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STATUS OF THE
HIGH SCHOOL PRINCIPAL

By

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STATUS OF THE HIGH-SCHOOL PRINCIPAL

CHAPTER I

INTRODUCTION

In the last two decades a number of studies, State, regional, and Nation-wide, have been made of the academic and professional training, the educational experience, and the social and economic status of elementary and secondary school teachers. Recently three notable studies have been made of the city superintendent of schools. The status of the high-school principal, however, has remained largely unknown. Except for a few State and regional studies, we have had no data presenting the status of the principal.

1. PREVIOUS STUDIES OF TEACHER STATUS¹

The elementary school teacher has been the subject of several extensive studies. Meriam in 1905 investigated the relation of teaching efficiency to scholarship during the normal school course, rank in practice teaching, and length of experience. Coffman in 1911 studied the social composition of the teaching population, including age, training, salary, and experience. The Carnegie Foundation for the Advancement of Teaching published in 1920 an extensive report of the professional training of teachers in Missouri.

An extensive study of the training of secondary teachers was made by Luckey in 1903. In 1905 Elliott and others in the Fourth Yearbook of the National Society for the Scientific Study of Education discussed the education and training of secondary teachers. Thorndike in 1909 published a study of the teaching staff of high schools, including education, experience, and salaries. Brown in 1911 published his study of the training of secondary teachers in Germany and the United States. Judd and Counts in 1915 studied the teaching staff of North Central Association schools. Davis followed with similar studies of North Central teachers in 1919 and 1922. The Eighteenth Yearbook of the National Society for the Study of Education (1919) devoted its entire space to a discussion of the professional preparation of high-school teachers.

¹ For full titles and dates of these publications, see the bibliography in the appendix.

The city superintendent has been the subject of three important studies. Theisen in 1917 studied the relation of the superintendent to the board of education. Morrison in 1922 published his study of the legal status of the superintendent. In 1923 Douglass reported his study on the status of the superintendent, with special reference to training, experience, salary, and authority.

Judd and Counts, 1914-15, in their study of the North Central Association high schools cited, report the salaries and teaching load of high-school principals. Hines in 1917 made a study of the education and experience of Iowa principals. In the same year Hollister made recommendations based on questionnaire returns from superintendents, principals, and college teachers of education for the professional training of high-school principals. Briggs reported in 1918 the tenure of office and salary increases of Massachusetts principals, the principal's day in Missouri schools, and the time devoted to supervision in Virginia and Kentucky. In 1920 Bawden published a comparison of salaries of principals in 1919-20 with 1914-15. Davis in 1921 reported the results of an extensive study of more than 1,400 schools in the North Central Association, dealing with the function of the principal. Hinton in 1922 made a study of the education, teaching load, salaries, etc., of 100 principals, mostly in the North Central States. In the same year Hudelson studied the West Virginia principals, with respect to teachers' meetings and supervision. In 1923 the salary committee of the National Education Association reported the salaries of principals for 1922-23. Jehn in the same year reported the results of a study of the principal's load in California. In the same year the Indiana educational commission published in its report the training, length of service, and salaries of Indiana principals.

2. SCOPE OF THE STUDY AND METHODS OF SECURING AND HANDLING DATA

The purpose of the present study is to show the status of the principals of fully accredited public high schools, especially with respect to academic and professional training, educational experience, State and local requirements, salary, sources of supply, duties and responsibilities.

The data were secured by four questionnaires. The first two, dealing with the principal's training, experience, salary, duties, etc., were sent out by the United States Commissioner of Education to 3,000 principals of fully accredited public high schools selected at random from almost 10,000 schools on the Bureau of Education mailing lists. The remaining two were sent out by the writer. One of these, dealing with the legal status of the high-school principal,

was sent to State superintendents and commissioners of education. The other, dealing with opportunities for professional training, was sent to heads of departments or schools of education.

Section I of the Bureau of Education questionnaire was mailed April 7, 1923. Returns were received from 1,510 principals, representing 50.3 per cent of all who received the questionnaire and 15.5 per cent of the total number of fully accredited public high schools in the United States, according to the Bureau of Education report for 1922. Table 1 shows for each geographical division and for each class of school the number of principals returning Section I, together with the total number of fully accredited public high schools in each geographical division. The amount of selection ranges from 10.7 per cent in the West South Central division to 29.7 per cent in New England.

Section II of the Bureau of Education questionnaire was mailed May 15, 1923. Returns were received from 1,123 principals, representing 37.4 per cent of all who received the questionnaire and 11.5 per cent of the total number of fully accredited public high schools in the United States. Table 2 shows for each geographical division and for each class of school the number of principals returning Section II. The amount of selection ranges from 5.1 per cent in the West South Central division to 33.7 per cent in New England.

The questionnaires sent out by the writer were mailed in November, 1923. Returns were received from all State superintendents and commissioners of education. The questionnaire to heads of departments or schools of education was mailed to all State universities, to all other colleges and universities known to offer professional courses for high-school principals, and to a random selection of all other colleges and universities. Returns were received from 69 institutions distributed according to geographical divisions, as follows:

New England:

Bates College.
Boston University.
Dartmouth College.
Harvard University.
University of Maine.
Rhode Island State College.
University of Vermont.
Yale University.

Middle Atlantic:

College of the City of New York.
Cornell University.
Gettysburg College.
New York University.
University of Pennsylvania.
University of Pittsburgh.
University of Rochester.

Middle Atlantic—Continued.

Syracuse University.
Teachers College of Columbia University.

East North Central:

Beloit College.
Butler College.
University of Chicago.
University of Cincinnati.
DePauw University.
Hillsdale College.
University of Illinois.
Indiana University.
University of Michigan.
Northwestern University.
Ohio University.
University of Wisconsin.
College of Wooster.

West North Central:

Drake University.
Grinnell College.
Hamline University.
University of Iowa.
University of Nebraska.
University of Kansas.
University of Minnesota.
University of Missouri.
University of North Dakota.
University of South Dakota.
Washburn College.

South Atlantic:

University of Delaware.
Johns Hopkins University.
George Washington University.
University of Maryland.
University of West Virginia.
College of William and Mary.
University of Virginia.
University of South Carolina.
University of Florida.

East South Central:

University of Alabama.

East South Central—Continued.

University of Kentucky.
George Peabody College for Teachers.
University of Tennessee.

West South Central:

Baylor University.
University of Arkansas.
Louisiana State College.
University of Texas.

Mountain:

University of Arizona.
University of Colorado.
University of Idaho.
University of New Mexico.
University of Utah.
University of Wyoming.

Pacific:

University of Oregon.
University of California.
University of Southern California.
Stanford University.
University of Washington.

For purposes of description and comparison a sevenfold classification of schools was adopted, as follows:

- (1) Schools with enrollment of 100 pupils or fewer.
- (2) Schools with enrollment of 101 to 200.
- (3) Schools with enrollment of 201 to 300.
- (4) Schools with enrollment of 301 to 500.
- (5) Schools with enrollment of 501 to 1,000.
- (6) Schools with enrollment of 1,001 to 2,000.
- (7) Schools with enrollment of 2,001 or more.

All Bureau of Education questionnaires were tabulated according to the above classification. Where necessary to show significant facts, tabulation was also made by geographical divisions. For this purpose States were grouped into geographical divisions, as follows:

New England:

Maine.
New Hampshire.
Vermont.
Massachusetts.
Rhode Island.
Connecticut.

Middle Atlantic:

New York.
New Jersey.
Pennsylvania.

East North Central:

Ohio.
Indiana.

East North Central—Continued.

Illinois.
Michigan.
Wisconsin.

West North Central:

Minnesota.
Iowa.
Missouri.
North Dakota.
South Dakota.
Nebraska.
Kansas.

South Atlantic:

Delaware.

South Atlantic—Continued.

Maryland.
 District of Columbia.
 Virginia.
 West Virginia.
 North Carolina.
 South Carolina.
 Georgia.
 Florida.

East South Central:

Kentucky.
 Tennessee.
 Alabama.
 Mississippi.

West South Central:

Arkansas.
 Louisiana.

West South Central—Continued.

Oklahoma.
 Texas.

Mountain:

Montana.
 Idaho.
 Wyoming.
 Colorado.
 New Mexico.
 Arizona.
 Utah.
 Nevada.

Pacific:

Washington.
 Oregon.
 California.

3. THE SCHOOLS INCLUDED IN THE STUDY

Tables 1 and 2 present in detail the distribution of the schools represented by the principals returning Sections I and II, respectively.

Of the communities represented by the principals returning Section I, almost two-thirds are located in agricultural districts, nearly one-fourth in industrial centers, about one-tenth in communities that claim to be chiefly residential, and the remainder in communities that claim to be chiefly commercial.

Of the schools represented by the principals returning Section I, 83.9 per cent, including the great majority of the smaller ones, claim to be comprehensive; 1 per cent claim to be commercial; 12.5 per cent classical; 1.8 per cent agricultural; 0.7 per cent technical; and 0.1 per cent industrial. All except 25, or 1.7 per cent, are coeducational. The 25 schools for the separate sexes are all located in large cities.

Of the schools represented by the principals returning Section I, 940, or 62.2 per cent, are not accredited by any agency. Of the 570 schools that are accredited, 75 are on the approved list of the Association of Colleges and Secondary Schools in the Southern States, 147 on the New England College Entrance Certificate Board list, 308 on the North Central Association list, and 40 on the Northwestern Association list. The percentage of schools accredited ranges from 11.8 for schools of the first class (100 or fewer) to 76.8 for schools of the fifth class (501-1,000).

STATUS OF THE HIGH-SCHOOL PRINCIPAL

TABLE 1.—Number of principals returning Section I of the Bureau of Education questionnaire

[Distributed according to geographical divisions and classes of schools]

Class of school	Geographical divisions									
	New England	Middle Atlantic	East North Central	West North Central	South Atlantic	East South Central	West South Central	Mountain	Pacific	United States
Under 100 pupils.....	47	64	185	140	80	22	23	22	25	508
101 to 200.....	34	44	87	92	31	24	31	32	34	409
201 to 300.....	18	27	29	33	7	6	12	17	30	179
301 to 500.....	17	25	27	21	10	4	8	19	16	147
501 to 1,000.....	27	20	33	16	17	3	5	10	7	138
1,001 to 2,000.....	17	7	31	4	7	1	6	8	9	89
2,001 or more.....	11	10	14	1	3	1	1	1	1	40
Total principals.....	171	197	356	307	105	60	35	108	121	1,510
Total schools ¹	611	1,239	2,418	2,269	876	493	792	416	656	9,770
Per cent ²	27.9	15.9	14.7	13.5	11.8	12.2	10.7	25.9	18.4	15.5

¹ Number of accredited secondary schools listed in U. S. Bu. of Educ. Bul., 1922, No. 11.² Per cent which returns are of total schools.

TABLE 2.—Number of principals returning Section II of the Bureau of Education questionnaire

[Distributed according to geographical divisions and classes of schools]

Class of school	Geographical divisions									
	New England	Middle Atlantic	East North Central	West North Central	South Atlantic	East South Central	West South Central	Mountain	Pacific	United States
Under 100 pupils.....	88	52	61	79	20	9	8	19	21	357
101 to 200.....	40	34	55	75	19	21	8	20	24	296
201 to 300.....	18	22	19	28	10	5	8	9	16	135
301 to 500.....	19	21	20	22	5	4	8	10	12	121
501 to 1,000.....	22	18	25	16	8	4	5	6	5	107
1,001 to 2,000.....	11	6	23	8	3	4	1	4	6	66
2,001 or more.....	8	6	15	4	4	1	2	1	1	41
Total.....	206	157	218	232	69	48	40	69	84	1,123
Total schools ¹	611	1,239	2,418	2,269	876	493	792	416	656	9,770
Per cent ²	33.7	12.6	9.1	10.3	7.9	9.7	5.1	16.6	12.7	11.5

¹ Number of accredited secondary schools listed in U. S. Bu. of Educ. Bul., 1922, No. 11.² Per cent which returns are of total schools.

CHAPTER II

ACADEMIC AND PROFESSIONAL TRAINING OF THE HIGH-SCHOOL PRINCIPAL

The strategic point in the secondary school system of the United States is the high-school principalship. It has become a trite saying that as the principal is, so is the school. In spite of its triteness the saying is just as true to-day as when first coined. The best high schools are apt to be those having at the head principals with sound and thorough academic and professional training, who have visions of the possibilities of secondary education under the leadership of a professionally trained principalship. Schools that have never risen above the level of mediocrity, or that have sunk from a position of importance to the level of mediocrity or worse, are nearly always found to have principals lacking professional training.

To what extent is the high-school principal trained academically and professionally? The present chapter presents the findings for academic training in detail, professional training before and after entering first principalship, the value attached by principals to various elements of their professional training, and the opportunities in colleges and universities for professional training.

1. ACADEMIC TRAINING OF THE HIGH-SCHOOL PRINCIPAL

A. Normal-school training.—The principal of the fully accredited public high school is not a normal school product. Of the 1,510 principals returning Section I of the Bureau of Education questionnaire, only 420, or 27.8 per cent, report normal-school attendance. Tables 3 and 4 show the distribution of training of these 420 principals. In New England only 5.3 per cent have attended normal school, and the median time of those who have attended is 1.7 years. In the East North Central division 4 out of 10 principals have attended normal schools. The median length of attendance is 2.7 years. For the United States as a whole, 27.8 per cent have had normal-school training to the extent of 2.7 years.

There is a slight tendency for principals of smaller schools to exceed principals of larger schools in normal-school attendance. Table 4 shows that 31.1 per cent of class one and 31 per cent of class two report normal-school training, as compared with 23.9 per cent and 12.5 per

cent for classes six and seven. There is no significant difference in length of time spent by principals of the different classes of schools.

As compared with the superintendent of schools, a smaller percentage of principals have been trained in normal schools. Douglass reports that 38.4 per cent of superintendents have normal-school training, with a median length of training of 2.8 years.¹

B. College and university training.—The principal of the fully accredited public high school is college or university trained. Tables 5 and 6 show the facts for geographical divisions and classes of schools. For the United States the percentage of principals reporting college or university training is 92.1. In New England, the South Atlantic division, and the East South Central division, all principals are college or university trained. In the West North Central the percentage is 85.9 and in the East North Central 86.6. In these two sections 28.1 per cent and 41.6 per cent, respectively, report normal school training.

The median time spent in college or university is 4.4 years. There is very little variation among the geographical divisions in median time spent. In New England it is 4.5; in the South Central division 4.2. The range of the middle 50 per cent is from 4 to 4.7 years.

Fewer principals of smaller schools have had college or university training than principals of larger schools. Table 6 shows the percentages for the seven classes of schools to be 87.8, 90, 96.1, 94.5, 99.3, 100, 100. The median time spent by principals of first-class schools is 4.3 years. The median of other classes is 4.4.

Compared with the superintendent of schools, the principal appears to have a slightly greater amount of college or university training. Douglass reports the median training of superintendents to be 4.3 years. The middle 50 per cent range from 3.5 years to 4.7 years.²

C. Graduate study.—Tables 7 and 8 show the graduate study of high-school principals. Approximately one-third (32.3 per cent) of all principals report graduate study in amounts ranging from one-half year to five years. The percentage is highest in the Pacific division (52.5 per cent) and lowest in the West South Central (20 per cent). The median amount of graduate study is one year. The middle 50 per cent range from 0.8 of a year to 1.4 years. The median amount varies little among the geographical divisions.

A much smaller percentage of principals of smaller schools have had graduate study than of principals of larger schools. The percentages of the seven classes of schools are 23.6, 26.4, 29.8, 36.8, 56.5, 57.3, and 57.5, respectively. There is little difference in median time

¹ Douglass, Bennett C. *The Status of the Superintendent*, pp. 20-21.

² Douglass, pp. 23-24.

spent, except that principals of seventh-class schools (2,001 pupils or more) show a median of 1.8 years, as compared with an average of 1 year for all other classes.

TABLE 3.—Normal school education of principals of high schools

[Distributed according to geographical divisions]

Years attended	Geographical divisions									United States
	New England	Middle Atlantic	East North Central	West North Central	South Atlantic	East South Central	West South Central	Mountain	Pacific	
Under 1 year.....	1		6	2	1			1	2	13
1 to 1½ years.....	5	7	23	16	6	8	3	6	5	78
2 to 2½ years.....	1	29	61	30	4	3	18	18	15	179
3 to 3½ years.....	1	11	33	8	3	2	4	4	8	74
4 to 4½ years.....	1	7	24	29	1		4	3	3	72
5 to 5½ years.....			2							2
6 or more.....				1				1		2
Total.....	9	54	148	86	15	13	29	33	33	420
Per cent ¹	5.3	27.4	41.6	28.1	14.8	21.7	34.1	30.6	27.3	27.8
First quartile.....	1.3	2.2	2.1	2.1	1.4	1.4	2.2	2.2	2.2	2.1
Median.....	1.7	2.7	2.7	2.8	2.1	1.8	2.6	2.5	2.6	2.7
Third quartile.....	2.8	3.4	3.7	4.2	3.4	2.6	3.2	2.9	3.3	3.6
Quartile deviation.....	.8	.6	.8	1.1	1.0	.6	.5	.4	.6	.8

¹ Per cent of principals in each geographical division having normal-school training.

TABLE 4.—Normal school education of principals of high schools

[Distributed according to class of school]

Years attended	Class of school							Total
	100 or fewer	101-200	201-300	301-500	501-1,000	1,001-2,000	2,001 or more	
Under 1 year.....	7	3	1	2				13
1 to 1½ years.....	27	25	7	9	3	6	1	78
2 to 2½ years.....	62	61	17	17	11	8	3	179
3 to 3½ years.....	39	17	5	7	9	6		74
4 to 4½ years.....	31	29	9	7	3	1	1	72
5 to 5½ years.....		1			1			2
6 or more years.....	1			1				2
Total.....	168	127	39	43	27	21	5	420
Per cent ¹	31.1	31.0	21.8	29.2	19.6	23.9	12.5	27.8
First quartile.....	2.1	2.1	2.1	1.9	2.3	1.9		2.1
Median.....	2.7	2.6	2.7	2.6	2.9	2.5	2.5	2.7
Third quartile.....	3.7	3.4	3.9	3.6	3.7	3.3		3.6
Quartile deviation.....	.8	.7	.9	.9	.7	.7		.8

¹ Per cent of principals in each class having normal school training.

TABLE 5.—College and university education of high-school principals

[Distributed according to geographical divisions]

Years attended	Geographical division									United States
	New England	Middle Atlantic	East North Central	West North Central	South Atlantic	East South Central	West South Central	Mountain	Pacific	
Under 1 year.....							1			1
1 to 1½ years.....	1	10	23	8	3	2	10	4	5	66
2 to 2½ years.....	2	8	44	25	5	7	12	9	14	126
3 to 3½ years.....	8	13	19	20	13	14	8	13	8	116
4 to 4½ years.....	156	144	212	203	77	35	46	77	79	1,029
5 to 5½ years.....	2		7	4	5	2	4	2	10	36
6 to 6½ years.....	2		3	3				1	2	11
7 to 7½ years.....			1						1	2
8 to 8½ years.....									1	1
Total.....	171	175	309	263	103	60	81	106	120	1,383
Per cent ¹	100.0	88.8	86.0	85.9	100.0	100.0	95.3	98.1	99.2	92.1
First quartile.....	4.2	4.1	3.5	4.1	4.1	3.4	2.8	4.0	4.0	4.0
Median.....	4.5	4.4	4.4	4.4	4.4	4.2	4.2	4.3	4.4	4.4
Third quartile.....	4.8	4.7	4.7	4.7	4.7	4.6	4.6	4.7	4.8	4.7
Quartile deviation.....	.3	.3	.6	.3	.3	.6	.9	.4	.4	.4

¹ Per cent of principals in each geographical division having college or university training.

TABLE 6.—College and university education of high-school principals

[Distributed according to class of school]

Years attended	Class of school							Total
	100 or fewer	101-200	201-300	301-500	501-1,000	1,001-2,000	2,001 or more	
Under 1 year.....		1						1
1 to 1½ years.....	26	22	6	6	5	2		67
2 to 2½ years.....	49	33	13	14	8	7		124
3 to 3½ years.....	40	33	13	7	8	13	5	119
4 to 4½ years.....	314	260	133	106	114	65	34	1,026
5 to 5½ years.....	12	14	4	4	1	1	1	37
6 to 6½ years.....	5	3	1	1	1			11
7 to 7½ years.....		2						2
8 to 8½ years.....			1					1
Total.....	446	368	171	138	137	88	40	1,383
Per cent ¹	87.8	90.0	96.1	94.5	92.3	100.0	100.0	92.1
First quartile.....	3.9	4.0	4.1	4.1	4.1	4.0	4.1	4.0
Median.....	4.3	4.4	4.4	4.4	4.4	4.4	4.4	4.4
Third quartile.....	4.7	4.7	4.7	4.7	4.7	4.7	4.7	4.7
Quartile deviation.....	.4	.4	.3	.3	.3	.4	.3	.3

¹ Per cent of principals in each class of school having college or university training

TABLE 7.—*Graduate study of high-school principals*

[Distributed according to geographical divisions]

Years attended	Geographical division									United States
	New England	Middle Atlantic	East North Central	West North Central	South Atlantic	East South Central	West South Central	Mountain	Pacific	
½ year.....	4	6	30	22	6	6	3	12	17	106
1 year.....	31	34	55	37	26	11	10	23	26	253
1½ years.....	4	4	7	5	.....	.....	.....	.....	3	23
2 years.....	6	10	9	6	4	3	2	4	10	54
2½ years.....	.....	.....	3	1	.....	.....	.....	.....	1	6
3 years.....	5	4	3	5	3	.....	.....	3	3	26
3½ years.....	.....	.....	1	2	.....	.....	1	.....	1	5
4 years.....	1	4	2	4	.....	.....	.....	.....	1	12
4½ years.....	.....	.....	.....	.....	.....	.....	.....	.....	1	1
5 years.....	1	.....	.....	.....	.....	.....	.....	.....	.....	1
Total.....	52	62	110	82	39	20	17	42	63	487
Per cent ¹	30.4	31.5	33.7	26.8	37.1	33.3	20.0	38.9	52.5	32.3
First quartile.....	.9	.9	.7	.7	.8	.7	.8	.7	.7	.8
Median.....	1.1	1.1	.9	1.0	1.1	.9	1.0	.9	1.0	1.0
Third quartile.....	1.8	2.0	1.2	1.5	1.2	1.2	1.2	1.2	1.2	1.4
Quartile deviation.....	.5	.6	.3	.4	.2	.3	.2	.3	.3	.3

¹ Per cent of principals in each geographical division having graduate study.TABLE 8.—*Graduate study of high-school principals*

[Distributed according to class of school]

Years	Class of school							Total
	100 or fewer	101-200	201-300	301-500	501-1,000	1,001-2,000	2,001 or more	
½ year.....	34	26	10	16	10	7	3	106
1 year.....	49	66	26	28	53	25	6	253
1½ years.....	4	1	7	3	2	5	1	23
2 years.....	14	7	6	6	8	7	6	54
2½ years.....	1	.....	3	.....	1	1	.....	6
3 years.....	7	5	1	1	3	5	4	26
3½ years.....	5	.....	.....	.....	.....	.....	.....	5
4 years.....	6	1	.....	.....	1	1	3	12
4½ years.....	.....	1	.....	.....	.....	.....	.....	1
5 years.....	.....	1	.....	.....	.....	.....	.....	1
Total.....	120	108	53	54	78	51	23	487
Per cent ¹	23.3	26.4	29.8	36.8	56.8	57.3	57.5	32.3
First quartile.....	.7	.7	.8	.7	.8	.9	1.0	.8
Median.....	1.0	1.0	1.1	.9	1.0	1.1	1.8	1.0
Third quartile.....	1.6	1.2	1.5	1.2	1.2	1.8	2.6	1.4
Quartile deviation.....	.4	.3	.4	.3	.2	.5	.8	.3

¹ Per cent of principals in each class of school having graduate study.

Douglass reports that 26.78 per cent of the superintendents in his study have had graduate study in amounts varying from one to four years.³ The median is 1.7; the middle 50 per cent range from 1.3 to 2.1 years. It appears from this that, while a smaller percentage of superintendents have had graduate study, the amount of such study of those who have had it is greater than in the case of

³ Douglass, p. 25.

the principals (1 per cent for principals as compared with 1.7 for superintendents).

D. Summer-school training.—Tables 9 and 10 show the summer-school training of high-school principals. More than one-half (57.8 per cent) report summer-school attendance varying in amount from less than 6 weeks to more than 61 weeks. The geographical division showing the smallest per cent is the West South Central, with 48.2; the division with the highest is the South Atlantic, with 81.6. The median number of weeks spent in summer school is 11 for the United States. The range is from 6 weeks in New England to 15 in the South Atlantic and West South Central divisions. The middle 50 per cent range from 5 to 19 weeks.

There is little variation among principals of various classes of schools in percentage of those having summer-school training or in median amounts. Table 10 shows the range in percentage to be from 50.4 for schools of first class to 68 for schools of fourth class. The median ranges from 10 weeks for schools of first and second class to 15 weeks for schools of class 6.

According to Douglass's study, 57.55 per cent of superintendents have had summer-school training.⁴ This is almost exactly the same as the percentage for principals (57.8). The median number of summer schools attended by the superintendent (six weeks' sessions) is two, the first quartile one, and the third quartile four. This corresponds very closely with the summer school training of the principal, except that the third quartile for principals is approximately three sessions (19 weeks) instead of four sessions.

TABLE 9.—*Summer-school training of high-school principals*

[Distributed according to geographical divisions]

Weeks	Geographical division									United States
	New England	Middle Atlantic	East North Central	West North Central	South Atlantic	East South Central	West South Central	Mountain	Pacific	
1 to 6.....	45	31	54	54	23	14	4	8	25	257
7 to 12.....	17	24	53	56	13	10	12	26	27	218
13 to 18.....	18	24	31	31	19	9	10	17	9	168
19 to 24.....	2	9	19	12	12	5	4	10	19	92
25 to 30.....	3	4	14	5	8	-----	4	6	3	47
31 to 36.....	1	5	14	7	8	-----	4	4	5	51
37 to 42.....	2	-----	3	3	1	2	-----	-----	-----	13
43 to 48.....	-----	-----	2	2	1	-----	2	-----	-----	7
49 to 54.....	-----	1	2	1	1	-----	-----	-----	-----	9
55 to 60.....	-----	-----	1	1	-----	1	1	-----	1	4
61 or more.....	-----	1	2	1	1	-----	-----	2	-----	7
Total.....	88	99	195	153	86	45	41	76	90	873
Per cent*.....	51.5	50.3	54.8	49.8	81.6	75.0	48.2	70.0	74.4	57.8
First quartile.....	3.0	5.0	5.0	4.0	6.0	5.0	10.0	9.0	5.0	5.0
Median.....	6.0	11.0	11.0	10.0	15.0	11.0	15.0	14.0	11.0	11.0
Third quartile.....	14.0	18.0	22.0	18.0	24.0	19.0	25.0	25.0	21.0	19.0
Quartile deviation.....	4.5	6.5	8.5	7.0	9.0	7.0	7.5	7.0	8.0	7.0

* Per cent of principals in each geographical division having summer-school training.

⁴ Douglass, p. 31.

TABLE 10.—*Summer-school training of high-school principals*

[Distributed according to class of school]

Weeks	Class of school							Total
	100 or fewer	101-200	201-300	301-500	501-1,000	1,001-2,000	2,001 or more	
1 to 6.....	76	74	31	28	28	14	6	257
7 to 12.....	66	58	38	23	17	11	5	218
13 to 18.....	46	42	18	28	20	10	4	168
19 to 24.....	28	21	10	13	9	9	2	92
25 to 30.....	13	12	5	3	7	6	1	47
31 to 36.....	17	10	6	3	8	5	2	51
37 to 42.....	4	3	2			3	1	13
43 to 48.....		4	1	1		1		7
49 to 54.....	2	3	2		1	1		9
55 to 60.....	1	3						4
61 or more.....	3	2		1			1	7
Total.....	256	232	113	100	90	60	22	873
Per cent ¹	50.4	56.8	63.2	68.0	65.3	67.3	55.0	57.8
First quartile.....	5.0	5.0	5.0	5.0	5.0	7.0	6.0	5.0
Median.....	11.0	10.9	10.0	13.0	12.0	15.0	13.0	11.0
Third quartile.....	20.0	19.0	18.0	18.0	20.0	25.0	19.0	19.0
Quartile deviation.....	7.5	7.0	6.5	6.5	7.5	9.0	6.5	7.0

¹ Per cent of principals of each class of school having summer-school training.

E. Total educational preparation above the high school.—The total educational preparation above the high school is presented in Tables 11 and 12. For the United States the median is 4.8 years; the range of the middle 50 per cent is from 4.2 to 5.5. Thirteen principals, or 0.9 per cent, have less than one year; 21, or 1.4 per cent, have had less than two years; 72, or 4.7 per cent, have had less than three years; and 187, or 12.4 per cent, have had less than four years. On the other hand 10, or 0.7 per cent, have had nine years or more; 31, or 2.1 per cent, have had eight years or more; 88, or 5.8 per cent, have had seven years or more; 208, or 13.8 per cent, have had six years or more; 570, or 37.8 per cent, have had five years or more; and 1,323, or 87.6 per cent, have had four years or more.

Table 11 shows the variation among geographical divisions. The lowest amount of training is found in the West South Central States, where the median is 4.5 years; the highest is in the Pacific States, where the median is 5.3 years. The total range of eight-tenths of one year represents a significant difference between the medians of two geographical divisions.

Table 12 shows the variation among the classes of schools. The range here is from 4.6 years for schools of the first class to 5.5 years for schools of the seventh class. In other words, principals of schools of class 7 have on the average almost a year more of academic training above the high school than have principals of first-class schools.

Douglass reports the training of the superintendent beyond the elementary schools.¹ Assuming that the high-school principal has

¹ Douglass, 21.

spent four years in secondary school, the median training of the principal beyond the elementary school is 8.8 years, as compared with 8.58 for the superintendent. The range of the middle 50 per cent of principals is from 8.2 to 9.5 years, and for superintendents 7.79 to 9.42. From this it appears that on the whole the high-school principal has had somewhat more academic training beyond the elementary school than the city superintendent.

TABLE 11.—Total educational preparation, above the high school, of high-school principals

[Distributed according to geographical divisions]

Years	Geographical divisions									United States
	New England	Middle Atlantic	East North Central	West North Central	South Atlantic	East South Central	West South Central	Mountain	Pacific	
Under 1 year.....		8	1		1		2	1		13
1 to 1½ years.....	1	1	4				1	1		8
2 to 2½ years.....		13	17	9	2	1	6	1	2	51
3 to 3½ years.....	10	13	34	20	10	8	14	3	3	115
4 to 4½ years.....	102	88	167	201	37	28	38	51	43	753
5 to 5½ years.....	41	37	82	62	39	17	14	31	39	362
6 to 6½ years.....	10	22	32	9	6	3	7	13	18	120
7 to 7½ years.....	2	12	14	6	10	1	1	5	7	57
8 to 8½ years.....	3	5	1	1		2	2	1	6	21
9 years or more.....	2		4					1	3	10
Total.....	171	197	356	307	105	60	85	108	121	1,510
First quartile.....	4.3	4.2	4.2	4.2	4.4	4.2	3.9	4.4	4.6	4.2
Median.....	4.7	4.7	4.7	4.6	5.1	4.7	4.5	4.9	5.3	4.8
Third quartile.....	5.4	5.8	5.5	5.0	5.7	5.5	5.1	5.8	6.1	5.5
Quartile deviation.....	.6	.8	.7	.4	.7	.7	.6	.7	.8	.7

TABLE 12.—Total educational preparation, above the high school, of high-school principals

[Distributed according to class of school]

Years	Class of school							Total
	100 or fewer	101-200	201-300	301-500	501-1,000	1,001-2,000	2,001 or more	
Under 1 year.....	8	1	1	2		1		13
1 to 1½ years.....	5	2	1					8
2 to 2½ years.....	23	11	8	2	1	1		51
3 to 3½ years.....	54	42	5	4	6	2	2	115
4 to 4½ years.....	280	201	105	79	50	28	15	753
5 to 5½ years.....	79	105	41	45	55	31	6	362
6 to 6½ years.....	31	23	14	9	17	19	7	120
7 to 7½ years.....	11	14	6	6	6	9	5	57
8 to 8½ years.....	6	7	2		1	3	2	21
9 years or more.....	1	3	1		2		3	10
Total.....	508	409	179	147	138	89	40	1,510
First quartile.....	4.1	4.2	4.3	4.4	4.5	4.8	4.5	4.2
Median.....	4.6	4.7	4.8	4.8	5.2	5.6	5.5	4.8
Third quartile.....	5.0	5.5	5.7	5.5	5.8	6.4	7.0	5.5
Quartile deviation.....	.6	.7	.7	.7	.7	.8	1.3	.7

F/ Degrees held by high-school principals.—Table 13 shows the degrees held by high-school principals. About one principal in

eight (12.3 per cent) holds no degree. Two-thirds (67.2 per cent) have the bachelor's degree only. Eighteen per cent have the master's degree, and 1.4 per cent have the doctor's degree, honorary or conferred in course.

TABLE 13.—Degrees held by high-school principals

(Distributed according to class of school)

Degrees held	Class of school							Total	Per cent
	100 or fewer	101-200	201-300	301-500	501-1,000	1,001-2,000	2,001 or more		
None.....	78	37	7	9	4		1	136	12.3
Normal diploma only.....	5	6	1					12	1.1
Bachelor's only.....	240	206	99	83	69	31	17	745	67.2
Bachelor's and master's.....	33	33	28	29	32	30	15	200	18.0
Bachelor's, master's, and doctor's.....	1	2	1					4	0.4
Total.....	357	284	136	121	105	65	41	1,109	100.0

Douglass reports 68.08 per cent of superintendents as holding A. B. degrees, 12.35 per cent as holding B. S. degrees, 6.41 per cent as holding Ph. B. degrees, 2.01 per cent as holding B. L. degrees, 33.12 per cent as holding the A. M. degree, and 2.92 per cent as holding the Ph. D. degree.⁶ He does not report the percentage holding no degree. If the 12.81 per cent who did not answer this part of Douglass's questionnaire are holders of no degree, it appears that the superintendent and principal are on an equal footing in this respect (12.81 compared with 12.30). Otherwise the superintendent slightly exceeds the principal with respect to degrees held.

2. PROFESSIONAL TRAINING OF THE HIGH-SCHOOL PRINCIPAL

Data are presented in this section showing the total amount of professional training, regardless of specific subjects studied, before and after entering first principalship; the extent to which each specific subject has been pursued before and after entering first principalship; and the ranking of subjects from the standpoint of value to the principal.

A. *Total professional training.*—Tables 14 and 15 show the professional training of high-school principals *before* entering the first principalship. Approximately two-thirds (64.9 per cent) report such study varying in amount from less than 8 semester hours to more than 65 hours. The median for the United States is 18.5 hours, or the equivalent of a little more than one-half year of professional training. The middle 50 per cent range from 11.5 to 27.6 semester hours.

⁶ Douglass, pp. 35-36.

The New England division has the smallest percentage of principals with professional training before entering the first principalship (40.9 per cent). The West North Central division stands first, with 77 per cent. The median semester hours of those having professional training before entering the first principalship range from 11.9 in New England to 21.6 in the Mountain division.

For the classes of schools the percentage of principals with professional training before entering the first principalship is lowest in schools of the seventh class (30 per cent) and highest in schools of the second class (72.4). The median amount ranges from 14.8 hours in schools of the third class to 21.3 in schools of fourth class.

Tables 16 and 17 show the professional training *after* entering the first principalship. Fewer than one-half report such training (46.2 per cent). The median amount is 13.8 semester hours, or a little less than one-half year. The middle 50 per cent range from 5.8 to 24.4 semester hours. The highest percentage (56.6) is found in the West South Central division; the lowest (37.5) in the New England division. The median amounts range from 7 hours in New England to 17 in the East South Central and Pacific divisions.

The percentage of principals with professional training after entering the first principalship is lowest in schools of the seventh class (26.4) and highest in schools of the fifth class (54.4). The median amount ranges from 9 hours in schools of the seventh class to 20.3 in schools of the sixth class.

TABLE 14.—Professional training of high-school principals before entering first principalship

(Distributed according to geographical divisions)

Semester hours	Geographical divisions									United States
	New England	Middle Atlantic	East North Central	West North Central	South Atlantic	East South Central	West South Central	Mountain	Pacific	
1 to 8.....	27	21	30	22	17	6	10	12	11	156
9 to 16.....	22	36	82	61	16	10	18	17	20	282
17 to 24.....	10	22	66	84	16	11	11	19	17	246
25 to 32.....	4	14	36	43	6	2	8	12	13	138
33 to 40.....	5	5	26	11	4	1	3	13	6	74
41 to 48.....	1	2	13	6	1		5	2	3	33
49 to 56.....		3	7	3		1	3	3	1	21
57 to 64.....		3	3	2			3		2	13
65 or more.....	1	2	2	1		1	1	2		10
Total.....	70	108	255	233	60	32	62	80	73	973
Per cent ¹	40.9	54.3	71.7	77.1	58.3	56.7	74.7	74.8	60.3	64.9
First quartile.....	5.2	10.6	12.3	13.7	8.1	10.6	11.4	12.8	11.8	11.5
Median.....	11.9	16.3	19.1	20.3	15.5	17.0	19.2	21.6	19.6	18.5
Third quartile.....	21.4	26.1	30.1	26.3	23.0	22.8	32.5	33.6	29.0	27.6
Quartile deviation.....	8.1	7.8	8.9	6.8	7.5	6.1	10.6	10.4	8.6	6.1

¹ Per cent of principals in each geographical division having professional training before entering first principalship.

TABLE 15.—Professional training of high-school principals before entering first principalship

[Distributed according to class of school]

Semester hours	Class of school							Total
	100 or fewer	101-200	201-300	301-500	501-1,000	1,001-2,000	2,001 or more	
1 to 8.....	54	38	35	12	19	6	6	158
9 to 16.....	109	87	32	21	16	16	1	283
17 to 24.....	72	87	24	26	23	9	5	246
25 to 32.....	47	40	18	17	13	3	—	138
33 to 40.....	22	22	7	9	9	4	1	74
41 to 48.....	8	12	5	4	—	4	—	33
49 to 56.....	7	5	2	3	—	4	—	21
57 to 64.....	4	3	1	1	1	1	2	13
65 or more.....	3	—	2	1	—	4	—	10
Total.....	326	294	116	94	81	50	12	973
Per cent ¹	64.4	72.4	65.9	64.2	58.7	55.7	30.0	64.8
First quartile.....	11.0	12.1	6.6	13.4	9.6	12.8	9.0	11.5
Median.....	17.0	19.0	14.8	21.3	18.9	19.4	20.2	18.5
Third quartile.....	26.5	26.6	24.7	29.9	26.7	42.0	33.0	27.6
Quartile deviation.....	7.8	7.3	9.1	8.3	8.6	14.6	12.0	8.1

¹ Per cent of principals of each class of school having professional training before entering first principalship.

TABLE 16.—Professional training of high-school principals after entering first principalship

[Distributed according to geographical divisions]

Semester hours	Geographical divisions									United States
	New England	Middle Atlantic	East North Central	West North Central	South Atlantic	East South Central	West South Central	Mountain	Pacific	
1 to 8.....	36	23	64	48	16	10	15	12	13	237
9 to 16.....	12	21	42	35	17	7	17	16	13	180
17 to 24.....	8	15	29	18	9	7	2	13	9	110
25 to 32.....	2	14	26	9	3	3	4	3	5	71
33 to 40.....	2	3	16	5	3	1	5	2	5	42
41 to 48.....	1	1	4	2	—	1	1	3	2	15
49 to 56.....	1	1	1	4	3	2	2	—	1	18
57 to 64.....	—	2	3	—	1	—	—	1	1	8
65 or more.....	2	2	1	2	—	1	1	3	3	15
Total.....	64	82	186	123	52	34	47	53	52	693
Per cent ¹	37.5	41.6	52.2	40.6	50.5	56.3	56.6	49.5	43.0	46.2
First quartile.....	3.6	7.1	5.8	5.1	6.5	6.8	6.3	9.6	9.0	5.8
Median.....	7.0	15.8	14.5	12.1	13.7	17.0	13.0	16.2	17.0	13.8
Third quartile.....	17.0	26.4	26.4	21.1	20.3	27.2	27.5	24.2	31.4	24.4
Quartile deviation.....	6.7	9.7	10.3	8.0	6.9	10.4	10.6	7.3	11.2	9.3

¹ Per cent of principals in each geographical division having professional training after entering first principalship.

TABLE 17.—Professional training of high-school principals after entering first principalship

[Distributed according to class of school]

Semester hours	Class of school							Total
	100 or fewer	101-200	201-300	301-500	501-1,000	1,001-2,000	2,001 or more	
1 to 8.....	73	70	29	26	23	11	5	237
9 to 16.....	66	53	14	20	16	9	2	180
17 to 24.....	26	32	19	15	12	6	2	110
25 to 32.....	19	19	8	7	10	7	1	71
33 to 40.....	8	14	4	2	8	5	1	42
41 to 48.....	5	2	2	2	2	4	1	15
49 to 56.....	7	2	1	1	3	1	1	15
57 to 64.....	3	1	2	2	2	1	1	8
65 or more.....	4	4	1	2	1	2	1	15
Total.....	211	197	80	75	75	45	10	693
Per cent ¹	41.5	48.7	45.2	51.4	54.4	51.2	26.4	46.2
First quartile.....	5.8	5.6	5.5	5.2	6.5	9.0	5.0	5.8
Median.....	12.9	13.3	15.0	13.6	16.2	20.3	9.0	13.8
Third quartile.....	22.9	23.3	24.2	22.5	29.2	34.2	29.0	24.4
Quartile deviation.....	8.6	8.9	9.4	8.6	11.9	12.6	12.0	9.3

¹ Per cent of principals of each class of school having professional training after entering first principalship.

Tables 18 and 19 show the total professional training before and after entering first principalship. Almost three-fourths (73.1 per cent) of all principals report professional training either before or after becoming high-school principal. The median amount for the United States is 24.9 semester hours, or the equivalent of about two-thirds of a year's work. The range of the middle 50 per cent is from 16.6 to 37.1 semester hours. New England shows the smallest percentage (54.4), and the West North Central division the highest (84.6). In median hours New England has the lowest rank, 15 hours; the East North Central and Mountain divisions the highest rank, 30 hours.

Schools of the seventh class have lowest rank in respect to percentage with professional training (36.4). The highest rank is held by principals of schools of second class (80.3). The median amount ranges from 22.7 hours in schools of first class to 29.7 in schools of sixth class.

Judged by the data in hand, it appears that the high-school principal in New England has the smallest amount of professional training, the highest amount being possessed by the principal in the West North Central division. It appears, also, that the principal of seventh-class schools has the smallest amount, the highest amount being possessed by principals of second, third, and fourth class schools.

B. Training in specific professional subjects.—Table 20 shows for each class of school the percentage of principals who have studied each professional subject before entering the first principalship. It will be noted that almost one-half (47.1) per cent report that they studied history of education (general); 15.6 per cent studied history of education (United States); 21.6 per cent studied philosophy of

education, etc. History of education (general) holds first rank, educational psychology second, methods in special subjects third, principles of secondary education fourth, practice teaching fifth, etc. As would be expected the newer professional subjects, such as the junior high school, educational statistics, tests and measurements, and educational experimentation, were studied by small percentages and consequently hold low rank. High-school administration and supervision of secondary education hold ranks 8 and 14, having been studied by 19.1 and 8.4 per cent of all principals. Apparently high-school principals have not expected to become principals, have not felt the need of training in administration and supervision, or have not had the opportunities for such study.

TABLE 18.—Total professional training of high-school principals

[Distributed according to geographical divisions]

Semester hours	Geographical divisions									United States
	New England	Middle Atlantic	East North Central	West North Central	South Atlantic	East South Central	West South Central	Mountain	Pacific	
1 to 8.....	27	12	14	4	10	4	6	4	5	86
9 to 16.....	26	21	49	88	15	7	15	11	15	197
17 to 24.....	19	24	68	78	19	17	13	18	23	269
25 to 32.....	8	25	46	65	11	5	12	16	10	198
33 to 40.....	3	12	50	27	7	2	4	14	10	129
41 to 48.....	3	9	29	13	2	3	4	6	10	79
49 to 56.....	1	5	13	10	2	2	1	4	4	42
57 to 64.....	1	4	9	3	4	2	5	4	3	35
65 or more.....	5	10	13	8	2	2	9	9	5	63
Total.....	93	122	281	246	72	44	69	86	85	1,098
Per cent ¹	54.4	62.4	79.0	84.6	70.9	71.7	83.2	80.4	70.3	73.1
First quartile.....	6.9	16.0	17.9	19.0	13.3	17.0	15.0	19.9	17.4	16.6
Median.....	15.0	26.3	30.0	25.4	21.6	22.2	25.3	30.0	24.9	24.9
Third quartile.....	24.0	39.3	41.8	33.0	32.3	33.0	44.5	43.0	41.6	37.1
Quartile deviation.....	8.6	11.7	12.0	7.0	9.5	8.0	14.8	11.6	12.1	10.3

¹ Per cent of principals in each geographical division having professional training before or after entering first principalship.

TABLE 19.—Total professional training of high-school principals

[Distributed according to class of school]

Semester hours	Class of school							Total
	100 or fewer	101-200	201-300	301-500	501-1,000	1,001-2,000	2,001 or more	
1 to 8.....	26	23	15	4	12	4	2	86
9 to 16.....	90	58	17	16	9	5	2	197
17 to 24.....	98	85	30	27	17	10	2	269
25 to 32.....	65	63	24	19	17	6	4	198
33 to 40.....	37	38	15	18	13	8	—	129
41 to 48.....	20	22	12	8	8	9	—	79
49 to 56.....	11	13	4	6	6	2	—	42
57 to 64.....	8	7	7	4	6	2	1	35
65 or more.....	17	16	5	6	5	11	3	63
Total.....	372	325	129	108	93	57	14	1,098
Per cent ¹	73.1	86.3	72.9	74.0	67.4	64.8	36.8	73.1
First quartile.....	14.9	17.0	17.0	19.1	18.1	21.2	15.0	16.6
Median.....	22.7	24.7	25.8	27.9	20.0	29.7	27.0	24.9
Third quartile.....	33.0	36.1	38.7	39.9	42.7	52.0	61.0	37.1
Quartile deviation.....	9.1	9.6	10.9	10.4	12.8	15.4	23.0	10.3

¹ Per cent of principals of each class of school having professional training before or after entering first principalship.

TABLE 20.—Percentage of principals having each professional subject before entering first principalship
[Distributed according to class of school]

Professional subject ¹	Class of school							Total
	100 or fewer	101-200	201-300	301-500	501-1,000	1,001-2,000	2,001 or more	
History of education (general).....	44.7	54.8	45.2	49.0	45.7	41.6	17.5	47.1
History of education (United States).....	14.2	17.1	15.1	17.0	16.7	19.2	5.0	15.6
Philosophy of education.....	19.1	21.5	23.5	24.5	22.8	25.8	20.0	21.6
Comparative education.....	4.3	6.9	5.0	12.3	5.1	6.8	.....	6.0
Educational psychology.....	44.5	52.0	48.7	42.8	40.6	38.2	10.0	45.4
Psychology of adolescence.....	16.1	21.5	18.1	19.1	18.1	16.8	7.5	18.9
Educational administration.....	18.1	23.7	20.7	23.2	18.9	19.2	7.5	20.0
Principles of secondary education.....	21.9	32.0	28.1	26.5	29.3	20.2	7.5	25.2
High-school administration.....	20.0	10.6	19.1	21.8	15.9	14.6	10.0	19.1
Supervision of secondary education.....	9.9	8.8	5.6	8.2	8.7	3.4	10.0	8.4
Junior high school.....	2.4	2.7	4.5	3.4	2.9	4.5	.....	2.9
Methods in special subjects.....	25.6	30.1	29.1	30.6	18.9	29.2	7.5	26.8
Observation of teaching.....	16.2	24.0	14.5	15.7	18.1	15.7	.....	17.6
Practice teaching.....	19.9	32.5	19.6	26.5	15.1	13.5	2.5	22.5
Vocational education.....	8.1	3.9	4.5	6.8	4.3	4.5	.....	6.0
Educational sociology.....	10.3	13.2	12.3	14.3	7.3	6.8	2.5	10.1
Educational statistics.....	2.6	16.2	1.1	3.4	2.2	3.4	.....	2.7
Tests and measurements.....	9.7	10.6	7.8	12.3	5.1	3.4	2.5	8.9
Educational experimentation.....	2.2	3.4	3.4	3.4	.7	5.6	5.0	2.9

¹ There is some overlapping in the titles of professional courses. For example, methods in special subjects may include some observation of teaching, and educational statistics may include some instruction in tests and measurements.

Most principals found more offerings of professional courses to choose from after entering the principalship. On assuming the position of principal they realize the inadequacy of their former training and choose those courses that will be of greatest aid to them in the discharge of their duties. Thus the tendency 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.

Table 21 presents the same facts for training both before and after entering first principalship. Based on percentages of those who have studied each subject, history of education (general) holds first rank, educational psychology second, principles of secondary education third, high-school administration fourth, educational administration fifth, etc.

TABLE 21.—Percentage of principals having each professional subject before or after entering first principalship
[Distributed according to class of school]

Professional subject	Class of school							Total
	100 or fewer	101-200	201-300	301-500	501-1,000	1,001-2,000	2,001 or more	
History of education (general).....	54.2	59.7	47.0	50.4	48.6	47.2	15.0	53.5
History of education (United States).....	20.3	23.0	24.0	22.5	21.1	22.6	7.5	21.7
Philosophy of education.....	24.4	26.4	29.1	33.4	29.3	32.6	17.5	26.6
Comparative education.....	8.7	8.8	8.5	13.0	13.1	15.8	5.0	9.5
Educational psychology.....	50.8	58.2	58.7	54.4	47.2	46.2	15.0	52.5
Psychology of adolescence.....	23.9	29.9	25.7	25.2	24.7	24.8	15.0	25.5
Educational administration.....	31.9	30.7	37.4	37.5	44.2	34.9	10.0	35.0
Principles of secondary education.....	33.9	41.1	40.8	38.8	38.4	30.0	17.5	37.2
High-school administration.....	35.5	35.5	36.3	40.9	42.8	36.0	17.5	36.2
Supervision of secondary education.....	18.9	16.9	17.9	22.5	26.9	22.6	15.0	19.2
Junior high school.....	7.3	10.8	12.3	7.5	11.6	18.0	2.5	9.5
Methods in special subjects.....	33.9	30.0	37.4	37.5	25.4	34.9	10.0	34.0
Observation of teaching.....	20.1	28.9	14.6	19.1	16.7	19.1	2.5	21.0
Practice teaching.....	23.5	33.3	22.9	26.5	8.7	15.8	2.5	23.8
Vocational education.....	14.0	11.3	10.6	13.7	10.1	13.5	7.5	12.5
Educational sociology.....	18.7	23.8	15.7	22.5	18.9	15.8	2.5	13.4
Educational statistics.....	7.7	10.8	9.5	10.9	16.7	18.0	5.0	10.5
Tests and measurements.....	27.6	29.6	28.0	30.6	29.0	16.9	12.5	27.2
Educational experimentation.....	3.1	3.9	3.6	7.5	11.6	6.8	5.0	6.8

C. Ranking of professional subjects by high-school principals.—In an attempt to determine the relative values of the professional subjects to the high-school principal, each principal was asked to rank the subjects he had studied either before or after he entered the principalship. A total of 1,021, or 67.6 per cent of the 1,510 principals returning Section I of the Bureau of Education questionnaire, answered this question. In only a few cases had principals studied all of the 19 subjects listed. In many cases only two or three subjects had been studied. The resulting unevenness of ranking made necessary the use of a special technique for determining the relative position of each subject. The method used is the method described by Prof. E. L. Thorndike in the *Journal of Philosophy, Psychology, and Scientific Methods* for April, 1916.

In the judgment of principals of all classes of schools combined the professional subject that has been of most value is high-school administration. This is followed in order by 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, educational statistics.

3. OPPORTUNITIES FOR PROFESSIONAL TRAINING IN COLLEGES AND UNIVERSITIES

As stated in Chapter I, 69 colleges and universities returned the questionnaire asking for information concerning the offerings of professional courses. In many cases the returns contained figures for all or nearly all courses in education offered by the institution. Those courses were eliminated from consideration which in the judgment of the writer did not seem to be primarily for principals.

The total number of courses offered in the United States during the academic year 1922-23 was 153; the number of students enrolled was 4,313. The Middle Atlantic division ranks first, with 37 courses and 1,503 students. High-school administration leads all other courses, with 1,055 students enrolled in 45 different courses. Tests and measurements stands second, with 18 courses and 444 students; high-school supervision, third, with 18 courses and 441 students; principles of secondary education, fourth, with 12 courses and 556 students; high-school curriculum, fifth, with 13 courses and 393 students; and junior high school, sixth, with 12 courses and 546 students. The East South Central division ranks last, with 7 courses and 135 students

For the summer session of 1923 the Middle Atlantic division ranks first, with 33 courses and 1,364 students. The East North Central division stands second, with 27 courses and 1,925 students. The West South Central division stands last, with 4 courses and 108 students. The total for the United States is 143 courses and 6,407 students. High-school administration leads, with 43 courses and 1,818 students. Junior high school is second, with 20 courses and 907 students; tests and measurements third, with 17 courses and 739 students; high-school curriculum, fourth, with 14 courses and 596 students; and high-school supervision, fifth, with 13 courses and 699 students.

TABLE 22.—Professional courses primarily for high-school principals, offered during the academic year 1922-23

[Distributed according to geographical divisions]

Nature of course	Geographical divisions									United States
	New England	Middle Atlantic	East North Central	West North Central	South Atlantic	East South Central	West South Central	Mountain	Pacific	
High-school administration:										
Courses.....	6	8	6	7	4	3	4	3	4	45
Students.....	122	260	108	159	94	54	94	34	70	1,055
High-school supervision:										
Courses.....	1	5	3	3	3	1		1	1	18
Students.....	22	213	54	59	49	14		15	15	441
High-school curriculum:										
Courses.....	1	3	4	2	2		1			13
Students.....	15	86	181	34	47		27			393
Principles of secondary education:										
Courses.....		1	1	2	5			2	1	12
Students.....		44	25	90	94			29	265	556
Psychology of high-school subjects:										
Courses.....		2	2		2	1	1		1	9
Students.....		74	86		20	39	36		20	275
Educational and vocational guidance:										
Courses.....		2	1					1	1	5
Students.....		67	20					41	23	151
Problems of secondary education:										
Courses.....		1			2		1	1	1	6
Students.....		51			6		5	10	80	152
Extra-curricular activities:										
Courses.....		3								3
Students.....		165								165
Junior high school:										
Courses.....	1	4	1	2	2				2	12
Students.....	22	325	19	48	86				46	546
Tests and measurements:										
Courses.....	2	6	4	1	2	2		1		18
Students.....	31	198	90	9	35	28		43		444
Rural high school:										
Courses.....		1			1					2
Students.....		12			6					18
Seminary in secondary education:										
Courses.....		1	2	2	2		1		2	10
Students.....		8	15	30	9		3		62	117
Total:										
Courses.....	11	37	24	19	25	7	8	9	13	153
Students.....	212	1,503	667	438	444	135	168	172	571	4,313

TABLE 23.—Professional courses primarily for high-school principals offered during the summer session of 1923

[Distributed according to geographical divisions]

Nature of course	Geographical divisions									
	New England	Middle Atlantic	East North Central	West North Central	South Atlantic	East South Central	West South Central	Mountain	Pacific	United States
High-school administration:										
Courses.....	2	9	8	4	8	2	2	4	4	43
Students.....	45	376	547	164	204	84	82	128	218	1,818
High-school supervision:										
Courses.....	1	4	2	2				2	2	13
Students.....	16	304	89	187				43	60	699
High-school curriculum:										
Courses.....		2	4	4	3			1		14
Students.....		48	267	150	88			43		596
Principles of secondary education:										
Courses.....			2	1	1	1		1	1	7
Students.....			113	23	22	71		85	100	414
Psychology of high-school subjects:										
Courses.....		1	3		1					5
Students.....		8	365		6					374
Educational and vocational guidance:										
Courses.....			1	1				1	1	4
Students.....			32	6				79	50	167
Problems of secondary education:										
Courses.....				1	1		1			3
Students.....				33	113		16			162
Extra-curricular activities:										
Courses.....		2								2
Students.....		185								185
Junior high school:										
Courses.....	2	8	2	3	4	1	1	2	2	20
Students.....	42	54	179	108	108	24	40	135	222	907
Tests and measurements:										
Courses.....	2	6	3	2	1	2		1		17
Students.....	41	227	297	47	7	81		39		739
Rural high school:										
Courses.....		2								2
Students.....		33								33
Work of high-school principal:										
Courses.....		3	1						2	6
Students.....		94	33						97	224
Small high school:										
Courses.....		1								1
Students.....		40								40
Seminary in secondary education:										
Courses.....			1	1	4					6
Students.....			3	5	41					49
Total:										
Courses.....	7	33	27	19	23	6	4	12	12	143
Students.....	144	1,364	1,925	718	589	260	108	552	747	6,407

SUMMARY

1. The high-school principal receives his training above the high school in a college or university rather than in a normal school. A little more than one-fourth of all principals have had some normal-school training, but only 5 per cent have had four years or more. Ninety-two per cent have had college or university training. The median time spent by these principals in such training is 4.4 years.
2. One-third of all principals have had graduate work, the amount ranging from one-half year to five years. The median amount is

one year. In percentage of principals having graduate study the Pacific division and class seven schools rank first; the West South Central division and class one schools rank last.

3. Fifty-seven per cent of all principals have had summer-school training, in amounts ranging from 6 weeks or less to 61 weeks or more. The median for all classes combined is 11 weeks. In percentage of attendance the South Atlantic division ranks first; the West South Central ranks last. In amount of attendance the South Atlantic and the West South Central divisions stand first, the New England division stands last.

4. The principal has had 4.8 years of educational preparation above the high school. The Pacific division leads, with 5.3 years; the West South Central is last, with 4.5 years. Schools of seventh class rank first, with 5.5 years; schools of first class rank last, with 4.6 years.

5. Two-thirds of all principals have the bachelor's degree only; almost one-fifth have the master's degree; 1 in 70 has a doctor's degree. Twelve per cent of all principals have no degree.

6. Two-thirds of all principals had professional training before entering the principalship, to the extent of a half year's work. In percentage having professional training before entering the principalship, the West North Central division and second-class schools rank first; the New England division and seventh-class schools rank last.

7. Only 46 per cent of all principals have had professional training since entering the principalship. The median amount is less than one-half year. The West South Central division and fifth-class schools rank first; the New England division and seventh-class schools last.

8. Three-fourths of all principals have had some professional training either before or after entering the principalship. The median amount is the equivalent of two-thirds of a year's work. In percentage having training the West North Central division and second-class schools rank first; the New England division and seventh-class schools last. In amount of training the East North Central and Mountain divisions rank first; New England ranks last.

9. Professional training before entering the principalship was largely in such subjects as history of education, educational psychology, philosophy of education, methods in special subjects, principles of secondary education, and practice teaching. After entering the principalship the subjects studied are largely high-school administration, supervision of secondary education, tests and measurements, and the junior high school.

10. In the judgment of 1,021 principals high-school administration has been of most value to them, followed in order by principles of secondary education, educational administration, educational psychology, supervision of secondary education, psychology of adoles-

cence. Subjects of least value are comparative education, vocational education, and educational statistics.

11. During the regular academic year the Middle Atlantic division ranks first in professional courses for high-school principals offered by colleges and universities; the East South Central division last. During the summer session the Middle Atlantic ranks first; the West South Central last.

12. The subjects most often taken during the regular academic year are high-school administration, tests and measurements, high-school supervision, principles of secondary education, high-school curriculum, and junior high school in the order named. During the summer session high-school administration ranks first, followed in order by junior high school, tests and measurements, high-school curriculum, and supervision of secondary education.

CHAPTER III

EDUCATIONAL EXPERIENCE OF THE HIGH-SCHOOL PRINCIPAL

How varied and how extensive is the educational experience of the high-school principal? How old is he? What was his status before entering the principalship, and at what age did he enter?

1. TOTAL EDUCATIONAL EXPERIENCE

Table 24 presents the total experience of principals of fully accredited public high schools, regardless of specific kinds of experience. For all classes combined the median years' experience is 11.1. Twenty-five per cent have had less than 6 years' experience, and the same per cent have had 19.3 years' experience or more. The length of experience steadily increases in passing from smaller to larger schools. The median for first-class schools is 8.6 years; for second class, 9.6; for third class, 11.7; for fourth class, 11; for fifth class, 16.6; for sixth class, 24.5; and for seventh class, 31.3.

As compared with the superintendent of schools, the principal has had an experience of several years less. Douglass found the median for superintendents to be 19.95 years, and that the middle 50 per cent fell between 13.92 and 26.11 years.¹ The median principal, then, has had 8.85 fewer years of experience than the median superintendent.

Table 25 shows the present age of the high-school principal. For all classes of schools combined the median age is 33.4 years. The middle 50 per cent range from 28.9 years to 39.7. The increase in age in going from smaller to larger schools parallels very closely the increase in experience. In first-class schools the median age is 31.6; in second class, 32.9; in third class, 36.2; in fourth class, 33; in fifth class, 39; in sixth class, 46; and in seventh class, 52.7.

¹ Douglass, Bennett C.: *The Status of the Superintendent*, 66.

TABLE 24.—Total years educational experience of the high-school principal

[Distributed according to class of school]

Years of experience	Class of school							Total
	100 or fewer	101-200	201-300	301-500	501-1,000	1,001-2,000	2,001 or more	
1.....	25	17	4					46
2.....	50	26	3	2				81
3.....	43	23	13	2	2			83
4.....	32	23	11	8	2			76
5-6.....	66	62	20	20	5	1		174
7-8.....	47	37	24	17	7	3		136
9-10.....	48	49	10	24	18	4		153
11-12.....	40	33	15	17	12	5	1	123
13-14.....	25	26	12	14	15	5	1	98
15-16.....	17	22	16	7	10	8		80
17-18.....	25	20	11	5	7	4	2	74
19-20.....	20	11	13	6	11	2		63
21-22.....	9	12	4	7	8	9	1	50
23-24.....	14	11	6	1	8	6	2	48
25-26.....	16	11	9	3	10	7	2	58
27-28.....	9	4	3	6	7	10	3	47
29-30.....	9	5	2	1	7	9	2	35
31-32.....	2	7	1		3	5	4	24
33-34.....	4	6	1	1	2	3	2	19
35-36.....	2		1	2	2		3	10
37-38.....				1	1	1	3	6
39 or more.....	5	4		3	1	3	7	23
Total.....	508	400	179	147	133	89	40	1,510
First quartile.....	4.3	5.4	6.4	7.3	11.0	16.3	27.2	6.0
Median.....	8.6	9.6	11.7	11.0	16.6	24.5	31.3	11.1
Third quartile.....	15.6	15.9	18.8	17.0	24.6	29.8	37.0	18.3
Quartile deviation.....	5.65	5.25	5.95	4.85	6.80	6.75	4.90	6.65

TABLE 25.—Age of the high-school principal

[Distributed according to class of school]

Years of age	Class of school							Total
	100 or fewer	101-200	201-300	301-500	501-1,000	1,001-2,000	2,001 or more	
20.....	2							2
21.....		1						1
22.....	6	4	1					11
23.....	15	9	1					25
24.....	18	5	4	3				29
25.....	17	13	1		1			32
26.....	19	10	3	2				34
27.....	18	16	2	3				39
28.....	25	17	3	3	1			40
29.....	28	18	5	9	1	1		61
30.....	18	9	10	12	4	1		65
31.....	13	9	7	10	4			61
32.....	17	19	4	8	3			60
33.....	15	11	3	7	6	2		44
34.....	9	11	4	5	3			32
35.....	7	10	2	4	4		1	30
36.....	13	12	3	8	8	4	1	40
37.....	11	11	3	1	5	2		33
38.....	10	7	5	4	6	4	1	43
39.....	10	6	2	3	6		1	38
40.....	7	3	5	2	3	3		25
41.....	3	5	7	1	3		1	24
42.....	7	8		4	2	5	2	28
43.....	4	4	1	2	6	3		20
44.....	3	3	2	3	2	1	2	18
45.....	5	5	4	6	2	2	1	24
46.....	3	3	4	1	3	3		16
47.....	2	4	2		3	3	2	16
48.....	10	3	3	1	1		1	20

Age of the high-school principal—Continued

Years of age	Class of school							Total
	100 or fewer	101-200	201-300	301-500	501-1,000	1,001-2,000	2,001 or more	
7.....	4	3	1	2	1	6		16
80.....	4	2	2	1	1	4	1	15
81.....	2	6	3	1	2	2	2	18
82.....	1		2	2		1	3	9
83.....	2		4		3	1	1	11
84.....	5	1	1			2	2	11
85.....	1	1	1	1	3		5	12
86.....	3		2		3	2		10
87.....	2	1		1	2			6
88.....	1				1	3	2	7
89.....		1		1	1		1	4
90.....	1				2		3	6
61 or over.....	4	1	1		2	5	4	17
Total.....	345	256	124	108	104	62	38	933
First quartile.....	27.5	28.3	30.6	29.8	34.7	39.1	44.7	28.9
Median.....	31.6	32.9	36.2	33.0	39.0	46.0	52.7	33.4
Third quartile.....	39.0	39.0	44.0	41.0	47.0	51.2	58.2	39.7
Quartile deviation.....	6.75	8.35	6.50	5.60	6.15	6.05	6.75	5.40

Table 26 shows the number of different educational positions held. The total range is from 1 to 24. One hundred and twelve, or 7.4 per cent, are in their first position; 203, or 13.4 per cent, are in their second; 307, or 20.3 per cent, are in their third; 292, or 19.3 per cent, are in their fourth; and 357, or 23.6 per cent, are in their fifth or sixth. The median number for all classes combined is 4.4. Principals of larger schools exceed slightly principals of smaller schools in number of positions held, as shown by the medians of Table 26.

2. EXPERIENCE IN SPECIFIC POSITIONS

Table 27 shows for each class of school the percentage of principals who have had experience in each educational position listed. More principals have had experience as senior high-school teachers than in any other position. The percentages range from 44.2 in first-class schools to 77.5 in seventh-class schools, with 54.7 for all classes combined.

Experience as elementary-school teacher stands second in rank, with 44.6 per cent for all classes combined. There is no consistent tendency in going from one class to another, as evidenced by the fact that sixth-class schools stand first and seventh-class schools last.

Twenty-three per cent of all principals have been superintendents of schools. The percentage is highest in the case of second-class schools (26.9) and lowest in seventh-class schools (12.5). The high percentage in the case of smaller schools is probably due to the fact that many of the principals of these schools are also superintendents.

Twenty-one and six-tenths per cent of all principals have been heads of departments in high schools. The percentage is much higher

in the larger schools (41.6 in sixth class and 32.5 in seventh class) than in the smaller ones (16.7 in first class and 20.8 in second class).

TABLE 26.—Number of different educational positions held by high-school principals
[Distributed according to class of school]

Different positions held	Class of school							All schools
	100 or fewer	101-200	201-300	301-500	501-1,000	1,001-2,000	2,001 or more	
1.....	78	32	12	3	3	1	3	112
2.....	91	62	23	16	13	4	4	203
3.....	99	84	46	29	28	13	8	307
4.....	81	74	36	37	30	14	20	292
5-6.....	99	99	39	41	43	33	3	357
7-8.....	54	41	17	16	16	20	1	165
9-10.....	17	11	3	3	3	3		40
11-12.....	9	3	1	1	1	1	1	17
13-14.....	6	2	1					9
15-16.....	2	1			1			4
19-20.....			1					1
21-22.....	1							1
23-24.....	1			1				2
Total.....	508	409	179	147	138	89	40	1,810
First quartile.....	2.8	3.1	3.2	3.3	3.6	4.3	4.4	3.2
Median.....	4.2	4.3	4.4	4.7	4.8	5.8	5.5	4.4
Third quartile.....	6.2	6.0	6.0	6.3	6.4	7.1	6.5	6.2
Quartile deviation.....	1.70	1.45	1.40	1.50	1.40	1.40	1.05	1.50

TABLE 27.—Percentage of high-school principals who have had experience in each specified educational position

[Distributed according to class of school]

Educational position	Class of school							All schools
	100 or fewer	101-200	201-300	301-500	501-1,000	1,001-2,000	2,001 or more	
Elementary-school teacher.....	45.9	45.2	47.4	43.5	37.9	50.6	27.5	44.6
Junior high-school teacher.....	7.7	6.9	5.0	5.5	3.6	5.6		6.2
Senior high-school teacher.....	44.2	51.4	60.2	67.2	66.6	69.6	77.5	54.7
Head of department, high school.....	16.7	20.8	18.4	23.1	28.2	41.6	32.5	21.6
Elementary-school principal.....	18.9	16.8	16.2	13.6	15.5	27.0	32.5	18.0
Junior high-school principal.....	2.9	5.1	6.1	5.5	5.5	7.0	7.5	4.8
Assistant principal, high school.....	19.5	19.0	21.7	15.6	20.4	32.8	25.0	20.6
Superintendent of schools.....	25.0	26.9	23.5	21.0	13.6	18.0	12.5	23.0
Evening-school principal.....	2.7	3.5	4.5	6.8	13.0	24.8	42.5	6.8
Vocational-school principal.....	1.2	1.0	1.7		.7	1.2		1.0
Normal-school principal.....	.6	1.0	1.7	2.1				.9
Other educational position.....	4.3	6.5	6.1	6.8	15.5	14.8	22.5	7.6

Of all principals, 20.6 per cent have been assistant principals of high schools. The percentage is somewhat higher in larger than in smaller schools.

Sixteen per cent of all high-school principals have been principals of elementary schools. The percentage is lowest in fourth-class schools (13.6) and highest in seventh-class schools (32.5).

The percentages for the remaining positions listed are: Evening-school principal, 6.8; junior high-school teacher, 6.2; junior high-school

principal, 4.8; vocational-school principal, 1; and normal-school principal, 0.9.

Table 28 shows the median years spent in each position by those having experience. For all classes combined there is little difference among positions in median length of experience. The range is from 2.1 years in the case of vocational-school principal to 3.9 in the case of superintendent. In most positions the median years gradually increase in going from smaller to larger schools. Thus in the case of senior high-school teacher the median for first-class schools is 3.2 years; for seventh-class schools, 9.1. In the case of assistant principal the median for first-class schools is 1.9; for seventh-class schools, 9.

3. EXPERIENCE IN THE PRINCIPALSHIP

Table 29 shows the number of years spent in the high-school principalship. For all classes combined the number is 4.5. Twenty-five per cent have spent less than 2.5 years, and the same per cent 7.2 years or more. Two hundred and forty-one, or 16 per cent, have spent one year; 232, or 15.4 per cent, have spent two years; 209, or 13.8 per cent, have spent three years; 158, or 10.5 per cent, have spent four years; and 209, or 13.8 per cent, five or six years. The medians for the classes of schools range from 3.5 in first-class to 13 in seventh class.

TABLE 28.—Median number of years spent by high-school principals in each specified educational position

(Distributed according to class of school)

Educational position	Class of school							All schools
	100 or fewer	101-200	201-300	301-500	501-1,000	1,001-2,000	2,001 or more	
Elementary-school teacher.....	2.4	2.3	2.3	2.2	2.6	2.9	4.2	2.9
Junior high-school teacher.....	2.1	2.2	2.5	2.0	2.6	6.7	9.1	2.2
Senior high-school teacher.....	3.2	3.4	3.3	3.5	4.5	6.7	9.1	2.7
Head of department, high school.....	2.5	3.3	3.1	3.2	3.7	4.9	2.5	3.2
Elementary-school principal.....	2.2	2.9	2.7	2.7	2.5	4.7	4.7	2.2
Junior high-school principal.....	2.3	2.0	2.1	2.0	2.0	2.8	9.0	2.2
Assistant principal, high school.....	1.9	2.1	2.5	2.2	3.0	2.8	9.0	2.3
Superintendent of schools.....	3.6	3.8	5.1	2.8	5.1	4.7	3.0	3.9
Evening-school principal.....	2.3	2.1	2.0	2.6	3.0	5.1	3.0	3.0
Vocational-school principal.....	1.7							2.1
Normal-school principal.....								2.4
Other educational position.....	5.0	2.7	2.7	4.0	2.1	6.5	2.7	2.6

TABLE 29. *Number of years spent by high-school principals in the principalship*
 [Distributed according to class of school]

Years	Class of school.							Total
	100 or fewer	101-200	201-300	301-500	501-1,000	1,000-2,000	2,001- or more	
1.....	114	75	27	12	8	4	1	241
2.....	107	74	28	10	5	4	4	232
3.....	63	62	24	35	14	7	4	209
4.....	49	46	22	15	17	4	6	188
5-6.....	58	62	31	26	18	12	2	309
7-8.....	32	30	8	20	18	8	1	117
9-10.....	24	13	5	7	11	9	3	72
11-12.....	22	9	11	5	11	11	4	73
13-14.....	9	11	3	5	8	7	2	45
15-16.....	11	6	7	2	5	6	4	41
17-18.....	2	5	4	2	4	2	1	20
19-20.....	7	7	3	2	3	4		26
21-22.....	3	1	2	2	4		2	14
23-24.....	1	2			1	5	2	11
25-26.....	2	1	2	1	5	2	1	14
27-28.....	1	2	1	1	3		2	10
29-30.....	2	1			2	3		8
31-32.....		1	1	1			2	5
33-34.....								
35-36.....					1			1
37-38.....		1						1
39 or more.....	1			1		1		3
Total.....	508	409	179	147	138	89	40	1,510
First quartile.....	2.1	2.4	2.6	3.1	4.4	5.5	5.1	2.5
Median.....	3.5	3.9	4.5	5.1	7.1	9.0	13.0	4.5
Third quartile.....	5.4	5.4	7.7	8.3	13.4	15.2	19.0	7.2
Quartile deviation.....	1.65	1.50	2.65	2.60	4.50	4.85	6.95	2.35

The high-school principal has had less experience as principal than the superintendent as superintendent. Douglass reports the median years' experience of all superintendents to be 9.78. The middle 50 per cent of superintendents range from 4.4 years to 15.4 year.² The median superintendent, then, has had 5.28 more years of experience as superintendent than the principal has had as principal.

Table 30 shows the number of principalships held. Six hundred and fifty, or 43 per cent, are in their first principalship; 409, or 27.1 per cent, in their second; 249, or 16.5 per cent, in their third; 118, or 7.8 per cent, in their fourth. One principal has held 21 principalships. The median number varies little among the classes of schools. For the first class it is 2.2; for the seventh, 1.9; for all combined, 2.3.

Average length of tenure in the principalship can be determined from Tables 29 and 30. In first-class schools the median number of years spent in the principalship is 3.5; the median number of principalships held is 2.2, giving an average of 1.6 years per principalship. Similarly, the averages for the remaining classes are 1.7, 2.1, 2, 3, 4.5, and 6.8, and 2 for all classes combined.

Table 31 shows the number of years spent in present position. The median for all classes combined is 3 years. The middle 50 per cent range from 1.9 to 4.9 years. Two hundred and ninety, or 26.9

² Douglass, 64.

per cent, are in their first year; 256, or 22.9 per cent, in their second year; 184, or 16.5 per cent, in their third year; and 113, or 10.1 per cent, in their fourth year. The medians for the classes of schools range from 2.5 for first class to 7 for seventh class.

TABLE 30.—Number of high-school principalships held

[Distributed according to class of school]

Number	Class of school							Total
	100 or fewer	101-200	201-300	301-500	501-1,000	1,001-2,000	2,001 or more	
1.....	229	176	80	48	51	39	21	650
2.....	131	110	45	55	39	21	8	409
3.....	76	64	28	30	26	17	8	249
4.....	31	41	12	7	15	10	2	118
5-6.....	26	13	8	5	3	1	1	57
7-8.....	10	4		2	3	1		20
9-10.....	3	1			1			5
15-16.....	1							1
21-22.....	1							1
Total.....	508	409	179	147	138	89	40	1,510
Median.....	2.2	2.3	2.1	2.5	2.4	2.2	1.9	2.3

TABLE 31.—Number of years spent in present position by high-school principals

[Distributed according to class of school]

Years	Class of school							Total
	100 or fewer	101-200	201-300	301-500	501-1,000	1,001-2,000	2,001 or more	
1.....	124	95	29	21	11	9	1	290
2.....	104	69	25	33	11	9	5	256
3.....	53	49	22	24	20	10	6	184
4.....	27	26	22	15	15	6	2	113
5.....	15	15	8	7	6	7	5	63
6.....	11	9	7	4	5	4	1	41
7.....	4	4	1	4	7	4		26
8.....	2	6	3	2	3			18
9.....	3	3	3	2	1		1	13
10.....	2	2	3	1	4	2		14
11.....	4	2	1	2	2	3		14
12.....	2	2	2	1	4	2	4	17
13.....	1			2	4	1		8
14.....	2	3	1		1	1	2	10
15.....		1	2		1	1	1	6
16.....		1	1		1	1	1	5
17.....		1	1	1	3		1	7
18.....		2	3		1	1	1	8
19.....		1	1	1				3
20.....					1	1		2
21.....							1	1
22.....		1			1			2
23.....						1	1	2
24.....						1		1
25.....						1		1
26.....			1					1
27.....					1		1	2
28.....		1						1
29.....					1	2		3
30.....							2	2
31.....								1
32.....	1							1
33.....					1			1
Total.....	355	293	136	120	105	66	40	1,115
First quartile.....	1.7	1.6	1.9	1.7	3.2	2.8	2.7	1.9
Median.....	2.5	2.7	3.7	3.3	4.7	4.8	7.0	3.0
Third quartile.....	3.6	4.3	5.5	4.8	9.0	10.2	14.5	4.9
Quartile deviation.....	.95	1.35	1.80	1.55	2.90	3.70	5.40	1.50

TABLE 32.—*Status of high-school principals before entering first principalship*

[Distributed according to class of school]

Status	Class of school							Total
	100 or fewer	101-200	201-300	301-500	501-1,000	1,001-2,000	2,001- or more	
Undergraduate student:								
With teaching experience.....	31	15	8	5	6	2	1	68
Without experience.....	12	10		1	1		1	26
With bachelor's degree only:								
With teaching experience.....	85	31	19	12	22	10		129
Without experience.....	46	36	11	11	8	5	2	119
Graduate student:								
With teaching experience.....	10	14	9	5	3			41
Without experience.....	10	3		1	1			16
Elementary school teacher:								
In same school system.....		2					1	3
In other school system.....	14	15	9	4	2		1	45
Junior high-school teacher:								
In same school system.....	3				1			4
In other school system.....	1	1		2		1		5
Senior high-school teacher:								
In same high school.....	17	17	12	8	8	2	2	66
In other high school.....	33	37	9	12	11	5	4	111
Head of department, high school:								
In same high school.....	2	10	2	5	4	5	4	32
In other high school.....	7	17	8	7	4	3	3	49
Elementary school principal:								
In same school system.....	1	1	1		2	2	2	9
In other school system.....	12	8	4	3	1	4	1	33
Junior high-school principal:								
In same school system.....		1	1		1	2		5
In other school system.....	2	3			1			6
Assistant principal, high school:								
In same high school.....	7	11	3	1	3	4	2	31
In other high school.....	11	14	1	3		3	6	40
Assistant superintendent of schools:								
In same school system.....						1		1
In other school system.....		1						1
Superintendent of schools:								
In same school system.....	1							1
In other school system.....	2	3	1	7	3	2		18
Other educational position.....			8	1				9
Total.....	257	250	106	88	82	53	30	866

4. STATUS BEFORE ENTERING FIRST PRINCIPALSHIP

Table 32 shows the position occupied immediately before entering the first principalship. The largest group is that with the bachelor's degree only and some teaching experience. The second largest group is that with bachelor's degree only and no teaching experience. Belonging to one or the other of these two groups are 31½ per cent of principals of first-class schools and 26.8 per cent of principals of second-class schools. The third largest group is that with experience as senior school teachers in another high school immediately before entering the principalship. Next in rank follow undergraduate students with some teaching experience, senior high school teachers in same high schools, heads of departments in other high schools, graduate students with teaching experience, assistant principals of other high schools, and elementary-school principals in other school systems. That the tendency is strong to select principals from outside the high school or school system is evidenced by the fact that

67 per cent report that they entered their first principalship from a position other than in the school where they became principal.

Of the 866 principals included in Table 32, 159, or 18.4 per cent, entered the principalship without any kind of educational experience. Not considering whether a principal entered the principalship from the same or other high school or school system, the largest group is that of senior high school teachers. One hundred and seventy-seven, or 20.4 per cent, of all principals belong in this group. Next in rank is head of department in high school with 81, or 9.3 per cent. Assistant principal is third, with 71, or 8.2 per cent; elementary-school teacher fourth with 48, or 5.5 per cent; elementary-school principal with 41, or 4.7 per cent; superintendent of schools sixth with 19, or 2.2 per cent.

TABLE 33.—Age of high-school principals at entering first principalship

[Distributed according to class of school]

Age	Class of school							Total
	100 or fewer	101-200	201-300	301-500	501-1,000	1,001-2,000	2,001- or more	
18.....	2		1		1		1	5
19.....	5		1	1				7
20.....	4	3	1	1			1	10
21.....	16	15	7	2	9	1		50
22.....	26	24	5	5	1	2	1	64
23.....	32	21	5	8	9	3		78
24.....	28	18	12	8	6	4	4	80
25.....	24	12	9	8	5	1	3	66
26.....	23	21	7	12	3	4	1	71
27.....	18	22	11	9	3	1		64
28.....	17	8	3	4	5	1	1	39
29.....	8	5		6	2	2		28
30.....	11	3	6	4	8	2		34
31.....	4	10	2	3		3		22
32.....	5	5	3	1	2	2	2	20
33.....	4	2	3	1	1	1	2	14
34.....	4	4	2	1	1	2	1	15
35.....	4	1		2	3	4		14
36.....	1	2				2	1	6
37.....	3	1	1		1		1	7
38.....	2	2	1	1		2	1	9
39.....		1		1		3		5
40.....	2	3	1		1	2		9
41.....				2	1		2	5
42.....	1	1					1	3
43.....	2	1	1			1	1	6
44.....	1		1		1	2	1	6
47.....				1				1
48.....	2	1	2	1			3	9
49.....					1			1
50.....					1			1
51.....			1				1	2
52.....	2							2
53.....						1		1
54.....	1							1
55 or over.....	1				1			2
Total.....	257	186	86	82	65	49	29	752
First quartile.....	23.3	23.4	24.1	24.4	23.6	26.1	25.1	23.7
Median.....	25.5	26.0	26.3	26.6	26.7	31.7	33.2	26.2
Third quartile.....	28.6	28.5	30.5	29.6	30.7	37.7	41.8	30.2
Quartile deviation.....	2.65	2.55	3.20	2.60	3.55	5.30	8.35	3.25

Table 33 shows the ages of 752 principals on entering their first principalship. For all classes of schools combined the median age

is 26.2. Twenty-five per cent entered at an age of 23.7 or earlier, and the same per cent at 30.2 or above. Five entered at 18; two at 55 or older. The medians for the classes increase steadily from 25.5 for first-class schools to 33.2 for seventh-class schools.

SUMMARY

1. The median principal of all classes of schools combined has had a total educational experience of slightly more than 11 years. This is almost 9 years less than the total experience of the superintendent of schools.

2. Principals of schools of each class have had on the average 3.6 more years of experience than principals of the class immediately below.

3. The median principal is 33.4 years of age. The average difference in age between successive classes is 3.5 years.

4. The median principal has held 4.4 different positions. More than half have been senior high school teachers, almost half elementary-school teachers, nearly one-fourth superintendents of schools, more than one-fifth heads of departments in high school, one-fifth assistant principals of high schools, and one-sixth principals of elementary schools.

5. The median principal has spent 4.5 years in the principalship, has held 2.3 principalships, and has remained two years in each.

6. One-fifth of all principals entered the principalship directly from positions as senior high school teachers, one-tenth from positions as heads of departments in senior high schools, and one-twelfth from positions as assistant principals.

7. Almost one-fifth of all principals entered the principalship without any kind of previous educational experience.

8. Two-thirds of all principals entered the profession from schools other than the ones in which they became principals.

9. The median principal entered the principalship at 26.2 years of age.

CHAPTER IV

REQUIREMENTS, LOCAL STATUS, AND SALARY

To what extent do States require of the principal training in addition to that required of high-school teachers? What do local school boards require? What are the principal's relations to the board and superintendent? What salaries do principals receive, and how are they related to training and experience?

1. STATE REQUIREMENTS FOR THE PRINCIPALSHIP

Only seven States have requirements by law or by regulations of the State board of education for the high-school principal. In all the remaining States the principal is merely required to have the same qualifications as class-room teachers in the high school. Local school boards can and do make additional requirements, but so far as State regulations are concerned the profession of principalship exists in seven States only. In three of these States (Maryland, Indiana, and California) the statutes prescribe definite requirements; in the remaining States (Delaware, North Carolina, Alabama, and Wyoming) State boards acting under statutory permission have prescribed definite requirements.

A. Requirements by State law.—The school law of Maryland provides as follows with respect to the high-school principal:

High-school principal's certificate, valid for three years, renewable upon evidence of successful experience and professional spirit, required of principals of all State-aided high schools of the first group and schools rated as high schools by the State superintendent of schools.

Qualifications: (a) Completion of a standard four-year college course or the equivalent in scholastic preparation.

(b) In addition to (a), one full year of graduate work at a standard university (or the equivalent), approximately one-third of which was in advanced study related to the high-school branches and approximately two-thirds in education, including high-school methods, supervision, and administration.

(c) Two years of successful teaching experience for principals of high schools of the first group. No teaching experience is required of principals of schools of the second group.¹

The State law of Indiana makes the following provision:

Licenses to be issued by the State board shall include "high-school principal's license":

(a) High-school principal's license, first grade, valid for five years, renewable thereafter for life on presentation of evidence of successful experience and pro-

¹ School law of Maryland, 1922, ch. 382, p. 55 (4).

professional spirit, and good for administration and supervision in any high school (junior or senior) or elementary and high school (junior and senior) combined. A high-school principal's license, first grade, may be issued to persons who are graduates of a standard or approved university, college, or normal school (four-year course), and who have completed in addition one year of graduate work, specializing in high school or in elementary and high school administration and supervision.

(b) High-school principal's license, second grade, valid for three years, renewable for three-year periods on presentation of evidence of successful experience, professional spirit, and additional school preparation, and good for administration and supervision in any high school (junior or senior) or elementary and high school (junior and senior) combined. A high-school principal's license, second grade, may be issued to persons who are graduates of a standard or approved university, college, or normal school (four-year course), and who have as a part of their course specialized in high school or elementary and high school administration and supervision.²

The State law of California empowers the State board of education to "prescribe by general regulations established in accordance with law qualifications upon which county and city and county boards of education may grant certificates," including certificates "to supervise instruction and to administer schools as supervisors, principals, and superintendents." The law further provides a minimum general standard as follows:

(h) For the administrator's credential—first, a teacher's certificate authorizing the holder to teach in the public schools of this State;³ second, a minimum of not less than two years of experience as a teacher, supervisor, or school administrator, as prescribed by the State board of education; third, such evidence of special training as will satisfy the board as to his fitness to perform the service he desires to qualify for.³

B. Requirements by State boards of education.—The State Board of Education of the State of Delaware at its meeting in August, 1921, adopted the following regulations for the high-school principal's certificate:

A high-school principal's certificate, valid throughout the State for three years, renewable for three-year periods on evidence of successful experience and professional spirit, and required in all first-group State-aided high schools, may be granted to persons who are graduates of a standard college or university, who have had, in addition, a year's graduate work at a standard university, including high-school methods, supervision, and administration, and who have had two years' experience as principal or teacher. This certificate is also valid in all other State-aided high schools.

A high and elementary school principal's certificate, valid throughout the State for three years, renewable for three-year periods on evidence of successful experience and professional spirit, and required in all State-aided high schools of the second group and in all schools rated as high schools by the State board of education, may be granted to persons who are graduates of a standard college or university, who have had, as a part of their college or university course, work in

² Acts of General Assembly of State of Indiana, 1923, ch. 2, p. 36.

³ Senate bill 444, ch. 331, "An act to amend section 1519a of the political code, relative to the powers and duties of the State board of education," sec. 1. (Approved June 13, 1923.)

the teaching of elementary school and high-school subjects and in supervision and administration, and who have had one year's experience as principal or teacher. This certificate is also valid in an elementary school, when such elementary school is in the same building as a second group State-aided high school or school rated as a high school by the State board of education.⁴

Since January 1, 1922, the State Board of Education of North Carolina has had the following requirements regarding high-school principal's license:

Requirements for issuance.—Applicants for this certificate must present the following minimum credits:

1. Graduation from Standard A grade college in the academic or scientific courses, including 18 semester hours of professional credits, or credits required for High-School Certificate A.

2. Three years of experience in teaching within the past five years.

3. In addition to the above requirements the applicant must present at least one unit of credits from an approved summer school or the equivalent in college credits showing specialization in school administration and supervision.

Made valid for life.—This certificate is valid for five years, and after five years' successful experience as principal it will be made valid for life upon satisfactory evidence of—

1. Professional study required by the superintendent.

2. Three five-hour courses in an approved summer school or its equivalent in college credits specializing in administration and supervision.

Provisional High-School Principal's Certificate.—The State superintendent of public instruction is authorized to issue a Provisional High-School Principal's Certificate, valid for two years, to an applicant who holds, or is entitled to hold, a High-School Teacher's Certificate, Class A, and who has had one year's experience in teaching within the past two years. This certificate may be renewed and finally converted into a High-School Principal's Certificate whenever the requirements for that certificate have been met.⁵

The Alabama State Board of Education has adopted the following regulations:

Administration and supervision.—A certificate in administration and supervision will be required of all county superintendents, assistant superintendents, county supervisors, city superintendents, city supervisors, principals of secondary agricultural schools, principals of county high schools, principals of senior high schools, and principals of all other schools employing 10 or more teachers.

CLASS A

1. A Class A certificate in administration and supervision valid for six years may be issued on graduation from a standard college or equivalent education to a person who in addition shall have completed one year of graduate work in education, or its equivalent, approved by the State board of education and who shall submit satisfactory evidence of three years' successful teaching experience, provided that proof of six years of successful administration work may be accepted in lieu of the one year of graduate work in education.⁶

⁴ State of Delaware, Dept. Pub. Instr., *Rules and Regulations for the Certification and Examination of Superintendents, Supervisors, Principals, and Teachers*. 1923. pp. 4-5.

⁵ Educational Publication No. 29, Division of Certification No. 11, *Regulations Governing Certificates for Teachers in North Carolina*, 1921.

⁶ State Board of Education (Alabama) Bul. No. 22, Revised Sept. 1, 1922.

The State Board of Education of Wyoming requires principals of four-year high schools to hold Administrative Certificates, Class I. The requirements for this certificate are:

Graduation from a standard college with English 4 hours, major subject 26 hours, minors 14 and 10 hours, 20 hours in education, including school administration and supervision and at least three of the following: Educational psychology, principles of teaching, methods in secondary education, practice teaching, history of education. This certificate is issued for life and is valid for principal of high school, superintendent of schools, and county superintendent.¹

2. LOCAL REQUIREMENTS

The most common requirement is that the principal must be a college graduate. This requirement is reported by 679, or 60.5 per cent, of all principals returning Section II of the Bureau of Education questionnaire. Six principals report that the local boards require only three years' college work, 17 report only two years' college work, and 91, or 8.1 per cent, state that there are no local requirements of any kind. Only 23 report the master's degree as a local requirement.

Seventy-eight principals report some professional training as a local requirement. Of these, 67 require one-half year and 11 one year.

Previous experience is reported as a requirement by 222, or 19.8 per cent. In 121 cases the experience required is one to two years, in 60 cases three to four years, in 35 cases five to six years, in two cases seven to eight years, and in four cases previous principalship.

There are no great differences among the seven classes of schools with respect to local requirements, except in the case of professional training. The percentages for college graduation are as follows: 56, 64.2, 60, 61.3, 60, 63.6, and 63. The percentages for previous experience are 19.6, 23, 18.6, 15.7, 14.9, 19.8, and 26.8. For professional training the percentages are 4.5, 5, 6, 10, 9.3, 15.1, and 17.5.

3. LOCAL STATUS OF THE PRINCIPAL

Table 34 shows the length of the principal's contract. For all classes combined, 912, or 85.8 per cent, have only one-year contracts; 28 report two-year contracts; 30 report three-year contracts; and 7 report four-year contracts. Sixty-three are on permanent tenure, and 21 have contracts for indefinite periods.

Table 35 shows the number of months per year that principals are employed. Twenty-one are employed only 8 months per year; 473, or 42.6 per cent, 9 months per year; 372, or 33.5 per cent, 10 months; 20, or 1.9 per cent, 11 months; and 223, or 20.2 per cent, 12 months.

¹ Cook, Katherine M.: *State Laws and Regulations Governing Teachers' Certificates*. U. S. Bu. of Edu., Bul. 1921, No. 22, p. 193.

Table 36 shows the answers to the questions: Are the principal's duties carefully defined by the board of education? By the superintendent of schools? Of the 1,114 principals answering the first part of the question, 254, or 22.6 per cent, answered in the affirmative. The percentages of affirmative answers for the seven classes of schools are as follows: 22.2, 16.9, 17, 17.3, 30.2, 35, 60.9. These figures indicate that there is a stronger tendency for boards controlling larger schools to set forth in definite terms the duties to be performed by the principal than for boards controlling smaller schools. The same tendency, but in a lesser degree, is seen in the case of definition of duties by the superintendent. The percentages of affirmative answers here are 26, 36.5, 40.3, 35.5, 33.9, 42.9, and 39.

TABLE 34.—*Length of contract.*

[Distributed according to class of school]

Years	Class of school							Total
	100 or fewer	101-200	201-300	301-500	501-1,000	1,001-2,000	2,001 or more	
One.....	268	252	110	107	84	45	16	912
Two.....	7	11	5		3	1	1	28
Three.....	11	6	5	6	1	1		30
Four.....	1	4	1		1			7
Five.....					1			1
Six.....	1							1
Tenure.....	2	6	5	7	14	16	13	63
Indefinite.....	4	5	3				9	21
Total.....	324	284	129	120	104	63	39	1,063

TABLE 35.—*Months employed per year*

[Distributed according to class of school]

Months	Class of school							Total
	100 or fewer	101-200	201-300	301-500	501-1,000	1,001-2,000	2,000 or more	
Eight.....	13	8						21
Nine.....	223	138	51	35	21	3	2	473
Ten.....	72	84	49	50	58	38	21	372
Eleven.....	4	1	1	3	2	6	3	20
Twelve.....	40	60	31	31	27	19	15	223
Total.....	352	291	132	119	108	66	41	1,109

TABLE 36.—Principal's duties, by whom determined

[Distributed according to class of school]

Principal's duties carefully defined by—	Class of school							Total
	100 or fewer	101-200	201-300	301-500	501-1,000	1,000-2,000	2,001- or more	
Board of education:								
Yes.....	79	50	23	21	32	21	25	251
No.....	277	245	112	100	74	39	16	861
Superintendent:								
Yes.....	100	107	54	43	36	26	16	382
No.....	246	186	80	78	71	35	25	722

TABLE 37.—Whom principals consult in matters of major importance

[Distributed according to class of school]

In matters of major importance principal must consult—	Class of school							Total
	100 or fewer	101-200	201-300	301-500	501-1,000	1,001-2,000	2,001 or more	
Board of education:								
Yes.....	174	94	40	24	19	11	4	358
No.....	174	202	95	97	88	50	37	743
Superintendent:								
Yes.....	172	177	91	97	90	51	34	722
No.....	170	114	38	24	17	10	7	380

Table 37 gives the answers to the questions: In matters of major importance to the high school must the principal consult the board of education? The superintendent? Of the 1,099 principals answering this question, 358, or 32.5 per cent, state that they must consult the board of education in important matters. The percentages of affirmative answers for the seven classes of schools are 50, 31.7, 28.9, 19.8, 17.8, 18, and 9.8. Seven hundred and twenty-two, or 65.5 per cent, state that they must consult the superintendent. The percentages for the seven classes are 51.9, 60.8, 70.5, 80.1, 84.1, 83.6, and 82.9. These two sets of figures show that in going from smaller to larger schools the tendency is less for the principal to consult the board in matters of importance and greater to consult the superintendent.

4. SALARIES OF HIGH-SCHOOL PRINCIPALS

Table 38 shows the salaries of high-school principals, regardless of sex, distributed according to geographical divisions. For the United States as a whole the median salary is \$2,314. The middle 50 per cent range from \$1,877 to \$2,996. The Pacific division ranks first, with a median of \$3,033. The West North Central division is last with \$1,956.

Table 39 shows the salaries of male principals, distributed according to class of school. The median for all classes combined is \$2,423. The middle 50 per cent range from \$1,991 to \$3,068. The medians for the classes range from \$2,039 for first-class schools to \$5,000 for schools of seventh class.

TABLE 39.—Salaries of high-school principals—men and women

[Distributed according to geographical divisions]

Salary	Geographical division									United States
	New England	Mid-dle Atlantic	East North Central	West North Central	South Atlantic	East South Central	West South Central	Mountain	Pacific	
\$800-\$999				1			1			2
\$1,000-\$1,199				10	1	1	4			17
\$1,200-\$1,399	1		15	25	4	3	11	2	2	68
\$1,400-\$1,599	4	3	31	29	7	6	7	2	2	91
\$1,600-\$1,799	10	9	41	47	9		7	5	7	135
\$1,800-\$1,999	13	17	43	48	9	7	12	11	7	167
\$2,000-\$2,199	16	36	40	46	11	15	13	15	9	201
\$2,200-\$2,399	14	21	22	33	7	4	5	4	11	121
\$2,400-\$2,599	23	23	41	17	24	11	9	12	9	169
\$2,600-\$2,799	11	19	19	21	4	3	6	10	4	97
\$2,800-\$2,999	8	11	7	3	6	1	1	11	6	54
\$3,000-\$3,199	21	13	24	7	5	5	3	16	15	109
\$3,200-\$3,399	6	6	8	3	6	1		6	9	45
\$3,400-\$3,599	7	9	5		1	1		5	9	37
\$3,600-\$3,799	3	4	4	2	3	2	3	2	11	34
\$3,800-\$3,999	1	2	4	2	2			1	3	15
\$4,000-\$4,199	10	5	5	2	4				7	33
\$4,200-\$4,399	1	3	3						2	9
\$4,400-\$4,599	7	1	12	3	1			1	5	30
\$4,600-\$4,799	10	2	2					1		15
\$4,800-\$4,999	1		2					1		4
\$5,000-\$5,199	1	2	5					1	1	10
\$5,200-\$5,399								1		1
\$5,400-\$5,599			1							1
\$5,600-\$5,799			13							13
\$5,800-\$5,999										
\$6,000-\$6,199	1		1							2
\$6,200-\$6,399			1							1
\$6,400-\$6,599		11	2							13
\$6,600-\$6,799										
\$6,800-\$6,999										
\$7,000-\$7,199			1							1
Total	169	197	353	299	104	60	82	107	119	1,490
First quartile	2,181	2,112	1,801	1,642	1,911	1,943	1,528	2,092	2,255	1,877
Median	2,664	2,508	2,250	1,956	2,433	2,173	1,953	2,650	3,033	2,314
Third quartile	3,396	3,129	3,041	2,311	2,867	2,564	2,433	3,094	3,539	2,986
Quartile deviation	607	458	620	334	478	310	482	601	657	559

TABLE 39.—Salaries of high-school principals—men
[Distributed according to class of school]

Salary	Class of school							Total
	100 or fewer	101-200	201-300	301-500	501-1,000	1,001-2,000	2,001 or more	
\$1,000-\$1,199	5	3						8
\$1,200-\$1,399	18	8	3					29
\$1,400-\$1,599	35	14	3					52
\$1,600-\$1,799	68	28	10					106
\$1,800-\$1,999	75	43	15	8				141
\$2,000-\$2,199	95	58	19	16	2			190
\$2,200-\$2,399	43	32	17	18	4	1		115
\$2,400-\$2,599	48	56	23	25	12	2		166
\$2,600-\$2,799	19	27	17	17	15	1		96
\$2,800-\$2,999	10	11	3	13	12	2		51
\$3,000-\$3,199	15	24	13	24	22	8		106
\$3,200-\$3,399	4	10	11	4	14	2		45
\$3,400-\$3,599	2	7	5	1	13	6	2	36
\$3,600-\$3,799	2	12	1	4	7	7	2	34
\$3,800-\$3,999		2	2	3	5	3		15
\$4,000-\$4,199		2	2	4	6	15	4	33
\$4,200-\$4,399		1	1	2		4	1	9
\$4,400-\$4,599		2	1		5	15	6	30
\$4,600-\$4,799			1		4	7	3	15
\$4,800-\$4,999					2	1	1	4
\$5,000-\$5,199			1	2	2	3	2	10
\$5,200-\$5,399						1		1
\$5,400-\$5,599						1		1
\$5,600-\$5,799						4	8	12
\$5,800-\$5,999								
\$6,000-\$6,199							2	2
\$6,200-\$6,399					1			1
\$6,400-\$6,599					1	3	7	11
\$6,600-\$6,799								
\$6,800-\$6,999								
\$7,000-\$7,199						1		1
Total	439	340	148	141	127	87	38	1,330
First quartile	1,753	1,949	2,063	2,327	2,783	3,592	4,408	1,991
Median	2,039	2,390	2,461	2,641	3,168	4,140	5,000	2,423
Third quartile	2,355	2,696	3,015	3,073	3,636	4,590	5,763	3,008
Quartile deviation	301	373	476	373	426	499	677	538

TABLE 40.—Salaries of high-school principals—women
[Distributed according to class of school]

Salary	Class of school							Total
	100 or fewer	101-200	201-300	301-500	501-1,000	1,001-2,000	2,001 or more	
\$800-\$999	1		1					2
\$1,000-\$1,199	7	2						9
\$1,200-\$1,399	23	9	2					34
\$1,400-\$1,599	20	17	1	1				39
\$1,600-\$1,799	6	17	6					29
\$1,800-\$1,999	8	10	5	2	1			26
\$2,000-\$2,199	1	2	8					11
\$2,200-\$2,399		8	1	2				6
\$2,400-\$2,599			1		2			3
\$2,600-\$2,799			1					1
\$2,800-\$2,999	1			1		1		3
\$3,000-\$3,199					3			3
\$3,200-\$3,399								
\$3,400-\$3,599			1					1
\$3,600-\$3,799					1			1
\$3,800-\$3,999							2	2
Total	67	60	27	6	7	1	2	170
First quartile	1,276	1,447	1,725					1,385
Median	1,425	1,623	1,946	2,100	3,033			1,607
Third quartile	1,592	1,800	2,131					1,989
Quartile deviation	158	176	203					303

STATUS OF THE HIGH-SCHOOL PRINCIPAL

TABLE 41.—Salaries of high-school principals—men and women

[Distributed according to class of school]

Salary	Class of school							Total
	100 or fewer	101-200	201-300	301-500	501-1,000	1,001-2,000	2,001 or more	
\$900-\$999	1		1					2
\$1,000-\$1,199	12	5						17
\$1,200-\$1,399	41	17	5					63
\$1,400-\$1,599	55	31	4	1				91
\$1,600-\$1,799	74	45	16					135
\$1,800-\$1,999	83	53	20	10	1			167
\$2,000-\$2,199	96	60	27	16	2			201
\$2,200-\$2,399	43	35	18	20	4	1		121
\$2,400-\$2,599	48	56	24	25	14	2		169
\$2,600-\$2,799	19	27	18	17	14	1		97
\$2,800-\$2,999	11	11	3	14	12	3		54
\$3,000-\$3,199	15	24	13	24	25	8		109
\$3,200-\$3,399	4	10	11	4	2	2		45
\$3,400-\$3,599	2	7	6	1	6	2		37
\$3,600-\$3,799	2	12	1	4	7	2		34
\$3,800-\$3,999		2	2	3	3			15
\$4,000-\$4,199		2	2	4	6	4		33
\$4,200-\$4,399		1	1	2		4		9
\$4,400-\$4,599		2			5	15		30
\$4,600-\$4,799			1		4	7		15
\$4,800-\$4,999					2	1		4
\$5,000-\$5,199			1	2	2	3	2	10
\$5,200-\$5,399						1		1
\$5,400-\$5,599						1		1
\$5,600-\$5,799					1	4	8	13
\$5,800-\$5,999								
\$6,000-\$6,199							2	2
\$6,200-\$6,399					1			1
\$6,400-\$6,599					1	3	9	13
\$6,600-\$6,799								
\$6,800-\$6,999								
\$7,000-\$7,199						1		1
Total	506	400	175	147	134	88	40	1,490
First quartile	1,647	1,808	1,878	2,300	2,767	3,567	4,433	1,877
Median	1,969	2,123	2,361	2,618	3,152	4,147	5,100	2,314
Third quartile	2,281	2,593	2,781	3,067	3,614	4,587	6,100	2,996
Quartile deviation	317	392	451	363	423	510	833	559

TABLE 42.—Comparison of median salaries of high-school principals—men and women

[Distributed according to geographical divisions and classes of schools]

Geographical division	Class of school							All schools
	100 or fewer	101-200	201-300	301-500	501-1,000	1,001-2,000	2,001 or more	
New England	\$1,964	\$2,433	\$2,525	\$2,975	\$3,367	\$4,467	\$4,500	\$2,064
Middle Atlantic	2,084	2,560	2,525	2,583	3,050	4,350	6,475	2,508
East North Central	1,864	2,125	2,250	2,600	3,200	4,438	5,675	2,250
West North Central	1,844	1,841	2,125	2,475	2,850	4,800		1,958
South Atlantic	2,000	2,125	2,100	2,480	3,200	8,100	4,050	2,423
East South Central	2,082	2,267	1,950	2,533	3,050			2,173
West South Central	1,650	1,583	2,000	2,067	2,667	3,400		1,983
Mountain	2,300	2,450	2,300	2,900	3,400	3,700		2,650
Pacific	2,860	3,300	2,900	2,300	2,567	4,100		3,033
United States	1,969	2,163	2,361	2,618	3,152	4,147	5,100	2,314

TABLE 43.—Rank of each geographical division as determined by median salaries of Table 42

[Distributed according to class of school]

Geographical division	Class of school							All schools
	100 or fewer	101-200	201-300	301-500	501-1,000	1,001-2,000	2,001 or more	
New England.....	6	4	2½	1	2	1	3	2
Middle Atlantic.....	3	2	2½	4	5½	3	1	4
East North Central.....	7	6	5	3	3½	2	2	6
West North Central.....	8	9	6	7	7	4	.....	9
South Atlantic.....	5	6½	7	6	3½	8	4	5
East South Central.....	4	5	9	5	5½	.....	.....	7
West South Central.....	9	8	8	9	8	7	.....	8
Mountain.....	2	3	4	2	1	6	.....	3
Pacific.....	1	1	1	8	9	5	.....	1

Table 40 shows the salaries of women principals distributed according to class of school. The median is \$1,607; the middle 50 per cent range from \$1,385 to \$1,989. The median salary of women is \$816 less than the median salary for men. The differences for the first five classes are \$614, \$677, \$521, \$541, and \$135.

Table 41 shows the salaries for both sexes combined, distributed according to class of school. The medians for the classes range from \$1,969 in first-class schools to \$5,100 in seventh-class schools.

Table 42 shows the median salaries for sexes combined for principals of each class of school distributed according to geographical division. Table 43 shows the rank of each geographical division as determined by the median salaries. For all classes combined the Pacific division stands 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.

Douglass found the median salary of the superintendents included in his study to be \$3,662 (1919-1920).^a This is \$1,344 greater than the median for principals. On the whole, the salary of the high-school principal is less than two-thirds the salary of the superintendent.

5. RELATION OF SALARY TO TRAINING AND EXPERIENCE

Tables 44-47 show the correlations between salary and college, university, or normal training, salary and graduate study, salary and number of years in the high-school principalship, and salary and total years of educational experience. The coefficients of correlation were computed by the Pearson product-moment method.

^a Douglass, Bennett C.: *Status of the Superintendent*, 75.

TABLE 44.—Correlation between salary and college, university, or normal school education

[All classes of schools combined]

Salary	Years									Total	
	9 or more	8-8½	7-7½	6-6½	5-5½	4-4½	3-3½	2-2½	1-1½		Under 1
\$500-\$999							1	1			2
\$1,000-\$1,499				2	4	71	23	14	3	2	119
\$1,500-\$1,999				8	16	258	48	21	6	3	360
\$2,000-\$2,499				1	12	29	273	41	23	2	385
\$2,500-\$2,999			1	11	26	193	16	7	4	2	260
\$3,000-\$3,499			3	3	15	142	9	3	1	1	178
\$3,500-\$3,999			2	3	10	61	6				82
\$4,000-\$4,499			2	2	5	18	3			1	31
\$4,500-\$4,999				8	2	24	3				37
\$5,000-\$5,499					1	7					8
\$5,500-\$5,999				1		9				1	11
\$6,000-\$6,499				1	1	3					5
\$6,500-\$6,999				2	3	5					10
\$7,000-\$7,499					1						1
Total	1		9	53	113	1,064	150	69	15	14	1,489

r (correlation coefficient) = 0.18 P. E. (probable error) = 0.016.

TABLE 45.—Correlation between salary and graduate study

[All classes of schools combined]

Salary	Years												Total		
	6	5½	5	4½	4	3½	3	2½	2	1	½	0			
\$500-\$999													1	1	2
\$1,000-\$1,499									1				2	1	121
\$1,500-\$1,999									1	3	2	29	23	295	358
\$2,000-\$2,499					2	1	4	1	11	4	39	40	275	378	
\$2,500-\$2,999			1		4	2	2	1	10	4	57	23	150	254	
\$3,000-\$3,499	1					3	1	6	3	50	16	84	84	164	
\$3,500-\$3,999				1	1	4	1	5	3	34	9	49	49	77	
\$4,000-\$4,499					1	1		0	2	16	4	17	17	47	
\$4,500-\$4,999						2	1	3	1	11	1	22	22	41	
\$5,000-\$5,499						1		3		1	1	4	4	10	
\$5,500-\$5,999						2		2		3	2	4	4	13	
\$6,000-\$6,499								1		2		2	2	5	
\$6,500-\$6,999					3		3		1	2		2	2	11	
\$7,000-\$7,499										1				1	
Total	1		1	1	11	5	26	6	52	19	247	121	992	1,482	

r (correlation coefficient) = 0.36 P. E. (probable error) = 0.015.

TABLE 46.—Correlation between salary and years in high-school principalship

[All classes of schools combined]

Salary	Years										Total	
	45-49	40-44	35-39	30-34	25-29	20-24	15-19	10-14	5-9	0-4		
\$500-\$999											2	2
\$1,000-\$1,499										10	94	104
\$1,500-\$1,999			1	2						72	254	358
\$2,000-\$2,499					2	4	6	8	14	72	254	358
\$2,500-\$2,999		1			2	4	6	19	38	105	206	380
\$3,000-\$3,499					3	4	7	10	33	79	109	246
\$3,500-\$3,999					1	6	8	1	32	51	51	162
\$4,000-\$4,499					3	5	2	7	17	18	25	77
\$4,500-\$4,999					1	3	2	7	10	18	7	48
\$5,000-\$5,499					1	3	3	9	7	10	7	40
\$5,500-\$5,999							1	1	2	4	2	9
\$6,000-\$6,499				1	3	1	1	3	2	2	1	14
\$6,500-\$6,999						1			2	2	2	5
\$7,000-\$7,499		1				1			2	3	3	9
Total	1	2	3	14	29	36	78	161	370	761	1,455	

r (correlation coefficient) = 0.40 P. E. (probable error) = 0.015.

TABLE 47.—Correlation between salary and total years' experience

[All classes of schools combined]

Salary	Years											Total
	50-54	45-49	40-44	35-39	30-34	25-29	20-24	15-19	10-14	5-9	0-4	
\$500-\$999												
\$1,000-\$1,499						4	1	10	13	1	1	2
\$1,500-\$1,999		1	2	2	5	8	16	29	57	31	54	113
\$2,000-\$2,499		1	1	2	8	24	29	50	84	100	127	353
\$2,500-\$2,999		1		1	9	16	28	33	79	72	64	387
\$3,000-\$3,499			1		4	22	26	28	55	25	2	163
\$3,500-\$3,999				2	5	17	16	14	17	5	1	77
\$4,000-\$4,499				3	6	10	10	7	10	2		48
\$4,500-\$4,999	1		2	6	9	6	6	6	3	1		40
\$5,000-\$5,499			2	2	2	2	2	1				9
\$5,500-\$5,999			6	3	4	1						14
\$6,000-\$6,499				2	2	2						4
\$6,500-\$6,999			1	2	1	5	2					11
\$7,000-\$7,499						1						1
Total	1	3	15	21	55	118	136	178	318	367	261	1,473

r (correlation coefficient) = 0.57 P. E. (probable error) = 0.011

The correlation between salary and college, university, or normal education is 0.18.⁹ This is a very low correlation and is accounted for by the fact that the large majority of principals (72 per cent) have had but four or four-and-a-half years' work in college, university, or normal school.

The correlation between salary and graduate study is 0.36. This is a low relationship, indicating a slight tendency for salaries to increase with additional amounts of graduate study.

The correlation between salary and total professional preparation is 0.09, or practically no relation at all. This situation is explained by the fact that principals of the larger schools are older men who entered the principalship at a time when few professional courses were offered by higher institutions of learning. Advancements in salary have been due largely to additional years of service in the principalship. Principals of smaller schools, on the other hand, have not had time as yet to secure many increases in salary despite the fact that their professional training is almost as great as that of principals of the larger schools. (See median semester hours in Table 19.) Douglass found the correlation between training and salary in the case of the superintendent to be -0.125.⁹

The correlation between salary and years spent in the high-school principalship is 0.40. This is a substantial correlation and indicates a tendency for additional years of service in the profession to bring rewards in salary.

The correlation between salary and total years' educational experience is 0.57. This correlation, while not high, indicates a tendency for total experience to count materially in bringing increases in salary. The fact that this correlation is higher than that between salary and years in the principalship indicates that experience other than in the principalship is influential in determining salaries of

⁹ Douglass, 143.

high-school principals. Douglass found the correlation between salary and total experience in the case of the superintendent to be 0.272.¹⁰

SUMMARY

1. Definite requirements for the high-school principal exist in only seven States. Maryland, Indiana, and California have requirements by State law; Delaware, North Carolina, Alabama, and Wyoming by regulations of the State boards acting under statutory permission. In all seven States graduation from a standard college or university is the first requirement. In addition to this, Maryland, Indiana, California, Delaware, and Alabama require a year of graduate work in a standard university, a part of which must be in the field of secondary education. Successful teaching experience is a further requirement in Maryland, California, Delaware, North Carolina, and Alabama.

2. Sixty per cent of all school boards require the principal to be a college graduate. Only 2 per cent require the master of arts degree. Seven per cent require some professional training. About 20 per cent require previous experience. Eight per cent have no definite requirements at all.

3. The great majority of principals (85.8 per cent) have only one-year contracts. Between 5 and 6 per cent are on permanent tenure.

4. The large majority of principals are employed for only 9 or 10 months per year. Only 20 per cent are employed for the full year.

5. The principal's duties are carefully defined by boards of education in only 22.6 per cent of the schools represented in the study and by the superintendent in 34.6 per cent of schools. There is a stronger tendency for boards controlling larger schools to define the duties than for boards controlling smaller schools. This same tendency, but to a lesser degree, is true of the superintendent.

6. In important school matters 32.5 per cent of principals must consult the board of education; in 65.5 per cent of schools the principal must consult the superintendent. The relationship in this respect with the board becomes less in going from smaller to larger schools and greater in case of the superintendent.

7. The median salary for all principals is \$2,314. Salaries are highest in the Pacific division and lowest in the West North Central.

8. The salary of women is considerably lower than that of men. On the whole, the difference is over \$800.

9. Median salaries range from \$1,969 in first-class schools to \$5,100 in seventh-class schools. The average difference between successive classes is \$505.

10. Correlations between salary and various elements of training and experience are low. Only in cases of years in the high-school principalship and total years' educational experience are the relationships high enough to be significant.

¹⁰ Douglass, 143.

CHAPTER V

ANALYSIS OF THE PRINCIPALSHIP

To what extent are special positions provided in the organization of the high school? How is the principal's day divided, and how does he rate each part of the day's work? How are the various duties and responsibilities distributed, and what part does the principal play in each?

1. ORGANIZATION OF THE HIGH SCHOOL

Table 48 shows the percentage of schools of each class making provision for special positions with definite time allowed for the discharge of the duties. The position most commonly provided is that of school librarian. The percentages range from 16.8 in first-class schools to 80 in sixth class. For all schools combined the percentage is 29.5. Second in rank stands the assistant principal, with 13.6 in first-class schools, 70 in seventh class, and 22 for all classes combined. The positions next in order are full-time office clerk (20.8), part-time office clerk (19), heads of departments (18.6), dean or adviser of girls (15.2), dean or adviser of boys (12.8), stenographer (11), director of vocational guidance (7.6), registrar (4.8), director of extra-classroom activities (4.3), director of testing (3.5), principal's council (2.9), curriculum director (2.5), and director of citizenship (2.1). In the case of every position there is a steady increase in percentage in going from smaller to larger schools.

TABLE 48.—Percentage of schools providing each special position with definite time allowed for discharge of duties

[Distributed according to class of school]

Position	Class of school							All schools
	100 or fewer	101-200	201-300	301-500	501-1,000	1,001-2,000	2,001 or more	
School librarian.....	16.8	21.0	28.0	35.0	57.2	60.0	80.0	29.5
Assistant principal.....	13.6	18.2	16.2	17.5	30.0	65.0	70.0	22.0
Full-time office clerk.....	1.5	5.8	18.0	21.0	57.0	89.7	95.2	20.8
Part-time office clerk.....	10.0	16.5	23.0	34.8	33.0	17.0	12.0	19.0
Heads of departments.....	4.1	12.8	17.0	25.0	33.0	57.4	68.0	18.6
Dean or adviser of girls.....	7.0	9.5	15.6	20.0	19.6	55.0	51.0	15.2
Dean or adviser of boys.....	8.4	9.1	8.1	11.6	15.0	35.0	49.0	12.8
School stenographer.....		8.5	11.8	19.0	27.0	33.5	24.5	11.0
Director vocational guidance.....	3.1	5.0	4.5	5.8	12.0	27.0	41.2	7.6
School registrar.....	1.1	1.7	4.5	5.0	7.5	22.8	24.5	4.8
Director extra-classroom affairs.....	1.1	2.4	5.2	5.8	9.3	9.2	14.8	4.3
Director of testing.....	1.1	2.4	4.5	3.2	6.0	10.3	14.8	3.5
Principal's council.....	.6	2.0	4.5	4.2	9.0	13.0	9.8	2.9
Curriculum director.....	.6	1.7	4.5	2.4	1.0	10.3	9.7	2.5
Director of citizenship.....	.3	2.7	3.0	.7	4.0	7.6	2.5	2.1

Table 49 shows the frequency of teachers' meetings. Seventeen and six-tenths per cent of all principals claim to have weekly meetings; 14.2 per cent, biweekly; 29.9 per cent, monthly; 6.1 per cent, bimonthly; 1.5 per cent, semestrally; 29 per cent, irregularly. Four principals report daily meetings, four report meetings once each year, and nine none at all. The tendency for principals of all classes is to hold meetings monthly or irregularly, with weekly meetings in third place and biweekly in fourth.

TABLE 49.—*Frequency of teachers' meetings*

[Distributed according to class of school]

Frequency	Schools	Class of school							Total
		100 or fewer	101-200	201-300	301-400	501-1,000	1,001-2,000	2,001 or more	
Daily.....	Schools.....	4							4
	Percentages.....	1.2							.4
Weekly.....	Schools.....	47	53	21	30	25	15	2	103
	Percentages.....	13.7	18.0	16.0	25.4	23.8	23.1	5.3	17.6
Biweekly.....	Schools.....	42	38	19	25	19	9	4	166
	Percentages.....	12.2	12.9	14.5	21.2	18.1	14.1	10.5	14.2
Monthly.....	Schools.....	85	81	46	36	30	24	25	327
	Percentages.....	24.4	27.5	35.1	30.5	28.6	39.1	65.8	29.9
Bimonthly.....	Schools.....	20	14	13	5	9	4	2	67
	Percentages.....	6.0	4.5	10.0	4.2	8.6	6.2	5.3	6.1
Semestrally.....	Schools.....	6	7	2		1		1	17
	Percentages.....	1.7	2.3	1.5		.9		2.6	1.5
Yearly.....	Schools.....	3		1					4
	Percentages.....	.9		.7					.4
Irregularly.....	Schools.....	130	100	29	22	21	12	4	318
	Percentages.....	37.9	34.1	22.2	18.7	20.0	17.5	10.5	29.0
Never.....	Schools.....	7	2						9
	Percentages.....	2.0	.7						.9
Total.....		344	295	131	118	105	64	38	1,095

Table 50 shows the extent to which the principal has supervision over the elementary and junior high school. Fifty-one per cent of principals of first-class schools report supervision over the elementary school and 18.8 per cent over the junior high school. For second-class schools the percentages are 30 and 26.4, for third class 17.7 and 25.9, for fourth class 10 and 25.6, for fifth class 1.9 and 11.2, for sixth class 1.5 and 7.6, for seventh class 0.0 and 2.4, and for all classes combined 27.6 and 21.1. In the case of both the elementary and junior high school the part of the principal in supervision decreases in going from smaller to larger schools.

Table 51 shows the median number of men and women teachers in schools of each class. First-class schools have 2 men and 3 women, second class 3 men and 5 women, third class 3 men and 9 women, fourth class 5 men and 13 women, fifth class 8 men and 18 women, sixth class 14 men and 38 women, and seventh class 38 men and 67 women. The median school for all classes combined has 2 men and 6 women.

Table 52 shows the median number of new teachers with and without previous teaching experience. In first-class schools there are

2 with experience and 1 without, in second-class schools the same; in third class 3 with experience and 1 without, in fourth class 4 with experience and 1 without, in fifth class 5 with experience and 1 without, in sixth class 8 with experience and 1 without, in seventh class 13 with experience and none without. The median school for all classes combined has 2 with experience and 1 without. The percentage of inexperienced new teachers decreases from 33.3 in first-class schools to 0 in seventh class.

TABLE 50.—*Supervision over elementary and junior high school*

[Distributed according to class of school]

Elementary and Junior	Schools	Class of school							Total
		100 or fewer	101-200	201-300	301-500	501-1,000	1,001-2,000	2,001 or more	
Elementary school.....	Schools.....	182	89	24	12	2	1	0.0	310
	Percentages.....	51.0	30.0	17.7	10.0	1.9	1.5	0.0	
Junior high school.....	Schools.....	75	78	35	31	12	5	1	237
	Percentages.....	18.8	26.4	25.9	25.6	11.2	7.6	2.4	

TABLE 51.—*Median number of high-school teachers*

[Distributed according to class of school]

Sex	Class of school							Total
	100 or fewer	101-200	201-300	301-500	501-1,000	1,001-2,000	2,001 or more	
Men.....	2	3	3	5	8	14	38	26
Women.....	3	5	9	13	18	38	67	
Both.....	5	8	12	18	26	52	105	8

TABLE 52.—*Median number of new teachers*

[Distributed according to class of school]

Status	Class of school							Total
	100 or fewer	101-200	201-300	301-500	501-1,000	1,001-2,000	2,001 or more	
With previous experience.....	2	2	3	4	5	8	13	21
Without previous experience.....	1	1	1	1	1	1	0	
Total new teachers.....	3	3	4	5	6	9	13	3

2. THE PRINCIPAL'S TIME

Table 53 shows the distribution of the principal's time. The most important activity from the standpoint of time spent is teaching classes. Teaching consumes 54 per cent of the time of principals of first-class schools, 40 per cent of the time of principals of second

class, 32 per cent of principals of third class, and 19 per cent of principals of fourth class. The median for fifth, sixth, and seventh classes is zero. For all classes combined the time is 138 minutes, or 37 per cent of the total school day.

The second most important activity from the standpoint of time spent is routine office work. The median number of minutes ranges from 24 in first-class schools to 58 in seventh class. For all classes combined the median is 40.

Supervision of instruction is third in rank. Principals of first-class schools devote 21 minutes daily to supervision, principals of second class 32 minutes, principals of third class 33 minutes, fourth class 45 minutes, fifth class 69 minutes, sixth class 52 minutes, and seventh class 62 minutes. For all classes combined the median time is 36 minutes.

The fourth most important duty is supervision of study halls. In first-class schools the time is 51 minutes, in second class 46 minutes, in third class 38 minutes, and in fourth class 9 minutes. The median for fifth, sixth, and seventh classes is zero. For all classes combined the median is 33 minutes.

Holding of conferences with pupils is fifth in importance. The time ranges from 17 minutes in first-class schools to 47 in seventh class, with 31 for all classes combined.

Conferences with teachers consume 22 minutes of the median principal's day. The range is from 11 minutes in first-class schools to 64 minutes in seventh-class schools.

TABLE 53.—*Distribution of principal's time: Median minutes spent per day*
[Distributed according to class of school]

Function	Class of school							Total
	100 or fewer	101-200	201-300	301-500	501-1,000	1,001-2,000	2,001 or more	
Teaching classes.....	105	156	126	70	0	0	0	138
Supervising study halls.....	51	46	38	9	0	0	0	33
Supervising instruction.....	21	32	33	46	69	52	62	36
Conferences with pupils.....	17	25	37	46	53	62	47	31
Conferences with teachers.....	11	18	27	36	41	50	64	22
Conferences with parents.....	1	7	8	13	18	28	26	9
Handling discipline.....	12	17	20	21	22	26	25	17
Routine office work.....	24	41	44	57	58	48	68	40
School correspondence.....	15	16	19	22	29	26	34	19
Inspecting building.....	4	4	22	11	15	19	17	9
Directing social affairs.....	6	10	8	13	11	10	15	9
Entertaining visitors.....	0	2	1	8	11	16	14	4
Community relationships.....	3	11	8	15	12	18	16	10
Total.....	360	385	391	371	339	353	378	377

The median time devoted to school correspondence is 19 minutes. The time ranges from 15 minutes in first-class schools to 34 minutes in seventh class.

The remaining functions in the order of median minutes spent per day are as follows: Discipline, 17; community relationships, 10;

conferences with parents, 9; inspecting building, 9; directing social affairs, 9; and entertaining visitors, 4.

Table 54 shows the rank of each function according to time spent. In going from smaller to larger schools, teaching classes, and supervising study halls decrease in importance. Supervising instruction, conferences with teachers, and conferences with parents gain in importance. Routine office work, conferences with pupils, school correspondence, discipline, community relationships, inspection of building, directing social affairs, and entertaining visitors are of about equal importance in all classes.

As in the case of professional training, principals were asked to rank the various elements of their school day in the order of most to least important. The method of determining the final rank of each function was the same as that employed in Chapter II in connection with professional subjects.

In the judgment of all principals answering the question, supervising instruction is their most important function. Teaching classes is second, conferences with teachers third, handling discipline fourth, conferences with pupils fifth, routine office work sixth, supervising study halls seventh, conferences with parents eighth, school correspondence ninth, directing social affairs tenth, inspecting building eleventh, community relationships twelfth, and entertaining visitors last.

TABLE 54.—Rank of each function according to time spent

[Distributed according to class of school]

Function	Class of school							Total
	100 or fewer	101-200	201-300	301-500	501-1,000	1,001-2,000	2,001 or more	
Teaching classes.....	1	1	1	1	12½	12½	12½	1
Routine office work.....	3	3	2	2	2	4	3	2
Supervising instruction.....	4	4	5	3½	1	2	2	3
Supervising study halls.....	2	2	3	12	12½	12½	12½	4
Conferences with pupils.....	5	5	4	3½	3	1	4	5
Conferences with teachers.....	8	6	6	5	4	3	1	6
School correspondence.....	6	8	9	6	5	6	5	7
Handling discipline.....	7	7	8	7	6	6	7	8
Community relationships.....	11	9	11	8	9	9	9	9
Conferences with parents.....	12	11	11	9½	7	6	6	11
Inspecting building.....	10	12	7	11	8	8	8	11
Directing social affairs.....	9	10	11	9½	10½	11	11	11
Entertaining visitors.....	13	13	13	13	10½	10	11	13

Table 55 shows the median number of periods taught per day by the principal. In first-class schools the median is five periods, in second-class four, in third-class three, in fourth-class two, and in fifth, sixth, and seventh classes zero. The median for all schools is three.

Table 56 shows the number of different subjects taught by the principal. In first-class schools the principal teaches three different

subjects, in second and third classes two, and in fourth class one. The median for all schools is two.

TABLE 55.—Median number of periods taught per day by high-school principals

[Distributed according to class of school and number of periods in school day]

Periods in school day	Class of school							Total
	100 or fewer	101-200	201-300	301-500	501-1,000	1,001-2,000	2,001 or more	
Six.....	4	2	2	1	0	0	0	1
Seven.....	5	3	2	2	0	0	0	3
Eight.....	5	4	3	2	0	0	0	4
Nine.....	5	4	0	0	0	0	0	3
Total.....	5	4	3	2	0	0	0	3

TABLE 56.—Number of different subjects taught by high-school principals

[Distributed according to class of school]

Number	Class of school							Total
	100 or fewer	101-200	201-300	301-500	501-1,000	1,001-2,000	2,001 or more	
None.....	2	18	13	22	75	59	35	224
One.....	30	70	38	49	25	7	5	224
Two.....	60	86	48	33	5			262
Three.....	96	67	21	10	1			196
Four.....	63	33	12	4				112
Five.....	50	7	1					58
Six.....	16	2		1				19
Seven.....	7							7
Eight.....	1							1
Total.....	355	283	133	119	106	66	40	1,102
Medians.....	3	2	2	1	0	0	0	2

3. DISTRIBUTION OF DUTIES AND RESPONSIBILITY AMONG OFFICIALS

Functions usually belonging to the principal, and in which he has final authority, in all classes of schools, are as follows: Making schedule of recitations; keeping school records; handling tardiness, absences, and discipline; inspecting building; supervising janitor; supervising instruction; conducting faculty meetings; selecting library books; directing testing, experimentation, and social affairs; arranging assembly programs and commencements; educational and vocational guidance; directing placement bureau; controlling school funds and publications; and providing school publicity. Other functions which usually belong to the principal, but in which the superintendent has final authority, are those of rating teachers, selecting textbooks, curriculum making, making of courses of study, and selecting school equipment. The superintendent usually interviews candidates, selects, promotes, and discharges teachers, the school board serving as final authority in the last three functions. It is

usually the duty of the physical director, final authority resting with the principal, to control athletics and make athletic schedules.

TABLE 57.—Per cent of schools in which the principal performs each function and per cent in which the principal has final authority with rank, of each function according to percentages

[All classes of schools combined]

Function	Performance		Final authority	
	Per cent	Rank	Per cent	Rank
Conducting faculty meetings.....	70	1	64	6
Making schedule of recitations.....	63	2	65	5
Handling absences.....	59	3	73	2
Handling tardiness.....	57	4	75	1
Supervision of janitors.....	55	5½	36	23
Supervising instruction.....	55	5½	43	20½
Keeping school records.....	52	7½	66	4
Directing experimentation.....	52	7½	52	14½
Handling discipline.....	51	9½	60	11½
Inspecting building.....	51	9½	43	20½
Directing testing.....	50	11	50	16½
Arranging commencements.....	47	12	49	18
Curriculum making.....	44	14	29	24
Directing placement bureau.....	44	14	52	14½
Providing school publicity.....	44	14	50	16½
Rating teachers.....	43	16	27	25½
Educational guidance.....	42	17	62	9
Control of publications.....	41	18	63	7½
Arranging assembly programs.....	40	19	72	3
Vocational guidance.....	39	20	60	11½
Making courses of study.....	38	21	27	25½
Interviewing candidates.....	34	22	22	29
Control of athletics.....	33	23½	60	11½
Control of school funds.....	33	23½	40	22
Making athletic schedules.....	32	25	63	7½
Selecting school equipment.....	31	26½	24	28
Directing social affairs.....	31	26½	60	11½
Selecting textbooks.....	28	28	26	27
Promoting teachers.....	26	29	11	30
Selecting library books.....	22	30	44	20
Selecting teachers.....	21	31	9	31
Discharging teachers.....	17	32	4	32

Table 57 shows the percentage of all schools in which the principal performs each function and in which he has final authority. In 70 per cent of all schools the principal conducts the faculty meeting; in 63 per cent he makes the schedules of recitations; in 59 per cent he handles absences, and in 57 per cent, tardiness; in 55 per cent he has supervision over the janitors, and supervises instruction; in 52 per cent he keeps the school records; in 51 per cent he inspects the building, and handles discipline; and in 50 per cent he directs testing. Fewer than 50 per cent of all principals perform the remaining functions. The functions performed least often are selecting and discharging teachers (21 and 17 per cent, respectively).

In matters of final authority the principal most often is concerned with tardiness (75 per cent); handling absences is second; arranging assembly programs, third; keeping records, fourth; making schedule of recitations, fifth; conducting faculty meetings, sixth; control of publications and making athletic schedules, tied for seventh place; educational guidance, ninth; handling discipline, vocational guidance, control of athletics, and directing social affairs,

tied for tenth place. Final authority is least often exercised in selecting teachers and in discharging teachers (9 and 4 per cent, respectively).

SUMMARY

1. The positions most often provided in high schools with definite time allowed for the discharge of duties are school librarian, assistant principal, clerk, heads of departments, dean of girls, dean of boys, and stenographer. Fewer than 10 per cent of all schools provide for directors of guidance, testing, extra classroom affairs, citizenship and curriculum, for principal's council and for school registrar.

2. The positions most often provided without special time allowed are dean of girls, dean of boys, heads of departments, and assistant principal.

3. Fifty per cent of all schools have librarians with or without special time allowed, 46 per cent have deans of girls, 40 per cent deans of boys, 40 per cent office clerks, 36 per cent assistant principals, 33 per cent heads of departments, 16 per cent stenographers, 15 per cent directors of guidance, and 14 per cent directors of extra-classroom affairs. School registrars, directors of testing, curriculum directors, directors of citizenship, and principals' councils are found in fewer than 10 per cent of all schools.

4. The majority of schools have teachers' meetings either monthly or irregularly. Only 17 per cent have weekly meetings.

5. Twenty-seven per cent of all principals have supervision over the elementary school, and 21 per cent over the junior high school. Such supervision is most commonly found in the smaller schools.

6. Women teachers greatly outnumber men teachers. The medians for all schools are two men and six women.

7. Three out of eight teachers are new to the school. One of the three has had no previous teaching experience.

8. The principal devotes his time chiefly to teaching, routine office work, supervision of instruction, supervision of study halls, and conferences with pupils and teachers. He spends little time in conferences with parents, directing social affairs, entertaining visitors, and community relationships.

9. The principal considers supervision to be his most important duty. Teaching is second, conference with teachers third, discipline fourth, conferences with pupils fifth, and office work sixth. Least in importance in his judgment are community relationships and entertaining visitors.

10. There is a high correlation between time devoted to the principal's duties and the principal's ranking of the same.

11. The principal teaches three classes per day, having two different preparations to make.

12. The majority of all schools make provision for performing each function listed in the questionnaire, with the exception of directing placement bureau. Only 27 per cent of schools claim to perform this function.

13. The principal most often performs all functions except interviewing candidates, selecting, promoting, and discharging teachers, and handling athletics.

14. The principal most often has final authority in all functions except interviewing candidates, selecting, rating, promoting, and discharging teachers, selecting textbooks and school equipment, and making curricula and courses of study. The board has final authority in selecting, promoting, and discharging teachers. In the remaining functions listed above the superintendent has final authority.

15. In larger schools the principal delegates routine and minor functions and is practically independent in having final authority.

16. In frequency of performance by the principal, conducting faculty meetings is first; making schedule of recitations, second; handling absences, third; handling tardiness, fourth; supervising janitors, fifth; and supervising instruction, sixth. Promoting teachers, selecting library books, selecting teachers, and discharging teachers stand at the bottom of the list.

17. In frequency of final authority, handling tardiness is first; handling absences, second; arranging assembly programs, third; keeping school records, fourth; making schedule of recitations, fifth; and conducting faculty meetings, sixth. Least in rank are interviewing candidates, promoting, selecting, and discharging teachers.

CHAPTER VI

PROFESSIONALIZATION OF THE PRINCIPALSHIP

That the duties of the high-school principal may be efficiently performed the principal must have specific training. But before the principal can be trained he must be selected. If the high school is to have real constructive leadership, entrance to the profession must be guarded. The persons best qualified to select candidates for principalships are the school superintendents and high-school principals. They should encourage the young teacher who has been unusually successful in the classroom, in discipline, in personal relations with pupils, and who has decided to remain in the teaching profession, to secure professional training that will equip him to head a school of his own.

The State high-school inspector and the university high-school visitor should be constantly on the lookout for promising material in the same way that the German provincial inspector seeks out ambitious and energetic young men to fill vacancies in the directorships of schools.

The academic and professional training of the high-school principal should include the following four definite phases:

1. UNDERGRADUATE TRAINING

The principal should have as basic training a four-year course in a standard college or university. In this course he should major in one of the subjects taught in high school and have minors in sociology and education. His work in education should be that required of the intending high-school teacher, namely, educational psychology, psychology of adolescence, principles of secondary education, including a study of comparative secondary education, methods of teaching in high school, including observation and practice teaching, and history of education, with emphasis on educational development in the United States.

The extent to which principals have had four years' training in college and university is shown in Table 6. Ninety-two per cent of all principals are there reported as having college training. The median amount is 4.4 years. But 311 of the 1,388 included in the table, or 22 per cent, have had less than four years of college or university work. These 311 principals constitute 20.5 per cent of all

principals answering Section I of the Bureau of Education questionnaire. Table 4 shows that only 76 principals have had four years or more of normal-school training. These 76 constitute 5 per cent of the principals answering the questionnaire. We have, then, 15.5 per cent of all principals with less than four years of education in normal school, college, or university. To what extent the 84.5 per cent who have had at least four years of training included any or all of the professional subjects mentioned above is not known. Table 15 shows that 64.8 per cent of all principals had some professional training before entering the first principalship, but it does not show to what extent the training was received in the undergraduate school.

When we consider the fact that these principals are all in schools fully accredited by State authority and represent the upper half of all high schools, the situation appears to be a serious one. It would be expected that State boards of education would require graduation from a standard college or university as the first requirement for the principalship, but only 60 per cent of school boards require the principal to be a college graduate. Even though the State does not make the requirement, school boards and superintendents should employ as principals only men and women who have met this first requirement. Unless this is done, the principalship can not be expected to approximate the dignity attached to the professions of law and medicine.

2. TWO YEARS' TEACHING EXPERIENCE IN PUBLIC HIGH SCHOOL

The prospective high-school principal should have at least two years of experience as a classroom teacher in a public high school. During these two years he should have opportunity to exercise his initiative in developing teaching skill, in classroom management, in discipline, and in directing one or more extra-classroom activities. He should be able to profit by the supervision given by the principal and heads of departments, should learn something of the details of organization and administration of the school, and have some participation in community affairs. For the realization of these experiences his two years of teaching experience should be in a school of moderate size rather than in a large school where he will be but a small part of a big machine.

It is shown in Tables 27 and 28 that 54.7 per cent of all principals included in the study have had experience as high-school teachers. The median amount of such experience was 2.7 years. The original tabulation of the data shows that 176 principals out of the 826 with high-school teaching experience spent less than two years in such work. This leaves only 650, or 43 per cent, of the 1,510 principals included in this part of the study with two years or more of experience

in high-school teaching. Table 32 shows that 25 principals entered the principalship as undergraduate students without teaching experience, 119 as college graduates without experience, and 15 as graduate students without experience—a total of 159 without teaching experience of any kind. These 159 constitute 18 per cent of all principals answering this part of the questionnaire, and 14 per cent of all who returned Section II of the Bureau of Education questionnaire.

Here again is a situation that is anything but encouraging. One-seventh of all principals have had no teaching experience of any kind, and almost three-fifths have not had the two years' experience as high-school teacher recommended above. It is recognized that experience in the elementary or junior high school as teacher or principal is of value to the high-school principal, but it can not take the place of experience in a public high school, where the opportunity presents itself of becoming acquainted with all phases of high-school problems.

Unless two years of experience as a high-school teacher is made a prerequisite, men and women without such experience are sure to find their way into the principalship. When this is permitted, especially when the principal is not a graduate of a college or university, and has not had the undergraduate work in education outlined in section 1, a dangerous precedent is being set. Premium is not put on scholastic attainment, professional training, or on insight into high-school problems that comes from experience in facing these problems day after day. It is difficult to see how principals with such low qualifications can inspire confidence in teachers, pupils, or the community.

Only five States require teaching experience as a qualification for the principalship. In Delaware, Maryland, and California the time specified is two years; in North Carolina and Alabama it is three years. Only one-fifth of all principals report previous experience of any kind as a local board requirement.

3. YEAR OF GRADUATE STUDY IN PROFESSIONAL SUBJECTS

The third requirement for the high-school principal should be a full year of graduate study devoted wholly to professional subjects. The year's work should include courses in supervision of secondary education, high-school administration, high-school curriculum, direction of extra-curricular activities, tests and measurements, junior-high school, and educational experimentation.

The course in supervision of secondary education should include as practical training as possible in directing, evaluating, and improving classroom management and teaching, teacher rating, teacher's meetings and the improvement of teachers in service, examinations and their improvement, the direction of study, selection of textbooks, and newer types of teaching.

The course in high-school administration should include the technique of schedule making, office records, school reports, the marking system, promotions, methods of handling absences; tardiness, and discipline, selection of school equipment, school hygiene, vocational and educational guidance, and directing of placement bureaus.

The course in high-school curriculum should develop the principles underlying the making of courses of study and curricula for schools located in any community. Full attention should be given here to those phases of sociology, psychology, comparative education, and the history of education that have important bearings on the problem of adjusting education to the needs of the community. The technique of curriculum making, including the preliminary survey of the school, organization of the teaching staff, cooperation with outside agencies, the seeking of expert advice, launching the new program of studies, and the testing of results, should form an important part of the course.

The course in extra-curricular activities should develop the principles governing the organization, financing, administration, and supervision of such activities as student councils, athletics, literary and debating societies, departmental clubs, school parties and dances, home-room activities, assembly programs, and school newspapers, magazines, and annuals.

The course in tests and measurements should include a study of the chief intelligence and subject matter tests that have been developed for use in the secondary school—their specific purposes, methods of administration, and uses in improving instruction. Enough of statistical method should be included to equip the principal for handling test results in a scientific way.

The course in the junior high school should include a study of the origin and development of junior high schools, the specific purposes of junior high schools, and curricula and courses of study.

The course in educational experimentation should include the technique of experimentation and the investigation of definite problems in secondary education.

Data were presented in section 2 of Chapter II showing the professional training of high-school principals. Table 15 shows that 64.8 per cent had some professional training before entering the principalship. The median amount of training received by these 973 principals was 18.5 semester hours, or the equivalent of a little more than half a year's work. There is no way of determining how much of this work was of graduate character and how much undergraduate. It can be inferred, however, that the work was largely undergraduate. Table 20 shows that the subjects most commonly pursued before entering the first principalship were, in the order named, history of education (general), educational psychology, methods in special subjects, principles of secondary education, practice teaching,

philosophy of education, and educational administration. Table 8 shows that only 32.8 per cent have had any graduate study. Of the 487 who report graduate study, 106 have had less than one year. This leaves 381, or 25 per cent, who have had as much as a year of graduate study before entering the principalship.

When it is considered that the professional subjects most commonly pursued are those usually offered to undergraduates preparing to become classroom teachers, and that the graduate study of the 25 per cent who had a year or more undoubtedly included considerable work in the academic subjects, the conclusion is clear that only a very small percentage of high-school principals have had the year of graduate study in professional subjects recommended here. The great majority of principals entered the principalship without specific training for the work to be done.

Table 17 shows the professional training after entering the first principalship. Forty-two per cent report such training. The median amount is 13.8 semester hours, or a little less than half a year's work. Only 95, or 6.3 per cent, have the equivalent of a year or more. The subjects most commonly studied were high-school administration, educational administration, tests and measurements, educational psychology, principles of secondary education, supervision of secondary education, and methods in special subjects. The tendency after entering the principalship is to pursue courses more directly related to the work of the principal.

Tables 19 and 21 show the total professional training before and after entering the principalship. Seventy-three per cent have had some training. The median amount is 24.9 semester hours, or about three-fourths of a year's work. Only 358, or 23.8 per cent, have had as much as a year or more. The subjects most commonly pursued were history of education (general), educational psychology, principles of secondary education, high-school administration, educational administration, methods in special subjects, and tests and measurements. Only 36.2 per cent have made any study of high-school administration, 19.2 per cent of supervision of secondary education, 9.5 per cent of the junior high school, 10.5 per cent of educational statistics, 27.5 per cent of tests and measurements, and 6.8 per cent of educational experimentation:

The conclusion is clear that the large majority of principals of fully accredited high schools are not professionally trained. Promotions and advancements in salary have depended on years of experience and other factors rather than on professional training. Real professionalization will come only when State boards of education and local boards require that principals be trained for the specific duties they have to perform.

To the requirements of college graduation and two years of successful teaching experience should be added the year's graduate study in professional subjects. State legislatures or State boards of education should follow the lead of Delaware, Maryland, Alabama, and Indiana, and set up definite professional requirements. Until this is done, local school boards of their own initiative should require all new principals to measure up to this requirement.

4. A YEAR'S SERVICE AS ASSISTANT PRINCIPAL

The fourth qualification for the professionally trained principal should be a full year's service as assistant principal in a public high school. It should be possible for the State university or other teacher-training institution to develop such close relations with the best high schools in the State that local school authorities would be willing to employ, in the capacity of teacher and assistant principal, students with the training recommended in sections 1, 2, and 3.

This should be the principal's *probejahr*. He should teach two or three classes in order to apply the theory he has learned during his year of graduate study, and because he will teach two or three classes when he enters a principalship of his own. (Tables 55 and 56.) The major part of his time, however, should be free to assist the principal in administration and supervision.

Before the opening of school in the fall the student principal should assist in making the schedule of recitations, should interview parents and pupils, and perform such other duties as need to be done in preparation for the opening of school. On the opening day he should be made responsible for certain definite duties, such as distribution of the pupils' individual program cards, eliminating of conflicts that arise in pupils' programs, and equalization of classes.

With the school under way the student principal should handle absences, tardiness, and ordinary cases of discipline. He should assist the principal in planning and conducting teachers' meetings, assembly programs, school projects, the testing program, the social life of the school, and finally, supervision of instruction. This last is the most important but the most difficult on account of the attitude of teachers long in service. This difficulty, however, can be obviated, since in the typical school three of the eight teachers are new to the school, and one is without experience of any kind. (Tables 51 and 52.) If the school is a large one, the number of new teachers is of course greater. With his supervision limited to the new teachers, the student principal will have ample opportunity to apply the principles of supervision developed in his graduate study.

During his *probejahr* the student principal should return to the university once a month to confer with his teachers on the problems that have arisen. In a situation where several student principals

are in training, these monthly conferences, conducted as round table discussions, should be productive of great good to the intending principal, to the school represented, and to the university teachers.

Given an energetic and ambitious young man or woman with sound academic preparation, successful experience as a classroom teacher, a year's professional study, a sympathetic and progressive superintendent and principal, a staff of teachers working in harmony with the administration, and a school not too large or too small, the year of training should equip the student principal for a school of his own and his real entrance into the principalship. He is now about 26 years of age, the median age of entering the principalship. (Table 33.) He can now enter a principalship of his own with confidence in his ability to organize and supervise the school according to best practice.

The principalship will not be really professionalized and recognized as such until the principal's training is commensurate with the heavy duties and responsibilities connected with it. The program of training as outlined in this chapter should mark a long step in the direction of professionalization. The initiative should be taken by the State. Either by legislative enactment or by regulations of the State board of education, definite requirements should be set up for the principalship, with provision for the principal's certificate. The minimum requirements for the certificate should be the training outlined in sections 1, 2, and 3. The completion of the training outlined under 3 should qualify the student for the degree of master of arts in secondary education. The principal's professional diploma should be granted only to those who complete satisfactorily the training outlined in section 4. It should be the reward for real merit, an attestation of the fitness of the holder to serve as a leader of teachers and pupils.

Where the initiative is not taken by the State, the State university should inaugurate a complete program as outlined in this chapter. The provision of superior training will attract a sufficient number of men and women to make the program worth while. The professional diploma will designate available leaders for schools looking for leaders.

At present adequate opportunities do not exist in a number of States for real professional training. Tables 22 and 23 show that opportunities are especially lacking in the east and west South Central divisions and in the Mountain division. It should be the duty of every State to provide real professional training for its principals in the same way that it provides professional training for its doctors, lawyers, and engineers.

APPENDIX A

HEADS OF SECONDARY SCHOOLS IN ENGLAND, FRANCE, AND GERMANY

ENGLAND

The head of the English secondary school for boys is called the head master; of the secondary school for girls, the head mistress. The status of the head master is described in a letter from the secretary of the incorporated association of head masters in answer to an inquiry by the writer:

1. *Academic training.*—To obtain a headmastership, a degree of some university is necessary. Most schools require a degree in honors, but this is not universal.

2. *Professional training.*—The great majority of head masters have begun as assistant masters in secondary schools. In rare instances, head masters have been appointed who have been distinguished university lecturers without school experience, but these are probably not 1 per cent of the whole. It is not uncommon to appoint as head masters of large and important schools those who have already been head-masters of smaller schools.

3. *Method of appointment.*—The governing body of a school put an announcement in the newspapers that they have a vacancy. Candidates send in a letter of application, stating their qualifications, with testimonials from chiefs for whom they have worked. The governing body examine these and select a small number of candidates whom they interview. The governors then vote for a candidate, each governor voting for the man he thinks best.

Different governing bodies look for different qualifications. Teaching power is, of course, important; and governors like a man who has had wide experience, generally in two or three different kinds of schools. If any assistant master has had the opportunity of showing his power of organization, as for instance in being in charge of any special department of a school, this would help him considerably toward a headmastership.

4. *Head master's authority.*—The head master has the entire arrangement of the time-table, and assigns all the teaching to be done by the assistant masters. He also has free choice of books. In the past the head master had the sole power of the appointment and dismissal of the assistants, but the usual practice now is for the head master to appoint an assistant on probation for one year, after which the appointment of the assistant is confirmed by the governing body, and then he can only be dismissed by the governing body. In most schools the head master alone has the authority to administer corporal punishment. He has power to expel a boy from school, but he must report such expulsion to the governing body. It is generally considered that in England, the personal influence of the head master is the most important factor in the whole school, and most head masters do a good deal of teaching for the purpose of getting to know their boys. In France, the personal influence of the "proviseur" is nonexistent.

5. *Tenure of office.*—Most head masters retain their office till ill health or over-age compels them to resign. At present, some governing bodies insist on resignation at 65, and service after 65 must not count toward a pension.

The head master may be dismissed for misconduct by a resolution passed at two meetings of his governing body, or he may be required to withdraw at six months' notice, by a resolution passed at one meeting.

6. *Salaries.*—Salaries vary enormously. They may be anything from £500 to £1,500, and considerably more than £1,500 in the great public schools.

The status of the head mistress is described in a letter to the writer from the secretary of the Association of Head Mistresses:

1. *Academic training.*—The majority of the head mistresses of public secondary schools have taken a university course and degree (or its equivalent).

2. *Professional training.*—Not many of the present head mistresses of public secondary schools have received professional training; they have got their training through experience gained as assistant mistresses. Training is, however, likely to become usual in the future.

3. *Method of selection and appointment.*—Vacancies in headships of schools are advertised in the public press. A subcommittee of the governing body of the school, or of the higher education of the local authority, meets to make a selection of the candidates who have applied for the appointment, and those selected are interviewed, and the candidate who receives the most votes is appointed. In the past, the signing of an agreement has not been universally practiced. Lately, since certain regulations of the board of education regarding qualifications for pension have been foreshadowed, my association recommends that members shall ask for a formal agreement on appointment.

4. *Authority of the head mistress.*—The head mistress is responsible for the internal organization and control of the school.

5. *Tenure of office.*—The head mistress holds office subject to notice, usually three or six months, on either side. Some schemes for the administration of schools require resignation at the age of 60. The board of education has fixed 65 as the maximum age for pension.

6. *Salary.*—Salaries vary greatly. In the great majority of public schools under local authorities there is a minimum salary of £500 per annum. But £800 per annum is not an unusual salary in a large school, and several head mistresses of public secondary schools for girls receive over £1,000 a year.

FRANCE¹

The head of the French State secondary school, the lycée, is the proviseur or head master. His training is that required of all teachers in lycées, consisting of the following phases:

1. *Higher normal school.*—Young men between the ages of 18 and 24 who hold the bachelor's degree from a secondary school may be admitted to the Higher Normal School located at Paris by passing a competitive examination. Each year written examinations are given at the academy seats of the country, and oral examinations in Paris. Candidates choose between the letters section and the science section. Successful candidates serve their year in the army and then begin three years' training for the *agrégation*. The first year is devoted to intensive preparation for the master's degree. In the second year the candidate continues his preparation for this degree and must gain it at the end of the year. The third year is spent in preparation for the *agrégation*.

¹ Farrington, Frederick E.: *French Secondary Schools*, 1910, chs. 6 and 15.

2. *Professional training.*—During the second year a small beginning is made in professional study. During the third year, in addition to his academic training, the student must prepare a number of lessons to be given to the professors and classmates. He must also spend at least three weeks in a lycée, teaching under the regular teacher.

3. *Examination for the agrégation.*—At the close of the third year the candidate must take the final test—the examination for the agrégation. There are eight orders of the agrégation: Philosophy, history and geography, letters, grammar, modern languages, mathematics, physical sciences, and the natural sciences. The examinations in the various subjects consist of from two to five written papers, each of a duration of seven hours. The candidate must also prepare one or more lessons within a specified time. With this examination safely behind him, the candidate is ready for his life work of teaching and must be given a position in a lycée if he so desires.

The position of the head master is strictly an administrative one, rather than supervisory. His whole time is taken up with detail work—furnishing reports to superiors, examining pupils' reports, interviewing parents, etc. The real inspection of the school is in the hands of the academy inspector. As compared to the English head master, the head of the French secondary school has no real authority or influence.

The maximum salary of the head master before the war was 13,000 francs in Paris and 10,500 francs in other parts of France. In addition to his regular salary, the head master is furnished an apartment in the school and has annual allowance of wood and oil.

The position of the head master is secure. As civil officer of the State he is beyond the reach of political influence. He has the assurance of a position until the age of retirement is reached, and beyond that a State pension as long as he lives.

GERMANY:

The administrative and supervisory head of the German secondary school is the director. The training of the director is the same as that of regular teachers in the secondary schools. He must be a university graduate and have definite professional training. Specifically, his training is as follows:

1. *University training.*—Choice of a profession is made for the German boy early in life. Parents of boys attending secondary schools decide on the future life work, and the future education lies straight ahead. If the profession chosen is that of teaching in secondary schools, the boy passes from the secondary school to the university. Here he spends at least three years, but more often four.

1. Russell, James E.: *German Higher Schools*, 1910, chs. 18 and 19.

or five. His university work is determined by the subjects he expects to teach and in which he will be examined by the State.

2. *State examination.*—The State examinations are conducted by a board of examiners appointed by the minister of public instruction. The examinations include pedagogy and philosophy, German language and literature, religion, and the subjects which the student expects to teach. The last-named is the most important part of the examination. The examination is both written and oral, designed to keep undesirables out of the profession.

3. *Seminarjahr.*—Students who pass the State examinations are eligible to continue training for teaching by pursuing professional study in a State or university seminar. The year's work consists of pedagogical instruction, observation, practice teaching, and the writing of a dissertation on some phase of secondary education. If the work of the candidate is satisfactory in all respects, the director of the seminar notifies the provincial inspector who sends the student to his *probejahr*.

4. *Probejahr.*—Service during the *probejahr* is usually in the larger schools, under the direction of older teachers. Candidates teach six or eight hours per week and perform such other duties as may be assigned to them. If the work of the *probejahr* is satisfactory, the candidate is placed on the State eligible list to await the time five or six years in the future when he will be appointed to a regular position in a secondary school.

Directors of schools are chosen from among the most promising secondary teachers. In practice the director is chosen by the provincial inspector who, in the exercise of his duties, becomes acquainted with teachers who show signs of leadership. The man so chosen is always an experienced and skillful teacher.

The duties of the director are very numerous. He has the whole responsibility of the school, in addition to teaching at least 12 hours per week. His official orders require that he observe the work of his teachers, settle faculty disputes, keep in touch with parents, make exhaustive reports to his superiors, and be responsible for the professional growth of his teachers.

The salaries of directors before the war ranged from \$1,200 to \$1,800, with \$375 extra in Berlin for house rent. As compared to the English and French head masters, the German director has a very low salary. The prestige of official position, however, offsets the difference. The German director occupies a position that is greatly envied, because of the scholastic attainments required and because he occupies a high State position where his tenure is secure, and for which he will be pensioned when he reaches the age of retirement.

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