responses of superintendents and professors of education indicate an emphasis upon the liberal training. Thirty-three per cent of the superintendents expressed a choice for the candidate who was trained in liberal arts. Sixty per cent of the professors of education indicated a preference for the liberal background of training. Practically 23 per cent of the superintendents expressed a choice for a principal who was trained in the professional phases of his work. Fifty two per cent of the professors of education enumerated education as a desired or required preparation for the principalship. This was probably taken for granted by those who did not respond.

Superintendents and professors of education are apparently agreed that the high-school principal should be a high-school graduate, a

<sup>1</sup> Koos, Leonard V., *The high-school principal*, p. 21.

college graduate, and trained in the field of liberal arts and education. Normal-school training and the master's degree are considered as valuable requisites for the junior high-school principalship.

**Professional Factors and the Junior High School Principalship**

The responses to the question on minimum requirements in education, extent of the applicant's publications of books and articles, and recency of attendance at summer school as points considered by superintendents and professors of education for the junior high school principalship were too incomplete to permit of detailed analysis. The question of minimum hours in education is specified by law in many States as a basis for certification. The limited responses of both city superintendents and professors of education centered around 30 quarter hours as a minimum. Publications were a factor for consideration, but the emphasis was limited. Recency of attendance at summer school ranged from "no consideration" to a requirement of attendance within the past year. The tendency appears to be "once within the past three years."

The lists of desired and required professional courses mentioned by city superintendents and professors of education are as follows:

CITY SUPERINTENDENTS

Index No.	Course	Per cent indicating the course as desired or required	Index No.	Course	Per cent indicating the course as desired or required
27	Junior high school organization and administration	100	20	Educational measurements	50
14	Psychology of adolescence	96	25	Vocational guidance	80
5	High-school curriculum	94	12	Educational psychology	88
3	Principles of secondary education	93	11	Schools supervision	87
			1	History of education	84
			17	Educational methods	82

PROFESSORS OF EDUCATION

12	Educational psychology	100	20	Educational measurements	88
27	Junior high school organization and administration	96	10	Practice teaching	81
5	High-school curricula	92	11	School supervision	81
21	Mental tests	92	14	Psychology of adolescence	81
3	Principles of secondary education	88	25	Vocational guidance	81
			22	Statistical method	76

All of the remaining courses were mentioned in less than 75 per cent of the cases reporting. There is one striking inference to be drawn from these two lists in comparison. All of the courses mentioned by superintendents, except courses 1 and 17, are included by 75 per cent of the professors of education. Courses numbered 10, 21, and 22 are included by 75 per cent of the professors of education, though not mentioned by 75 per cent of the city superintendents.

Though the majority of the courses included in the two lists are old in the professional curriculum and other studies indicate that most principals in secondary schools have taken them, there is a distinct emphasis placed upon some of the newer materials of the curriculum, namely: Educational measurements, psychology, vocational guidance, mental tests, and statistical methods. The specific course on junior high school organization and administration, which is a professional outgrowth of the practical advance of the junior high school, receives emphasis of the first order by superintendents, and is second only to educational psychology in the choice of the professors of education.

### Summary

1. The most desirable age for the junior high school principalship ranges from 30 to 35 years according to 60 per cent of the city superintendents and 72 per cent of the professors of education. There is no dogmatic maximum age standard. A consideration of a man's qualifications and ability for the specific position is a better criterion than age to employ in the appointment of the junior high school principal.
2. City superintendents and professors of education give greater consideration to men applicants than to women for the junior high school principalship and they prefer that the principal be married.
3. There is a general acceptance of the policy of selecting the junior high school principal from the local teaching corps.
4. The types of educational experience considered most desirable for the junior high school principalship are in order: Junior high school vice principal, junior high school teacher, elementary school principal.
5. The academic training of the junior high school principal is an important consideration, with graduation from a 4-year institution of collegiate rank as a standard of preparation required and the master's degree indicated as desirable. The doctorate is not considered essential for the junior high school principalship.
6. Liberal arts training is considered by 33 per cent of the superintendents and 60 per cent of the professors of education as a desirable preparation for the junior high school principalship.
7. Training in the professional phases of the work is an important consideration by superintendents in the selection of their junior high school principals.
8. More than 75 per cent of the superintendents and professors of education reporting mentioned the following professional courses as desirable: Junior high school organization and administration, psychology of adolescence, high-school curriculum, principles of secondary education, educational measurements, vocational guidance, educational psychology, and school supervision.

## Chapter III.—Personal Information Regarding Junior High School Principals

The fear that the junior high school, a new and euphonious name, may result in reorganization in name only necessitates an analysis of the principalship, the administrative position which determines just what the institution is to be.

### Sex of Junior High School Principals

The proportion of men and women in the elementary-school principalship has been reported<sup>1</sup> to be in favor of women. In the reorganization in terms of the junior high school, there has been a question whether the predominance of women as administrators would carry over into the new organization. The following distribution of junior high school principals involved in this study is according to sex and classes of schools.

TABLE 8.—Number and per cent of men and women principals in 440 junior high schools

Sex	Class of school					Total
	I	II	III	IV	V	
1	2	3	4	5	6	7
Men:						
Number.....	11	38	73	136	124	382
Per cent.....	55.0	88.4	83.9	86.6	93.2	86.8
Women:						
Number.....	9	5	14	21	9	58
Per cent.....	45.0	11.6	16.1	13.4	6.8	13.2
Total.....	20	43	87	157	133	440

For the major part, the position of junior high school principal is filled by men. There is a distinct tendency toward the selection of men for the principalship in the larger schools. Only in schools comprising Group I do we find a tendency to engage a greater proportion of women in comparison with the other classes of schools. A comparison of the findings in related studies on the sex status of the principal is presented in Table 9.

<sup>1</sup> Seventh yearbook of the Department of Elementary School Principals, p. 170.

TABLE 9.—*Sex status of principals as reported in related studies*

Authors of studies	Per cent men	Per cent women
Koos: <sup>1</sup> High-school principal.....	100.3	0.7
Draper: <sup>2</sup> High-school principal.....	94.8	5.2
Seventh Yearbook: <sup>3</sup> Elementary principals.....	45.0	55.0
Lundberg: <sup>4</sup> Junior high school principal.....	95.4	4.6
Present study.....	86.8	13.2

<sup>1</sup> Koos, J. V.: The high-school principal, p. 10.<sup>2</sup> Roberts, A. C. and Draper, E. M.: High-school principal as administrator, p. 19.<sup>3</sup> Seventh Yearbook of Department of Elementary School Principals, p. 170.<sup>4</sup> Lundberg, L. D.: Personal communication.

Obviously, the junior high school and the senior high school are administered by men. Professors Koos and Draper conclude that the profession of high-school principal is being taken over by men. Although the number of women principals in the elementary schools still exceeds the number of men, there is ample reason to believe that the proportion of men in the elementary school principalship will increase as the professional and economic status of that position is improved.

With regard to the sex status of the junior high school principal in larger cities the findings of Lundberg agree with the findings of the present study. Reference to Table 4 reveals the consideration which city superintendents and professors of education give to sex in the selection of junior high school principals. Undoubtedly, the tendency is definitely toward a decreasing number of women as junior high school principals.

### Marital Status of the Junior High School Principal

The distribution according to marital status of junior high school principals presented in Table 10 discloses the relative number of married and single men and women by classes of schools. The total percentage of married men stands in inverse ratio to the percentage of married women principals. The relative number of married and single men and women by classes of schools bears little significance except for the fact that a greater percentage of women are single and the majority of these women are engaged in schools of small size. Doubtless the great percentage of married men with domestic obligations assures a higher degree of tenure and stability in the profession of junior high school principal.

TABLE 10.—*Marital status of junior high school principals*

Marital status	Class of school					Total	Per cent
	I	II	III	IV	V		
1	2	3	4	5	6	7	8
Married men.....	10	32	68	128	116	354	92.7
Married women.....	1	0	2	0	1	4	0.9
Single men.....	1	6	4	6	6	23	6.0
Single women.....	8	5	12	21	8	54	93.1
No response <sup>1</sup> .....			1	2	2	5	1.3

<sup>1</sup> No women reported.

The preferences of city superintendents with regard to the marital status of candidates for the junior high school principalship presented in Table 5 are in close harmony with existing conditions in the principalship. The nine cases of required or preferred single status listed in this table are probably women since a considerable number of systems do not employ married women.

### Past and Present Plans of Junior High School Principals

A number of tangents strike upon the professional phases of the junior high school principalship. The principals cooperating in this study were asked to indicate their occupational plans as undergraduates, their intentions of remaining in the profession of junior high school principal, their reasons for entering upon the junior high school principalship, their choice of work should they leave the teaching profession, types of nonprofessional work performed during the academic year, the ways they spend their summers, and the number of months of work and salary for said work during the summer. All of these factors should be considered in any attempt to raise the junior high school principalship to a higher professional level.

*Undergraduate occupational plans.*—The undergraduate occupational plans of junior high school principals are presented in Table 11. There are more than half—54.3 per cent of those reporting—who while undergraduate students planned to enter educational work in some capacity. The findings of Koos<sup>2</sup> parallel this item to a close degree. He reports that 52.1 per cent of 421 high-school principals indicated teaching as their undergraduate choice of occupation.

<sup>2</sup> Koos, L. V. *The high-school principal*, p. 45.

TABLE 11. - Undergraduate occupational plans of junior high school principals

Occupations	N. A.		S. A.		N. C.		S. C.		M.		Pa.		Total			
	M	W	M	W	M	W	M	W	M	W	M	W	M	W	Per cent	
	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17
Teaching	57	17	22	1	81	9		1	9	4	30	3	204	35	239	54.3
Indefinite	22	5	8	2	1				1				35	7	42	9.6
Agriculture	5				2				2		2		11		11	2.5
Industrial	10	1	4		9	1	1	0	2		7	1	33	2	35	8.0
Civil service			1		1								2		2	.5
Commercial	9	1	1		5	1					3		18	2	20	4.5
Medicine	5		2		6						4		17		17	3.9
Ministry	4				2						1		7		7	1.6
Law	5		1		6		1	0	2	0	1	0	16		16	3.6
No response	5		5	2	14		6	2	1		3	3	30	12	51	11.6

Approximately 25 per cent indicate definite occupations other than teaching, and practically a third of these planned to work in the industrial field. Practically 10 per cent of those responding had made no choice of occupation as undergraduates and the 11.6 per cent of those not responding may be classed for the most part with those without definite plans. Almost one-fifth of the principals were, while undergraduates, indefinite about a chosen field of work.

*Reasons for entering junior high school principalship.* - A matter of first importance for the principal who is to be a leader in the profession is that he must of necessity be imbued with a professional outlook. This outlook is a result of careful analysis of the obligations of his profession. In the words of Professor Cubberley,<sup>3</sup> "he must see more clearly than those around him the great spiritual importance of the work in which he is engaged." Is the conception of this professional spirit the guide followed by principals in their election of the junior high school principalship as their field for professional endeavor? The principals answering the questionnaire in this study were asked to indicate their reason for entering upon the work of the junior high school principal. The distribution of the responses is presented in Table 12.

TABLE 12. - Distribution of reasons for entering junior high school principalship

Reason	Class of school					Total number	Per cent
	I	II	III	IV	V		
	2	3	4	5	6		
Higher salary	5	9	27	55	45	31	30.5
Age-grade organization	1	6	24	51	39	121	28.1
Promotion	1	7	16	49	37	110	25.6
More interesting work	5	15	17	24	25	86	20.0
Professional advancement	2	11	16	33	22	84	19.5
Leadership and administration	4	6	14	29	15	68	15.8
Offered advancement	3	4	23	17	18	65	15.1
Location place and larger school	1	2	11	7	4	25	5.8
Reorganization	1	4	6	14	8	34	7.7
Interest in children	1	4	2	2	5	14	3.3
First step	2	0	2	3	3	10	2.3
Research experimentation	0	1	0	6	3	10	2.3
Educational guidance	1	1	1	4	1	8	1.8
Better association	0	1	1	1	3	6	1.4
Steadier work tenure	0	1	2	0	2	5	1.2
Unprepared for senior high school	0	0	2	0	0	2	.1
Public-school work	2	0	1	0	1	4	.1
No response	1	1	2		6	10	2.3

<sup>3</sup> Cubberley, E. P.: *The principal and his school*, p. 561.

The major portion of the responses indicates a high standard of professional interest. Although the economic factor of higher salary received the greatest mention, the dominant interests in other subjective professional phases of the work are a fair barometer of a high degree of professionalization. The interest in the age-grade organization indicates a comprehension of the opportunity for the proper educational development of boys and girls. The frequency of mention of promotion as a reason for entering the principalship is indicative of a high degree of selectivity in the appointment of junior high school principals.

The limited number who indicated reorganization as the reason for entrance upon the junior-high school principalship speaks well for the reorganization. Fears have been expressed that the new school unit would be effected in change of name only; that the elementary school would be called a junior high school and the same personnel would be retained in the reorganization. As far as the principalship is concerned, there is slight reason to make this indictment.

*Future plans of junior high school principal.*—In all lines of work, some of the workers anticipate entrance upon other fields of endeavor. In anticipation that some of the principals might be considering other fields to conquer, they were asked to indicate the field of work they expected to enter if they should leave the profession of teaching. Seventy-five and six tenths per cent of the principals stated specifically they had no intention of leaving the profession; a large number of the remaining 24.4 per cent were uncertain whether or not they would make a change; a limited number were certain of leaving. Business was the chief attraction, holding the attention of 13.4 per cent of those responding. Agriculture was the chosen field for 3.9 per cent and the same percentage intended to retire from the principalship. Law was quoted as the chosen field by 1.1 per cent of the principals and the field of industry was attractive to 0.91 per cent of them. Social service was indicated by two; music, the clergy, and the literary field were indicated by one in each instance.

Those stating their intention of remaining in educational work were asked to indicate what other field, if any, they intended to enter. The returns revealed that there are three fields of educational work to which the major portion of these principals aspire. In descending frequency of choice these fields are high-school principalship, superintendency, and college teaching. The remaining fields mentioned are probably fields of specific interests, although no attempt was made to determine the causes for the anticipated change. With the known discrepancy which exists between salary schedules of junior high schools and those of senior high schools and the superintendency, there is little doubt that many of those selecting the senior high school and the superintendency consider the increased salary

as the chief attraction. This does no detract in any way from the professional attitude of these men and women who intend to make a change. Rather, it is an argument which points to the necessity of providing a higher salary recognition for the principalship in this new unit of educational reorganization.

Koos<sup>4</sup> found that 60.3 per cent of the principals intend to remain in the high-school principalship, 18.8 per cent plan to enter supervisory work, 2.4 per cent intend to teach in higher institutions, and 1.4 per cent intend to teach in the high school.

### How Do Junior High School Principals Spend Their Summers?

Is there a tendency for junior high school principals to engage their vacation time in activities for the initial purpose of improving themselves for the responsibilities of their position? Those responding to the questionnaire were asked to indicate whether they traveled, rested, attended summer school, or engaged in nonprofessional work for income. The responses are distributed in Table 13 with a supplementary list of the nonprofessional activities in which they engage.

TABLE 13.—Ways in which junior high school principals spend their summers and the specific nonprofessional activities in which they engage

Activity	Class of school					Total	Total per cent
	I	II	III	IV	V		
1	2	3	4	5	6	7	8
Combination of travel, summer school, and rest	6	12	33	83	63	197	44.8
Travel	1	6	2	1	2	10	2.3
Summer school	9	15	22	25	11	82	18.6
Rest		7	5	8	15	35	7.8
Nonprofessional work	4	14	25	39	36	118	26.8
Agriculture	1	3	5	4		13	3.0
Camp work	1	1	3	5	6	16	3.6
Civil service			1			1	.2
Commercial	2	5	9	11	6	33	7.4
Industrial		3	3	1	2	9	2.0
Lecturer					1	1	.2
Music			1			1	.2
Teaching		2	3	18	21	44	9.8

Due to the involved nature of some of the responses concerning the use of the summer vacation, it was necessary to include an additional item in the table covering combined activities as listed. Approximately 45 per cent of the principals do not devote their entire summers to any one activity. In the combined activities, summer school and rest appeared in the greatest frequency. This combination is probably the most desirable procedure. Summer school and travel is a desirable combination for those who are able to afford extensive travel. Approximately one-fifth, 18.6 per cent of the prin-

<sup>4</sup> Koos, L. V.: *The high-school principal*, p. 66.

cipals, attend summer school as their sole activity. A greater portion of the principals in the smaller schools attend summer school as the sole activity. This probably is indicative of a desire on the part of those in the smaller schools to advance in the teaching profession. A greater portion of those employing their summer time in relative inactivity are to be found in the larger schools where the median age is greater. The relative number who spend the summer in travel is comparatively small, 2.3 per cent.

More than one-fourth, 26.8 per cent of the principals, engage in nonprofessional work during the summer. The proportion is relatively constant in all classes of schools. In the analysis of the 118 cases engaging in nonprofessional work, there is a favorable indication in that a large percentage are engaged in teaching. While this activity has been classed as nonprofessional due to the income item involved, there is a distinct educational value for these principals in teaching professional courses in various summer schools. This practice also affords opportunity for institutions giving courses of a professional preparatory nature to synthesize theory and practice.

The following major nonprofessional activities of principals are listed in descending order of frequency: Commercial, 28 per cent; camp work, 13.6 per cent; agriculture, 11 per cent; industrial, 7.6 per cent civil service, lecturing, and music, each 0.9 per cent.

### Summary

1. There is a predominance of men in the junior high school principalship.
2. The greater proportion of the men principals are married; the greater part of the women principals are single.
3. More than one-half of the principals reported looking forward, as undergraduates, to educational work.
4. The primary reason given for entering the junior high school principalship was an increase in salary. The age-grade organization was noted as a reason in second greatest frequency. Promotion was indicated in the third greatest frequency.
5. For the most part, the principal is determined to remain in educational work; almost 76 per cent of the principals indicated such desire.
6. Approximately one-fourth of the principals engage in nonprofessional work for income during the summer vacation. Summer school, rest, and travel are the chief activities of principals.

## Chapter IV.—Academic and Professional Preparation of Junior High School Principals

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There is a general recognition that many public-school administrators have not been thoroughly trained for their work, either generally or specifically. The personal equation is an important but intangible one. Assuredly, the school executive must possess superlative personal qualities. Beyond these native qualities, the principal of the junior high school, in particular, must possess a broad and liberal education. His rôle is one of kindness, sympathy, vision, and courage. In addition, the obligations of the principalship demand a specific preparation to meet the growing problems of importance of the office. No longer is the principal a figurehead of autocratic leadership; rather he is concerned with the adjustment of the school in all its aspects to the needs of a democratic society.

Rating cards and a variety of studies have attempted to describe the personal qualities most desirable in public-school work in various capacities. Most of the desirable traits which have been defined are subjective and intangible. There is one thing of which we are certain: "Just anyone" will not meet the standards and obligations of the principalship. Hinton<sup>1</sup> has described the qualities to be expected of high-school principals and he recommends specific preparation for the position. The following excerpt contains his recommendations:

It is imperative that each man, no matter how capable, have a period of specific professional training. He should have at least four years of college work in English, American Government, psychology, United States history, social problems, economics, modern history, and ethics. In addition, he should have one year of graduate work in which courses dealing with the practical side of education and courses in psychology are the major subjects. Principalships will never be classed among the leading professions until such professional schooling is required for entrance.

To what extent is the junior high school principal trained academically and professionally? The present chapter presents the findings concerning the extent of high-school, normal, and collegiate preparation, recency of academic and professional training, specific undergraduate and graduate fields of academic preparation, the extent of professional preparation before and after becoming a junior high school principal, and the relative value attached by principals to various phases of their professional training.

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<sup>1</sup> Hinton, E. M.: *Opportunities for professional careers as high-school principals*, p. 30 *et seq.*

## Academic Training of Junior High School Principals

*High-school preparation.*—The principal of the junior high school has come up through the traditional 4-year high school for the major part. Seventy-seven and three-tenths per cent of the principals reporting in the present study are graduates of the 4-year high school, 7.7 per cent are graduates of a 3-year high school, 1.1 per cent are graduates of a 2-year high school, less than 1 per cent are graduates of a 1-year high school, 5 per cent indicated no high-school training, and 8 per cent did not respond. There is a distinct tendency for the principals in the smaller schools, the more recently trained group, to be graduates of a 4-year high school. There is a probability that a large number of the older principals in the larger schools were denied the opportunity of attending high school to the extent of a 4-year period.

A report of the high-school training of the elementary school principal indicates that 78.1 per cent of the group reporting had completed a 4-year high-school course, 9.6 per cent had completed a 3-year course, 2.9 per cent, a 2-year course, and 1.9 per cent a 1-year course. (Seventh Yearbook of the Department of Elementary School Principals, p. 178.)

*Normal-school training of junior high school principal.*—In recent years, the normal school has been concerned with the preparation of elementary teachers in many sections. The minimum standard for certification in many States has been graduation from a 2-year normal school. To what extent have the principals of the junior high schools come in contact with the normal school?

A comparison of the amount of normal training of the men and women who have attended normal schools reveals little difference between the two sexes. For example, of all the men having attended normal school, 7.9 per cent had attended 1 year, 39.5 per cent 2 years, 11.9 per cent 3 years, and 40.8 per cent 4 years. Of all the women having attended normal school, 8.8 per cent had attended 1 year, 41.2 per cent 2 years, 11.8 per cent 3 years, and 38.2 per cent 4 years. Considering all the junior high school principals reporting, 39.8 per cent of the men have had normal school training, while 58.6 per cent of the women principals have had normal school training. More women principals have had normal training than men principals.

The principals in the smaller schools have more frequently than the principals of the larger schools had normal-school training. Sixty-five per cent of the principals in the smaller schools have attended normal school; in Class II, 46.5 per cent; in Class III, 42.5 per cent; in Class IV, 42.7 per cent; in Class V, 36.8 per cent; and of all principals, 42.3 per cent have had normal training. For the major part, the principal of the junior high school is not a normal-school product. Studies by

D. S. Eikenberry<sup>2</sup> and B. C. Douglass<sup>3</sup> indicate that 27.8 per cent of high-school principals and 38.4 per cent of superintendents of schools have had normal-school training.

*College and university training of junior high school principals.*—Aside from the necessity of a wide scope of academic preparation for the junior high school principalship, there has been a tendency to set the standards for certification in terms of academic degrees. Tentative standards in various parts of the country have either classed the junior high school principal with the elementary principal or the senior high school principal for purposes of certification. A limited number of States have legalized<sup>4</sup> the junior high school and local municipalities have prescribed tentative standards for the certification of the administrative and teaching personnel of the junior high school.

In the discussion of the junior high school principalship, Smith<sup>5</sup> has taken occasion to emphasize the importance of academic as well as professional training for the junior high school principal.

*College graduation of junior high school principals.*—To what extent is the junior high school principal a product of academic institutions of collegiate degree? The responses to the questionnaire concerning the extent of college or university training indicate some noticeable differences between the sexes in the extent of collegiate training. A greater number of men principals (81.2 per cent) than women principals (46.6 per cent) are graduates of a college or university. Fifty per cent of the women principals indicated nongraduation from college or university, while 15.2 per cent of the men principals indicated nongraduation. The number failing to answer is relatively even for both sexes and there is a great probability that these principals are not collegiate graduates. On the whole, men principals are university graduates while women principals are not a collegiate product.

A consideration of the percentage of principals who are college graduates by classes of schools shows that the smaller classes of schools are manned by principals who are not college graduates. In the schools with enrollments ranging to 100, only 25 per cent of the principals are university graduates. However, there is a systematic increase in percentage of university graduates as we progress to the largest class of schools, with enrollments of more than 1,000. Here we find 85.71 per cent of the principals to be university graduates.

Reference to Table 7 indicates that the standards set by superintendents and professors of education have not been attained in actual practice. The desire that the junior high school principal be a university product is far short of realization since only 76.6 per cent of the principals are college graduates.

<sup>2</sup> Eikenberry, D. S.: Status of the high-school principal, p. 7.

<sup>3</sup> Douglass, B. C.: The status of the superintendent, pp. 20-21.

<sup>4</sup> Terry, P. W., and Marquis, W. J.: Legislation on the junior high school.

<sup>5</sup> Smith, W. A.: The junior high school, p. 438.

Eikenberry<sup>6</sup> reports that 12.3 per cent of the high-school principals considered in his study hold no degree and 67.2 per cent are college graduates. Draper<sup>7</sup> reports 93.7 per cent of the high-school principals in his study as holding the bachelor's degree.

Koos<sup>8</sup> found 66.5 per cent of the high-school principals to be college graduates. Douglass<sup>9</sup> reports 88.85 per cent of the superintendents as holding the bachelor's degree. The elementary principal has been found<sup>10</sup> to be a college graduate in 30 per cent of the cases reporting.

*Extent of collegiate training of nongraduates.*—Although a large percentage of the junior high school principals have indicated nongraduation from a college or university, the conclusion can not be drawn that they have not had collegiate training. The extent to which nongraduates of universities have attended colleges and universities is presented in Table 14.

TABLE 14.—Years of college attendance of those junior high school principals who have not graduated from college or university

Number of years	Class of school					Total	Total per cent
	I	II	III	IV	V		
1	2	3	4	5	6	7	8
1	4	4	10	9	2	29	33.3
2	2	3	4	4	3	16	18.3
3	4	4	2	4	2	16	18.3
4		1	1	2	2	6	6.8
None	1		1	3		5	5.7
No response	4	2	1	3	5	15	17.2

One-third of the 87 principals who have not graduated from a college or university have attended college one year. Practically a fifth have attended two years and another fifth have attended three years. Five principals, or 5.7 per cent of the 87, indicated that they had had no collegiate work. Eikenberry<sup>11</sup> reports that 92.1 per cent of the high-school principals have had collegiate work to some degree. Although we may assume that all or a portion of the principals not responding in the foregoing table have had no collegiate work, the proportion of junior high school principals having collegiate work in some degree still exceeds the collegiate experience of the high-school principal as reported by Eikenberry.

*Extent of post graduate work of junior high school principals.*—The form in which data were supplied made it possible to ascertain the

<sup>6</sup> Eikenberry, D. S.: Status of the high-school principal, p. 15.

<sup>7</sup> Roberts, A. C., and Draper, E. M.: High-school principal as administrator, p. 43.

<sup>8</sup> Koos, L. V.: The high-school principal, p. 21.

<sup>9</sup> Douglass, B. C.: The status of the superintendent, pp. 35-36.

<sup>10</sup> Seventh Yearbook of the Department of Elementary School Principals, p. 179.

<sup>11</sup> Eikenberry, D. S.: Status of the high-school principal, p. 10.

number of years the junior high school principals had been in attendance upon collegiate work subsequent to graduation from college. Table 15 presents the years of attendance of junior high school principals since collegiate graduation according to classes of schools and sex of principals.

TABLE 15.—Years of attendance of junior high school principals at college since college graduation

Years of attendance	Class of school										Total		Total per cent	
	I		II		III		IV		V					
	M	W	M	W	M	W	M	W	M	W	M	W	M	W
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15
1	1		10		25	4	55	8	33	1	124	13	40.0	48.1
2			5		11	1	22	2	12	2	50	5	16.1	18.5
3			2		3		16		3		24		7.7	
4			1		1		3	1	17	1	22	2	7.0	7.4
None	2	2	5	1	14	1	15		32	2	68	6	21.9	22.2
No response			2		5		5		10	1	22	1	7.0	3.7

More than one-fifth of the principals who are college graduates have not attended college since graduation. Approximately one-half of the women principals having graduated from college have been in attendance upon collegiate work to the extent of 1 year since graduation, 18.5 per cent 2 years, and 7.4 per cent 4 years. The percentages of the men principals attending college subsequent to graduation are: 1 year, 40.0 per cent, 2 years, 16.1 per cent, 3 years, 7.7 per cent, and 4 years 7.0 per cent. The median number of years of collegiate training of other public-school administrators is reported as follows: Elementary principals, 4.2 years;<sup>12</sup> high-school principal, 4.4 years;<sup>13</sup> and superintendents, 4.3 years.<sup>14</sup>

*Recency of attendance at summer school.*—The recency of attendance at summer school may be indicative of a feeling on the part of junior high school principals that the responsibilities of their profession demand current contacts with the literature and investigations pertaining to their specific problems. The principals in this study were asked to indicate their attendance at summer school during the past five years. The responses are distributed in Table 16 according to classes of schools and sex of principals.

<sup>12</sup> Seventh Yearbook of the Department of Elementary School Principals of the National Education Association, Washington, D. C., p. 179.

<sup>13</sup> Eikenberry, D. S.: Status of the high-school principal, p. 23.

<sup>14</sup> Douglass, B. C.: The status of the superintendent, p. 24.

TABLE 16.—Number of principals in attendance at summer school during the past five years

Year	Class of school										Total		Total per cent	
	I		II		III		IV		V					
	M	W	M	W	M	W	M	W	M	W	M	W	M	W
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15
1923.....	3	2	12	1	27	5	49	8	41	6	132	22	34.8	37.9
1924.....	3	2	13	1	26	3	46	6	35	4	124	16	32.4	27.5
1925.....	6	3	17	1	25	6	40	7	34	4	122	21	31.9	36.2
1926.....	5	3	16	3	25	5	41	9	21	1	108	21	28.2	36.2
1927.....	3	3	17	2	21	5	44	3	23	0	108	13	28.2	22.4
None.....	2	2	9	1	18	3	46	7	49	2	124	15	32.4	25.8

Degrees held by junior high school principals.—The large number in attendance at summer school and the number securing additional training since graduation from college, indicate an attempt on the part of junior high school principals to improve their professional training. One measure of the seriousness of the professional spirit of these principals is an analysis of the degrees of collegiate standing which they possess. Table 17 gives the distribution of the degrees held by junior high school principals according to geographical divisions.

TABLE 17.—Degrees held by junior high school principals

Degree	Geographical divisions													
	N. A.		S. A.		N. C.		S. C.		Mt.		Pac.		Total	
	Number	Per cent	Number	Per cent	Number	Per cent	Number	Per cent	Number	Per cent	Number	Per cent	Number	Per cent
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15
Bachelor's.....	103	70.5	37	75.5	122	81.3	12	75.0	14	66.7	49	84.5	337	76.6
Master's.....	60	41.1	14	28.6	57	38.0	4	25.0	6	28.0	26	44.8	167	38.0
Doctorate.....	12	8.2	1	2.0	1	.7					2	3.4	16	3.6
Normal.....	52	35.6	14	28.6	54	36.0	8	50.0	11	52.4	20	34.5	159	36.1
None.....	8	5.5	4	8.2	3	2.0			2	9.5	1	1.7	18	4.1
No response....	8	5.5	2	4.1	11	7.3	2	12.5	2	4.8	3	5.2	27	8.0

There is evident leadership in bachelor's degree status in the North Central and Pacific States; the other geographical divisions are on a parity. The percentage of principals having the master's degree is largest in the Pacific States, 44.8 per cent. The North Atlantic States have the second greatest percentage of principals with the master's degree, 41.1 per cent. The South Central, Mountain, and South Atlantic sections are on a par but considerably lower than the

other geographical divisions. The fact that 38 per cent of all the principals possess the master's degree is a favorable indication of a high professional standard. The doctorate is a degree which one would not expect to find among junior high school principals in great frequency. Still, 8.2 per cent of the principals reporting from the North Atlantic States possess the doctorate and 3.4 per cent of the principals in the Pacific division hold the doctorate. Although the city superintendents and professors of education place slight emphasis on the doctorate as an appointment factor for the junior high school principalship, the fact that 16 of the 440 principals now hold the doctorate gives an impression of high professional interest among the junior high school principals. The number and percentage who indicated the possession of the normal school diploma are greatest in the Mountain and South Central divisions. The number who indicated the absence of any degree is comparatively small, 4.1 per cent.

Professor Koos has stated that "the larger the community and the high school, the more urgent are advanced training and advanced degrees in the credentials of candidates for the principalship." The distribution of junior high school principals according to classes of schools and sex of the principals is given in Table 18.

TABLE 18.—Degrees held by junior high school principals

Degree	Class of school										Total		Total per cent	
	I		II		III		IV		V		M	W	M	W
	M	W	M	W	M	W	M	W	M	W				
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15
Bachelor's.....	3	2	25	1	59	6	116	11	107	7	310	27	70.5	46.6
Master's.....	1		9		20	1	60	3	68	5	158	9	35.9	15.5
Doctorate.....							3	1	11	1	14	2	3.2	3.4
Normal.....	7	5	15	3	25	5	46	11	39	3	132	2	30.0	46.6
None.....	2		3		3	2	1	4	3	3	12	7	2.7	10.3
No response.....		1		2	6	1	9	1	5	2	20	7	4.5	12.1

In the smallest class of schools there is a striking absence of principals who have attained the bachelor's degree. The large percentage possessing the normal diploma indicates that the majority of the principals in the smaller schools are normal school products. Beginning with the second class of schools, with enrollments from 101 to 250, there is a decided increase in the number of men principals holding the bachelor's degree, while the percentage of women principals holding this degree is still lower than in the smallest schools. From the second class of schools to the largest schools there is a constant increase in the percentage holding the bachelor's degree for both the men and women; however, in all instances, the percentage of women

is decidedly below the percentage of men. Less than one-half of all the women principals possess the bachelor's degree, while 81 per cent of the men have this degree.

The presence of the master's degree increases in frequency from the smaller to the larger schools. The fact that more than 40 per cent of the men principals have obtained the master's degree is indicative of professional interest and advancement. The percentage of women principals having the master's degree in the largest class of schools slightly exceeds the percentage of men with the master's degree. However, a consideration of all the women principals reveals a much lower standard in terms of the master's degree. Only 15.5 per cent of all women indicate a master's degree.

The doctorate is encountered only among the principals in the two largest classes of schools and then just to the extent of slightly more than 3 per cent for both sexes.

Thirty per cent of the men and 46.6 per cent of the women possess the normal-school diploma. The frequency of occurrence of this diploma decreases from the small to the larger schools.

Only 2.7 per cent of the men and 10.3 per cent of the women report no degree.

Eikenberry reported 67.2 per cent of the principals in his study as college graduates and Draper found 93.7 per cent of the principals in his study to be college graduates. Koos reported 66.5 per cent of the principals as college graduates and Douglass found that 88.9 per cent of the superintendents held the bachelor's degree.

*Specific undergraduate major preparation.*—As stated earlier, the new conception of the principalship is a challenge for the best trained leadership which preparatory institutions can provide. In no small measure, the specific academic preparation is indicative of the liberal background which is considered essential for wise leadership. In addition, one of the major functions of the principal involves a competent understanding of curricular materials for supervisory purposes as well as teaching. The principals reporting in the present study were asked to indicate the subjects in which they majored as undergraduates and the subjects in which they majored as graduate students.

TABLE 19.—*Undergraduate major subjects of junior high school principals*

Subject	Men	Women	Total	Subject	Men	Women	Total
1	2	3	4	1	2	3	4
Education.....	75	12	87	Commercial.....	1	1	2
History.....	59	3	62	Psychology.....	2	0	2
Science.....	47	1	48	Philosophy.....	2	0	2
Mathematics.....	36	4	40	Manual arts.....	2	0	2
English.....	21	5	26	Classical.....	5	2	7
Language.....	16	1	17	General.....	8	1	9
Engineering.....	5	0	5	No response.....	100	28	128
Agriculture.....	3	0	3				

Although the returns represent only 71 per cent of the principals in the study, one-fifth of all the principals majored in education as undergraduates. A greater percentage of the women principals are trained in English than any of the other academics. Doubtless the junior high school principalship will attain greater spiritual value when greater recognition is given the so-called culturals in the training program of the junior high school principal. Reference to Table 7 indicates the desire of city superintendents and professors of education for liberal training as a prerequisite for the principalship.

*Graduate majors of junior high school principals.*—The returns indicating the graduate majors of the junior high school principals are presented in Table 20.

TABLE 20.—*Graduate major subjects of junior high school principals*

Subject	Men	Women	Total	Subject	Men	Women	Total
1	2	3	4	1	2	3	4
Education.....	228	19	247	Engineering.....	3	0	3
Science.....	9	0	9	Psychology.....	3	0	3
History.....	6	1	7	Commercial.....	2	0	2
Mathematics.....	4	0	4	Agriculture.....	1	0	1
English.....	2	1	3	Philosophy.....	1	0	1
Language.....	3	0	3	General.....	2	0	2

There is a distinct shift of emphasis in the graduate work of junior high school principals. Slightly more than 56 per cent of all the principals have done graduate work in education. The pure academics have been disregarded and the professional work has attracted the attention of the principals. Whether this emphasis is the result of afterthought subsequent to the appointment as principal will be discussed in the following paragraph under professional training.

### Professional Training of Junior High School Principals

Johnston<sup>16</sup> has expressed the principles governing the professional aspects of the junior high school principalship. In speaking of the intellectual and moral tone of the junior high school in terms of the new conception of the principalship, he states that:

In this newer and more profoundly professional sense, high-school administration does have spiritual and technical sides as well as teaching. The principal in such a scheme must be a man strong in leadership, and capable of inspiring the best talent on his faculty. He must be a man with a sound philosophy of secondary education and a vision—a man into whose hands education in this large sense may safely be intrusted.

The prestige of the office of principal of the junior high school will be elevated in direct proportion to the professional study and advancement of the incumbents. To what extent have the present junior high school principals made specific professional preparation for the obligations of their office? In order that a view may be had of the

<sup>16</sup> Johnston, Newlon, and Pickett: *Junior-senior high school administration*, p. 355.

emphasis placed on specific professional aspects of the principalship, the extent of training of respondents as undergraduates, as graduates, and subsequent to becoming junior high school principals will be presented for each of the principal professional courses.

TABLE 21.—Number of quarter hours in professional courses taken by junior high school principals while undergraduates

Course	Number of quarter hours			
	5	10	15	Total
1	2	3	4	5
History of education.....	200	26	6	232
Principles of education.....	168	10	1	179
Principles of secondary education.....	91	2	1	94
Philosophy of education.....	94	3	2	99
High-school curriculum.....	39		1	40
Elementary-school curriculum.....	47	2	1	50
High-school administration.....	76	2	1	79
Elementary-school administration.....	58	2		60
City school administration.....	44	1		45
Practice teaching.....	82	39	9	130
School supervision.....	68	9	2	79
Educational psychology.....	164	34	8	206
Child psychology.....	92	2	1	95
Psychology of adolescence.....	55			55
Psychology of high-school subjects.....	37	1		38
Psychology of elementary-school subjects.....	28	1	1	30
Educational methods (general).....	123	14	6	143
Special methods.....	52	14	3	69
Experimental education.....	13	1		14
Educational measurements.....	73	3		76
Mental tests.....	49			49
Statistical method.....	13	1		14
Educational finance.....	3			3
Industrial and vocational education.....	17	1	3	21
Vocational guidance.....	24	1		25
Comparative education.....	12	1		13
School law.....	33			33
Junior high school organization and administration.....	70	2	3	75

In their undergraduate work in the university, the junior high school principals have shown a tendency toward professional specialization. This specialization does not, however, assume an administrative aspect, as the courses of greatest frequency of mention are relatively old in the professional curriculum.

The age-old question of the importance of various subject matters, as voiced by Rousseau, Bacon, and Spencer in the term "Of what use?" does not indicate a utilitarian value in the professional training of junior high school principals while undergraduates. The dominance of history of education as the course of greatest frequency in undergraduate preparation indicates a cultural and liberal tendency. The lack of undergraduate specialization in courses of practical import can be ascribed to the fact that only a limited number planned to be junior high school principals; the others merely planned for teaching.

There is a striking agreement with the findings of Eikenberry<sup>16</sup> concerning the undergraduate professional work of the high-school principal. History of education was mentioned in greatest frequency by 47.1 per cent of the principals reporting; educational psychology

<sup>16</sup> Eikenberry, D. S.: Status of the high-school principal, p. 19.

came second and was reported by 45.4 per cent of the principals; 26.8 per cent mentioned methods; and 25.2 mentioned principles of secondary education. He concludes that "apparently high-school principals have not expected to become principals, have not felt the need of training in administration and supervision or have not the opportunity for such study."

What regard have junior high school principals held for professional training during graduate work? Is there a tendency toward the selection of courses the content of which contributes toward the more specific and practical problems of administration and supervision? The enumeration of professional courses and the number of quarter hours which junior high school principals have taken during their graduate work are presented in Table 22.

There is a decided shift of emphasis on the professional work of the junior high school principal in graduate preparation. Courses which received emphasis during undergraduate preparation no longer hold first rank in graduate work. Contrary to the findings of Eikenberry<sup>17</sup> the newer aspects of professional study are stressed. Twenty-seven per cent of the principals in the present study indicated the course in junior high school organization and administration as a part of their graduate work. Other courses of greatest frequency were school supervision, educational measurements, high-school administration, educational psychology, principles of secondary education, etc.

TABLE 22.—Number of quarter hours in professional courses taken by junior high school principals during graduate years

Course	Number of quarter hours			
	5	10	15	Total
1	2	3	4	5
History of education.....	70	5	5	80
Principles of education.....	61	4	5	70
Principles of secondary education.....	80	7	3	90
Philosophy of education.....	64	10	4	78
High-school curriculum.....	65	2	1	68
Elementary-school curriculum.....	37	3	4	44
High-school administration.....	90	7	5	102
Elementary-school administration.....	56	2	4	62
City school administration.....	64	4	3	71
Practice teaching.....	16	4	1	21
School supervision.....	88	15	5	108
Educational psychology.....	77	11	4	92
Child psychology.....	37	1	1	39
Psychology of adolescence.....	60	1	.....	61
Psychology of high-school subjects.....	34	.....	.....	34
Psychology of elementary-school subjects.....	20	1	1	22
Educational methods (general).....	59	6	2	67
Special methods.....	53	6	3	62
Experimental education.....	24	4	2	30
Educational measurements.....	96	5	2	103
Mental tests.....	54	3	1	58
Statistical method.....	51	2	.....	53
Educational finance.....	20	2	.....	22
Industrial and vocational education.....	23	2	1	26
Vocational guidance.....	43	1	.....	44
Comparative education.....	16	.....	.....	16
School law.....	30	1	1	32
Junior high school organization and administration.....	106	9	4	119

<sup>17</sup> *Ibid.*, p. 20.

A very limited number of principals have done more than five quarter hours of work in any professional courses during graduate training. There is a positive indication that the more liberal aspects of the professional work which are embodied in courses dealing with principles and philosophy are not being ignored or neglected. The lack of interest in the principles of guidance is rather striking since this aspect is inherently a part of the junior high school movement.

There has been an assumption that the junior high school principals have realized the inadequacy of their former training as a basis for the performance of their new duties as principals. Eikenberry concludes that "the tendency (after entering the principalship) is decidedly away from such courses as history of education, philosophy of education, educational psychology, and courses primarily for the classroom teacher, to courses that are of more practical value for the high-school administrator and supervisor." To what extent has the junior high school principal realized the need for specific professional training since assuming the junior high school principalship? The principals reporting in this study were asked to indicate the number of quarter hours in specific professional courses they had taken subsequent to assuming the principalship. A distribution of the responses is presented in Table 23. The table presents proof that the rôle of junior high school principal has impressed the present incumbents with the need for an extension of their professional training.

TABLE 23.—Number of quarter hours in professional courses taken by junior high school principals since becoming principals

Course	Number of quarter hours			
	5	10	15	Total
	2	3	4	5
History of education.....	23	1	2	26
Principles of education.....	21		2	23
Principles of secondary education.....	49	5	3	57
Philosophy of education.....	57	3	1	61
High-school curriculum.....	62	2		64
Elementary-school curriculum.....	27	1	1	29
High-school administration.....	76	4	3	83
Elementary-school administration.....	26	2	1	29
City school administration.....	42	2	3	47
Practice teaching.....	9			9
School supervision.....	71	4	2	77
Educational psychology.....	46	8	2	56
Child psychology.....	24	1		25
Psychology of adolescence.....	40			40
Psychology of high-school subjects.....	20			20
Psychology of elementary-school subjects.....	8	2		10
Educational methods (general).....	34	2		36
Special methods.....	24		1	25
Experimental education.....	12	2		14
Educational measurements.....	81	5	1	87
Mental tests.....	52	3	1	56
Statistical method.....	41	5	1	47
Educational finance.....	17		1	18
Industrial and vocational education.....	12			12
Vocational guidance.....	27	1	1	29
Comparative education.....	5			5
School law.....	13	1		14
Junior high school organization and administration.....	114	2	3	119

The value which may be assigned to the professional work taken by junior high school principals is necessarily intangible and subjective. Any attempt to rank the value of specific courses in a category of relative importances can no more than show a tendency which may or may not be a standard of procedure to be followed by those in training. The ranking of the professional courses by the junior high school principals in this study is indicated in Table 24. No attempt is made to set a standard of preference in professional courses; the present status of professional courses is too variable to warrant such procedure. The table indicates only the relative importance of each course as judged by the principals.

TABLE 24.—*Relative ranking of professional courses by junior high school principals*

Course	Rank given to professional courses					
	First	Second	Third	Fourth	Fifth	Total
	1	2	3	4	5	6
History of education.....	5	7	9	3	12	36
Principles of education.....	25	13	11	7	11	67
Principles of secondary education.....	15	21	24	18	15	93
Philosophy of education.....	21	11	16	16	17	81
High-school curriculum.....	7	8	9	10	16	50
Elementary-school curriculum.....	1	1	3	3	11	19
High-school administration.....	23	31	25	26	11	116
Elementary-school administration.....	10	10	10	10	9	42
City school administration.....	8	8	12	10	12	50
Practice teaching.....	7	9	7	8	6	37
School supervision.....	29	33	36	22	17	137
Educational psychology.....	30	33	28	24	38	153
Child psychology.....	13	12	17	9	1	52
Psychology of adolescence.....	26	33	19	15	17	110
Psychology of high-school subjects.....	1	3	5	3	7	19
Psychology of elementary-school subjects.....	1	2	2	3	3	11
Educational methods (general).....	10	14	23	20	20	87
Special methods.....	8	10	4	12	9	43
Experimental education.....	1	3	2	4	2	12
Educational measurements.....	9	19	32	51	28	139
Mental tests.....	2	19	14	15	10	60
Statistical method.....	1	3	8	8	12	24
Educational finance.....			1	1		2
Industrial and vocational education.....	1	5	2	8	1	17
Vocational guidance.....	4	7	10	7	11	39
Comparative education.....		1		1	3	5
School law.....		1	5	1	2	9
Junior high school organization and administration.....	130	41	34	26	12	243
Extracurricular activities.....	1	6	5	4	2	18

Junior high school organization and administration was noted as most important of the courses by 55 per cent of the principals included in the study; educational psychology was mentioned next in frequency; then follow in order educational measurements, school supervision, high-school administration, and psychology of adolescence.

There is one thread which appears to be constant in the various studies of public-school administrators, namely, the inadequacies of their undergraduate training. Koos<sup>18</sup> comments that "a majority of the principals in and through their graduate training have been

<sup>18</sup> Koos, I. V.: *The high-school principal*, pp. 54-59.

endeavoring to compensate for the professional inadequacies of undergraduate training." Professor Koos indicates further that the courses which high-school principals would emphasize in further preparation are: Administration, measurements, supervision, psychology, curriculum, guidance, methods, principles of education, experimental education, vocational education, and school finance. This list bears a close identity to a list of needs which these same principals mention as the chief deficiencies which they note in their work. Eikenberry<sup>19</sup> has made a numerical listing of the professional subjects which the principals in his study declared to be of most value in their work. They are: High-school administration, principles of secondary education, educational psychology, educational administration, supervision of secondary education, psychology of adolescence, practice teaching, observation of teaching, philosophy of education, methods in special subjects, tests and measurements, history of education (United States), history of education (general), educational sociology, educational experimentation, junior high school, comparative education, vocational education, and educational statistics. Obviously, there are specific lines of endeavor which need special emphasis from the viewpoint of the principal.

#### Summary

1. The principal is a graduate of a 4-year high school or the equivalent in 77 per cent of the cases reporting.
2. Two-fifths of the men principals and three-fifths of the women principals have had normal-school preparation.
3. More than three-fourths of the men and less than one-half of the women are graduates from colleges or universities.
4. Nonuniversity graduates report one year of college work in one-third of the cases, two years in one-fifth of the cases, and three years in one-fifth of the cases. Almost 6 per cent have had no college work.
5. About one-half of the principals who have graduated from college have attended college one year subsequent to graduation and approximately one-fifth have attended two years. Twenty-two per cent have done no graduate work.
6. The following percentages represent the proportion of the principals attending summer school during the respective years 1923 to 1927, inclusive: 37, 27, 36, 36, 22.
7. The bachelor's degree is held by 76.6 per cent of the principals, the master's degree occurs in 38 per cent of the cases, and the doctorate is reported by 3.6 per cent. The normal diploma is reported by 36.1 per cent of the principals. No degree is reported by 4.1 per cent.
8. One-fifth of the principals majored in education as undergraduates.

<sup>19</sup> Eikenberry, D. S.: Status of the high-school principal, p. 21.

9. Slightly more than one-half of the principals have done graduate work in education.

10. The principal has shown a tendency toward professional specialization even in his undergraduate training.

11. There is a shift of emphasis in the professional work of the principal in his graduate training. The courses on junior high school organization and administration, school supervision, educational measurements, high-school administration, and educational psychology occur in greatest frequency in the graduate work of the principals.

12. The chief aspects of the principal's work which he would emphasize in further preparation are: Administration, measurements, supervision, psychology, curriculum, guidance, methods, principles of education, experimental education, vocational education, and school finance.

## Chapter V.—Educational Experiences and Salaries of Junior High School Principals

### Educational Experience of the Junior High School Principal

A number of conjectures have been made concerning the types of experience through which a public-school administrator should pass prior to his assumption of the obligations of his administrative office. In Chapter II of the present study an analysis was made of the types of experience which city superintendents and professors of education consider as requisite to the junior high school principalship. An analysis of the educational experience of the present junior high school principals presents a number of questions. How varied and how extensive has been the educational experience of the junior high school principal? What are the dominant types of experience preliminary to entrance upon the junior high school principalship? What is the guarantee of tenure for the junior high school principal? What is the present salary status of the junior high school principal? Is the salary schedule of the junior high school principal on a calendar-year basis or a school-year basis?

*Age at entering first administrative position.*—The principals in the present study were asked to indicate their age at the time they assumed their first administrative position in educational work. A distribution of the responses is presented in Table 25 according to the classes of schools and the sex of the principals. Of all the principals in the study, 13 per cent held an administrative position before they were 21 years of age; 41 per cent of the principals were between 21 and 25 years of age; 24.8 per cent were between 26 and 30 years old; 9.5 per cent between 31 and 35; 7.0 per cent between 36 and 40; and 1.8 per cent over 41 years of age.

TABLE 25.—Age of junior high school principals at the time of their first administrative position

Age	Class of school										Total		Grand total	
	I		II		III		IV		V		M	W		
	M	W	M	W	M	W	M	W	M	W				
1	2	3	4	5	6	7	8	9	10	11	12	13	14	
16								1				1		1
17				1	1			2		2		5	1	6
18	2					3	1	2		1		8	1	9
19	1	1		2		3		9		5		20	1	21
20				3		3		7	1	6		19	1	20
21	1	2		4		6		8		10		29	2	31
22	1			6	1	2		6		6		21	1	22
23	1			3	1	8		9	1	12		33	3	36
24	2			5		7	2	17		13		44	2	46
25		1		3		9	2	18		12		42	3	45
26	1			2		3	1	7	1	5		18	2	20
27				1		4	2	11	2	3		19	4	23
28	1	1		2	0	6	0	9		7	1	25	2	27
29			1			1		3	1	5		9	2	11
30	1			2		6	3	7	4	5		21	7	28
31				2	1	2		3		1		8	1	9
32						2		4	1	4	1	10	2	12
33								2	1	4	2	6	3	9
34				1		2		2	1	1		5	2	7
35							1	1		3		4	1	5
36						2			2	3	1	5	3	8
37							1	3		1	2	4	3	7
38						2			2	1	1	3	3	6
39								2				2		2
40				1		1	1	2		3		7	1	8
41						1			2	1		2	2	4
42										1		1		1
43														
44									1				1	1
45										1		1		1
57											1		1	1
No answer			2	1				1	1	8		10	3	13

A greater percentage of men than of women assume administrative work at an early professional age. Eikenberry has indicated that the median principal in his study "entered the principalship at 26.2 years of age." The average age of the junior high school principal in his first administrative position was 27.

*Teaching and administrative experience of junior high school principal.*—Principals were asked to indicate whether they had had one year of experience, two to four years of experience, or five or more years of experience.

On the basis of this classification 93.63 per cent of all the principals report five or more years of teaching experience, prior to the present position. Five per cent have two to four years of experience. Generally principals with less than five years of experience are encountered only in the smaller schools.

*Educational experience prior to junior high school principalship.*—A classification was made of the total previous experience of the junior high school principals. Only 10.2 per cent of them had 5 or fewer years of experience before becoming junior high school principals.

Those having between 6 and 20 years of experience totaled 57.7 per cent. More than one-fifth, 22.5 per cent, had had more than 20 years of experience before entering the junior high school principalship. Koos<sup>1</sup> found that the high-school principals in his study had had an average of 9.6 years of experience. Professor Eikenberry<sup>2</sup> shows that the median years of experience of the high-school principal in his study is 11.1 years. Douglass<sup>3</sup> reports the median experience of superintendents to be 20 years. The elementary-school principal has had 23.8 years of teaching and administrative experience.<sup>4</sup> Experience appears to be an essential qualification for administrative work.

TABLE 26.—Total educational experience of present junior high school principals prior to becoming junior high school principals

Years	Class of school										Total		Grand total	Total per cent	
	I		II		III		IV		V		M	W			
	M	W	M	W	M	W	M	W	M	W					
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	
1.....	1	1		2		3				1		7	1	8	1.8
2.....				2		2						4		4	.9
3 to 5.....	6			8	1	10		5		3		32	1	33	7.5
6 to 10.....	3			9		16	2	32	1	20		80	3	83	18.9
11 to 15.....		2		7	2	10		38	4	23	2	78	10	88	20.0
16 to 20.....		2		5	1	18	3	21	5	26	2	70	13	83	18.9
21 to 25.....	1			1	1	5	2	14	1	17	2	38	6	44	10.0
26 to 30.....		1				4	2	8	3	7		19	6	25	5.7
31 to 35.....				3		3	1	5	1	3		14	2	16	3.6
36 to 40.....						1	1	1	2	2		4	3	7	1.6
41 and over.....						1	1	1		3		4	1	5	1.1
No response.....		3		1		1	2	11	4	19	3	32	12	44	10.0

*Type of organization in first administrative position.*—The question has been raised concerning the types of experience most valuable for the junior high school principalship. As reported in Chapter II of the present study city superintendents and professors of education place an emphasis on junior high school vice principalship experience, junior high school teacher experience, and elementary principal experience. What are the specific experiences in teaching and administrative work which the present junior high school principals have had?

In the first administrative experience of the junior high school principal there is a distinct emphasis on certain grade organizations. Table 27 presents the type of school in which the present junior high school principal had his first administrative experience. Forty per cent of the present junior high school principals experienced their

<sup>1</sup> Koos, L. V.: The high-school principal, p. 61.

<sup>2</sup> Eikenberry, D. S.: Status of the high-school principal, p. 27.

<sup>3</sup> Douglass, B. C.: The status of the superintendent, p. 66.

<sup>4</sup> Seventh Yearbook of the Department of Elementary School Principals of the National Education Association, p. 173.

first administrative work in the elementary school; 15.5 per cent entered administrative work in the junior high school; 26.1 per cent started administrative work in the senior high school; 1.8 per cent entered administrative work in the elementary junior high school organization, and the same percentage in the senior high school organization; 8.9 per cent started as superintendents in 8-4 organizations; and 3.4 per cent started administrative work in ungraded schools.

TABLE 27.—Type of first administrative position held by junior high school principals

Type of administrative positions	Class of school										Total		Total per cent	
	I		II		III		IV		V		M	W		Total
	M	W	M	W	M	W	M	W	M	W				
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15
Elementary.....	6	4	14	3	17	10	43	17	55	7	135	41	176	40.0
Junior high school.....	2		11		19	2	19	2	13		64	4	63	15.5
Senior high school.....	3	1	5	1	18	2	45		38	2	109	6	115	26.1
Elementary and junior high schools.....		1	2				1		3		7	1	8	1.8
Junior and senior high schools.....					2		3		3		8		8	1.8
Elementary and high schools.....	1	4	1		14		18		4		37	2	39	8.9
Ungraded.....	1	2			4		4	1	3		13	2	15	3.4
No response.....	1				1		3	1	5		9	2	11	2.5

The elementary school has most frequently been the initial administrative training ground for the junior high school principals reported in this study; the senior high school was reported in the second frequency; the junior high school was noted third in frequency; and the superintendency of an elementary high school organization was fourth in frequency.

*Number of types of previous school experience.*—Since there are dominant types of experience which the present junior high school principals have had in their professional careers and there is much overlapping in the classes of experience listed in Table 28, a consideration of the number of types of experience is presented in Table 29.

TABLE 28.—Number of various types of experience of the junior high school principals prior to the present principalship

Number of types of experience	Class of school										Total			Total per cent
	I		II		III		IV		V		M	W	Total	
	M	W	M	W	M	W	M	W	M	W				
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15
1.....	2	1	13	2	19	4	16	6	21	1	71	14	85	19.3
2.....	7	3	11	2	18	9	56	8	52	7	144	29	173	39.3
3.....	2	2	13	1	23		46	6	39	1	123	10	133	30.2
4.....					11		13	1	6		30	1	31	7.0
5 or more.....			1		2		1				4		4	.9
No response.....		3				1	4		6		10	4	14	3.18

Practically one-fifth of all the principals reporting in the present study have had one type of school experience in terms of the grade organizations presented in Table 28. Two-fifths of the principals have had two types of previous experience; 30 per cent indicated three grade-organization types of previous experience; and approximately 8 per cent have had contact with four or more types of public school. In view of the fact that 80 per cent of the principals have had experience in more than one type of grade organization, there is an obvious implication that the problems of unification and articulation of the various grade levels are recognized factors in the experience of the present junior high school principals.

*Specific types of experience in five positions prior to the present principalship.*—A tabulation of the types of positions which the junior high school principals have held in the five positions prior to the present principalship reveals a wide range of experience.

For 46.4 per cent of the principals the five positions held prior to the present one have been elementary-school principalships. Thirty-seven per cent have been junior high school principals and senior high school teachers. Elementary teaching ranks third with 36.4 per cent reporting this experience. Thirty-one per cent of the principals have had experience as senior high school principals and 23.18 per cent have been superintendents. Approximately 10 per cent have been senior high school vice principals during the last five positions. The remaining types of experience were mentioned in less than 10 per cent frequencies.

TABLE 29.—*Specific types of experience of junior high school principals during the five positions prior to the present principalship*

Types of experience in 5 prior positions	Class of school										Total			Total per cent
	I		II		III		IV		V		Total			
	M	W	M	W	M	W	M	W	M	W	M	W	Total	
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15
Elementary teacher.....	7	4	9	1	27	9	40	17	40	6	123	37	160	36.4
Elementary vice principal.....					3	1	1	3	3	2	7	6	13	3.0
Elementary principal.....	5	3	14	2	26	6	65	15	62	6	172	32	204	46.4
Junior high teacher.....	2	1	5	1	6	3	7	1	8	2	28	8	36	8.2
Junior high vice principal.....			1	1	6			2		7	1	16	2	4.1
Junior high principal.....	7	2	8	1	26	7	56	8	44	4	141	22	163	37.0
Senior high teacher.....	3	1	13	2	25	3	59	5	49	3	149	14	163	37.0
Senior high vice principal.....	1		2	1	2	1	13	1	23	1	41	4	45	10.2
Senior high principal.....	1		9	2	29	1	49		42	2	130	5	135	30.7
Department head.....		1			3		11	2	18	1	32	4	36	8.2
Supervisor.....	1				4	1	7	2	8		20	3	23	5.0
Normal.....					1		5	1	4		10	1	11	2.5
College.....			2		6		8	1	9		25	1	26	5.9
Superintendent.....	1	1	9		21	1	47	1	21		99	3	102	23.2
Elementary-junior high school.....		1	8		4	1	7	3	5		24	5	29	6.6
Junior-senior high.....							3		4		7		7	1.6

*Teaching experience considered most valuable in present principalship.*—The wide range of experience in teaching and administrative

work of the junior high school principals is sufficient to warrant an evaluation of the type of experience which they consider most valuable to them in their present work. Those answering the questionnaire were asked to indicate the type of teaching experience and the type of administrative experience which they considered of most value to them in their present work as junior high school principals.

Elementary teaching experience received greatest frequency of mention as most valuable in the present principalship; senior high school teaching came second in frequency. Although 42 per cent of the principals have had junior high school experience in some capacity, only 21.8 per cent indicated this type of experience as most valuable in the present work. The total percentage of principals having had the three mentioned types of experience in each instance is approximately double the percentage indicating each of the three types as most valuable in the present work. Such a comparison allows no rank of preference for any one of the three types, but places them on a parity.

TABLE 30.—Types of classroom teaching experience considered most valuable for the junior high school principalship

Classroom teaching in—	Men	Women	Total	Total per cent
1	2	3	4	5
Elementary.....	111	31	142	32.3
Junior high school.....	77	19	96	21.8
Senior high school.....	134	4	138	31.4
Vocational school.....	2	.....	2	.5
Rural ungraded.....	7	.....	7	1.6
Normal school.....	2	.....	2	.5
Superintendency.....	2	.....	2	.5
No response.....	47	4	51	11.6

*Administrative experience most valuable in present principalship.*—

The values placed on the various types of previous administrative experience are indicated in Table 31. While the content of the table is not construed to indicate a preferential type of administrative experience, the wide range of administrative experience is evident and the chief sources of junior high school principals are suggested.

TABLE 31.—Types of previous administrative experience considered most valuable for the junior high school principalship

Administrative experience in—	Men	Women	Total	Total per cent
1	2	3	4	5
Elementary principal.....	117	23	140	31.8
High-school principal.....	57	5	62	14.1
Superintendent.....	43	1	44	10.0
Junior high principal.....	28	3	31	7.0
Supervisor.....	18	8	26	5.9
Head teacher.....	19	4	23	5.2
High-school vice principal.....	16	.....	16	3.6
Junior high vice principal.....	13	1	14	3.2
Business manager.....	8	.....	8	1.8
Elementary vice principal.....	3	2	5	1.1
No response.....	60	11	71	16.1

The elementary school principalship was indicated in the greatest frequency, 31.8 per cent, as the most valuable previous experience in administration for the junior high school principalship; 14.1 per cent of all the principals designated the senior high principalship as most valuable; the superintendency was designated by 10 per cent of the principals. The other types of administrative experience occur in frequencies of less than 8 per cent.

*Status immediately preceding present principalship.*—The distribution of the returns in Table 32 indicates that approximately 40 per cent, exactly 38 per cent, of the present junior high school principals were elementary-school principals immediately preceding the present principalship. A relatively large number, 20.5 per cent, of the principals entered the principalship from the position of senior high school teacher. Almost 10 per cent were senior high school principals immediately preceding the present principalship; 8 per cent were superintendents. The fact that only 5.5 per cent were vice principals in the various school organizations immediately preceding the present principalship indicates that a very small percentage were promoted or selected directly from vice principals. A greater percentage came from high-school principalships than from junior high school vice principalships. The elementary principalship has been the chief recruiting source.

TABLE 32.—Position held by junior high school principals immediately preceding their present principalship

Positions held immediately before present principalship	Men		Women		Total	
	Number	Per cent	Number	Per cent	Number	Per cent
1	2	3	4	5	6	7
Elementary principal.....	144	37.69	23	39.65	167	38
High-school teacher.....	80	20.94	10	17.27	90	20.5
High-school principal.....	39	10.21	4	6.88	43	9.8
Superintendent.....	35	9.16			35	8.0
Vice principal.....	23	6.02	1	1.72	24	5.5
Elementary teacher.....	10	2.62	10	17.27	20	4.5
Junior high teacher.....	17	4.45	3	5.17	20	4.5
Junior high principal.....	6	1.57	1	1.72	7	1.6
District supervisor.....	2	.52	1	1.72	3	.7
Industrial supervisor.....	2	.52			2	.5
Normal school.....	1	.26	1	1.72	2	.5
Director of adult education.....	1	.26			1	.2
No response.....	22	5.75	4	6.88	26	5.9

There are some striking differences in the sources from which junior high school principals come if one classifies according to sex. A greater percentage of women than men came from elementary principalships. A greater percentage of men than women came from high-school teaching positions. The percentage of men coming from the high-school principalship is greater. No women came from

the superintendency while 10 per cent of the men came from this source. A greater percentage of men came from vice principalships. The difference between the percentage of men and the percentage of women who came from elementary teaching positions is striking; 17.3 per cent of the women came from elementary teaching positions directly to the junior high school principalship while only 2.6 per cent of the men came from this source.

*Tenure in present position.*—How long have the junior high school principals been in their present positions? The replies to this question have been distributed according to the classes of schools in Table 33.

TABLE 33.—Years of service of junior high school principals in their present positions

Years of service	Class of school					Total	Total per cent
	I	II	III	IV	V		
1	2	3	4	5	6	7	8
1.....	4	8	13	9	9	43	9.8
2.....	8	6	12	18	6	50	11.4
3.....	1	8	18	23	18	68	15.5
4.....	1	5	10	20	17	53	12.0
5.....	4	5	14	13	20	56	12.7
6.....	1	2	4	16	17	40	9.1
7.....		2	2	8	6	18	4.1
8.....		1	6	6	4	17	3.9
9.....	1	1	3	5	7	17	3.9
10.....			1	12	4	17	3.9
11.....			2	3	8	13	3.0
12.....				5	1	6	1.4
13.....				1	4	5	1.1
14.....				3	1	4	.9
15.....		2	1	1	2	6	1.4
16.....				3	1	4	.9
17.....				4		4	.9
18.....							
19.....				1		1	.2
20.....			1			1	.2
21 and more.....		3		2	3	8	1.8
No response.....				4	5	9	2.0

Practically 10 per cent of the principals have been in their present positions one year; 11.4 per cent, two years; 15.5 per cent, three years; 12 per cent, four years; 12.7 per cent, five years. A total of 61.3 per cent of the principals have been in their present positions for 5 or fewer years. An additional 24.8 per cent have been in their present positions between 6 and 10 years, and 11.8 per cent have been in their present positions more than 10 years.

There is a distinct and constantly increasing tendency for the principals in the larger schools to remain in the same position for a longer period of time. Reflection upon the data on the educational experience of these principals indicates that the junior high school principal is experienced in many grade organizations and that he progresses by successive stages from small administrative positions,

where he remains a short time, to the larger schools, where he remains for a long period of years.

Is this tenure of the junior high school principal legally assured? What are the practices regarding the length of contract under which these principals are working?

There are apparently two dominant practices which are followed in the appointment of junior high school principals. First, regardless of the size of schools, the principals are working on a year to year contract. Of all the principals in the study, 65.9 per cent are on 1-year contracts.

The second type of appointment procedure involves permanent tenure "upon good behavior" as some of the principals indicated. A small group, 4.3 per cent, of the principals are engaged without any legal instrument which designates the term of their services. The limited number with contracts of specific duration, aside from the 1-year type, is negligible.

### Salaries of junior high school principals

Each year the public schools call for administrators with greater capacities and greater professional training. The story of the evolution of the elementary principalship, as described in the Seventh Yearbook of the Department of Elementary School Principals, is in no small way a description of the other educational administrative positions. The high order of the duties and obligations of the junior high school principal demands leaders of sterling quality. The specifications for this new type of leadership have outrun the economic returns for the service. If the position is to attract and hold people who have extensive technical and professional training coupled with first-rate ability, the economic return must be commensurate with the higher standards of service required.

There have been a number of researches conducted in relation to salaries and salary schedules. Mention is here made of the publication of the Research Bulletin of the National Education Association, "The scheduling of teachers' salaries" (vol 5, No. 3, May 1927). Therein is a description of the principles and existing practices in salary scheduling with an annotated bibliography of 109 references on the subject.

TABLE 34. — Salaries of junior high school principals

Salary range	Class of school										Total		Grand total	
	I		II		III		IV		V		M	W		
	M	W	M	W	M	W	M	W	M	W				
\$745.20...		1											1	1
\$900			1										1	4
\$1,000 to \$1,199	1	2		2									4	5
\$1,200 to \$1,399		1	4	1									2	6
\$1,400 to \$1,599	1	3	3	0	1	2				0	0		5	10
\$1,600 to \$1,799	1	0			2	0							3	3
\$1,800 to \$1,999	3	1	4	0	6	4							13	18
\$2,000 to \$2,199	4	0	5	0	5	2							12	14
\$2,200 to \$2,399			2	0	5	0	4	1					11	12
\$2,400 to \$2,599	1	0	4	1	8	0	4	4					17	22
\$2,600 to \$2,799			4	0	6	3	12	1					24	28
\$2,800 to \$2,999					7	0	6	3			2	0	13	16
\$3,000 to \$3,199			4	1	7	1	24	3	3	3	0		38	43
\$3,200 to \$3,399			4	0	6	1	15	2	10	0			35	38
\$3,400 to \$3,599					2	1	15	1	17	1			34	37
\$3,600 to \$3,799					5	0	12	1	11	0			28	29
\$3,800 to \$3,999			1	0	4	0	11	1	9	1			25	27
\$4,000 to \$4,199			1	0	1	0	16	2	15	1			33	36
\$4,200 to \$4,399			1	0	1	0	5	1	12	0			19	20
\$4,400 to \$4,599			2	0	1	0	3	1	13	2			19	22
\$4,600 to \$4,799					5	0	1	0	8	0			14	14
\$4,800 to \$4,999							1	0					1	1
\$5,000 to \$5,199									4	1			4	5
\$5,200 to \$5,399							1	0					1	1
\$5,400 to \$5,599							2	0	1	1			6	7
\$5,600 to \$5,799														
\$5,800 to \$5,999							1	0					1	1
\$6,000 to \$6,199							1	0	0	1			1	2
\$6,200 to \$6,399														
\$6,400 to \$6,599									1	0			1	0
\$6,600 to \$6,799									3	0			3	0
\$6,800 to \$6,999														
\$7,000 to \$7,199									5	1			8	9
\$7,200 to \$7,399														
\$7,400 to \$7,599									2	0			2	2
No response	1				1		2		2	0			5	6

Eikenberry<sup>5</sup> found the median salary for the high-school principals in his study to be \$2,314. The median salary for all the men principals was \$2,423 and the median for all women principals was \$1,607. The median salaries of all principals by classes of schools range from \$1,969 in the small schools to \$5,100 in the large schools. A ranking of the median salaries by geographical divisions, placed the Pacific division first, New England second, Mountain third, Middle Atlantic fourth, South Atlantic fifth, East North Central sixth, East South Central seventh, West South Central eighth, and West North Central ninth and last. This classification by Eikenberry is not identical to the geographical divisions in the present study, but the regions noted are relevant. Douglass<sup>6</sup> found the median salary of the superintendent to be \$3,662 (1919-20). Professor Eikenberry concludes that "the salary of the high school principal is less than two-thirds the salary of the superintendent."

Table 35 shows the salaries of junior high school principals according to classes of schools and the sex of the principals. For all the principals included in the study, the median salary was \$3,400. The median salary for the men principals was \$3,468 and the median salary for the women principals was \$2,775. The lowest and highest salaries of the men principals are, \$900 and \$7,599 respectively; for the women

<sup>5</sup> Eikenberry, D. S.: Status of the high-school principal, pp. 41-45.

<sup>6</sup> Douglass, B. C.: The status of the superintendent, p. 75.

principals, \$745.20 and \$7,199. There is a consistent trend of advance in the salaries of both men and women from the smaller to the larger classes of schools. The median salaries of men principals in the five successive classes of schools from smallest to largest are: Group I, \$1,967; Group II, \$2,500; Group III, \$2,886; Group IV, \$3,426; and Group V, \$4,120. The median salaries for women principals in the same order are: \$1,400; \$1,300 (due to limited cases); \$2,100; \$3,100; and \$4,550. The median salaries of women principals are appreciably lower than the median salaries of men principals in all classes of schools except the largest schools where the median salary of women exceeds the median salary of men by \$430. Ten per cent of the principals considered, receive a salary of less than \$2,000; 20.9 per cent receive between \$2,000 and \$3,000; 39.5 per cent receive between \$3,000 and \$4,000; 21.13 per cent receive between \$4,000-5,000; and 7 per cent receive \$5,000 or more.

The economic status of teaching in terms of salaries varies in different regions of the United States. This has been revealed through various studies. In order that the regional status of junior high school principals' salaries could be determined, the returns were distributed according to the geographical divisions previously determined. Table 35 is a distribution of principals' salaries according to geographical divisions and the sex of the principals.

TABLE 35.—Salaries of junior high school principals

Median	N. A.		S. A.		N. C.		S. C.		Mt.		Pac.	
	M	W	M	W	M	W	M	W	M	W	M	W
1	2	3	4	5	6	7	8	9	10	11	12	13
\$745.20		0						1				
\$900			1									
\$1,000 to \$1,199			1	2				1		1		
\$1,200 to \$1,399		1	2			1	2					
\$1,400 to \$1,599		3	1	1	2	1			2			
\$1,600 to \$1,799	1				1		1					
\$1,800 to \$1,999		1	5	2	6	2					2	1
\$2,000 to \$2,199	5	1	5		1	1			1			
\$2,200 to \$2,399	1		2		6			1			1	
\$2,400 to \$2,599	3	3	1		11	1			1	1	1	
\$2,600 to \$2,799	2	3	6		9	1	1		4		2	
\$2,800 to \$2,999	4	2			8	1	1					
\$3,000 to \$3,199	14	2	2		17	2	1		1	1	3	3
\$3,200 to \$3,399	12		4		11	1	1		1	1	6	1
\$3,400 to \$3,599	13				8	1			3		4	2
\$3,600 to \$3,799	4	1	3		15		2				4	
\$3,800 to \$3,999	8	2	4		7	1			1		4	
\$4,000 to \$4,199	5	1	1		13	1	3		1		10	
\$4,200 to \$4,399	4				8	1					7	
\$4,400 to \$4,599	10				3				1		5	
\$4,600 to \$4,799	11				2						1	
\$4,800 to \$4,999					1							
\$5,000 to \$5,199	4	1										
\$5,200 to \$5,399											1	
\$5,400 to \$5,599	4	1			2							
\$5,600 to \$5,799												
\$5,800 to \$5,999	1											
\$6,000 to \$6,199	1	1										
\$6,200 to \$6,399	1											
\$6,400 to \$6,599	1											
\$6,600 to \$6,799	3											
\$6,800 to \$6,999	3											
\$7,000 to \$7,199	8	1										
\$7,200 to \$7,399												
\$7,400 to \$7,599	2											
No response	1				4	1						

Regardless of sex, the median salaries of junior high school principals are highest in the Pacific States. The median salaries in other geographical divisions of the country occur in the following descending order: North Atlantic, North Central, South Central, Mountain, and South Atlantic. A treatment of the median salaries of the men principals separately leaves the same ranking of geographical divisions, except that the South Central ranks third and the North Central section ranks fourth.

The ranking of geographical sections on the basis of median salaries of women principals has questionable value due to the limited cases and the irregular frequencies. The Pacific ranks first; the median salaries for women principals in the North Central, North Atlantic, and the Mountain regions are identical. The remaining two geographical divisions are ranked again with the lowest median salaries, although the South Atlantic ranks above the South Central region.

Approximately 40 per cent of all the principals in each geographical division receive salaries between \$3,000 and \$4,000. Almost 60 per cent of the principals in the South Atlantic section receive salaries of less than \$3,000. Approximately 50 per cent of the principals in the South Central and Mountain regions receive less than \$3,000. The North Atlantic States have the greatest proportion of highest-paid principals; almost one-fifth of the principals reporting from this section receive salaries of \$5,000 or more. There are limited instances in the Pacific and North Central sections in which principals receive \$5,000 or more, but the other sections, namely, South Central, South Atlantic, and Mountain, do not report any salaries in excess of \$5,000.

### Summary

1. ~~More than~~ three-fourths of the principals held administrative positions in educational work before they were 30 years of age.
2. More than one-half of the principals have had 6 to 20 years of educational experience prior to the present position, and approximately one-fourth have had more than 20 years of experience.
3. The various types of experience, according to grade organizations, had by the junior high school principals are, in descending frequency of mention: Elementary school, senior high school, junior high school, and the superintendency.
4. Of the five positions held by each principal prior to the present principalship approximately one-half have been elementary school principalships, slightly less than two-fifths have been junior high school principalships, an equal number have been senior high school teachers, and approximately the same number, elementary school teachers; about one-third have been senior high school principalships and approximately one-fourth have been superintendencies.

5. The chief types of classroom teaching mentioned as being most valuable in the present principalship were in descending order of times mentioned: Elementary school, senior high, and junior high. The chief administrative experiences considered most valuable were in descending order: Elementary principal, high-school principal, superintendent, and junior high school principal.

6. The positions held in greatest frequency preceding the present principalship were: Elementary principalship, high-school teacher, high-school principalship, superintendency, and vice principalship.

7. Three-fifths of the principals have been in their present position five years or less. In the majority of cases they have 1-year contracts; in one-fourth of the cases they have permanent contracts. "upon good behavior."

8. The median salary for all principals is \$3,400, that for men is \$3,468 and that for women \$2,775. The range of salaries for men is from \$900 to \$7,599, the range for women is from \$745.20 to \$7,199.

9. Salaries of junior high school principals are highest in the Pacific States and lowest in the South Atlantic States. The descending order is: Pacific, North Atlantic, North Central, South Central, Mountain, and South Atlantic.

## Chapter VI.—The Junior High School Principal as Administrator and Supervisor

The principal of the last generation was a teaching principal. His duties and functions as administrator and supervisor were not clearly perceived due to a misconceived philosophy of education and the lack of an exact professional knowledge. The principalship was a badge of long service as a good disciplinarian in the classroom. Many administrators did not become principals until after they had reached the age of 40.<sup>1</sup> The changing status of the principalship has brought a new vision with a democratic spirit. This radical change in viewpoint will continue to meet serious resistance by those who find the new ideals at variance with those which have guided their organization. Charles L. Spain, in speaking of the deficiencies of the elementary principal, has stated that these principals "are faced with the alternative of bringing their training up to date or of having their administrative and supervisory ability challenged by a large group of scientifically trained young teachers who are now leaving our higher training schools."<sup>2</sup>

Various attempts have been made to describe the major functions of the secondary school principal. The majority of the principles which have been evolved center around three major functions, namely: Leadership, administration, and supervision. The qualities of leadership have been previously discussed; hence the findings presented in this chapter will be confined to administrative and supervisory functions.

The conclusions drawn by Professor Davis as a result of his extensive study describe the outstanding functions of the secondary school principal as follows: (1) To formulate a vision and a policy for the school over which he presides and to communicate this vision to his entire staff of assistants. (2) To lead in the formation of ways and means for realizing their vision and policy. (3) To supervise instruction, inspire teachers and pupils, coordinate and articulate efforts, and secure unity of spirit and practice. (4) To serve as the school's accredited agent before the public and to enlighten and advise the public in respect to what the schools are undertaking, what they are achieving, what are their needs, and what education truly signifies. (5) To share confidences with his teachers and pupils, capitalize their

<sup>1</sup> Seventh Yearbook of the Department of Elementary School Principals.

<sup>2</sup> Spain, C. L.: *Detroit Educational Bulletin*, 12; 8, p. 5, April, 1929.

intelligence and enthusiasm, delegate to them as large and as many responsibilities as circumstances permit, and integrate and unify the work of the entire school.<sup>3</sup>

Numerous professional contributions of recent date have treated the administrative and supervisory aspects of public instruction quite extensively in terms of the changed conception of the principalship. From the administrative point of view the practical contribution by Cubberley<sup>4</sup> has great value for the principal in service or the principal in training. Outstanding in the field of supervision are the contributions by Barr and Burton,<sup>5</sup> Ayer and Barr,<sup>6</sup> and Uhl and others.<sup>7</sup>

### Administrative Organization

The discussion of the administrative policies and practices of the junior high school principal involves an analysis of the administrative personnel and the extent to which certain duties devolve upon these functionaries, the extent to which the principals employ this time for various duties, the limits of the administrative powers of the principals, and the administrative policies practiced by the principals in administration of their schools:

*Officers in the administrative organization of the junior high school.*—To what extent has the junior high school principal employed the personnel of his school in the administration of the school? Table 36 presents a distribution of principals having various officers in the administration of their schools.

TABLE 36.—*Officers in the administrative organization of the junior high school*

Officer	Class of school					Total	Total per cent
	I	II	III	IV	V		
1	2	3	4	5	6	7	8
Assistant principal:							
Man.....	2	6	10	20	52	90	20.5
Woman.....	6	5	20	44	65	140	31.8
Both.....			4	2	22	28	6.4
Dean of boys.....		4	5	18	8	35	8.0
Dean of girls.....		5	12	26	24	67	15.2
Teachers' council.....	2	5	14	31	36	88	20.0
Student board in control of student affairs.....	2	16	39	45	77	179	40.7

A greater percentage of the principals have women assistants. Lundberg<sup>8</sup> shows that 17.9 per cent of the assistant principals in his

<sup>3</sup> Davis, C. O.: The duties of high-school principals.

<sup>4</sup> Cubberley, E. P.: The principal and his school.

<sup>5</sup> Barr, A. S., and Burton, W. H.: The supervision of instruction.

<sup>6</sup> Ayer, F. C., and Barr, A. S.: The organization of supervision.

<sup>7</sup> Uhl, W. L., and others: The supervision of secondary subjects.

<sup>8</sup> Lundberg, L. D.: Personal communication.

study were men and 82.1 per cent were women. Considering the ratio of men to women in the position of assistant principal in the present study, 39.1 per cent were men and 60.9 per cent were women. Only 6.4 per cent of the principals report both a man assistant and a woman assistant and these instances are naturally in the largest schools. Whether the 41.4 per cent not reporting have no assistant principals is uncertain.

The changed interest in education away from the teaching of subject matter to the teaching of boys and girls has evolved a new functionary in secondary-school administration, the dean of boys and girls. Increased enrollments and extensive curricula have multiplied to the point where one person, namely, the principal, could no longer meet the duties involved in an effective manner. The number of principals indicating the employment of a dean of boys or a dean of girls is surprisingly low. Less than 8 per cent employ a dean of boys and 15.2 per cent employ a dean of girls. There is the possibility that counsel work is cared for in a home-room organization. A teachers' council was mentioned by exactly one-fifth of the principals reporting.

Current literature is full of references to student participation in the activities of the school. Creative learning and the self-directed plan of teaching which have been treated in a variety of well-known professional books of recent date tend to characterize the school as a social training ground.

The principals reporting in the present study indicate that in 40.7 per cent of the schools there are student boards in control of student affairs. There is an increasing tendency for the student bodies in the larger schools to be organized for the control of student affairs. Whether the student-affairs organization is an expediency in administrative practice will be largely determined by the wise guidance of those vested with the responsibility of counseling the organization.

*Secretarial aid for the junior high school principal.*—For a long time the principal perceived his position as largely a clerical function. Probably too many principals still have this same conception of their work. However, the growth of enrollments has necessitated a scientific system of organization of perfunctory office routines. A recent series of studies by Reavis and Woellner<sup>9</sup> has discussed certain aspects of secondary-school administration, such as office hours, office organization, use of labor-saving devices, systematic filing of professional materials, and the procedures employed in conferring and communicating with pupils, parents, and teachers. They found that practically one-half of the 441 schools reporting had a full-time clerk in the office; only two schools had half-time clerks; all the other schools had two or more office clerks. To what extent is the

<sup>9</sup> Reavis, W. C., and Woellner, Robert: The series begins in *School Review*, vol. 36, No. 8, October, 1928.

office of the junior high school principal supplied with office secretaries?

TABLE 37.—Principals reporting full-time and part-time secretaries in school offices

Secretaries	Class of school					Total	Total percentage
	I	II	III	IV	V		
1	2	3	4	5	6	7	8
Full-time.....	1	5	30	111	126	273	62.0
Part-time.....		9	29	31	12	71	16.1

All of the schools reporting with enrollments in excess of 251 pupils appear to be provided with secretarial help in the office. The smaller schools are practically without secretarial aid and the assumption follows that the principal performs the routine duties. Even in the small schools, if the principal devotes the necessary time to supervision, he will have little time to care for such office routine as an office secretary can perform. The chief danger in the provision of ample secretarial aid is the inability of the principal to utilize the time saved toward more productive duties, such as supervision. Adequate training and the will to supervise will have to be a part of the consideration in the wisest use of any principal's time. Merely relief from office routine is no guarantee that the time thus made available will be utilized to the best advantage.

*Distribution of the junior high school principal's time to various duties.*—"There has been some tendency in the educational world in recent years to accept the typical as the standard. Although such a practice will often have something to commend it, there are occasions on which it is indefensible."<sup>10</sup>

Each school in any study is a problem unto itself. Any attempt to define a standard of practice as a measure of proficiency may not determine the most desirable practice for all schools. One standard, may fit a school in a given system and in other schools in the same system be inapplicable in many respects. The tendencies of practice presented are therefore not standards to be accepted without question as recommended procedure.

A distribution of the number of principals reporting the number of minutes which they devote to various duties daily is presented in Table 38 according to the classes of schools.

<sup>10</sup>Koos, L. V.: *The junior high school*, p. 484.

TABLE 38.—Distribution of the junior high school principal's time to various duties in terms of minutes

Duty and minutes	Class of school					Total
	I	II	III	IV	V	
1	2	3	4	5	6	7
<b>Inspection building:</b>						
1 to 30.....	10	32	54	106	63	276
31 to 60.....	2	4	5	14	14	39
61 to 90.....			1		1	2
91 to 120.....				1		1
Median.....						17.3
<b>Teaching regular classes:</b>						
1 to 30.....		1		4	10	15
31 to 60.....	1	7	14	7	4	33
61 to 90.....		2	4		1	7
91 to 120.....		6	6	3	1	16
121 to 150.....		2	1			3
151 to 180.....	6	2	2	2		12
181 to 210.....	1	2	2	1		6
211 to 240.....	1					1
241 to 270.....	2	1	1			4
271 to 300.....	2		1			3
301 to 330.....	1	1				2
331 to 360.....	1	1				2
Median.....						78.0
<b>Supervising instruction:</b>						
1 to 30.....	5	4	10	18	10	47
31 to 60.....	3	15	19	32	32	101
61 to 90.....	1	5	13	21	17	57
91 to 120.....		7	17	36	23	83
121 to 150.....	1	2	7	6	6	22
151 to 180.....			3	8	7	18
181 to 210.....		1		3	3	7
211 to 240.....		1			1	2
241 to 270.....					1	1
271 to 300.....					2	2
301 to 330.....			1			1
331 to 360.....			1			1
Median.....						67.1
<b>Taking charge of session room:</b>						
1 to 30.....	2	3	9	14	13	41
31 to 60.....		6	3	3		12
61 to 90.....	1	1	1	1		4
91 to 120.....	1		2	1		4
Median.....						20.0
<b>Routine office duties (correspondence, records, etc.):</b>						
1 to 30.....	5	11	11	12	18	57
31 to 60.....	7	11	34	45	39	136
61 to 90.....		3	10	18	21	52
91 to 120.....		10	11	37	13	71
121 to 150.....			2	1	3	6
151 to 180.....			3	4	3	10
181 to 210.....				1		1
211 to 240.....			1	2	1	4
241 to 270.....				1		1
271 to 300.....				1		1
Median.....						76.4
<b>Holding conferences with teachers:</b>						
1 to 30.....	7	18	33	55	33	146
31 to 60.....	2	10	28	55	50	151
61 to 90.....		3	3	12	6	24
91 to 120.....			2	4	3	9
121 to 150.....			1			1
151 to 180.....					1	1
Median.....						35.1
<b>Interviewing pupils:</b>						
1 to 30.....	7	25	31	46	40	149
31 to 60.....	2	8	28	63	54	155
61 to 90.....		1	4	9	5	19
91 to 120.....			5	7	1	13
121 to 150.....			1			4
Median.....						34.8
<b>Interviewing callers:</b>						
1 to 30.....	7	25	51	88	57	228
31 to 60.....		4	12	32	39	87
61 to 90.....				2	1	3
91 to 120.....			1	2	1	4
Median.....						21.2
<b>Attending student activities:</b>						
1 to 30.....	3	16	41	73	65	198
31 to 60.....		3	4	16	5	28
Median.....						17.2

TABLE 38.—*Distribution of the junior high school principal's time to various duties in terms of minutes—Continued*

Duty and minutes	Class of school					Total
	I	II	III	IV	V	
1	2	3	4	5	6	7
<b>Civic and out-of-school professional work:</b>						
1 to 30	1	15	29	71	45	161
31 to 60			3	11	9	23
61 to 90				1	1	2
Median						18.0
<b>Other duties:</b>						
1 to 30	4	10	23	43	37	117
31 to 60	3	10	13	31	17	72
61 to 90		2	6	10	10	28
91 to 120		1	1	4	5	11
121 to 150		1	1	1	1	4
151 to 180			1	1	1	3
181 to 210				1		1
Median						30.4
No response	5	7	16	31	31	90

A total of the median number of minutes devoted to various duties by junior high school principals gives a 6-hour and 38-minute working day. The most important activity from the point of time consumed is teaching regular classes. Teaching consumes three hours and a half of the median principal's time in schools of Class I, two hours in Class II, 70 minutes in Class III, 50 minutes in Class IV, and 24 minutes in Class V. For all classes combined the median time devoted to teaching amounts to 78 minutes, or one-fifth of the school day.

The second most important duty from the standpoint of time is routine office work. There is a gradual and consistent increase from the small schools to the largest schools in the amount of time devoted to office work. The median time devoted to routine office work in the small schools is only 34 minutes while the largest schools report a median of 54 minutes devoted to office routine.

Supervision of instruction ranks third in the amount of time spent. The small-school principal devotes less time to supervision than does the principal in the large school. Thirty minutes each day is the median time spent on supervision in the small schools while the principal in the largest schools devotes a median of 77 minutes daily to supervision.

Holding conferences with teachers ranks fourth in amount of time spent. Less time is used for this duty by principals of the smaller schools. The median time spent on this duty in all schools combined was 35.1 minutes a day.

Interviewing pupils ranked fifth in time consumed, with the principal in the largest school devoting more time to this duty than the principal in the smaller schools. The median time for all schools combined was 34.8 minutes daily.

The remaining duties arranged in descending order according to the median time consumed are as follows: Other duties, 30.4 minutes;

interviewing callers, 21.2 minutes; taking charge of session room, 20 minutes; civic and out-of-school activities, 18 minutes; inspecting building, 17.3 minutes; attending student activities, 17.2 minutes.

Eikenberry <sup>11</sup> reported that the high-school principals in his study devoted 138 minutes, or 37 per cent of their school day, to teaching which assumed first rank in terms of time consumed. Routine office work ranked second with 40 minutes as the median time consumed. Supervision of instruction ranked third with 36 minutes as the median time spent. The median numbers of minutes devoted to other duties in his report occur in the following descending frequency: Supervision of study hall, 33 minutes; holding conferences with pupils, 31 minutes; conferences with teachers, 22 minutes; school correspondence, 19 minutes; discipline, 17 minutes; community relationships, 10; conferences with parents, 9; inspecting building, 9; directing social affairs, 9; and entertaining visitors, 4. It is to be noted that in terms of time spent, the three most important functions indicated in Professor Eikenberry's study are in the same sequence as the three greatest functions of the junior high school principals reported in the present study.

McNeely <sup>12</sup> reported the activities of junior high school principals with a summary in terms of the number of hours per week and the percentage of the total time devoted to each activity. His conclusion was that "18 per cent of the principal's time goes to routine office work, 8 per cent to disciplinary problems, 7.4 per cent to matters which should be delegated; in all, 32 per cent of his total time is taken up in activities to which he should devote little time. Not that these things do not have to be done, but does the principal have to do them"?

A comparison of the findings in the various studies reported reveals unanimity of practice with regard to the relative amount of time which is devoted to various duties. There is too much agreement upon the large percentage of time devoted to duties at the expense of the most important function of the principal, that of supervision. If we accept the criterion that the improvement of teaching is the chief function of the junior high school principal, it is obvious that principals will have to be better trained for this function, and the will to supervise must be present with the principal. Charles L. Spain, writing in the *Detroit Educational Bulletin* for April, 1929, states that—

There is a tendency to multiply administrative machinery and reports (which) may offer an obstacle to more attention to supervision of instruction on the part of principals. \* \* \* In Detroit, where full-time clerks are supplied in schools having 800 pupils or more, it was found that often the time saved was not used

<sup>11</sup> Eikenberry, D. S.: *Status of the high-school principal*, pp. 51-53.

<sup>12</sup> McNeely, J. G.: *The activities of junior high school principals in California*. (See Table 13, p. 160.)

for supervision of instruction but for more administration. The chief influence seems to be the attitude of the principal himself. If he has the will to supervise, he seems to be able to do so.<sup>13</sup>

*Administrative powers of junior high school principals.*—In the organization of the administrative and supervisory functions in American schools, the superintendent is recognized as the nominal head. The superintendent, however, does not exist independent of the principal, nor is the principal independent of the superintendent. Their positions are complementary in the organization and administration of the system of public instruction. Cubberley<sup>14</sup> has stated that—

It is primarily the function of the superintendent to think and to plan and to lead; it is primarily the function of the principal to execute plans and to follow and to support. It is also the function of the superintendent of schools to pass upon and decide the more important matters referred to him from the schools and by the school board; it is the function of the principal to decide as many matters of a local nature as is possible, and to refer for decision only the more important questions to the central office above.

To what extent is the initiative for the performance of various duties vested in the junior high school principal? The principals answering the questionnaire were asked to indicate the professional powers wherein they exercised "exclusive," "cooperative," or "not at all" rights. By "exclusive" is meant sole authority; by "cooperative," in conjunction with the superintendent; by "not at all," no power to initiate. Table 39 is a distribution of the total returns indicating the degree of power for the performance of the various duties.

TABLE 39.—Number of principals having exclusive, cooperative, or no power in the performance of various professional powers

Power	Exclu- sive	Coop- erative	Not at all
1	2	3	4
Interviewing candidates for teaching positions.....	20	275	135
Recommending new teachers for appointment.....	17	204	94
Selecting substitute teachers.....	76	215	121
Recommending promotion of teachers.....	33	335	40
Recommending increase of teacher's salary.....	16	196	190
Recommending suspension and dismissal of teachers.....	23	345	46
Preparation of the course of study.....	22	350	40
Selection of textbooks.....	25	339	50
Making syllabi of instruction.....	28	313	58
Preparation of requirements for graduation.....	37	215	96
Formulating and presenting a financial budget.....	15	114	263
Recommending public policies and programs of the school.....	48	297	56
Selection of school equipment.....	26	333	54
Supervisory control of commencement exercises.....	208	113	34
Supervisory control of student activities.....	307	97	4
Supervisory control of all student funds.....	300	108	12
Selection of own assistant administrator.....	64	186	78
Determination of general policies of organization and administration of own school.....	163	239	7
Control of janitorial staff.....	115	249	48
Calling separate teacher meetings.....	346	30	4

<sup>13</sup> Spain, Charles L.: *Teaching as a fine art, the principal's contribution*, p. 6.

<sup>14</sup> Cubberley, E. P.: *The principal and his school*, p. 19.

There is a dominant tendency for the principal of the junior high school to execute various professional powers in cooperation with the superintendent. He is responsible for the execution of plans, the administration of established practices, and the support of predetermined policies. This conclusion does not preclude the assumption that the principal initiates and cooperates in the formation of certain policies which he is to follow. His capacity should be that of adviser in the cooperative determination of all policies.

There are a few powers which are vested almost exclusively in the junior high school principal. The right to call separate teacher meetings was noted by 346 principals, or approximately 81 per cent of the principals reporting; 307, or 71.4 per cent, report supervisory control of student activities; 70 per cent report control of all student funds; 48 per cent report exclusive control of commencement exercises; 37.9 per cent report exclusive control of the determination of the general organization and administration of the school; and 27 per cent report independent control of the janitorial staff.

Four functions stand out in the totals in which principals have no initiative. More than three-fifths, or 61.2 per cent, have no part in the formulation and presentation of a financial budget; 44.2 per cent reported no power in the recommending of an increase of a teacher's salary; 31.4 per cent have no initiative in interviewing candidates for teaching positions; and 28.1 per cent have no power in selecting substitute teachers. In the preparation of requirements for graduation, 22.3 per cent of the principals report no power; 21.9 per cent report no initiative in the recommendation of new teachers for appointment. The other powers in which the principals have no part were mentioned in less than 14 per cent frequencies. There is a general indication in the smallest schools that the principals are vested with fewer powers than are the principals in the larger schools.

Since there is a definite tendency for the principal to be cooperatively involved in the administrative and supervisory control of his school, an attempt was made to ascertain whether the principal attended board meetings when junior high school matters were discussed. Ninety-five per cent of the principals responded on this item. Nearly four-fifths of them reported nonattendance at board meetings. Principals of larger schools less generally than principals of smaller schools attended board meetings at which junior high school matters were considered.

### Supervisory Activities of Junior High School Principals

Supervision as a professional activity is a component part of modern educational practice. Barr and Burton<sup>15</sup> have established an outline of the field of supervision largely in terms of the improve-

<sup>15</sup> Barr, A. S., and Burton, W. H.: *The Supervision of Instruction*, Chapter I, pp. 1-26.

ment of instruction. The assumption that the primary function of supervision is improvement of the teaching act, and the final aim is teacher growth, leads to an analysis of the supervisory activities of junior high school principals.

Although there is an accepted belief that supervision is the primary function of the principal, the principals in the present study have indicated that a greater portion of their time is devoted to the teaching of regular classes and to routine office work than to supervision.

*Supervisory visits.*—Approximately two-fifths of the principals have no definite schedules for supervisory work. The 5 per cent not indicating any schedule may also belong to this group. Slightly more than one-fifth, or 21.4 per cent, make supervisory visits biweekly, one-fifth report monthly visitation, 8.9 per cent visit bimonthly, and 8.6 report daily visits. Slightly more than 2 per cent indicate visits on one or two occasions during a term.

How long does the principal spend in the classroom on his supervisory visits? A distribution of the length of visits to the classroom is presented in Table 40.

TABLE 40.—Length of supervisory visits to teachers

Length of visits in minutes	Classes of schools					Total	Total per cent
	I	II	III	IV	V		
1	2	3	4	5	6	7	8
1 to 5	3	1	4	7	5	20	4.5
6 to 10	1	7	14	26	19	67	15.2
11 to 15	1	4	15	15	13	48	10.9
16 to 20		6	5	20	13	44	10.0
21 to 25		1		2	6	9	2.0
26 to 30	1	11	17	30	23	82	18.6
31 to 35	1	1		2	1	5	1.1
36 to 40	1	4	10	11	8	34	7.7
41 to 45	2	2	2	10	8	24	5.5
46 to 50	1	1	4	6	3	15	3.4
51 to 60			4	10	5	19	4.3
No response	9	5	12	18	29	73	16.6

Approximately two-fifths of the principals report supervisory visits of 20 minutes or less in length. Another fifth of the principals indicate visits between 21 and 30 minutes in length. Only 22 per cent report supervisory visits of 30 to 60 minutes; 16.6 per cent did not respond. The median number of minutes devoted to supervisory visits is 23.

What record should be made of supervisory visits and conferences? Can the assumption be made that a supervisory visit is so inconsequential and perfunctory that no further attention is to be paid to questioned practices? Certainly the memory is an inadequate instru-

ment for such details. Of the principals reporting, only 41.6 per cent make record of their supervisory visits, and only 26.6 per cent record the results of conferences on teaching. Although a large number of those indicating a system of records for visits and conferences specified the use of such records in the case of unsatisfactory teachers, there is a fallacy in such procedure. Few teachers have attained such perfection in classroom instruction that their techniques can not be improved. In all justice to the teacher a record should be made of every supervisory visit and conference, and the principal can scarcely justify the time spent on supervision without tangible evidence as a measure of the results accruing from the supervisory aid which he purports to give.

*Supervisory methods for improving teachers in service.*—What are the methods of imparting the suggestions which grow out of the principal's supervisory visit to the teacher in the classroom? Table 41 presents a distribution of the responses according to classes of schools.

TABLE 41.—*Methods of presenting suggestions to the teachers by the principals*

Method of presenting suggestions	Class of school					Total	Total per cent
	I	II	III	IV	V		
1	2	3	4	5	6	7	8
Orally	10	37	71	123	109	350	79.5
Written	4	6	16	30	23	79	18.0
No response	6			4	1	11	2.5

Most of the principals in this study, 79.5 per cent, talk over the work observed on supervisory visits in personal conference rather than present their suggestions in writing. Draper<sup>16</sup> reported that the principals in his study used the oral method of giving suggestions to teachers subsequent to supervisory visits.

What is the nature of the comments which principals present to their teachers following a supervisory visit? Constructive suggestions were used by 91.4 per cent of the principals and 67.1 per cent indicated weaknesses in the work observed. Davis<sup>17</sup> found that the principals in his study offered constructive criticisms in preference to indicating weaknesses in the work observed.

The spirit of supervision is more vital and fundamental in the improvement of instruction and the teacher in service than innumerable visits and various techniques. True progress is made when the teacher seeks the supervisory aid of his principal on his own initiative. To what extent do the junior high school principals encourage their teachers to seek advice on supervisory matters? The responses to

<sup>16</sup> Roberts and Draper: *High-school principal as administrator*, p. 142.

<sup>17</sup> Davis, C. O.: *Junior high school education*, p. 346.

the foregoing question indicate that the principals strive to develop an attitude of cooperation in supervision. Four hundred and ten of the principals indicated that they encouraged teachers to seek advice in supervisory matters.

In order that the emphasis placed on various devices for the improvement of instruction might be ascertained, the principals were asked to indicate the devices which they employed most extensively. There was no significant difference in the practices in various classes of schools, hence the total number and per cent indicating each practice are shown in Table 42.

TABLE 42.—Number and per cent of principals employing various techniques for the improvement of instruction

Techniques	Number	Per cent	Techniques	Number	Per cent
Individual conference with teachers	372	84.5	Coaching pupils	104	23.6
Classification and adjustment of pupils	325	73.9	Demonstration teaching	74	16.8
Classroom observation	300	68.2	Experimental study	13	3.0
Teachers' meetings	291	66.1	Visitation for teachers	4	.9
Tests and examinations	224	50.9	Self-rating by teachers	2	.5
Department heads meet with their staff	150	34.1			

Individual conferences with teachers was reported in the greatest frequency, as a method used for the improvement of instruction. An administrative technique, classification and adjustment of pupils, was noted in second frequency with 73.9 per cent of the principals indicating this device; 68.2 per cent indicated classroom observation, or supervision; teachers' meetings came fourth in frequency being noted by 66.1 per cent; tests and measurements came fifth, 50.9 per cent; the remaining techniques were noted in lower frequencies.

The utilization of supervisory visits and conferences for the improvement of instruction has previously been noted. The emphasis placed on teachers' meetings as a device for the improvement of instruction calls for an analysis of the frequency of teacher meetings and the purposes for which they are held.

TABLE 43.—Frequency of teacher meetings

Frequency	Number	Per cent	Frequency	Number	Per cent
Irregular	36	8.2	Monthly	120	27.3
Biweekly	17	3.9	Two months	7	1.6
Weekly	130	29.5	No response	30	6.8
Bi-monthly	100	22.7			

Almost 30 per cent of the principals report teacher meetings on a weekly schedule; 27.3 per cent hold meetings monthly; 22.7 per cent call teacher meetings every two weeks. These three schedules

account for approximately 80 per cent of the principals reporting. Few of the principals indicate a practice of holding teacher meetings on an irregular schedule.

The frequency of the teacher meeting is not significant when treated independently of the purpose of the meeting. Principals were therefore asked to check the chief purposes for which the meetings were called. The total number and per cent reporting the purposes of their teacher meetings are presented in Table 44.

TABLE 44.—Number and per cent of principals indicating various purposes of teacher meetings

Purpose	Number	Per cent	Purpose	Number	Per cent
Administrative detail and policies.....	203	46.1	Spirit.....	28	6.4
Professional study and growth.....	103	23.4	Curriculum.....	3	.7
General problems.....	55	12.5	Meeting with superintendent.....	1	.2
Methods.....	32	7.3	No response.....	15	3.4

In spite of the great emphasis placed on teacher meetings in Table 44 as a means of improving instruction, there is evidence that 46.1 per cent of the principals use their teacher meetings for discussions of administrative details and policies. Approximately 31 per cent of the principals reported purposes which might be characterized as definite attempts to improve the teacher as an instructional agent. The other purposes may well be questioned as contributing factors to the improvement of instruction in any direct manner.

Methods which principals employ to encourage teachers to attend summer school for professional improvement are a final factor having a supervisory import. Table 45 is a distribution of the various means reported in terms of total number and per cent.

TABLE 45.—Methods used by principals to encourage teachers to attend summer school

Method	Number	Per cent	Method	Number	Per cent
Salary increase.....	137	31.1	Suggest specific courses.....	9	2.1
Personal conference.....	57	13.0	Certificate extension.....	7	1.6
Professional growth.....	45	10.0	Tenure extension.....	3	.7
Promotion.....	20	4.6	Impossible on salary.....	1	.2
By example.....	19	4.3	No methods.....	52	12.2
Regulations.....	17	3.9	Will not encourage.....	32	7.3
Distribute catalogues.....	16	3.6	No response.....	25	5.7

Salary increase is held out as the chief incentive for teachers to continue professional preparation in summer school. Almost 13 per cent of the principals utilize the personal conference as a means to stimulate teachers to further preparation. An appeal to the need for professional growth was noted by 10 per cent of the principals;

promotion was stated as an incentive by 4.5 per cent. Some of the principals distinctly object to the policy of encouraging teachers to attend summer school. Doubtless many teachers should not attend summer school year after year; nevertheless the growing needs of instruction warrant constant contact with the newer aspects of education on the part of all teachers.

### Summary

1. More than half of the principals report having assistants, the majority of whom are women. A small number have deans of girls and a still smaller number, deans of boys. Twenty per cent have teachers' councils and 40 per cent have student boards in control of student affairs. More than half of the principals report a full-time secretary, and a few report a secretary for part-time work.

2. In a median school day of 6 hours and 38 minutes, the median amount of time devoted by the principal to teaching is 78 minutes; the median time devoted to routine office work is 76 minutes; to daily supervision of instruction, 67 minutes.

3. Seventy per cent or more of the principals report that they have the right to call separate teachers' meetings, that they have exclusive control of student activities and of student funds. Less than 50 per cent have control of commencement exercises, of the determination of the general organization and administration of their own school, and of the janitorial staff.

4. The principals report having a part in the following functions in descending frequency: Selecting substitute teachers, interviewing candidates for teaching positions, recommending of increases in teachers' salaries, and formulation of the financial budget.

5. Only 21.7 per cent of the principals indicated attendance upon board meetings wherein junior high school matters were discussed.

6. Two-fifths of the principals have no supervisory schedule. One-fifth report biweekly visitations; another fifth, monthly visitations. Most of the principals talk over the supervisory visits in personal conference rather than present their suggestions in writing. Constructive suggestions are offered in the majority of the cases.

7. Principals report in descending frequency the following techniques for improving instruction: Individual conferences with teachers, classification, and adjustment of pupils, classroom observation, teachers' meeting, test, and examinations.

8. Less than a third of the principals hold weekly teachers' meetings; about a fourth report monthly schedules; and approximately a fifth hold meetings bimonthly. The purposes of the meetings are in order of times mentioned: Administrative detail and school policies, professional study and growth, general problems.

9. Salary increase is the incentive held out to teachers by 31 per cent of the principals as an encouragement to attend summer school. Some of the principals through personal conferences encourage teachers to attend; others appeal to their desire for professional growth; and still others "set the example."

## Chapter VII.—Community and Professional Activities of Junior High School Principals

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Much stress has been placed on the strategic position which the public-school administrator holds as the liaison officer between the public schools and the community. The new social functions and community relations mean a new conception of the work of the principal. Professor Johnston describes the place of the principal in his relationships with the community as the official representative of his school as follows:

The principal becomes the pivotal man in the system, a molder of educational opinion and practice. Thus the position carries with it greater responsibilities and the school touches the community more vitally than ever before. In a new and peculiar sense the principal links the school and its internal affairs with those of the community. The administration of a wide and far-reaching vocational program implies close cooperation with the commercial and industrial interests of the community.<sup>1</sup>

The public schools are obviously a functional part of the community. The degree to which the schools achieve the purposes for which they are maintained depends to a large extent upon the wise leadership and the vision of those who direct the policies of the schools and those who administer the school policies.

With the great variety of social pressures, some with ulterior motives, which seek an outlet through the public schools, the contacts of the principal in his official capacity must of necessity be made with discretion. There are certain organizations in every community which function as cooperative educational agencies. To what extent is the junior high school principal actively affiliated with these interests?

### Community Contacts

An attempt was made to determine the specific contacts by which the junior high school principal establishes a relationship between his school and the community. The principals were asked to check their contacts with several community activities. Table 46 shows the number of principals engaging and not engaging in various activities.

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<sup>1</sup> Johnston, Newton, and Pickell: Junior-senior high school administration, p. 354.

TABLE 46.—*Number of principals engaging and not engaging in various community activities*

Activity	Yes	No
Assist with census of children of junior high school age.....	155	230
School attendance officer responsible to you for your pupils.....	359	53
Active member of parent-teacher association of your school.....	276	138
Your work cooperatively organized with city health department.....	403	13
Participate in church and social uplift agencies.....	389	24
Use newspapers to give publicity to school policies and needs.....	374	40
Recreational play to provide adequately for own health.....	286	93

The majority of the junior high school principals do not assist with the census of children of junior high school age, although one-third of the principals perform this duty. In 12 per cent of the cases, the school attendance officer is not responsible to the principal for the pupils in the principal's school. The fact that more than 81 per cent of the principals indicated direct responsibility to them on the part of the attendance officer bespeaks a high degree of cooperation in attendance work. Approximately 63 per cent of the principals are active members of parent-teacher associations in their own schools. Less than 3 per cent of the principals indicated noncooperation with the city health department. Contact with social uplift agencies such as the church shows a high degree of cooperation, as practically 89 per cent of the principals participate in such social work. The newspaper is used extensively for publicity of school policies and school needs; less than 9 per cent fail to use the newspaper for publicity. Only 65 per cent of the principals reported adequate recreational play to care for their health and 21 per cent were certain that they lacked sufficient recreation for the best interests of their health. Whether the 14 per cent not reporting this item were uncertain about their health needs is unknown.

What are the specific recreational activities in which the junior high school principals engage? Since the nature of many games and sports involves social contacts, the diversity of activities mentioned by the principals shows some of the social as well as physical values derived from their recreational activities. The pertinency of the number engaged in different sports does not warrant a tabulation of the returns. The various activities reported occurred in the following descending frequency: Hiking, 110; golf, 72; gardening and farming, 53; gymnasium and playground, 49; baseball, 47; volleyball, 46; swimming, 40; basketball, 37; motoring and fishing, 35; hunting, 21; amusements, 19; bowling, 18; boating, 11; scout work, 7; football and handball, 6; riding and billiards, 3; archery and horseshoes, 2; and dancing, 1. The variety of sports mentioned and the number engaged in each sport indicate that the junior high school principal engages in commendable activities for recreational purposes. Health is regarded as an essential for the adequate performance of any duty.

No principal can afford to jeopardize his success through careless neglect of his physical welfare.

In every community there are a great number of social-civic organizations which aim to contribute to the betterment of society. One of the deep interests of most of the service organizations in any community is the subject of public education. The effectiveness of service organizations in furthering the cause of education is not obtained through action independent of the existing conditions in the school; a close harmony of purpose and action on the part of the schools and the various complementary agencies is essential. As stated previously, the principal is in the pivotal position for the promotion and direction of the educational policies. Every opportunity must be taken to educate the public to the needs of the school and to acquaint the community with the progress of the school.

To what extent is the junior high school principal a member of social-civic organizations in the community? In what community activities does he take part? Before what organizations does he appear to speak on educational topics? A distribution of the principals' responses to these questions indicates the extent to which he attempts to acquaint the public with the schools, the things they are doing, and the things that need to be done.

TABLE 47.—Membership of junior high school principals in social civic clubs

Social-civic club membership	Men	Women	Total	Social-civic club membership	Men	Women	Total
None.....	72	10	82	American Legion.....	13		13
Mens' clubs.....	65		65	Music and art clubs.....	8	3	11
Civic league.....	53	6	59	Golf and athletic clubs.....	4		4
Kiwanis.....	46		46	Child welfare.....	1	2	3
Literary and college clubs.....	21	15	36	Young peoples' club.....	2	1	3
Chamber of Commerce.....	30	2	32	Country club.....	1	1	2
Lions.....	32		32	Maryland Academy of Science.....	2		2
Lodge.....	30	1	31	Council of Sociology.....	1		1
Womens' club.....		27	27				
Rotary.....	20		20				

Practically a fifth of the principals in the study stated that they had no social-civic club affiliations and 11 per cent did not respond. The 70 per cent indicating affiliation with some service club or other are connected with organizations with known high standards of purpose and deep interest in education. The junior high school principal has formed contacts which are invaluable in the promotion of public education.

TABLE 48.—Community activities in which junior high school principals actively participate

Activity	Men	Women	Total	Activity	Men	Women	Total
Boy Scouts and Camp Fire Girls.....	211	12	223	Church affairs.....	27		27
Community Chest.....	170	25	195	Public health.....	8	4	12
Red Cross.....	161	29	190	Y. W. C. A.....		6	6
Y. M. C. A.....	34		34	Holiday programs.....	4		4
				W. C. T. U.....	1		1

Due to the inadequacies of the questionnaire method of reporting this type of data, a true picture of the community activities may not exist in the foregoing table. One can not assume that only 27 of the 440 principals engage in church work. The enlightening aspect of the table is the large number indicating active participation in Boy Scout, Camp Fire Girl, Community Chest, and Red Cross work.

One of the chief opportunities to foster and promote the purposes of the school arises in connection with speaking engagements before organized bodies in the community. The principals reported the names of the organizations before which they appeared during the current year to speak on educational topics. Table 49 shows the frequencies in which various organizations were mentioned.

TABLE 49.—*Organization before which principals spoke on educational topics during current year*

Organization	Number of appearances			Organization	Number of appearances		
	Men	Women	Total		Men	Women	Total*
Parent-teachers' association.....	154	17	171	Rotary.....	22		22
Professional education meetings.....	94	13	107	Public-school addresses.....	15	2	17
Church.....	48	1	49	Lodge.....	13	2	15
Men's club.....	44	1	45	Y. M. C. A.....	13		13
Civic league.....	38	2	40	Literary Clubs.....	10		10
Kiwanis.....	37		37	Patriotic meetings.....	8		8
Women's club.....	23	8	31	W. C. T. U.....	5	2	7
Lions.....	27		27	Young peoples' club.....	7		7
Boy Scouts and Camp Fire Girls.....	24	1	25	Child welfare.....	4	1	5
				Radio.....	2	1	3

The problem of school publicity has been treated quite extensively. Alexander and Theisen<sup>2</sup> have stated the principles and practices for obtaining better school support. The principle of regular and continuous publicity is exemplified in the speaking engagements reported in Table 49. The variety of contacts is more pertinent than the actual numbers reported; the principal needs to promote his school before organizations not closely related to school work. The parent-teachers' associations and professional education meetings do not reach sufficient numbers of the lay public to guarantee a common understanding of the problems of education.

The variety of activities and community interests of the junior high school principal presented in the foregoing discussion is suggestive of the contacts which provide an opportunity for the promotion of the best interests of education. The school administrator should be well versed in the problems of school publicity and the techniques of presenting the needs and the achievements of his school to the public. This implies a higher degree of professional training for the principal in service. The training institutions can ill afford to neglect this phase in the preparation of public-school administrators.

\* Alexander, C., and Theisen, W. W.: *Publicity campaigns for better school support.*

## Professional Activities of the Junior High School Principals

The profession of principal has advanced so rapidly that it is imperative for every principal in service to utilize a variety of devices for self-improvement. New developments in school techniques appear constantly in current literature and the theme of most professional meetings centers on scientific treatment of educational problems. An attempt to ascertain the extent to which the present junior high school principals keep contact with progress in education was made by tabulations showing the membership in professional organizations, the attendance upon various professional meetings, the professional magazines and publications read regularly, the nonprofessional magazines most frequently read, and the publications of the principals.

*Professional organization membership of junior high school principals.*—The various professional organizations of local, sectional, and national scope have done much to promote the professional status of the personnel of the public schools. The values accruing from affiliation with professional organizations are well known. As a means of furthering the cause of education and the promotion of professional study and growth, there are few agencies which have achieved the tangible results so evident in the annals of the various organizations. Table 50 presents a distribution of the membership of junior high school principals in various professional organizations mentioned by 20 or more principals.

Seventy-eight per cent of the principals indicated membership in the National Education Association, 74 per cent in the State education associations, 48.4 per cent in parent-teachers' associations, 46 per cent in local educational associations, and 46 per cent in schoolmasters' clubs. Forty-three per cent of the principals belong to separate junior high school principal associations. Practically 30 per cent of the principals are members of county educational units. The number mentioning membership in the department of Secondary School Principals and Phi Delta Kappa probably is not representative of the true membership in these bodies.

TABLE 50.—*Membership of junior high school principals in various professional organizations*

Organization	Frequency of mention
National Education Association.....	344
State educational association.....	327
Parent-teachers' association.....	257
Local educational association.....	203
Schoolmasters' Club.....	203
Junior high school principals, organization.....	191
County educational association.....	130
Department of secondary school principals.....	77
Phi Delta Kappa.....	22

*Attendance of junior high school principals upon various professional meetings.*—Table 51 shows the attendance of junior high school principals upon various associations meetings in the current year of the questionnaire. The fact that the National Education Association meeting was that year held in Seattle, Wash., far removed from the large population centers, probably accounts for the small number in attendance upon that meeting.

TABLE 51.—Attendance of junior high school principals upon various professional meetings

Organization	Frequency of mention
State educational association.....	249
County or district associations.....	146
Association of Secondary Principals.....	90
National Education Association.....	78
Junior High School Principals Association.....	52
Department of Superintendence.....	41
Schoolmasters' clubs.....	41
City educational associations.....	35
Special subject meetings.....	34

Comparison of Tables 50 and 51 indicates a wide variation between attendance upon meetings and membership in the various organizations. Only State and district meetings show attendances at all comparable with indicated memberships.

*Professional literature read regularly by junior high school principals.*—Professional literature has been evolved along the line of both general and specific interests. There are publications which appeal to practically every phase of public-school interests. Many principals keep well versed in educational progress through their professional reading. Over one hundred well-known professional magazines of national reputation were mentioned.

Fifty-two per cent of the principals reported the *Journal of the National Education Association* as the professional magazine which they read regularly. The Seventh Yearbook of the Department of Elementary School Principals reports 57.5 per cent of the elementary principals reading this journal regularly.<sup>3</sup> The State educational journals were second in popularity with 31.8 per cent indicating their State publication as regular professional reading.

The *School Review* was reported third in frequency by 26 per cent of the principals. Sixteen other magazines were mentioned by at least 20 per cent of the principals. The 440 principals in the study listed 1,425 magazines, or an average of 3.2 magazines per principal.

*Nonprofessional magazines most frequently read regularly by junior high school principals.*—The reading of nonprofessional magazines provides an opportunity for the principal to keep in contact with public activities. Such reading is a diversion from technical literature and represents a worthy use of leisure time.

<sup>3</sup> Seventh Yearbook of the Department of Elementary School Principals, *op. cit.*, p. 343, Table 88.

There were 374 principals who listed 1,136 titles of magazines, or an average of slightly more than three magazines per principal. The *Literary Digest* ranks first in frequency of mention with practically two-fifths of all the principals in the study reading it regularly. The *American* was reported by 27 per cent of the principals. The *Atlantic Monthly* ranked third in frequency with 21.4 per cent of the principals reading this magazine regularly.

The Seventh Yearbook of the Department of Elementary School Principals reported the nonprofessional reading of supervising principals with a ranking of the magazines in the following descending frequencies of mention: *Literary Digest*, *National Geographic*, *American*, *Saturday Evening Post*, *Atlantic Monthly*, *Harper's*, *Good Housekeeping*, *World's Work*, *Ladies Home Journal*, and the *Nature Magazine*.<sup>4</sup>

*Publications of junior high school principals.*—The principals were asked to indicate the titles of articles or books appearing under their names. There were 67 men principals and 6 women principals who indicated one or more articles which they had published. Classification of these articles according to fields of educational practice disclosed that a large majority of them dealt with the fields of administration, curriculum, and general education.

The junior high school principal is neglecting the opportunity of writing for publication. A field as new as the junior high school is full of problems which principals are studying. Many of the problems upon which the principals experiment and the solutions obtained need to be published in order that the common interests of all junior high school principals may be served. There is a present need for a greater understanding of the issues which the junior high school principals face in the administration and supervision of their schools.

*Most helpful books read during 1927 by junior high school principals.*—Another index of the professional interests of the junior high school principals is to be found in the professional books read during the year preceding the date of the questionnaire. Only 38 principals failed to indicate any books. The total number of books named was 803, or an average of 2 per principal. An enumeration of all the books mentioned would represent practically all of the phases of public education. Of the 14 books listed most frequently, 7 dealt specifically with the junior high school.

### Summary

1. The majority of the principals reported that the school attendance officer is directly responsible to them for reports on pupils in the junior high schools; that they are members of the parent-teacher association; that their schools cooperate with the city health depart-

<sup>4</sup> *Ibid.*, p. 344, Table 89.

ment; that they engage in church and social uplift work; that the newspaper is used in their schools for publicity on school policies and school needs; and that they participate in adequate recreational play.

2. Seventy per cent of the principals indicated affiliation with some service club connected with organizations of known high standards of purpose and deep interest in education.

3. One-half of the principals engage in Boy Scout or Camp Fire Girl work. Over two-fifths report active part in Red Cross and community-chest work.

4. Principals reported 19 different service organizations before which they appeared during the current year to speak on educational topics. Forty per cent spoke before parent-teacher meetings and 25 per cent spoke before professional education meetings.

5. More than 70 per cent of the principals reported membership in the National Education Association and in the State education associations. More than 40 per cent reported membership in parent-teacher associations, local educational associations, schoolmaster clubs, and separate junior high school organizations. Thirty per cent were members of county educational organizations.

6. Slightly more than 56 per cent of the principals indicated attendance at their State education association meetings, and one-third reported attendance at county or district meetings.

7. The following journals are read regularly by the principals in descending frequency: Journal of the National Education Association; State education journals; School Review.

8. There were 374 principals who listed 1,136 titles of nonprofessional magazines which they read regularly.

9. Sixty-seven men and 6 women principals indicated having published one or more articles.

10. Books mentioned by the principals as most helpful, were in order: Touton and Struthers, Junior High School Procedure; Morrison, Practices of Teaching in the Secondary Schools; Koos, The Junior High School; Davis, The Junior High School; McKown, Extracurricular Activities. A total of 251 separate books was mentioned.

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