The Elementary School Principalship

Some Aspects of Its Development and Status

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FOREWORD

Many persons believe in the soundness of Dr. Cubberley's prophecy, made in 1923, that developments in public education would inevitably result in changing the elementary school principalship into a career of professional importance. Certainly it is true that during the past two decades the elementary school principalship has expanded rapidly in function and exhibited many of the aspects of growth which characterize a developing profession. To examine these changes and the situation in which they have resulted, the investigations reported in this bulletin were undertaken. The first, which summarizes some aspects of the principalship in city elementary schools, was made by means of an inquiry sent to superintendents of schools. Maude Farr, of the Statistical Division of the Office of Education, assisted very materially in tabulating and summarizing the data for this part of the report.

The next investigation, reported in chapter III, Training Opportunities for the Elementary School Principal, was one of the studies undertaken as a part of the project in research in universities, financed under the Emergency Relief Appropriation Act of 1935, and conducted in accordance with administrative regulations of the Works Progress Administration. Tabulations and summaries of data were made by qualified relief workers under the direction of W. E. Lessenger, dean of the college of education, and John S. Thomas, professor of education, of Wayne University, Detroit, Mich., to whom the Office of Education extends its acknowledgment and appreciation.

It is hoped that the bulletin may be of service to all those interested in furthering the opportunities for professional preparation and service of elementary school principals.

CHAPTER I: INTRODUCTION

Elementary-school principals are by far the largest group of administrative and supervisory school officials in this country. It is estimated that there are 3,000 city school superintendents, 3,000 county superintendents, 16,000 high-school principals, 1,700 college and university presidents. Compared with these, approximately 21,000 elementary-school principals in charge of the several administrative units of public education represent a large proportion of the school administrators. From the standpoint of numbers, elementary-school principals are an important group. In terms of their field of activity also they carry large responsibilities. Of the 27 million students attending public elementary and secondary schools and colleges in this country in 1936, 21 million; or more than three-fourths, were in elementary schools. Of 900,000 teachers, two-thirds were employed in elementary schools.

In this extensive development of public elementary education, the elementary-school principal has come to exercise a significant influence. In his own school he is instrumental in developing the educational program suited to the needs of his students; in facilitating that program in every way through administrative procedures; in analyzing community interests, resources, and needs so well that the school is a true service agency to the community and to the larger unit of which it is a part. As a member of the teaching profession, the elementary-school principal is in a position of great potential usefulness. He studies child development at close range and can interpret children's learning problems as a basis for curriculum planning. His school can become, under careful supervision, a laboratory for testing instructional materials and techniques. Because practically all the children of elementary-school age in his community are in school, he is apt to be more intimately connected with homes and community institutions than are most other school officials, and can therefore serve as interpreter of the aspirations of the people for their children. Furthermore, he sees daily the work of the teachers in his school, discusses their problems with them, and has an opportunity to evaluate the different types of preparation they represent. His advice, therefore, is important on the kinds and amounts of training requisite to success in teaching elementary-school children. As an educator, as a public servant, and as a member of a profession, the importance of the elementary-school principal is generally recognized.

This has not always been true. The elementary-school principalship as a profession has developed slowly. Its progress may be characterized by four fairly distinct but frequently overlapping stages.

1. *The elementary-school principalship emerges as a recognized position.*—The early schools in this country were one-room schools presided over, no matter what their size, by one teacher. As cities grew and the enrollment of individual schools increased past the possibility of efficient management by a single teacher, various expedients were used. Assistant teachers were added; the Lancasterian system with its monitors flourished; additional rooms and teachers were added to the initial unit; a large school was divided into primary, intermediate, and grammar departments, each with its teacher in charge, and finally even these departments were broken down into classes or grades. Somewhere along the line—no one knows exactly when—it became the practice to designate one of the teachers as "principal teacher," or "principal," and to give him responsibility for making such adjustments as were required and for coordinating the activities of the "assistant teachers."

For example, the 1838 Annual Report of the Trustees and Visitors of the Common Schools of Cincinnati [1] states: "The Board have endeavored to place the control of the houses, so far as the regulation of scholars is concerned, under the charge of principals to whom the assistants are subject in the minor arrangements of government, classification, etc." In 1839 the Common School Teachers' Association asked the Cincinnati Board of Education to define the duties, respectively, of the principal and assistant teachers.

In other places similar terminology was used at about the same time to designate the directing head of the school system, sometimes including both the higher grades and the elementary, sometimes differentiating the principals—usually women—in charge of primary or female departments of the school. Whatever the title, it was clear that school committees and boards recognized the need for an educator directly in charge of the organization and administration of all departments of the school.

2. *The responsibilities of the elementary-school principal are defined.*—It is perfectly clear from the records available that the elementary-school principalship evolved from the exceptionally competent teacher of early days. The elementary-school principal was a superior teacher, to whom the board of education felt it could safely entrust additional duties because of his demonstrated ability. Accordingly, as the school grew, the principal found more and more of his time given to classification of pupils, organization of classes, overseeing building arrangements, regulation of school hours, and other administrative problems. In fact, clerical and routine administrative tasks usurped a major share of the attention of principals in some places. In other places, however, along with problems of management

[1] Ninth Annual Report of the Trustees and Visitors of the Common Schools of Cincinnati, 1838, p. 5. Quoted in *The Origin and Development of the Public School Principalship.* By Paul Revere Pierce, p. 9.

went responsibility for visiting the classrooms, for coordinating the programs of instruction, and for reporting to the superintendent or board on the condition of the school and the effectiveness of teaching.

By 1860 it was common practice to free the principals of large schools of part or all of their teaching, so that they could devote their attention to the efficient direction of their schools. For example, Superintendent Wells wrote in his annual report of 1859:[2]

> In several of the new school buildings, the number of teachers and principals is now so large, that a considerable portion of the principal's time is consumed in attending to matters of general oversight, and in giving such aid to the other teachers as may be necessary to secure uniformity and efficiency in all the different departments.

Altogether this represented a great responsibility for any group of school officials. During the latter part of the nineteenth century cities and towns were growing rapidly and the demand for schools increased proportionately; the great demand for public education, and the improved enforcement of compulsory educational laws added to the difficulties of securing buildings, classrooms, equipment, and teachers fast enough to satisfy the demand. Furthermore, the rather formal and limited curriculum of the early elementary schools was undergoing constant liberalization and additions. This made the situation difficult for elementary school principals, many of whom had come into their positions through the traditional route of demonstrating superior teaching ability but with no training or experience to help them meet these additional problems.

About this time, and continuing to the present, the movement for centralized school systems challenged the semiindependent status of the several schools in a city, county, or other local subdivision. Cities which gave almost complete independence to individual school principals in administering their schools had, in effect, numerous school systems instead of a single school system. Naturally, then, to correct this situation, the central offices of city school systems added both administrative and supervisory officers to work for greater coordination among the several schools and to supplement the work of elementary-school principals by supplying supervisory assistance in fields requiring specialized types of training. The addition of these special supervisory officials for what was previously a responsibility of the elementary-school principals has led to much discussion and even controversy, and unfortunately in some cases to the stalemating of the educational program. No doubt wherever there is still difficulty on this score, it comes from two serious causes: First, the lack of a clear analysis and definition of the individual and interlocking

[2] Fifth Annual Report of the Board of Education of Chicago, 1859. Quoted in *The Origin and Development of the Public School Principalship*. By Paul Revere Pierce. p. 16.

responsibilities of each group of officials; and, second, the lack of techniques or procedures to secure the coordination of the supervisory resources and activities of both groups.

In spite of progress in the last two decades in clarifying the situation, it is still unsettled in many localities. In the main, however, we seem to be approaching agreement on such general principles as the following:

> The principal is the head of the school and should, within the regulations laid down by the board and the superintendent, organize, administer, and supervise the affairs of his school.
>
> As the head of the school, the principal is responsible for utilizing fully the supervisory, curricular, and equipment resources made available through the superintendent's office, for arranging for their optimum use, and for coordinating the whole into an effective educational program for his school.

3. *Requisites of professional preparation for the elementary school principalship are analyzed.*—The emphasis on superior teaching ability as a prerequisite to appointment as a principal teacher has already been referred to. As early as 1839 a committee of the Board of Education of Cincinnati, as pointed out by Mr. Pierce,[3] called attention to the fact that principal teachers

> * * * were selected on account of their knowledge of teaching methods, characteristics of children, and common problems of schools. Lack of firmness in the performance of duties by the principal teacher was at times felt by the trustees. Many assistant teachers were so well versed in their work as to require little or no instruction from principals, but this fact should not interfere with wholesome working relations. Mutual cooperation between principal and assistant teachers was especially important, the committee felt, because of frequent changes in the teaching personnel, and because, without it, good order and teaching efforts would suffer.

During the next few decades as the position itself changed rapidly, adding more and more responsibilities of both administrative and supervisory character, no clear definition existed of the types or amount of training or experience which elementary school principals should have. Since 1900, however, there has been continuous attention given to the problem through numerous studies of the educational status of principals as an indication of their preparedness to serve as educational leaders of their schools; through the organization of specific curricula for elementary-school principals in schools of education; and through the development of continually higher requirements of professional training and experience for certification.

4. *The profession develops means through which it can improve its status and its practices.*—All professional groups begin, once they are

[3] Pierce, Paul R. The Origin and Development of the Public School Principalship. University of Chicago Press, 1935, p. 12.

conscious of their numbers and of their common interests, to find ways of studying and solving their professional problems and of improving their professional welfare. They usually find means to this end in organizations which provide opportunity for concerted action.

Local organizations of elementary-school principals as well as of other groups of educators increased during the latter part of the nineteenth century. As early as 1869 [4] the superintendent of the Cincinnati schools spoke in his annual report of the principals' association organized for the "discussion and adoption of such measures as shall render the work of the schools more efficient." Similar organizations were reported in Chicago in 1870, in New York in 1893, in Detroit and Cleveland in 1894, in Seattle in 1903, in Grand Rapids in 1919. Doubtless there were others. The printed statements of their purposes emphasized the importance both of informing principals about new curriculum materials and administrative procedures, and of improving the principal's status as a professional worker. The projects sponsored by these groups concerned such matters as salary schedules, retirement systems, qualifications for appointment of principals, curriculum revision.

The idea of a national organization was discussed from time to time by various groups in different parts of the country, but the first definite action was taken by a group of summer school students at the University of Chicago in 1920. During a course in school administration many questions concerning the duties of the elementary-school principal had been discussed, but not always with completely satisfactory answers. The wealth of authoritative material in the form of books, research reports, periodicals, organized training courses, and the like, to which workers in other positions in education had access seemed not to be available in this field. Consequently, when the suggestion was made that a national organization of elementary-school principals would stimulate interest in and encourage a more thorough study of their problems it aroused sufficient interest so that a committee was appointed to initiate the project and an organization was formed. Finally the representative assembly of the National Education Association accepted the new group into organization membership, and the name, "The Department of Elementary School Principals of the National Education Association," was officially adopted.

But although a national organization could furnish inspiration, assistance, and support in the study of the principal's problems and in the formulation of policies, it was recognized that only through the efforts of the principals themselves and their supporting local organ-

[4] Fortieth annual report of the common schools of Cincinnati, 1869, p. 47. Quoted in *The Origin and Development of the Public School Principalship*. By Paul Revere Pierce. p. 182.

izations could their goals be reached. Speaking of this matter, the president, Worth McClure, made the following statement:[5]

> The importance of the service of the local organizations of principals has been clearly demonstrated. Our department is not a federation of local clubs; nevertheless, its work supplements the professional study of local groups and their campaigns to maintain locally the professional status of the principalship. The function of the national organization in this regard is to act as a clearing-house for information of value to local groups everywhere. Its further service is to lead in the solution of big problems of the elementary-school principalship which are common to the whole country.

Therefore, a major activity of the national organization is the encouragement of State and local groups. In 1928 a careful study was made of the status and activities of elementary principals' organizations, and the report presented in the Seventh Yearbook accounted for 31 urban and 18 State organizations of elementary principals. The Sixteenth Yearbook, published in 1937, reports 113 urban, 61 sectional, and 27 State organizations.

It is impossible to enumerate all of the activities of these groups. Their own records, however, emphasize the following aims for their varied programs:

1. The definition of professional training adequate for elementary-school principals and the encouragement of institutions to provide such training.
2. The promotion of special certification for elementary-school principals.
3. The development of salary schedules which recognize the elementary-school principalship as a distinct profession.
4. The development of techniques of supervision and administration particularly suited to the elementary-school principal, and the provision of sufficient time free from teaching for the exercise of those functions.

If the four aspects of professionalization analyzed above may be said to characterize the development of the elementary-school principalship, it is possible to show what the present situation is and what some of the trends are in the further improvement of principals' training and professional service. The three chapters which follow have this as their purpose.

[5] Message from President McClure. *In* National education association, Department of elementary school principals bulletin, 2:141, October 1922. Washington, D. C., The Department. 1922.

CHAPTER II: SOME ASPECTS OF THE PRINCIPALSHIP IN CITY ELEMENTARY SCHOOLS

Most city school systems of considerable size exhibit among their several elementary schools the developmental history of the elementary-school principalship. There are head teachers or teaching principals, who give all or part time to teaching; full-time principals, who both administer and supervise the work of their schools, sometimes with the help of assistant principals; and district principals, with or without the title, who are in charge of several schools. The predominating pattern in any city school system is determined by such factors as the area and population density of the city, the size and number of school buildings, the progress of the system's school building program, and the prevailing attitude toward centralization of administrative and supervisory authority. The ways in which and the extent to which school systems are achieving the goal of expert professional direction of elementary schools are of considerable importance.

Certain teaching and administrative positions are associated with, almost assigned to, one or the other of the sexes. For example, primary teachers are women; manual-training teachers are men; the elementary-school principalship has been predominantly held by women. It is commonly thought that the depression caused some realinement, particularly among positions for which no reason for sex preferences was apparent. Information on this point should be of value to those in charge of training programs and to persons planning professional careers.

The organization for the administration of elementary education in city schools varies greatly from city to city. In some there is a direct line of authority from the superintendent to the elementary school principals. In others some intermediate official is interposed. Developments in this field have implications for administrative and supervisory officers.

To secure information on the questions outlined above, an inquiry form was sent to superintendents of schools in cities of 2,500 population and over. Replies were received from 2,189, or 75.5 percent of

the total, giving data for the school year 1933–34. The replies were distributed as shown below:

Population group	Total number of cities of each population size	Number of cities included in this study	Percent included in this study	Number of schools included	Number of principals included
1	2	3	4	5	6
100,000 and over	90	67	74.4	3,841	3,324
30,000 to 99,999	220	162	73.6	2,334	2,009
10,000 to 29,999	648	508	78.4	3,438	3,209
2,500 to 9,999	1,943	1,452	74.7	4,288	3,745
Total	2,901	2,189	75.5	13,901	12,287

TYPES OF PRINCIPALSHIPS

About a third of the 12,000 principalships reported were full-time positions in which each principal had charge of a single building (table 1). More than 7,000, or 57.5 percent, were teaching principalships. Apparently in many school systems which have numerous small elementary schools it is the practice to place each one in the immediate charge of a teaching principal rather than to group several under the direction of a single supervising principal. Only 7 percent of the principals included had charge of several schools.

TABLE 1.—NUMBER OF PRINCIPALSHIPS OF VARIOUS TYPES IN CITIES OF DIFFERENT SIZES

Classification	Principals in—									
	Cities of 100,000 population and over		Cities of 30,000 to 99,999 population		Cities of 10,000 to 29,999 population		Cities of 2,500 to 9,999 population		All cities reporting	
	Number	Percent	Number	Percent	Number	Percent	Number	Percent	Number	Percent
Teaching principal	517	15.6	882	43.9	2,314	72.1	3,357	89.6	7,070	57.5
Full-time principal	1,992	59.9	829	41.3	761	23.7	302	8.1	3,884	31.6
Full-time principal and assistant	336	10.1	93	4.6	21	.7	23	.6	473	3.9
One principal for several schools	479	14.4	205	10.2	113	3.5	63	1.7	860	7.0
Total	3,324	100.0	2,009	100.0	3,209	100.0	3,745	100.0	12,287	100.0

The larger cities have consistently made progress in reducing the number of teaching principalships and in providing full-time, non-teaching principals for the administration and supervision of their elementary schools. Small cities between 2,500 and 10,000 population

reported approximately 90 percent of their principals as teaching principals. In cities of the next group—that is, from 10,000 to 30,000 population—nearly three-fourths were teaching principals, but a marked reduction in the proportion is found in cities of the next group, from 30,000 to 100,000 population, and in the large cities of more than 100,000. Conversely, in these large cities 70 percent of the elementary-school principals hold nonteaching positions and are in charge of single buildings; 10 of the 70 percent have assistant principals. The proportion of full-time, nonteaching principals decreases consistently with the size of the cities reporting.

The rapid growth of cities, which has necessitated constant readjustment of school district boundaries and construction of new school buildings, and the density of population in the larger cities have been important factors in bringing about the situation described above. It is not thought wise to require elementary-school children to travel far to school. In thickly populated sections, a reasonable area for an elementary-school attendance area has a large enough elementary-school population to result in a large school, requiring the full time of at least one administrative officer. In many of the small cities there is only one elementary school and one high school, frequently housed together, and the superintendent is recognized as the principal administrative and supervisory officer of both. Frequently in this situation the community expects the head teacher and sometimes even the superintendent to teach at least part of the time.

TABLE 2.—PERCENTAGE OF PRINCIPALSHIPS OF VARIOUS TYPES IN 9 DIFFERENT REGIONS OF THE UNITED STATES

Section	Percent each type is of the total number			
	Teaching principals	Full-time principals	Full-time and assistant principals	Principals for several schools
1	2	3	4	5
New England	58.3	25.8	9.1	6.8
Middle Atlantic	46.3	43.4	2.9	7.4
East North Central	57.3	25.9	5.4	11.4
West North Central	72.0	22.9	.3	4.8
South Atlantic	65.0	26.1	3.5	5.4
East South Central	60.6	36.7	.5	2.2
West South Central	67.1	26.9	.9	5.1
Mountain	66.0	27.4		6.6
Pacific	47.3	43.0	5.7	4.0
United States	57.5	31.6	3.9	7.0

TABLE 3.—NUMBER OF PRINCIPALSHIPS OF EACH TYPE IN THE SEVERAL STATES

State or territory	Teaching principals	Full-time principals	Full-time and assistant principals	1 principal for several schools	Total
1	2	3	4	5	6
Alabama	70	44		7	121
Arizona	43	22		2	67
Arkansas	122	6		7	135
California	430	489	78	46	1,043
Colorado	57	43		24	124
Connecticut	104	110	35	10	259
Delaware	4	5	3	4	16
Florida	34	4	4		42
Georgia	127	40	1	7	175
Idaho	56				56
Illinois	450	127	10	212	799
Indiana	300	70	1	17	388
Iowa	211	67	2	35	315
Kansas	276	16	1		293
Kentucky	106	77	3	5	191
Louisiana	9	20	1	1	31
Maine	50	7			57
Maryland	19				19
Massachusetts	503	219	83	72	877
Michigan	255	246	32	24	557
Minnesota	161	64		26	251
Mississippi	77	11			88
Missouri	154	124	1	3	282
Montana	38	25		3	66
Nebraska	108	12		2	122
Nevada	11			1	12
New Hampshire	48	9	9	5	71
New Jersey	243	286	49	44	622
New Mexico	29	3			32
New York	219	386	15	34	654
North Carolina	171	44			215
North Dakota	36	11			47
Ohio	427	226	50	60	763
Oklahoma	192	60	1	10	263
Oregon	67	10			77
Pennsylvania	673	393	7	103	1,176
Rhode Island	89	18		5	112
South Carolina	69	19	1	7	96
South Dakota	45	22			67
Tennessee	106	85		1	192
Texas	357	187	7	34	585
Utah	52	31			83
Vermont	25			4	29
Virginia	47	83	18	23	171
Washington	146	85		8	239
West Virginia	27	5			32
Wisconsin	205	69	61	13	348
Wyoming	22	4		1	27
Total	7,070	3,884	473	860	12,287

Regional differences.—Practice in regard to the type of principalship varies considerably in different parts of the country (table 2). In both the Pacific Coast States and the Middle Altantic States more than 45 percent of the principalships are full-time positions. The East South Central and New England States follow, with slightly more than a third of their principalships full-time positions; the West North

Central States come last with less than a fourth full-time positions. In general, it may be said that approximately half of the principals must divide their time either among several schools or between teaching and the work of the principalship in the Pacific and Middle Atlantic States; that the proportion rises to approximately two-thirds in the East South Central, New England, and East North Central States; and that it approximates three-fourths in the other four sectional groups. The influence of the presence of large cities is evident, but is not the only factor, as may be seen from the records of individual States (table 3). Practices resulting in consolidation, in centralizing control of schools within a district or a county, in requiring higher standards of training and certification—all are factors in the situation.

The types of principalship in relation to the size of the school.—Most elementary schools are not large: Of the more than 13,000 elementary schools included in the reports, 55 percent have 10 teachers or fewer (table 4); only 12 percent have more than 20 teachers. Apparently the typical elementary school of the group consists of the regular six or eight grades with possibly a kindergarten or two sections of the primary grades.

TABLE 4.—NUMBER OF PRINCIPALSHIPS OF VARIOUS TYPES IN SCHOOLS OF DIFFERENT SIZES

TO BE READ: Of the 2,214 schools having from 1 to 4 teachers, 1,941, or 87.7 percent, had teaching principals; etc.

Size of schools	Teaching principal		Full-time principal		Full-time principal and assistant		Principal for several schools		Total	
	Number	Percent	Number	Percent	Number	Percent	Number	Percent	Number	Percent
1	2	3	4	5	6	7	8	9	10	11
1 to 4 teachers	1,941	87.7	24	1.1	.....	.....	249	11.2	2,214	100
5 to 10 teachers	3,761	74.6	626	12.4	37	0.7	621	12.3	5,045	100
11 to 20 teachers	1,264	29.7	2,307	53.1	181	4.2	590	13.6	4,342	100
21 to 30 teachers	82	6.8	738	61.4	136	11.3	246	20.5	1,202	100
More than 30 teachers	22	5.3	189	45.8	119	28.8	83	20.1	413	100
Total	7,070	53.5	3,884	29.4	473	3.6	1,789	13.5	[1] 13,216	100

[1] On page 8 the number of schools included in this study is given as 13,901. Nearly 700 schools were reported as having superintendents, district superintendents, or other types of administrative officers in charge of elementary schools. The number having some type of principal was 13,216.

All but 1 percent of the small schools of fewer than 5 teachers, and all but 13 percent of those of from 5 to 10 teachers, have teaching principals or a principal who supervises several schools. The number having full-time principals increases to approximately 57 percent for schools of 11 to 20 teachers, 73 percent for schools of 21 to 30 teachers, and 75 percent for those of more than 30 teachers. Few of the large

schools of more than 20 teachers have teaching principals, but 20 percent of them are supervised by principals who have other schools, presumably small neighboring ones, under their direction.

It is encouraging to note the tendency to appoint assistant principals in addition to full-time nonteaching principals in the larger schools. Of the schools of more than 30 teachers, nearly 30 percent have assistant principals, and 11 percent of the schools of 21 to 30 teachers have such additional aid. No definition of their duties was secured in this investigation, but other studies have defined them as of three principal kinds—(1) chiefly supervisory, with some administrative responsibility; (2) chiefly administrative, with some supervisory responsibilities; (3) chiefly instructional, with some administrative and clerical responsibilities.[1]

PROPORTION OF MEN AND WOMEN EMPLOYED AS ELEMENTARY SCHOOL PRINCIPALS

Two-thirds of the elementary-school principals are women, if the records of more than 12,000 reported in this investigation are representative of the situation throughout the country (table 5). In cities of less than 30,000 population the proportion is even higher, with women holding almost three-fourths of the positions in cities of between 10,000 and 30,000 population. As the cities increase in size, and presumably the number of large schools increases, more men hold elementary-school principalships. Thirty-five percent of the principalships in cities of 30,000 to 100,000 population, and 39 percent in cities of more than 100,000 are held by men.

TABLE 5.—PROPORTION OF MEN AND WOMEN PRINCIPALS IN CITIES OF DIFFERENT SIZES

Classification	Principals in—									
	Cities of 100,000 population and over		Cities of 30,000 to 99,999 population		Cities of 10,000 to 29,999 population		Cities of 2,500 to 9,999 population		All cities reporting	
	Number	Percent	Number	Percent	Number	Percent	Number	Percent	Number	Percent
1	2	3	4	5	6	7	8	9	10	11
Men	1,311	39.4	705	35.1	847	26.4	1,222	32.6	4,085	33.2
Women	2,013	60.6	1,304	64.9	2,362	73.6	2,523	67.4	8,202	66.8
Total	3,324	100	2,009	100	3,209	100	3,745	100	12,287	100

Principalships in the elementary schools, as well as those in secondary schools, were originally held almost entirely by men. Frequently

[1] Department of Elementary School Principals, Seventh Yearbook, 1928, p. 257.

there were assistant principals for the primary or girls' department of the school, but it was rather late in the nineteenth century before any large number of elementary-school principalships were held by women. Numerous studies have attempted to secure information on this point, and to form some conclusion as to the extent to which the situation is changing in recent years. Since the studies vary considerably in the terms used in defining principals, and in the types of principalships included, it is impossible to secure reliable comparisons. A summary of findings of a number of studies may, however, be revealing.

TABLE 6.—SEX OF PRINCIPALS AS SHOWN IN PREVIOUS STUDIES

Year	Author	Description of study	Findings in percent	
			Men	Women
1	2	3	4	5
1923	Martin, W. H.[1]	Status of elementary-school principals in New England States.	22.0	78.0
1926	Morrison, J. C.[2]	Status of school principals in Ohio cities and exempted villages (i. e., municipalities above 3,000 population, including 379 principals).	37.0	63.0
1926	Crouch, Roy A.[3]	Status of 647 elementary-school principals in 46 States and District of Columbia.	44.5	55.5
1928	Seventh Yearbook of Department of Elementary School Principals.[4]	Status of 617 supervising principals in 17 States	45.0	55.0
1929	Coxe, W. W.[5]	Survey of 705 elementary-school principals in cities and villages in New York State.	71.6	28.1
1932	Deffenbaugh, W. S.[6]	Status of 8,912 elementary-school principals in rural and city schools throughout the United States.	39.8	60.2
1934	California Elementary School Principals Association and California State Department of Education.[7]	Status of elementary-school principalship in California (includes 602 principals in districts employing five or more teachers).	54.3	45.7
1936	Stinebrickner, Reinald M.[8]	Status of 202 elementary-school principals under district superintendents in New York State.	64.8	35.2
1936	Maaske, R. J.[9]	Status of 477 elementary-school principals in Oregon (includes all principals in schools having 5 or more teachers and 251 principals selected at random in schools having 1 to 4 teachers).	56.6	43.4

[1] Martin, W. H. The status of the elementary-school principal in New England (1923). An unpublished report to the New England Association of Superintendents. p. 7.

[2] Morrison, J. Cayce. The school principalship in Ohio cities and exempted villages. Ohio State University Studies. Contribution in School Administration, No. 2. May 1926, p. 14.

[3] Crouch, Roy A. The status of the elementary-school principal. Fifth Yearbook of the Department of Elementary School Principals, 1926. Studies in the Elementary School Principalship. Ch. II, pp. 207-76.

[4] The elementary-school principalship. Seventh Yearbook of the Department of Elementary School Principals, April 1928, p. 170-71.

[5] Coxe, W. W. Study of the elementary-school principal in New York State. University of the State of New York, Bulletin, June 15, 1929, p. 15-16.

[6] Deffenbaugh, W. S. Elementary-school principals. United States Department of the Interior, Office of Education, Leaflet No. 43.

[7] California Department of Education and California Elementary School Principals' Association. The elementary-school principalship in California. California Department of Education Bulletin No. 19, 1934, p. 21.

[8] Stinebrickner, Reinald M. The status and work of elementary-school principals under the district superintendents in New York State. Master's thesis. New York State College for Teachers, 1936.

[9] Maaske, Roben J. The status of the elementary-school principal in Oregon. Master's thesis. University of Oregon, 1936.

Wide differences exist throughout the country in the proportion of men and women principals employed (table 7). In the replies received in this study New England has 80 percent women, the West North Central States nearly 77 percent. Every section has more than 50 percent women, with the West South Central showing the lowest percentage, 53.

Among the States, the proportion of women principals ranges from 32 percent in Maryland to 96 percent in Wyoming (table 8). States in which 75 percent or more of the principals are women are Connecticut, Delaware, Iowa, Louisiana, Maine, Massachusetts, Michigan, Minnesota, Mississippi, Montana, Nebraska, Nevada, New Hampshire, North Dakota, Rhode Island, South Dakota, Vermont, and Wyoming, with Arizona approximating 75 percent.

A study of the proportion of men and women holding supervising principalships reported in the *Seventh Yearbook of the Department of Elementary School Principals* showed almost as wide, but not the same, variations from section to section, as does this analysis (table 7). Furthermore, the totals represent a considerable difference in the proportion of men and women holding principalships—45 and 55 percent, respectively, while this present study shows 33 and 67 percent, respectively. Since the Yearbook investigation included supervising principalships only, it may be that the difference is largely represented by the presence of more women than men in teaching principalships. Furthermore, the Yearbook study included only 617 principals. Since this present study did not secure data on this point by type of position, no final conclusions can be drawn.

TABLE 7.—REGIONAL DIFFERENCES IN THE PROPORTION OF MEN AND WOMEN EMPLOYED AS ELEMENTARY SCHOOL PRINCIPALS

Region	Findings of this study						Findings reported in Principals' Yearbook [1]	
	Men		Women		Total		Men	Women
	Number	Percent	Number	Percent	Number	Percent	Percent	Percent
1	2	3	4	5	6	7	8	9
New England	273	19.4	1,132	80.6	1,405	100	46	54
Middle Atlantic	879	35.8	1,573	64.2	2,452	100	58	42
East North Central	997	34.9	1,858	65.1	2,855	100	36	64
West North Central	322	23.4	1,055	76.6	1,377	100	63	37
South Atlantic	285	37.2	481	62.8	766	100	47	53
East South Central	225	38.0	367	62.0	592	100	62	38
West South Central	476	46.9	538	53.1	1,014	100	61	39
Mountain	161	34.5	306	65.5	467	100	31	69
Pacific	467	34.4	892	65.6	1,359	100	41	59
Total	4,085	33.2	8,202	66.8	12,287	100	45	55

[1] Seventh Yearbook of the Department of Elementary School Principals.

TABLE 8.—PROPORTION OF MEN AND WOMEN PRINCIPALS IN THE SEVERAL STATES

State or territory	Numbers of principals				
	Men		Women		Total
	Number	Percent	Number	Percent	
1	2	3	4	5	6
Alabama	59	48.8	62	51.2	121
Arizona	17	25.4	50	74.6	67
Arkansas	66	48.9	69	51.1	135
California	324	31.1	719	68.9	1,043
Colorado	34	27.4	90	72.6	124
Connecticut	45	17.4	214	82.6	259
Delaware	2	12.5	14	87.5	16
Florida	13	31.0	29	69.0	42
Georgia	46	26.3	129	73.7	175
Idaho	23	41.1	33	58.9	56
Illinois	304	38.0	495	62.0	799
Indiana	193	49.7	195	50.3	388
Iowa	52	16.5	263	83.5	315
Kansas	77	26.3	216	73.7	293
Kentucky	60	31.4	131	68.6	191
Louisiana	7	22.6	24	77.4	31
Maine	8	14.0	49	86.0	57
Maryland	13	68.4	6	31.6	19
Massachusetts	181	20.6	696	79.4	877
Michigan	110	19.7	447	80.3	557
Minnesota	30	12.0	221	88.0	251
Mississippi	16	18.2	72	81.8	88
Missouri	142	50.4	140	49.6	282
Montana	6	9.1	60	90.9	66
Nebraska	12	9.8	110	90.2	122
Nevada	3	25.0	9	75.0	12
New Hampshire	14	19.7	57	80.3	71
New Jersey	249	40.0	373	60.0	622
New Mexico	14	43.8	18	56.2	32
New York	196	30.0	458	70.0	654
North Carolina	72	33.5	143	66.5	215
North Dakota	6	12.8	41	87.2	47
Ohio	252	33.0	511	67.0	763
Oklahoma	131	49.8	132	50.2	263
Oregon	30	39.0	47	61.0	77
Pennsylvania	434	36.9	742	63.1	1,176
Rhode Island	19	17.0	93	83.0	112
South Carolina	49	51.0	47	49.0	96
South Dakota	3	4.5	64	95.5	67
Tennessee	90	46.9	102	53.1	192
Texas	272	46.5	313	53.5	585
Utah	63	75.9	20	24.1	83
Vermont	6	20.7	23	79.3	29
Virginia	72	42.1	99	57.9	171
Washington	113	47.3	126	52.7	239
West Virginia	18	56.3	14	43.7	32
Wisconsin	138	39.7	210	60.3	348
Wyoming	1	3.7	26	96.3	27
Total	4,065	33.9	8,902	66.8	12,967

ORGANIZATION FOR ADMINISTRATION OF ELEMENTARY SCHOOLS

In 95 percent of the cities included in this study elementary-school principals are responsible directly to the city or county superintendent of schools (table 9). Only in the cities of more than 100,000 does this

proportion fall noticeably. Here a quarter of the cities have assistant superintendents in charge of elementary education with whom elementary principals work directly. Since assistant superintendents are frequently supervisory rather than administrative officers, it is probable that a number of other cities which have assistant superintendents in charge of instruction in elementary schools did not report them, since their relationship to the elementary-school principal is primarily in instructional matters. In other words, it frequently happens that in administrative problems the principals deal directly with the superintendent of schools; in problems of the curriculum and instruction they deal with the assistant superintendent.

TABLE 9.—TYPES OF OFFICIALS TO WHOM ELEMENTARY SCHOOL PRINCIPALS ARE RESPONSIBLE AND THE NUMBERS OF EACH

Population group	Number of cities	Principals responsible to—			
		Superintendent	District principal	Assistant superintendent in charge of elementary education	Other
1	2	3	4	5	6
100,000 population and over	67	48	2	17	
30,000 to 99,999 population	162	148	1	13	
10,000 to 29,999 population	508	495	2	7	4
2,500 to 9,999 population	1,452	1,408	18	7	19
Total	2,189	2,099	23	44	23

The district principal, or sometimes the supervising principal, is another officer who frequently exercises both administrative and supervisory functions. Responsible directly to the city or county superintendent, he is in charge of a number of elementary schools in a given district. Though scattered through all four population groups, in only a small number of cities were elementary-school principals reported as responsible to district principals.

CHAPTER III: TRAINING OPPORTUNITIES FOR THE ELEMENTARY SCHOOL PRINCIPALSHIP

In its Seventh Yearbook,[1] the Department of Elementary School Principals of the National Education Association presented a study of the various courses then being offered for training in this field. That there was much uncertainty as to the duties of the elementary school principal, and, consequently, as to the best preparation for the position, was clearly indicated in this study, for with comparatively few exceptions the courses submitted were so general in content as to be equally applicable to the needs of any group of workers in the school system. Since that date, the status of the principal as a professional worker in a highly important key position has become more widely recognized and his duties and responsibilities more clearly defined. In order to determine to what extent this change has been reflected in the programs of the various teacher-training institutions, in February 1936 the Office of Education submitted the following questions to every normal school, college, and university listed in its Educational Directory:

1. Are there in your institution organized facilities for the preparation of elementary-school principals?
2. Do you offer a special curriculum giving an organized sequence of courses in this field?
3. Do you confer a special diploma, certificate, or other form of recognition upon those completing a specified program of preparation for the elementary-school principalship?

In the replies received in the form either of direct answers to the questionnaire or of catalogs and announcements, 661 institutions indicated that they are offering training in this field. These replies were distributed as follows:

	Normal schools	Teachers colleges	Colleges and universities	Total
1	2	3	4	5
Those offering organized facilities in the form of a special curriculum	3	69	97	169
Those offering organized facilities but no special curriculum	39	89	364	492
Total	42	158	461	661

In answer to the third inquiry on the questionnaire "Do you confer a special diploma, certificate, or other form of recognition upon

[1] Department of Elementary School Principals. Seventh Yearbook, 1928, p. 402-16.

those completing a specified program of preparation for the elementary-school principalship?", but few schools answered in the affirmative. Many stated that, while the sole "recognition" offered by the school was in the form of a baccalaureate degree, their program of training was planned to meet the requirements for an elementary-school principal's certificate as set up by the State.

Catalogs of the institutions which reported a special curriculum for elementary-school principals frequently include detailed statements concerning the nature and content of the special curriculum. Because of their helpful detail a number of statements will be quoted:

REQUIREMENTS FOR THE ADMINISTRATIVE CREDENTIAL

San Jose State College, San Jose, Calif.

Any person holding a valid elementary or junior high school credential may complete the requirements for the administrative credential at San Jose State College.

General requirements:

An applicant for the administrative credential must submit:

A. A certificate from a physician licensed to practice medicine and surgery that a candidate is physically and mentally fit to engage in school service.

B. Verification of a valid California general elementary teaching credential, certificate, or life diploma.

C. Verification of 2 years of thoroughly successful teaching experience.

D. The recommendations of this college that the credential be granted.

Specific requirements:

Elementary-school principal or supervisor (for elementary-school principals or supervisors under a superintendent of schools):

E. Completion of 27 quarter units of work beyond all requirements for the general elementary credential in courses completed concurrently or subsequent to teaching experience, including the following:

1. Required:

	Units
Administration and supervision of elementary schools (including field work).	6
City school administration.	3 to 6
Elementary-school curriculum (Adv.).	3 to 6
Educational sociology.	3

2. Electives from the following to total 27 units:

Philosophy of education.
School surveys.
The principal and his school.
Educational research.
Seminar in personnel methods.
Advanced educational measurements.
Methods in mental diagnosis.
Statistical methods.
Methods in mental hygiene.
Mental tests.
Mental test practice.

Specific requirements—Continued.

Elementary-school executives (for elementary-school executives serving as principals directly under a board of education):

F. Completion of 36 quarter units beyond all requirements for the general elementary credential in courses completed concurrently with or subsequent to teaching experience, including the following:

1. Required:

Same as E, 1, above with an added course in State and county school administration—3 to 6 units.

2. Electives from the following to total 36 units:

See list under E, 2, above.

The training offered by the larger graduate schools of education is well illustrated by the following statement of policy from the Department of Education of the University of Chicago:

> * * * The work of the department supplements rather than competes with the training given by normal schools and State teachers colleges and by undergraduate departments of education in colleges and State universities. For example, the department of education does not offer a program of preparation for elementary school teachers without previous professional training or experience. On the other hand, it does offer excellent facilities for advanced specialization in the field of elementary education for principals and supervisors in elementary schools. * * *
>
> * * * In the training of principals the department emphasizes educational administration as more important than the technique of business management. In harmony with this policy the program recommended for principals is much broader than a simple list of courses dealing with duties and practices. Ample opportunity is given to the student to familiarize himself with approved techniques and practices, and in addition courses are included which also prepare the principal to be a competent director of the entire educational program of his building. Students planning to become principals or assistant principals are advised to include in their program courses dealing with personnel problems and guidance as well as special courses covering the scientific literature relating to the major subjects of the curriculum.
>
> * * * Fields VII, VIII, and IX are arranged to permit a student who is preparing to enter a particular branch of the educational system in an administrative capacity to devote himself to a group of courses which will prepare him directly for his duties. Any student may submit for consideration by the department a special group of courses of his own choice if he is able to show that the group submitted constitutes a coherent line of study.—*Announcement of the University of Chicago, Department of Education, 1937–38.*

Of the 661 institutions which indicated that they are offering opportunities for training for the elementary-school principalship, lists of specific courses were available from 333.[2] Though extremely varied, these courses may be classified under the following headings:

[2] Such general courses as History of Education, Philosophy of Education, Educational Psychology, etc., were not included in this tabulation.

1. *General Survey:*
   Typical course titles:
   - The Elementary-School Principal.
   - The Principal and His School.
   - Problems of the Elementary-School Principal.
   - Duties of the School Principal.
   - Modern Trends in Elementary Education.
   - The Modern Elementary School.
   - Current Educational Problems.
2. *School Administration:*
   Typical course titles:
   - Administration and Supervision.
   - Elementary-School Principal as an Administrator.
   - Elementary-School Administration.
   - Personnel Problems of the Teaching Staff.
   - School Budgets.
   - School Plant Hygiene.
   - School Buildings and Equipment.
   - Staff Personnel.
   - School Surveys.
   - Pupil Accounting.
3. *Supervision and the Improvement of Instruction:*
   Typical course titles:
   - Elementary Principal as a Supervisor.
   - Progressive Practices in Elementary Schools.
   - Evaluating and Improving Instruction.
   - Individualization of Instruction.
   - Books and Their Uses.
   - Improvement of Examinations.
   - Administration and Supervision.
   - Psychology of School Subjects.
   - Diagnostic Testing and Remedial Teaching.
   - Supervision of Elementary Education.
   - Improving Instruction through the Use of Tests and Measurements.
4. *The Curriculum:*
   Typical course titles:
   - The Principal and the Curriculum.
   - Field Problems in Curriculum Adjustment.
   - Curriculum Problems in Elementary Schools.
   - Introduction to Curriculum Materials.
   - Curriculum Laboratory.
   - Elementary-School Curriculum.
   - Curriculum Studies (in various subjects at various levels).
5. *Public Relations:*
   Typical course titles:
   - The School and the Community.
   - Community Problems and the School.
   - Public Relations.
   - School-Home Administration.
   - School Publicity.
6. *Practice or Field Work:*
   Typical course titles:
   - Field Work in Elementary Education
   - Internship in Elementary-School Administration.
   - Apprentice Work in Administration and Supervision.

7. *Child Study (Development, Testing, Welfare, Guidance):*
   Typical course titles:
   - Psychology of Childhood.
   - Psychology of Adolescence.
   - Mental Hygiene.
   - Behavior Problems.
   - Guidance and Counseling in Elementary Education.
   - The Visiting Teacher.
   - Psychology of Exceptional Children.
   - Learning Disabilities.
   - Character Education.
   - Juvenile Delinquency.
   - Education of the Underprivileged Child.

In order to determine the extent to which each of these fields of study is represented in the programs of the 333 institutions, the courses listed by each were tabulated under the above headings. This tabulation showed them to be distributed as shown in table 10.

TABLE 10.—NUMBER AND PERCENT OF INSTITUTIONS LISTING ONE OR MORE COURSES IN EACH FIELD

TO BE READ: 202, or 60.6 percent, of the 333 institutions offer one or more General Survey courses of particular value to elementary-school principals; and so on.

Field	Institutions	
	Number	Percent
1. General survey	202	60.6
2. Administration	239	71.7
3. Supervision	227	68.1
4. Curriculum	189	56.7
5. Public relations	14	4.2
6. Practice	25	7.5
7. Child study	306	91.8

A second tabulation of these data, showing the number of institutions listing courses in one or more of these fields, indicates in some measure the scope of the preparation now being offered.

TABLE 11.—INSTITUTIONS DISTRIBUTED ACCORDING TO THE NUMBER OF FIELDS IN WHICH COURSES FOR ELEMENTARY-SCHOOL PRINCIPALS ARE OFFERED

TO BE READ: 28, or 8.4 percent, of the 333 institutions offer one or more courses in only one of the seven fields; 53, or 15.9 percent of the total, offer courses in two of the fields; and so on.

Number of fields	Institutions	
	Number	Percent
1	28	8.4
2	53	15.9
3	74	22.2
4	76	22.8
5	67	20.1
6	27	8.1
7	8	2.4

It is interesting to note that eight institutions include in their advised or required course listings work in all of these seven fields—surely a recognition of the fact that a successful elementary school principal must be prepared to assume responsibility for every phase of the educational program of his building.

In table 11 only course titles were considered. No effort was made to analyze the content of the various courses, because the complete information necessary for such a project was not available. For this reason, and also because of the great amount of overlapping in the content of the courses, these data are offered as indicative of the general trend of the training in this field, and not as conclusive evidence of what is or is not being taught in these 333 institutions.

In the absence of sufficient data upon which to base a detailed analysis of the content of these courses, a study of the titles, and of the catalogs in which descriptions are furnished, reveals certain interesting information concerning them.

GENERAL SURVEY COURSES

Two hundred and two institutions list courses which may properly be classified under this heading. In 19 of these schools the course titles indicate that they are organized specifically for elementary-school principals. Of these courses the following is an interesting example:

Problems of the Elementary School Principal

University of Pennsylvania, Philadelphia, Pa.

The chief problems which the principal has to meet are considered, with existing practical situations in mind. Among the topics developed are the following: Duties of the principal, disposition of the principal's time, classification of pupils, definite types of school organization, the daily program and standard time schedules, management of the school plant, supervision of instruction, extracurricular activities.

A comprehensive course continuing through the year is offered at the New York State Teachers College in Buffalo, N. Y.:

The Elementary School Principalship

A. *Organizing the School and the Curriculum.*

The general objective of this course is to see how the principal functions as he builds the organization framework through which the planned curriculum is realized. Problems in planning a curriculum for all aspects of child life throughout the whole elementary school experience; studying the community; organizing the school and its resources, such as the halls, the library, the auditorium, the gymnasium, the cafeteria, the playgrounds, etc.; assignment of teachers and pupils; system of classification and promotion; problems in scheduling and office organization; board relations; financing the school program.

B. *Operation of Elementary School.*

The objective of this course is to develop an understanding of, and the ways of meeting, the day-by-day problems of the school. Equipping the school plant; obtaining and using the supplies and texts; movement of the children; policies and programs in using the school facilities; policies in classification and promotion; special services for special needs; resolving pupil maladjustments; making and using records; community leadership.

Among the remaining schools represented in this group, 21 offer combination courses for elementary and high-school principals under such titles as *The Principal and His School, The Problems of a School Principal*, or *The School Principalship*. In 164 the offerings are confined to those of a more general nature, as *The Modern Elementary School, Modern Trends in Elementary Education*, or *Elementary Education*. These are frequently designed for superintendents, principals, and supervisors.

SCHOOL ADMINISTRATION

Among the courses which principals are "required" or "advised" to take, 239 schools include one or more in the various phases of school administration. Of these, 127 list such general courses as *School Administration, Administration and Supervision*; and *School Organization and Management*. In these general courses emphasis is frequently upon matters of particular concern to superintendents, but a number emphasize in their catalog descriptions the interests of the elementary school principal. Two examples follow:

Elementary-School Administration

State Teachers College, Muncie, Ind.

This course considers school administration in its application to the kindergarten and elementary school. It includes a study of the various plans for the organization and administration of such schools, the organization and administration of playgrounds, and recreational activities, child accounting, management and assignment of teachers, program making, courses of study, texts and reference books, school regulations, reports, and records, requisition of school supplies and equipment, oversight of janitors, and school and community activities.

The Elementary School Principal as an Administrator

Pennsylvania State College, State College, Pa.

The duties of the elementary school principal in organizing and administering his school; pupil and teacher personnel management; courses of study; program and schedule; articulation; health; extracurricular programs; textbook supplies and equipment; management; care and use of buildings and grounds; reports; community relations.

Courses concerned with such specific phases of administration as school surveys, school buildings, and staff personnel are listed by 112 schools. In the courses on school surveys there is a tendency to stress

the materials and methods of the professional surveyor of school systems. The methods of continuous self-survey in a single building, and the uses which a principal may make of the results of a general survey of the system are less frequently mentioned. In the courses on school buildings, much emphasis is laid upon building programs. The problems which a principal must face in adapting old buildings and outworn equipment to the demands of present-day school activities, and of modern hygienic standards, are seldom included. It is possible that some of these problems are discussed in the courses entitled *Care and Maintenance of Buildings* which were listed by several schools.

In the following examples of course descriptions some of the topics of immediate concern to the principal are:

SCHOOL SURVEYS

University of Wyoming, Laramie, Wyo.

This course aims to present the nature and function of a school survey. Typical surveys will be studied to gain background and familiarity with the planning of a comprehensive city school survey. Intensive study will be made of scientific methods and techniques which are employed by surveyors, and guiding principles and policies will be formulated as check lists whenever measurements and score cards are not available. It is a further purpose of this course to assist the superintendent and principal in making a self-survey of his school or school system.

THE TEACHING PERSONNEL

George Peabody College for Teachers, Nashville, Tenn.

This is a fundamental course for all administrators and those teachers desiring to elect it.

Fundamental topics: Professional status of teaching; teacher supply and demand; recruitment for teacher training; preparation, certification, turnover, tenure, salaries, pensions, retirement systems, associations, organizations, unions, social status and ethics of teachers; administrative topics; biological factors of teacher management; selection, placement, and rating of teachers; teachers' load; teaching combinations; in-service training; salary schedule construction; employment of home talent and married women teachers; teacher participation in administration; legal status of teachers; teachers' health, recreation, and leisure.

SUPERVISION AND THE IMPROVEMENT OF INSTRUCTION

In the field of supervision and the improvement of instruction, 227 institutions listed a great variety of courses. Many are general in content, dealing with those basic principles of instruction and supervision which are of interest alike to all teachers, principals, and supervisors. Of those specifically concerned with the technique of supervision and the organization of supervisory programs, the following are quite definitely planned with the interests of the elementary school principal in mind:

Supervision of the Elementary School

Boston University, Boston, Mass.

The principal as the supervisor of instruction in his building has been the trend in recent years. The most recent literature in this concept of the duties of the elementary school principal is presented. The principal's place in a supervisory program; objectives in supervision; budgeting the principal's time; the principal's relation to other supervisors; standards for determining teacher needs; supervising new, weak, and superior teachers.

Training Teachers in Service

East Carolina Teachers College, Greenville, N. C.

For prospective principals and supervisors. Topics: Evaluation of the different types of in-service training; study groups, conference groups; extension groups; teachers' meetings; county and State associations; reading clubs.

Educational Supervision

State Teachers College, Platteville, Wis.

The emphasis in this course is upon the work of a principal or superintendent as a supervisory officer. The course deals with such topics as supervisory functions, the supervisor as a personality, the selection and evaluation of the materials of instruction, the selection and evaluation of pupil activities. Such devices and plans for improving classroom procedure as follow are included: Visitation procedures, conferences, teacher rating scales, tests and measurements as tools of supervision, records, score cards, etc.

Elementary School Supervision for Principals

George Peabody College for Teachers, Nashville, Tenn.

This course is meant primarily for principals and superintendents of small systems. It is confined in the main to the following units: Relationship of principal to his teachers, desirable characteristics of elementary teachers and how they may be developed; how to improve teachers in service; improvement of instruction in the fundamental subjects; understanding of the learning activities of pupils; how the principal may interpret his school to the community.

THE CURRICULUM

While curriculum study is comparatively new in the professional field, 189 institutions offer it in some form. Of these, 71 schools offer one course, that course, generally speaking, being concerned with the technique of curriculum construction. Those listed by the remaining 118 schools are frequently organized in series, each course in the series being devoted to a single subject or to a single level of instruction. A large number of the graduate schools also list curriculum laboratory work.

In many of these offerings, the available descriptions indicate that the needs of the curriculum specialists and the full-time supervisors

receive rather more attention than do those of the elementary school principals. What to do with an outmoded State course of study; how to adapt its requirements to the needs of individual children; how to harmonize its content with the interests of the community; how to adjust the teaching schedules to its demands—all these and many more problems face a principal who is called upon to administer the curriculum. That training along these lines is being offered is evidenced by the presence of a course entitled *The Principal and the Curriculum* which appeared on several lists.

The following are typical of the general courses listed in this field:

The Elementary School Curriculum

Temple University, Philadelphia, Pa.

Teaching and Supervisory Problems: During the first semester major attention will be given to the drill subjects; during the second semester to the content and expression subjects. Research studies which have affected either teaching method or selection of subject matter will be examined in the light of their contributions. Available standard tests will be reviewed and specific teaching and learning difficulties will be pointed out. The course is designed for both teachers and supervisors in the elementary field, and may be applied both to the teaching certificate and to the certificate curriculum outlined for the elementary-school principalship by the Department of Public Instruction of Pennsylvania.

Teaching and Curricular Problems

Wayne University, Detroit, Mich.

1. Kindergarten curriculum materials and methods: Survey of recently developed curriculum materials for use in the fields of natural science, the language arts (stories and conversation), industrial arts, music, games, rhythms, quantitative experience, and social studies.

2. Teaching and curricular problems in the home room subjects—Early elementary grades: Primarily for principals and assistant principals, or for teachers doing advanced work in this field. Summary of the findings in (1) the more fundamental research studies in the field of early childhood growth and behavior; (2) the experimental school procedures in the field of teaching method; (3) the various types of organization of curriculum material; (4) current formula of educational theory. Criteria for evaluating the work with young children; guiding principles for effective supervisory procedures.

3. Teaching and curricular problems in the home room subjects—Later elementary grades—Purpose: The enrichment of elementary-school teaching. An attempt to acquaint teachers with modern trends in education; to place at their command a wealth of material now available for the enrichment of teaching on the various grade levels; to set up standards of achievement acceptable to the best educational authorities. Development of units of work arranged around centers which are of interest to children. Through reports and discussion periods to make available to the entire group some of the most worth-while activities which are being carried on at the present time in Detroit.

PUBLIC RELATIONS

It is generally recognized that to be a success in his community a principal must be able to interpret the programs of his school to the public, to secure the cooperation of the community, and to participate actively in the affairs of the community. Opportunities for training in this field of public relations are included in the programs of 14 of the 333 institutions. The following courses are typical:

Public Relations

University of Wyoming, Laramie, Wyo.

The purpose of this course is to present the methods of sound public relations through the use of school publicity and various avenues of community contact. Such topics will be treated as publicity organizations, publicity campaigns, news vs. propaganda, sources of school news, newspaper style, methods of presenting school facts, school reports, bulletins, and the like. Emphasis will be given to methods of establishing satisfactory public relations through such groups as the teaching staff, the school children, the parent-teacher organizations, civic and social organizations, State teacher organizations, etc. In normal times, it is highly essential that the public be kept informed upon school matters, but it is even more essential that the public be armed with the facts about their schools in times like these.

School and Public Relations

University of Chicago, Chicago, Ill.

The study of school and community contacts; effects of existing fiscal, administrative, and service relations of schools and local government; cooperation with organized social and civic enterprises; methods and agencies of appropriate school publicity; the relation of the schools to current issues and events.

Public School Relations

University of Pennsylvania, Philadelphia, Pa.

A study and evaluation of the instruments and techniques employed to familiarize the community with the educational programs. This course is designed to aid members of the professional personnel to clarify for the people every phase of the educational service and to secure their cooperation in the fulfillment of the programs.

PRACTICE

Opportunities for practice or apprentice work in the duties of an elementary-school principal were listed by 25 of the 333 institutions. In the catalogs of the majority of these institutions, a statement is made to the effect that arrangements would be made for those wishing this type of experience. Complete details of the plan are seldom given, probably because such arrangements usually depend upon the

previous training and experience of the applicant and upon the facilities available. The following course descriptions are typical:

APPRENTICE WORK IN ADMINISTRATION AND SUPERVISION

State Teachers College, Greenville, N. C.

Designed for all those preparing to be principals or supervisors. Each student in this course will be assigned to a principal or supervisor as an assistant in actually doing the work the student will be required to do as a principal or supervisor.

Each student will be required to attend conferences between the principal and his staff, the supervisors and their teachers, and other meetings held for teachers, supervisors, or principals.

PRACTICUM IN SUPERVISING AND ADMINISTERING SCHOOLS

University of Tennessee, Knoxville, Tenn.

Prospective principals and supervisors of elementary and high schoo.s are placed in a regular school under the supervision of an expert principal and supervisor. They observe the principal and supervisor in action, and take part in the administration and supervision of the school.

CHILD STUDY (DEVELOPMENT, TESTING, WELFARE, GUIDANCE)

From the wealth and variety of courses in this group which are listed as "required" or "advised" it is evident that responsibility for the advancement and well-being of the individual child is now considered as a major concern of the elementary-school principal. Only 27 schools did not list courses in this category. Of the remaining 306, but few limited their offerings to such general courses as *Psychology of Childhood*, *Psychology of Adolescence*, *Mental Hygiene*, etc.

In general, the emphasis seems to fall upon courses dealing with the education of such exceptional children as the retarded, the gifted, the physically handicapped, and those with special learning disabilities. The subjects less frequently reported are those relating to juvenile delinquency and to guidance at the elementary-school level.

The following are interesting examples of the many timely and pertinent courses offered in this field of child welfare:

PROBLEMS OF CHILD BEHAVIOR

College of the City of New York, New York, N. Y.

This course consists of practical discussions of specific types of predelinquent and delinquent behavior. It is planned to ascertain and evaluate the factors entering into such behavior as disobedience, truancy, school failure, special disabilities, lying, stealing, mental conflicts, tantrums, adolescent crises, etc. The aim is to discover the social factors and the physical and psychological elements responsible for inadequate personal and social adjustments. The main problems to be considered are to be submitted by students in order that the stress may be placed upon practical problems of the classroom.

Individual Differences and Educational Adjustments

Clark University, Worcester, Mass.

The course will include a study of the bright, the dull, the psychoneurotic, and the delinquent child. School discipline will also be considered.

Educational Problems of the Visually and Aurally Handicapped Child

Johns Hopkins University, Baltimore, Md.

Anomalies of the eye and ear which cause behavior problems among children in the regular grades are discussed. Modes of approach, and materials and devices available for work with these children are treated. The influence of poor lighting, manuscript writing, posture, bad speech habits, and faulty language development are considered. The student is familiarized with the best methods of cooperating with health and medical agencies for securing aid in corrective measures.

Psychology of Exceptional Children

University of Oregon, Eugene, Oreg.

A study of the types of children, otherwise normal, who do not respond to the usual methods of classroom instruction: The nonreader, the child with deficient reading skill, the child unable to spell adequately, and the child with deficient number sense.

Educational Guidance and Counseling in Elementary Education

University of Southern California, Los Angeles, Calif.

Successful methods of analyzing and evaluating mental endowment, educational effort, and school-achievement; best practices in meeting the needs of individual children.

Guidance and Personality Development in the Elementary School

George Peabody College for Teachers, Nashville, Tenn.

The course considers the proper development of the child and is divided into the following units: How a teacher's personality may affect the personality of her pupils; the discovery of pupils' interests, and how they may be measured and evaluated; the relationship between pupils' interests and curricular offerings; use and reliability of personality tests; the problem child and types of guidance leading to satisfactory adjustments; the teacher's part in the guidance program.

Guidance in Character Education

University of Missouri, Columbia, Mo.

In this course two of the vital points in character education will be stressed- (1) What are the psychological and environmental factors in the home, school, and community that affect human conduct? (2) What are the social situations in the home, school, and community that offer greatest opportunity for a united training in the making of desirable and wholesome social adjustments?

SUMMARY

Of the 661 institutions which gave an affirmative answer to the question, "Are there in your school organized facilities for the training of elementary-school principals?"[3] 333 furnished lists of the courses which they require or advise those interested in this field of service to include in their programs.

The courses so listed represent seven major fields of interest. Of these Child Study is most frequently included, courses in the various phases of this subject being listed by 306 of the 333 institutions. Apprenticeship and Public Relations courses were the least frequently mentioned, appearing upon the lists of 25 and 14 institutions, respectively. One or more courses in each of the seven fields were listed by 8 of the institutions.

Carefully designed curricula centering upon the specific problems of the elementary-school principal were reported by a number of the larger graduate schools. The majority of the courses listed by the remaining institutions were not organized primarily for the workers in this field; the most frequent designation is "for superintendents, principals, and supervisors." Such generalized courses can, of course, be of very great value to a principal, both because of their content value and because in the classes he gets the viewpoints of general supervisors. Other courses specifically for the elementary-school principal also afford excellent opportunities for the study of specialized problems. The number and scope of these courses, and the fact that prospective principals are advised or required to take them, seem to indicate a growing interest in this field of teacher training and a recognition of the professional status which the principalship is attaining.

[3] In some cases these courses were listed on the questionnaire; in others reference was made to the school catalogs and announcements, and the lists were compiled from these sources.

CHAPTER IV: THE CERTIFICATION OF ELEMENTARY SCHOOL PRINCIPALS

There are now 21 States in which special certification of elementary school principals is authorized.[1] The certificates differ in many details, but all indicate a very definite trend toward a demand for elementary school principals with higher and more specific qualifications than have been required heretofore. Generally speaking, they are mandatory in the sense that they must be held by all persons officially designated as principals. Where exceptions are made the number of teachers in the school is quite frequently a determining factor. That number varies from "fewer than 4" to "fewer than 10." In the regulations of some of the States in which small schools may be administered by one who cannot qualify for a principal's certificate, the exact grade of teaching certificate which must be held is indicated. Indiana, for example, makes the following provision:

> In an elementary school having fewer than eight teachers, one of the teachers shall be designated acting principal. This acting principal shall be the administrative and supervisory head of the school, and shall perform the usual duties of a principal. Such teacher, so designated, shall hold an elementary teacher's license, first grade.

In those States in which no regulation governs this matter, a beginning teacher with the lowest grade certificate, could, presumably, be employed to supervise an elementary school should the local board of education so desire.

[1] In the accompanying chart only those 21 States are included in which certificates for elementary-school principals have been legally authorized and are being issued. In South Carolina such a certificate was authorized in 1931, but it is not now being issued; in Nebraska, it has been authorized by a law which becomes effective September 1, 1938; in Texas a certificate of approval is issued, regarding which the State department of education makes the following statement: "The State department of education issues an administrator's certificate of approval (not a legal document) to superintendents, high-school principals, and elementary school principals."

SUMMARY OF STATE REGULATIONS GOVERNING THE CERTIFICATION OF ELEMENTARY-SCHOOL PRINCIPALS IN THE 21 STATES WHICH HAD SPECIAL CERTIFICATES FOR ELEMENTARY-SCHOOL PRINCIPALS, SEPTEMBER 1, 1937

Name or type of certificate, by State	Required qualifications						Duration (years)
	Prerequisite certificate			Qualifications additional to those required for prerequisite certificate			
	Name or type	Required qualifications		Experience (years)	Professional education	Specific professional courses	
		Experience	Education				
1	2	3	4	5	6	7	8
ALABAMA							
Principal's, class B	Teacher's, class B	None	Baccalaureate degree from an institution approved for the training of teachers.	3, teaching or administrative.			6
Principal's, class A	Teacher's, class A	do	Master's degree from an institution approved for the training of teachers.	do			6
ARIZONA							
Administrative	Elementary	do	Graduation from a 4-year course in an accredited teacher-training institution authorized to train elementary school teachers.	3, teaching	15 semester hours of work in education.	School administration and supervision; statistics and measurements; school organization and functions; Arizona school systems, laws, and record.	4
	Secondary	do	Baccalaureate degree from an accredited university or college authorized to train teachers, plus 30 semester hours of graduate work.				
ARKANSAS							
Administrative				5 teaching or 3 administrative.	Master's degree with major in education.	Administration and finance.	6

California							
Elementary-school executive.	General elementary.	None	Completion of a 4-year college course with bachelor's degree from an institution approved for teacher training.	2, teaching	24 semester hours of graduate work in education.	Directed field work; administration and supervision; elementary-school curriculum; city school administration; school finance and business administration; State and county school administration; legal aspects of education; tests and measurements.	2
Elementary-school, principal's.	do	do	do	do	18 semester hours of graduate work in education.	Administration and supervision; elementary-school curriculum; city school administration; tests and measurements.	2
Connecticut							
Elementary teaching, principal's.				3 teaching or 1 teaching plus 6 semester hours in administration and supervision.	Graduation from an approved 4-year elementary teacher-training institution.	Elementary educational administration and supervision.	3
Elementary supervising, principal's.				3, including 1 year as teaching principal or 3 teaching plus 15 semester hours of graduate work.	do	Elementary-school administration and supervision.	
Delaware							
High and elementary school, principal's.				1, as principal or teacher.	Graduation from a standard college or university including 30 semester hours in education.	Psychology; educational measurements; supervision; administration; methods of teaching elementary- and high-school subjects.	3
Elementary school, principal's.				1, teaching	do	Elementary-school methods; psychology; educational measurements; supervision; administration.	3
Indiana							
Elementary school, principal's.	Elementary-school teacher's license, first grade.	None	Completion of a 2-year course designed for the preparation of elementary-school teachers.	3, teaching, administrative, or supervisory.	Graduation from a 4-year course of an approved college or normal school plus a master's degree based upon at least 30 semester hours of graduate work, with major in elementary school administration and supervision.	Elementary-school administration, including records and statistics.	5

SUMMARY OF STATE REGULATIONS GOVERNING THE CERTIFICATION OF ELEMENTARY-SCHOOL PRINCIPALS IN THE 21 STATES WHICH HAD SPECIAL CERTIFICATES FOR ELEMENTARY-SCHOOL PRINCIPALS, SEPTEMBER 1, 1937—Continued

Name or type of certificate, by State	Required qualifications						Duration (years)
	Prerequisite certificate			Qualifications additional to those required for prerequisite certificate			
	Name or type	Required qualifications		Experience (years)	Professional education	Specific professional courses	
		Experience	Education				
1	2	3	4	5	6	7	8
IOWA							
Elementary school, principal's.	Standard elementary	None	Completion of a 2-year training course in an approved Iowa college, including 1 semester hours in education.	2, teaching	6 semester hours of prescribed work in education.	Administration in the elementary school; supervision in the elementary school.	5
	Advanced elementary.	do	Completion of a 4-year training course in an approved Iowa college including 23 semester hours in education.				
KENTUCKY							
Provisional in administration and supervision.				2, teaching	Graduation from a 4-year teacher-training curriculum, including 24 semester hours in education.	Administration and supervision; elementary education; supervised student teaching; secondary education.	4
Standard in administration and supervision.	Provisional in administration and supervision.	2	Graduation from a 4-year teacher-training curriculum, including 24 semester hours in education.		Master's degree with major in field of administration and supervision.	Administration and supervision.	5
MARYLAND							
Elementary school, principal's.				3, teaching	Completion of a 3-year course (2-year for colored applicants) of a standard normal school plus one-half year of college work in education.	Elementary school methods; supervision; administration.	3

Minnesota							
Elementary school, principal's.	Elementary school (standard).	None	Graduation from a 2-year curriculum of a State teacher-training institution.	2, in public-school work.		Elementary-school administration and supervision.	2
	Advanced elementary school.	do	Completion of a 4-year course in elementary education at a State teacher-training institution.				
	High school (general).	do	Baccalaureate degree with 15 semester hours in education.				
Missouri							
Elementary school, principal's.				None	Master's degree with elementary-school supervision as major subject.	Elementary-school supervision.	5
New Jersey							
General supervision				3, teaching	Baccalaureate degree including 32 credits in education related to administration and supervision.	Supervision and personnel management; school organization and administration; curricula; educational research; school finance; educational philosophy; principles and techniques; educational and vocational guidance.	3
New York							
Elementary school, principal's—provisional.	Certificate valid for teaching in public elementary schools.	None		2, teaching or supervisory.[1]	Completion of a 3-year curriculum approved for preparation of elementary-school teachers, including 40 semester hours in education plus 12 semester hours in approved courses.[1]	Elementary-school administration, organization, and supervision,[1] elementary-school methods and materials; psychology for teachers; observation and supervised teaching; history, philosophy, and principles of education.	5
Elementary school, principal's—permanent.				5, administrative or supervisory.	30 semester hours in approved courses in addition to the requirements for provisional certificate.	Elementary-school administration and supervision.	Permanent.

[1] Irrespective of the qualifications required for the prerequisite certificate.

SUMMARY OF STATE REGULATIONS GOVERNING THE CERTIFICATION OF ELEMENTARY-SCHOOL PRINCIPALS IN THE 21 STATES WHICH HAD SPECIAL CERTIFICATES FOR ELEMENTARY-SCHOOL PRINCIPALS, SEPTEMBER 1, 1937—Continued

Name or type of certificate, by State	Required qualifications						Duration (years)
	Prerequisite certificate			Qualifications additional to those required for prerequisite certificate			
	Name or type	Required qualifications		Experience (years)	Professional education	Specific professional courses	
		Experience	Education				
1	2	3	4	5	6	7	8
North Carolina							
Elementary school, principal's.	Primary, class A	None	Graduation from a standard 4-year college course with 24 semester hours in education.	3, teaching	Graduation from a standard grade A college, including 18 semester hours in education plus 1 semester hour of graduate work in administration.	Elementary-school administration and supervision.	5
	Grammar grade, class A.	do	do				
Provisional elementary school principal's.	do	do	do	1, teaching			2
Ohio							
Elementary school principal's.				6, teaching	Master's degree in elementary education.		
Pennsylvania							
Elementary school, principal's.	Permanent, college	3 years, teaching.	Graduation from 4-year college course, including 18 semester hours in education, plus 6 semester hours of graduate work.	2, teaching, supervisory, or administrative.	12 semester hours of graduate work in education.	Elementary-school administration; elementary-school supervision; elementary-school curriculum; problems of the elementary-school principal (other professional courses in elementary education may be substituted for the above).	Life.

Rhode Island							
Professional, principal's	Professional grades I–VIII.	None	Graduation from a 4-year college of education or normal school, including 400 clock hours in education and 400 clock hours of practice teaching.	None	36 clock hours in education.	Administrative and supervisory functions of the school principal.	5
Washington							
Elementary school, principal's.	3-year elementary	do	Graduation from at least a 3-year curriculum of an accredited normal school, teachers college, or university.	2, teaching	Completion of 12 quarter hours of graduate work in education.	Elementary organization, supervision, and administration; elementary curriculum; reading in the elementary school.	Permanent.
	6-year standard elementary.	2 years, teaching.	Graduation from a 4-year curriculum; possession of a 3-year elementary certificate.				
West Virginia							
Elementary school, principal's.	Collegiate, elementary.	None	Completion of an approved 4-year curriculum for elementary school teachers, including 30 hours in elementary education.	3, teaching or administrative.	Master's degree from a standard university with 14 hours of graduate work in education.		5
Wyoming							
Elementary, administrative.				1, teaching	Completion of 96 quarter hours, or a 2-year diploma from a standard teacher-training institution, including 36 quarter hours in education.	Educational psychology; educational measurements; supervised teaching; methods in elementary-school subjects.	3

A further exemption quite frequently permitted has to do with those principals who were in service when the elementary-school principal's certificate was created. In some cases, these principals are allowed a number of years in which to secure the additional training; in others, they are entirely exempted from the new regulations if they have served as principals for a period of 2 or more years.

In two States—Pennsylvania and Missouri—the certificate has been authorized but is not mandatory. The following statement appears in the Pennsylvania State regulations: [2]

> The gradual growth and increased scope of elementary education in recent years has demanded a principal who understands the aims and objectives of modern elementary education, and is thoroughly conversant with the administration of the elementary school and the supervision of teachers and pupils. To this end the elementary principal's certificate is issued by the Department of Public Instruction to such persons who meet the prescribed qualifications. It is not now mandatory, but its possession indicates, in the judgment of the State Council of Education, minimum preparation for the type of position for which the certificate has been created.

In Missouri the certificate was created, as officially explained, in order to encourage specialization in the elementary-school field.

CLASSES AND GRADES OF CERTIFICATES

Two or more classes of certificates are issued to the elementary-school principals in 3 of the 21 States. The basis for this differentiation varies. In California and Connecticut, the nature of the service to be rendered determines the class of certificate required, and the qualifications differ accordingly. In California, a principal serving directly under a board of education must hold the elementary-school executive's certificate. In order that he may be prepared to assume the duties which would ordinarily fall to a superintendent, this executive's certificate requires college courses in school finance and business administration, State and county school administration, and legal aspects of education. These fields of study are not included in the requirements for the elementary-school principal's certificate, because one holding this certificate must serve under a superintendent. In Connecticut a distinction is made between a teaching principal, who may administer the affairs of a building but may not supervise, and a supervising principal. A candidate for a supervisory certificate must present either a year's experience as a teaching principal, or an additional 15 semester hours of training in administration and supervision.

[2] Standards for the preparation and certification of administrative and supervisory officers. Commonwealth of Pennsylvania, Department of Public Instruction, 1935.

In Delaware the grade level of instruction under a principal's supervision determines the class of certificate which must be held. If both elementary- and high-school work are done in the same building, the high- and elementary-school principal's certificate is required. For this certificate, the applicant's training must have included work in both the secondary- and the elementary-school fields. By this provision, Delaware takes into consideration the interests of the children in the small towns where one person must supervise the work of all grades. Arizona, while issuing but one class of certificate, makes a similar provision by requiring that the service performed be in the field indicated by the prerequisite certificate held. It is further provided that a principal holding an administrative certificate in either the elementary or the secondary field must offer further qualifications in the field not covered by his certificate before he may administer a school in which work of all grades is being done.

In Alabama, Kentucky, New York, and North Carolina, two *grades* of certificates are issued to elementary-school principals. In each of these States, the grade of certificate which the individual applicant receives is determined by his training and experience. Each grade permits the holder to supervise and administer any elementary school regardless of size or other considerations. The regulations of all of these States (except New York) seem to indicate that the lower grade certificate may be renewed from time to time on the basis of experience alone, without the applicant's securing the advanced qualifications required for the higher grade certificate. Presumably, however, the professional status of the principal would be improved by the possession of the latter, and correspondingly better opportunities would be open to him.

In Nebraska (where a new law governing the issuance of the administrative and supervisory certificates is to become effective in September 1938) definite provision is made for continuous professional growth on the part of the principal by the authorization of three grades of certificates—the initial, the provisional, and the professional. The initial and provisional certificates can be renewed but once, and then only upon the presentation of additional graduate credits, part of which must be in the field of education. The professional certificate is valid "for an indefinite period of time unless permitted to lapse by three consecutive years of nonuse," in which case it may be reinstated upon the presentation of additional graduate credits.

PREREQUISITE CERTIFICATES

In 12 of the 21 States both teaching experience and possession of, or eligibility for, a teaching certificate are required of all applicants

for a principal's certificate. In the regulations of a number of these States, professional courses are not indicated. Presumably the possession of a teacher's certificate guarantees the basic training, and therefore it is necessary to list only those specific courses which a candidate must offer in addition to the prerequisite certificate. When the exact class or grade of the required elementary-school teacher's certificate is not indicated, or a secondary-school teacher's certificate is acceptable, or the types and amount of professional courses required for the teacher's certificate are not clearly defined, it is unfortunately true that prerequisite certificates sometimes fail to assure that applicants for the principal's certificate have had the thorough training in elementary-school theory and practice with which a principal should be equipped.

SPECIFIC PROFESSIONAL COURSES

In 20 of the 21 States a candidate for an elementary-school principal's certificate must have completed a certain amount of college or university work over and above that required for an elementary-school teacher's certificate. In addition to this general requirement, variously expressed in terms of years, degrees, or credit hours, many of the States require that this advanced preparation include certain specified courses. Classified under general headings, these courses are distributed as follows:

	Number of States requiring specified courses
Administration and supervision	17
Teaching methods	7
Philosophy and principles of education	6
Curriculum	4
Statistics and measurements	4
Practice teaching or supervision	4
Psychology	3
Guidance	1
Research	1

From the above distribution it appears that in the majority of the States the completion of a course or courses in the fields of administration and supervision is considered more necessary as *specific* preparation for the duties of an elementary-school principal than study in any other field. In 8 of the 17 States which make this requirement no other course is mentioned. The more specialized fields of education, particularly those relating to the problems of the individual child, seldom appear upon the prescribed lists. Some of these are represented, however, in the supplementary lists from which students must select the additional courses necessary for the completion of the prescribed number of credit hours of professional study. Such supple-

mentary lists are included in the regulations of Arizona, New York, Pennsylvania, and Washington. Of these, the following is typical:[3]

Mental tests and measurements.
Extracurricular activities.
Student personnel guidance.
Vocational education, problems and guidance.
Visual education.
Character education.
Educational sociology.
Educational research.
School surveys.
Laboratory in teaching.
School finance.
Current educational problems.

Renewals.—The initial certificate issued to an elementary-school principal is valid for periods varying from 2 years in California, Minnesota, and North Carolina, to life in Pennsylvania and Washington. In some States, life certificates may be obtained immediately upon the expiration of the initial certificate; in others, the latter must have been renewed at least once before eligibility for a permanent certificate can be established. In Alabama, Arizona, Arkansas, California, Delaware, Iowa, Maryland, and West Virginia, the State regulations do not include provisions for the issuance of life certificates to elementary-school principals.

Evidence as to successful experience as a principal, in the form of statements from superior officers, is quite generally required before renewals or life certificates are granted. In addition, advanced collegiate credits earned during the life of the certificate are frequently necessary. In recognition of the fact that experiences other than the completion of formal courses of study may contribute to professional growth there are four States—Arizona, Delaware, Maryland, and West Virginia—in which candidates for the certificate are permitted to substitute travel and other activities for this advanced credit requirement. Illustrative of one of these interesting alternatives is the following:[4]

> * * * certificates may be renewed upon evidence of professional spirit and successful experience, except that after June 30, 1931, no certificate may be renewed unless the applicant in addition to successful experience shall have given evidence of professional spirit by complying with at least one of the following conditions within the 4 years immediately preceding the date of renewal.
>
> First: Must have completed satisfactorily in a standard institution at least 6 semester hours of professional or academic training (not more than 50 percent of the work may be in academic courses); or,

[3] Rules and Regulations governing the certification of teachers in Arizona, 1936.
[4] Rules and regulations for the certification of superintendents, supervisors, principals, and teachers, State of Delaware, Department of Public Instruction, 1933.

Second: Must have given courses in professional or academic work to teachers or adults which can be evaluated as equivalent to 6 semester hours of college merit; or,

Third: Must have spent at least 6 weeks in travel for definite educational purposes, for evidence of which there must be submitted a satisfactory paper describing these educational values in such manner as to indicate that they may be regarded as the equivalent of 6 semester hours of college credits; or,

Fourth: Must have published in current educational magazines articles on professional subjects, or published in book or pamphlet form reports on educational subjects or discussions of educational problems, which can be regarded by the department as the equivalent of one of the above requirements.

SUMMARY

During recent years an elementary school principal's certificate has been included among the differentiated professional credentials authorized by 21 of the 48 States. Three of these States authorize two classes of certificates, the class in each case depending upon the type of service to be rendered or the level of the instruction to be supervised. Two grades of certificates are issued by four of the States, the training and experience of the applicant being the determining factor. The same class and grade of certificate is issued by the remaining 14 States to all elementary-school principals who meet the minimum requirements, regardless of other considerations.[5]

In the matter of the preparation required for these certificates, five States base the initial certificate upon a master's degree (or its equivalent) with a major in education. Seventeen States agree that professional training in administration and supervision is essential. Less specific emphasis is placed upon those more specialized fields of service relating to modern techniques, child welfare, and community relationships, with which one who is to administer or supervise a school organization should be fully conversant. Teaching or administrative experience, varying in amount from 1 to 6 years, is required by 20 of the 21 States.

The provisions included in regulations governing the issuance of elementary-school principals' certificates by the several States are numerous and varied. Progress is being made in this aspect of certification comparable with that made in the certification of teachers in general. Some of the noteworthy indications of progress include the following:

(1) A constantly increasing number of States which require certificates specialized for elementary-school principals; (2) the requirement that all principals in service meet the qualifications required for the certificate within a reasonable length of time after the State has

[5] For the special provision made by Arizona, see p. 39.

established an elementary-school principal's certificate; (3) the tendency on the part of States to prescribe the essential professional training and experience in exact terms and without relying to any considerable degree on teaching certificates as a prerequisite for certification; (4) action on the part of States to discontinue the issuance of unconditional permanent certificates and grant renewals upon evidence of continuous cultural development and professional growth in addition to evidence of successful experience; (5) the requirement by States of successively higher minimum levels of scholarship as prerequisites for the principal's certificate.