

THE EMPLOYMENT OF SUPERVISING PRINCIPALS  
ON A TWELVE MONTH-BASIS IN VIRGINIA

by  
Woodrow W. Wilkerson

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## CHAPTER I

### INTRODUCTION

#### SETTING OF THE STUDY

In 1945 the State of Virginia inaugurated a program of employing principals on a twelve-month basis. The Governor and General Assembly in special session in the spring of that year appropriated \$ 100,000 for the initiation of this program.

Through this appropriation seventy-five counties and twenty cities were aided in employing two hundred and eleven principals on a twelve-month basis during 1945-1946. The appropriation for 1950-1951 was large enough to aid ninety counties and twenty-four cities in employing three hundred forty-six twelve-month principals. Thus it is apparent that the program has expanded. The percentage of increase in state aid for the 1950-1952 biennium is less, however, than the percentage of increase for the 1948-1950 biennium.

Since its inception the responsibility at the state level of administering the program has been assigned to the Division of Secondary Education. The Divisions of Elementary and Secondary Education collaborate, however, in recommending improvements to the Superintendent of Public Instruction since both elementary and high school principals are employed through state aid.

## NEED FOR THE STUDY

A comprehensive study covering the entire period of the program needs to be undertaken. Thorough study is essential to intelligent planning for the most effective development of any aspect of education. The year-round employment of principals through state aid began on an experimental basis and it is only logical as well as necessary that it be appraised at certain periods in its development. Much useful information has been collected periodically by the State Department of Education. The program, however, is comparatively new and an extensive evaluation has not been made.

Many persons have indicated that the program is worthwhile, effective, and justifiable. In fact there are those who consider that the year-round employment of principals is essential to the optimum development of local school programs.

On the other hand questions have been raised concerning the program's contribution to the improvement of education in Virginia. Such concerns may be expressed as follows: What do twelve-month principals do during the summer interval? Are improved services being provided the pupils and communities? What major improvements in the total school program have resulted from the year-round employment of principals?

The program has operated for six years. It would appear that sufficient time has been allowed for it to become well-organized and that a thorough study can be undertaken without being seriously limited by the comparative newness of the program.

### PURPOSE OF THE STUDY

The central purpose of the study is to make an appraisal of the program of employing supervising principals on a twelve-month basis in Virginia. Specifically the study seeks: (1) to delineate the scope of the summer activities of twelve-month principals; (2) to compare these activities with the summer activities of principals prior to the program; and (3) to ascertain major school improvements resulting in whole or in part from the year-round employment of principals.

### SCOPE OF THE STUDY

It includes those seventy high school and combined high and elementary school principals who have been in their respective positions since 1944 and have been employed on a twelve-month basis through state aid since 1945. It also includes the superintendents employing these seventy principals.

The study does not concern itself with the year-round employment of principals of elementary schools since they do not come within the sphere of the writer's supervisory responsibilities.

It is not proposed that this study include such questions as the financing of the program and the size of school which can justify the year-round employment of principals. It is felt that these questions properly belong to another study.



## PROCEDURES AND TECHNIQUES

Different sources were consulted in writing a brief history of the program in Virginia. Those sources used most were: "Minutes" of the Department of Secondary School Principals, "A Brief History" of the Department of Elementary School Principals, official papers and correspondence of the chairman of the Status Committee, a Superintendents' Memorandum, and records of the State Department of Education.

In presenting a point of view of secondary school administration and in classifying and listing duties of high school principals, a number of standard textbooks and other references were used. Textbooks dealing with secondary school administration and supervision and those concerned primarily with public school administration were consulted.

Those duties which seemed to lend themselves to being performed in the summer interval were selected for inclusion in a Check List of Summer Activities. In a few instances, activities were included which were not noted in the references but were known to be performed in the summer time. This Check List became Part I of A Questionnaire On The Employment of Supervising Principals on A Twelve-Month Basis. The Check List was designed to delineate the scope of activities of principals during the summer interval and to compare these activities with those engaged in during any portion of the summer immediately preceding year-round employment with state aid.

Part II of the Questionnaire is concerned with major school improvements and evidences of such improvements which have resulted in whole or

in part from year-round employment of principals since 1945.

This questionnaire while in tentative form was tried out by three principals employed on a twelve-month basis in Virginia. As a result of this trial, some modifications were made.

A second questionnaire was designed to secure from division superintendents their reactions concerning general improvements in organization, administration, and supervision which have resulted in whole or in part from the year-round employment of principals.

These instruments were improved and refined as a result of suggestions given by members of the candidate's committee.

The Superintendent of Public Instruction and members of his staff reviewed these questionnaires and considered that they could be helpful in securing information needed by the State Department of Education. These instruments, consequently, were sent out from the Department in the winter of 1951. A copy of these appear in the appendix.

The returned questionnaires were analyzed carefully. The summer activities were summarized and are presented in tabular form. The improvements as reported by principals were classified and evidences of each improvement given by one or more principals were tabulated. The improvements as given by superintendents under organization, administration, and supervision were summarized according to these areas.

## ORGANIZATION OF THE STUDY

The problem for the study has been stated and delineated in this chapter. Chapter II presents a point of view, the purpose, and expanded scope of secondary school administration. Chapter III discusses the work of the principal as the responsible leader of his school and presents a list of his duties in broad classifications. Chapter IV gives a brief history of the program of employing supervising principals on a twelve-month basis in Virginia. Chapter V deals with the scope of the summer activities of twelve-month principals. Chapter VI discusses major school improvements and evidences of such improvements resulting in whole or in part from the year-round employment of principals. Chapter VII presents a general summary and conclusion of the study.

## CHAPTER II

### A POINT OF VIEW OF SECONDARY SCHOOL ADMINISTRATION

#### THE ENLARGED SCOPE OF SECONDARY SCHOOL ADMINISTRATION

The administration of the high school has increased in complexity as numerous changes and developments have occurred in secondary education. In fact the expanded scope of high school administration reflects in large measure the rapid growth of secondary education in the United States. The administrative aspects of the Latin grammar school, the early academy, and the first public high school (the English Classical School, later renamed the English High School) bear little semblance in the modern sense to the organization, management, and coordination of the high school of 1950.

Although the high school principalship antedates other administrative positions in American education, it was, in its beginning, restricted to a narrow range of activities. Most of the early secondary schools were one-teacher schools and, even when the academy was at its height of prestige, consisted of an average of only two teachers. Furthermore, the school boards or school committees considered the administration of the schools as their direct and personal responsibility. They were reluctant to delegate administrative activities even though there were schools in which one instructor had been designated as headmaster. In discussing this matter, Douglass writes as follows:<sup>1</sup>

The "Committee" or "Governors" of the school delegated but little of their administrative duties and responsibilities.

of Secondary

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<sup>1</sup>Harl H. Douglass, Organization and Administration of Secondary Schools, p. 542. New York: Ginn and Company, 1932.

Masters were scholars whose duties were to teach, not to organize, administer, or supervise. The organization of the school, all the various phases of its administration (with some exceptions as to curriculum and discipline), the supervising of instruction and the programs of pupils were activities carried on by members of the board. They frequently examined the pupils as to progress, observed the instruction, and generally left little opportunity for the exercise or development of administrative functions by the master. The problem of pupil control was delegated to the master because of its close relationship to the teaching process and because of its demands for constant attention.

Jacobson and Reavis also state that the early administrative duties of the principal "were usually restricted to the disciplinary control of pupils."<sup>2</sup> Pierce observes that, "at first administrative duties of the principal were mainly clerical in character."<sup>3</sup>

with the rise of the public high school and the establishment of the position of superintendency, we may note a number of changes taking place in secondary school administration. As early as 1857, principals in some schools were relieved of part of a full teaching load to perform certain responsibilities delegated to them by the superintendents, the executive officers of the school boards. By 1900 the internal administration of some high schools included such items as general organization, office management, supervision of buildings and facilities, and supervision of the janitor. In some of the larger centers the principal was also expected to supervise classroom teaching. About this activity of the principal, Jacobson

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<sup>2</sup>Jacobson and Reavis, op. cit., p. 34.

<sup>3</sup>Paul H. Pierce, The Origin and Development of the Public School Principalship. University Press, University of Chicago, 1934 (As presented in abstract form in the Bulletin of the Department of Secondary School Principals, Vol. XX, No. 62, May, 1934), p. 7.

and Reavis have the following to say:<sup>4</sup>

It is fair to characterize the supervision by the principal before 1900 as inspection. He visited classes, quizzed the pupils, paid careful attention to the physical conditions in the room, and attempted to exert a genial influence wherever he went.

Today the scope of high school administration has further expanded and comprehends the management and direction of all aspects of the secondary school program within the specific and general policies of the superintendent and school board.

#### FACTORS CONTRIBUTING TO THE EXPANSION OF SECONDARY SCHOOL ADMINISTRATION

A number of factors have contributed to the expanded scope of high school administration and perhaps have operated to this end more intensely since the beginning of the present century. The factors are interrelated and are not mutually exclusive. Generally they may be classified as being social and educational in nature.

Influx of Pupils. First, the tremendous influx of pupils has resulted in an increase in number and size of schools. It has already been pointed out that the average number of teachers in the academy was two, while in 1930 the average number of teachers in the public school was ten. Alexander and Saylor<sup>5</sup> estimate that of 13,063,000 youth (ages twelve through seventeen) approximately 10,000,000 were enrolled in grades seven through twelve in 1946. This represents an increase of approximately 7,500,000 pupils over the enrollment for 1900.

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<sup>4</sup>Jacobson and Reavis, op. cit., p. 761.

<sup>5</sup>William M. Alexander and J. Galen Saylor, Secondary Education, p. 232. New York: Rinehart and Company, Inc., 1950.

In round numbers it is generally considered that the senior high school enrollment doubled each decade from 1900 to 1930. The senior high school enrollment in 1946 was 4,268,000 or eleven times the enrollment of 1900.<sup>6</sup> This tremendous influx of students has increased the complexity of administration in relation to such responsibilities as schedule making, pupil accounting, public relations, and the coordination of efforts of teachers.

The Change in the Nature of the Student Body. This increase in enrollment has brought with it a change in the nature of the high school student body. The high school student body of today is far more heterogeneous and differentiated than the enrollment of the early high school. The student body of the early high school was composed primarily of youth planning to attend college. Today there are those who will attend college, those who will enter skilled trades, and those who will find employment in the great variety of service occupations and semiskilled and unskilled jobs. These pupils come from all socio-economic levels and no two are alike. They differ in abilities, maturity, physical development, scholastic achievement, interest, purpose, goals, and background. This factor has operated to tax the ingenuity of administrators and the entire staff in the areas of guidance, curricular offerings, instruction and the like.

The Expansion of the Secondary School Program. The related factor of the expansion of the secondary school program and the enlargement of its functions has likewise contributed to the complexity of the admin-

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<sup>6</sup>Ibid., pp. 232 and 233.

istration of the modern high school. The early high school provided a narrow program which consisted primarily of those academic subjects considered valuable for college preparation. The development of the theory of electives has played a part in expanding the program, and today the modern high school may offer experiences in practical arts, fine arts, and personal-social problems of pupils in addition to the academic field. Another kind of expansion is due to the development of the out-of-class activity program since 1920. These changes within the school program have multiplied for the administrator the complications of scheduling, pupil accounting, and providing an adequate guidance program.

Change in Conception of Purposes of Secondary Education. A fourth factor is the change in the conception of purposes of secondary education. It is generally held that the purpose of the high school at the turn of the century was to prepare for college. This remains as a purpose of the high school but it is not the all-consuming purpose. This cannot be the only objective when at least three-fourths of the graduates never attend college. Purposes are now stated more in terms of the needs and problems of people as they live in a democratic society. A recent comprehensive statement of the purposes of secondary education are set forth in a recent publication by the Educational Policies Commission under the heading "Imperative Educational Needs of Youth."<sup>7</sup>

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<sup>7</sup> Educational Policies Commission, Education for All American Youth, pp. 225-226. Washington, D. C.: National Education Association, 1944.



The Increasing Realization of the Importance of Education to the Democratic Way of Life. Behind these factors, economic considerations have been a force. In addition, it is believed that people have increasingly understood and appreciated the fundamental concept that education is essential to democracy. Traditionally, the American people have believed in an education for every citizen although they have questioned the types of education and how education should be provided and administered. With the founding of the nation there were those who held the faith that an informed citizenry was essential for the perpetuation and improvement of the democratic way of life. Washington, Jefferson, Madison, and other leaders of the day held this view. With reference to the relationship of education to freedom, Jefferson had the following to say:<sup>8</sup>

I think by far the most important bill in our whole code is that for the diffusion of knowledge among the people. No other sure foundation can be devised for the preservation of freedom and happiness . . .

Preach, my dear sir (George Wythe), a crusade against ignorance, establish and improve the law for educating the common people. Let our countrymen know . . . that the tax which will be paid for this purpose is not more than the one thousandth part of what will be paid to kings, priests, and nobles who will rise up among us if we leave the people in ignorance.

This concept has grown stronger through the years as an operating principle as people have better understood its significance for democracy. More and more they have desired for their children a

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<sup>8</sup>George Wythe, Paris, August 14, 1786, F4:268-69. (As presented by Bernard Mayo, Jefferson Himself, p. 89. Boston: Houghton-Mifflin Company, 1942).

high school education as a means to greater personal happiness and a higher quality of civic usefulness.

#### THE PURPOSE OF SECONDARY SCHOOL ADMINISTRATION

Administrative devices and various organized forms of education are constantly changing; only education as a process and function of the culture can be considered to have permanency. Many persons in education have witnessed changes in methods of instruction. They have noted different uses of the textbook; they have observed the problem and project methods in use; and they have seen the rise of "resource units." They have also observed several different organizational patterns of public education in operation such as the 8-4, 6-6, 6-3-3, 7-5, and the K-6-4-4 plans. One is reminded, too, that at one time education was considered a function of the family and the church; it is now regarded officially in its organized aspects as a function of the state. All of this would imply that administration is not an end in itself but a means to an end. A certain type of organization is not provided just for the purpose of running the machinery. The administrative organization should be set up in the light of the end purposes desired. The kind of program needed by American boys and girls should determine the administrative devices and organizational patterns. In other words, the purposes of education in a democracy posit the kind of administrative machinery that should be provided.

To shed additional light on the purpose of administration, reference will be made to statements of several writers in secondary

education and general administration. Briggs says:<sup>9</sup>

A school is organized that it may be administered;  
it is administered that it may be instructed.

Grizzel writes:<sup>10</sup>

The administration of secondary education is concerned with the effective organization, management, and professional evaluation and improvement of the provisions and procedures for the education of youth.

The Cooperative Study of Secondary School Standards in revising the Evaluative Criteria states:<sup>11</sup>

Administration is necessary in order to coordinate the educational program, the staff, and the local plant, and to make them all operate effectively for the development of pupils.

Moehlman says:<sup>12</sup>

Administration is essentially a service activity, a tool or agency through which the fundamental objectives of the educational process may be more fully and efficiently realized.

Alexander and Saylor write as follows:<sup>13</sup>

The purpose of secondary school administration is to provide an organized program for the education of adolescents. Every administrative act must be directed at one end, and that end only - the guidance of the growth and development of boys and girls.

<sup>9</sup>Thomas H. Briggs, Improving Instruction, p. 99. New York: The Macmillan Company, 1938.

<sup>10</sup>L. D. Grizzel, American Secondary Education, p. 270. New York: Thomas Nelson and Sons, 1937.

<sup>11</sup>Cooperative Study of Secondary School Standards, Evaluative Criteria, 1940 edition, p. 131. Washington, D. C.: Cooperative Study of Secondary School Standards, 1939.

<sup>12</sup>Arthur B. Moehlman, School Administration, p. V. New York: Houghton-Mifflin Company, 1940.

<sup>13</sup>Alexander and Saylor, op. cit., p. 202.

French, Hull, and Dodds state:

School administration is the process of organizing and directing the resources of the school to provide effective learning situations.

The key thought common to these statements is that administration exists for the purpose of implementing a program of education for those concerned. In other words, the purpose central to administration is the improvement of instruction. It is the job of the administration to provide that leadership which is most conducive to the optimum teaching-learning situations. Administration is expected to make available within the practical limitations at hand those conditions and situations under which teachers and pupils may realize maximum growth.

Stated in broader terms and in perhaps a more fundamental way, the complete purpose of secondary school administration is to improve teacher-pupil relations. If administration is to perform its full function in secondary education, it must foster a high quality of human relations throughout the school and community and emphasize through daily opportunities the improvement of ways of living, learning, and working together. In a word, administration must seek to democratize human relations.

Inadvertently, administrative procedures and techniques set the pace for human behavior throughout the school. The spirit and morale of a school reflect, at least in some degree, the concepts and values expressed in administrative procedures and devices. The following

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<sup>14</sup>Will French, J. Dan Hull, and B. L. Dodds, American High School Administration, p. 207. New York: Rinehart and Company, Inc., 1951.

comment attributed to a teacher by Tipton may have significance here:<sup>15</sup>

You can tell by watching how a teacher acts toward children what kind of principal that school has.

Many schools holding tenaciously to the objective of developing civic competence have failed to utilize student participation in the life of the school as a means of achieving this goal. In fact, while a new nation conceived in freedom was being born, schools were taking on a rigidity which has influenced education to the present.

#### THE RELATION OF DEMOCRATIC LEADERSHIP TO THE IMPROVEMENT OF HUMAN RELATIONS

At this point, such questions as these may be raised: What kind of leadership is most conducive to the health of the group? What kind of human relations is most effective in stimulating the wholesome development of individuals? What are the effects of different kinds of leadership upon the group? The answers to such questions can be found in many administrative and classroom practices and in the participation of citizens in civic and political improvements. It may be added that experimentation and the findings of research substantiate the faith of the American people in democratic processes. The work of Fults,<sup>16</sup> reports by Jenkins,<sup>17</sup> the findings of Watson,<sup>18</sup> and the works of others

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<sup>15</sup>James H. Tipton, "Administrators Can Clear or Obstruct The way Toward Good Human Relations." Education, Vol. LXVIII, No. 3 (November 1947), p. 134.

<sup>16</sup>Anna Carol Fults, "Improving Learning Through an Emphasis on Human Relations." Childhood Education, Vol. XXIV (March 1948), pp. 305-307.

<sup>17</sup>David H. Jenkins, "Research in Group Dynamics." School Education, Vol. XII (December 1948), pp. 347-350, 355, 369.

<sup>18</sup>Goodwin Watson, "The Surprising Discovery of Morale." Progressive Education, Vol. XIX (January 1942), pp. 33-42.

may be cited. All of these studies show that sincere expressions of concern for others, respect for personality, cooperation, and participation are among those factors which promote the maximum growth of human beings. These elements are at the center of good human relations; they are aspects of democratic relations among human personalities. Specifically, Jenkins reports that democratic leadership produces the most effective group.

#### SOME GUIDE POSTS TO DEMOCRATIC ADMINISTRATION

The nature and spirit of the administration of a school should be in keeping with the qualities and values basic to the democratic way of life. The following are suggested as some of the guides to democratic administration:\*

1. Administration is a means to an end.
2. The development of human personality is central in all considerations.
3. As large an opportunity as possible should be provided for those who are affected by policies to participate in formulating them.
4. Opportunity should be provided for the development of initiative and carrying out self-planned activities consistent with cooperatively planned policies.
5. An attitude of cooperation, helpfulness, and friendliness should be fostered.

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\*(Note: For detailed discussion of principles of administration see Moehlman, School Administration, Chapters V and VI).

6. The American public school is conceived of as an impartial, non-partisan, classless agency through which all children may receive instruction.<sup>19</sup>

7. A program of education cannot rise far above the understanding and confidence of the people.

It should be realized that in those schools committed to broad participation in making decisions and plans, many decisions will have to be made by the administrator with little opportunity for others to participate. It would be impractical for every decision to be arrived at through group consultation. Those schools, however, which hold up participation and cooperative planning as their accepted procedure of operation will make decisions in the interest of all concerned and in terms of policies previously agreed upon.

The development of cooperative procedures does not mean that the administrator washes his hands of the responsibility for leadership. In fact, democratic practices call for a dynamic, resourceful, and stimulating way of working with people. Leadership, however, does not reside in only some one particular individual within a group. Conceivably all may exercise a certain quality of leadership, each according to his ability and maturity. It is the responsibility of democratic leaders to seek constantly in terms of values fundamental to our society to stimulate, develop, and coordinate the contributions of those with whom they are associated.

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<sup>19</sup> Moehlman, op. cit., p. 130.

## RELATED ASPECTS OF ADMINISTRATION

As has been pointed out, worthy educational goals should determine the kind of administrative practices employed in the secondary school. Generally speaking the administrative process may be said to consist of five aspects: planning, organizing, directing, coordinating, and evaluating.<sup>20</sup> In the actual process of administering a school these aspects become integrated in one complex whole; however, for purposes of analysis they may be looked at separately. In administering a school all of the planning is not done at any one time nor is the evaluating reserved only for the closing days of school. There are times, of course, when one administrative process is operating more completely in the fore than the others.

Planning. Planning is a continuous aspect of administration although it is more evident during the summer months, pre-school conferences, and the last month or two of school. No business can be run efficiently without adequate planning; neither can the secondary school make its maximum contribution to the achievement of worthwhile goals if this element in administration is neglected. Through careful planning the philosophy of the school and specific objectives may be formulated; the courses and educational experiences agreed upon; and the place of guidance, extra-curricular activities, cafeteria service, and the like may be determined. This phase of administration is fundamental to and essential to the complete functioning of the other administrative processes.

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<sup>20</sup> Alexander and Saylor, op. cit., pp. 204-209.



In this phase, all concerned with the educational program can participate in terms of their understanding of the problems at hand, their abilities, and experience. Teachers, pupils, supervisors, and parents can contribute to successful planning. It is a task of the principal to make provision for a sharing and pooling of ideas of these groups. It is also his responsibility as professional leader to furnish as much pertinent background material as possible, the findings of research, and the thinking of some of the present-day students of the problems under consideration. Members of the faculty and supervisory staff will be asked no doubt to share in these specific activities.

While students are immature and do not have the background of experience of older persons, provision can be made for them to participate at a level commensurate with their development and abilities. They can render valuable assistance to the administration in planning various phases of the program.

Even if their contributions were negligible, Mort would say that opportunity should be provided for them to participate in policy-making on the basis of " . . . the recognition of pupils as persons involved and worthy of consideration in their own right."<sup>21</sup>

In a democracy the schools belong to the people and ultimately they will make the decision regarding the kind of program that they are willing to support. Indeed a school program cannot rise far above the level of understanding and support of the people. Here is

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<sup>21</sup>Paul H. Mort, Principles of School Administration, p. 108.  
New York: McGraw-Hill Book Company, Inc., 1946.

a chance for the administration to provide extended opportunity for the people to share in projecting the program of that institution which they have designated as the primary social agency for the formal education of all. It is believed that cooperative planning offers an opportunity to bridge the gap between the community and the school and to move the school further into the main stream of life which is regarded by some educators as being the greatest task facing public education.

Organizing. Organization of the secondary school has to do with the arrangement of the program and the division of labor in order that maximum contribution may be made to the wholesome growth of boys and girls. In administering a program, some type of organization is essential for unity and efficiency. Organization, however, is not an end in itself but should be flexible enough to permit adjustments to desirable changes within the program. There are a number of factors which affect the organization of a school program. Among the more important are these: the kind of program agreed upon, the adequacy of the staff, the limitations set by buildings and facilities, the type of community to be served, state regulations, and policies of the local school board.

The means through which the arrangement or organization of the school program is expressed is the daily schedule. The schedule is a facilitating device. It is essential to getting the job done and reflects the level of planning by the staff as well as the ingenuity of the principal. In preparing the schedule the decisions to be made are numerous. They vary from such problems as making provision

for handling "lost and found" articles to establishing the basis upon which the sequence of educational experiences may be provided.

Directing. When plans have been matured and the organization set up, the program must be put into action. It must be managed, directed, or executed. The program must become an on-going concern. The skill with which the principal performs this task and the quality of human relations which he exhibits will determine in large measure the kind of living that will take place in his school. Obviously many decisions can be made in terms of previously agreed upon policies and regulations of the state and local school board; however, there are decisions which have to be made on the spot which have not been specifically anticipated. This requires sound judgment and an understanding of the common sense of the culture. In directing the school program the administrator must strive to keep his decisions within a "rather narrow fairway between arbitrarily exercised discretionary powers and too rigidly applied uniform rules."<sup>22</sup>

Coordinating. This phase of administration is dependent upon the extent and quality of planning that has taken place and the effectiveness with which the program has been organized. It may be a part of directing the program; at any rate, it is closely related to executing the program. Where many persons are involved in a single enterprise, it is essential that their contributions and various phases of the program be coordinated in order that balance and unity may be achieved. This harmonizing or synchronizing of the various aspects of the total program is particularly within the purview of the principal. He should

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<sup>22</sup>Ibid., p. 143.

strive, however, to help each member of the staff to keep his eye on the over-all objectives and to analyze his contributions in terms of the guiding purposes of the school. The development of this broad view is essential in order that no part of the program may build a wall around itself and get out of kilter.

Evaluating. Evaluating is the final phase of the complex process of administering the secondary school. It is a continuous activity; it begins with planning the program and continues into the making of modifications in the program or setting up new plans. Value judgments are involved from the beginning. When an activity is evaluated, it is appraised in terms of a certain set of objectives. It is urgent, therefore, that in the planning stage an agreement is reached concerning sound educational objectives.

All concerned can participate in this process. In fact, administrators, teachers, pupils, and parents are constantly making an appraisal of the school, frequently in terms of day to day events. It is the task of the administration to provide for a pooling of the evaluations and to give leadership in seeing that sound objectives are held by all as the standards against which appraisals should be made.

## CHAPTER III

### DUTIES OF SECONDARY SCHOOL PRINCIPALS

#### THE PRINCIPAL AS THE RESPONSIBLE HEAD OF HIS SCHOOL

The place that the principalship occupies in the development of the high school program depends in part upon the importance accorded this office by the central administrative office and in part upon the efficiency with which the principal performs his responsibilities. Although practices vary, the trend has been in the direction of making the principal the responsible head of his school and to hold him accountable for results. The principal, therefore, may be considered as the leader and coordinator of the program of his school. He is the chief representative of the superintendent in his particular school. Whereas a great deal of freedom has been accorded the principalship, such freedom is not without limitations. The principal must work within the local policies and is responsible to the superintendent who is the chief executive officer of the school board.

The principal should accept the responsibility of initiating and developing school activities consistent with the broad framework of local policies. This function can best be performed by providing for the participation of the entire staff and others concerned. Cooperative planning as an aspect of administering a secondary school program is regarded as highly important to the success of the school.

To be able to translate policies into action, bring about desirable modifications in the school program, provide dynamic leadership,

and create an atmosphere conducive to a high quality of human relationships require that the principal possess technical skill and be broadly trained for his responsibilities. Certainly he must possess those desirable personal qualities so frequently enumerated. Also he must have training in such areas as administration, supervision, curriculum development, school finance, social interpretation, and human growth and development. Such are the demands of the modern high school principalship. To expect that these responsibilities can be performed without professional education is quite impractical. The type of leadership and quality of service expected of the principal call for a trained professional leader with the vision of an educational statesman. One significant program for the professional training of prospective administrators was launched in 1947-48 at the University of Maryland. The nature, purpose, and operation of this program is set forth in a recent bulletin by Newell and Will.<sup>1</sup>

The principal is in a position to influence more than anyone else the esprit de corps and morale of the school. No other person has as great an opportunity to affect or modify practices and policies in his particular school. His concept of his position, the way he works with people, and the extent to which he encourages and develops leadership qualities in each member of his staff, all combine to establish the tone or quality of living that will take place in the school. This

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<sup>1</sup>Clarence A. Newell and Robert F. Will, The Intern's Handbook. College Park: College of Education, University of Maryland, 1950.

position of influence which the principal occupies is set forth succinctly by Payne as follows in an editorial introduction to a recent textbook:<sup>2</sup>

The success of a school program depends more upon the principal than upon any other person in the whole school organization. His is the responsibility for the in-service training and development of teachers, for the induction of new teachers into service, and for their adjustment to the whole school life; and he is wholly responsible for the spirit and character of the school itself.

The school, in fact, epitomizes the principal with his enthusiasm, his vision, and his equipment for the job. It is, therefore, essential to guarantee that his educational background, specific knowledge, and skill be adequate for the conduct of his office.

#### THE PRINCIPAL AND THE DELEGATION OF RESPONSIBILITIES

As the responsible head of the high school the principal must maintain a clear perspective of the relative importance of the duties to be performed. It was pointed out in Chapter II that the scope of high school administration has expanded at an exceedingly rapid rate, especially since the close of the last century. Secondary school administration now comprehends all phases of the high school program. The duties of the high school principal are legion. Unless he keeps a broad view of his job, he may easily become swamped with the minutiae of administration. Many unnecessary details will clear over his desk and there may be days when he will not get out of the office to attend to other phases of the school program.

To indicate something of the range of duties of a group of high school principals and a group of principals of combined high and

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<sup>2</sup> Paul W. Jacobson and William C. Reavis, Duties of School Principals, p. v. New York: Prentice-Hall, Inc., 1941. Introduction by E. George Payne.

elementary schools, reference is made at this time to a study reported by Ayer<sup>3</sup> in 1929. The summary of this study was based on complete reports from 278 superintendents, 66 general principals (principals of combined high and elementary schools), 86 high school principals, and 41 elementary school principals. On the basis of these reports Ayer listed 1,000 different jobs which were performed by this group of school administrators. Within this possible range of duties the high school principals performed on an average 394 duties and the principals of combined high and elementary schools performed on the average 419. Obviously many detailed activities were carried out by these administrators. They listed such items as, "cut stencils," "operate mimeograph," "deliver mail," "call teachers to phone," and "make bulletin board."<sup>4</sup>

While the principal is responsible for the satisfactory operation of his school, it does not follow that he must personally perform each of the various and sundry activities involved in secondary school administration. Surely the telephone must be answered, attendance of pupils must be checked, visitors received, cafeteria money collected, and cafeteria groceries ordered. But shall the responsible head and the professional leader tie himself to the personal performance of these and a host of other similar activities? He must look at his job critically and constantly assess the contributions that

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<sup>3</sup>Fred C. Ayer, "The Duties of Public School Administrators," The American School Board Journal, Vol. LXXVIII, (Feb., 1929) p. 137.

<sup>4</sup>Ibid., Vol. LXXVIII (April 1929), p. 39.



he is making to the quality of living in his school. As a professional leader he will reserve unto himself the performance of certain major responsibilities and delegate many others. In delegating responsibilities, it is important that appropriate authority is also granted. The performance of a number of delegated responsibilities tend to bog down because the authority necessary to their execution has not been granted. Sometimes a principal is a little wary of delegating authority because some decisions may not be in keeping with his wishes. He should remember, however, that if he has the authority to delegate a responsibility he may also withdraw the delegated responsibility if it is not performed satisfactorily. To ask a member of his staff to assume a responsibility without granting him adequate authority to execute the activity is simply to cause great confusion in secondary school administration.

Many such problems may be avoided when the delegation of responsibilities is based on cooperative planning. When members of the staff share in formulating the philosophy of the school and in developing policy, they will be able to execute more efficiently the plans of the school and perform certain delegated tasks in harmony with the objectives of the school. Adequate planning is essential to the best performance of delegated responsibilities and to highly successful secondary school administration.

Obviously there are a number of practical factors which must be considered in delegating various activities to members of the staff. Some of these considerations are: the principal's own conception of his job, the importance and dignity attached to the

principalship by the central administrative office, the adequacy of the staff, the nature of the school program, and available facilities. It is generally agreed that supervision is one of the most important if not the most important responsibility of the high school principal. Other things being equal, he will reserve for himself the continuing responsibilities of general supervision and general direction of the total school program. Assuming adequate planning and effective organization the principal moves more into the role of coordinator and dynamic educational statesman whose primary responsibility is to improve the quality of living in his school.

#### A CLASSIFICATION OF THE DUTIES OF THE SECONDARY SCHOOL PRINCIPAL

Reference to the Education Index reveals that many books and articles have been written concerning the duties of principals. For the purpose of this study no attempt has been made to review all of the writings in this field to count the frequency that each duty is mentioned. For this particular section, it has been considered more worthwhile to examine some comparatively recent studies which encompass the problems and duties of principals.

In 1939, Patrick<sup>5</sup> reported on an investigation of the Implementation Committee of the National Association of Secondary School Principals of the National Education Association with reference to

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<sup>5</sup>Robert B. Patrick, "The Most Pressing Problems of Principals: Part II of a Preliminary Report of the Implementation Committee," The Bulletin of the Department of Secondary School Principals, Vol. XIII, No. 83 (May 1939), pp. 4-28.

the problems of greatest concern to those principals included in the study. Each principal was asked to list one or two problems which had been of greatest concern to him during the past year or two.

This study was carried forward on a rather large scale of operation. Questionnaires were distributed to 8,718 principals in 46 states and the District of Columbia. One thousand nine hundred ninety-four principals replied to the questionnaire and submitted 3,863 problems. These problems were classified according to large areas of concern which they seemed to suggest. On this basis fifteen areas were listed by Patrick. These areas are presented in Table I which is an adaptation of a chart by Patrick.<sup>6</sup>

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<sup>6</sup>Ibid., p. 7.

TABLE I

## PROBLEMS OF GREATEST CONCERN TO HIGH SCHOOL PRINCIPALS

Category	Number of Problems Presented	Per Cent of Total Number of Problems
Improvement of the secondary school program of studies: revision of the curriculum	1,396	36.2
Internal organization and administration	440	11.0
Retention and guidance of pupils	379	9.8
Development of more effective methods of teaching	367	9.5
Provision of an effective extra-curricular program	268	6.9
Effective supervision of instruction including in-service training	244	6.3
Development of effective relations with the local community	180	4.7
Provisions for adequate buildings, equipment and supplies	154	4.0
Provision for an adequate teaching staff	131	3.4
Maintenance of appropriate educational standards	104	2.7
The aims of secondary schools	85	2.2
Extension of the secondary school program to meet the needs of out-of-school groups not now adequately served	46	1.2
Relation with state education department	43	1.0
School district organization	14	
Local financial problems: state and federal aid	12	

The areas have been re-arranged in order (from 1 to 15) according to the category in which the greatest number of problems were submitted. It may be noted from this table that more than one-third of the problems listed had to do with the general area of curriculum revision. The principals were greatly concerned with such matters as the adequacy of the curriculum organization, the effectiveness of the

courses of study, and the comprehensiveness of the offering. Of the fifteen categories, the first seven represented 84.4 per cent of all the problems (3,863) submitted by the principals.

This investigation also revealed that there was close agreement by various sections of the country as to the areas of greatest concern. For example, the percentage of all replies of the New England States, Middle States, Southern, North Central, and Pacific with reference to curriculum problems varied only from 28.5 to 36 per cent. Likewise, the percentage of all replies from these sections regarding relationships with the state department of education varied from 1 to 2.

In May, 1950, Romine reported on a study which he had conducted concerning the duties of high school principals.<sup>7</sup> The 230 principals who were included in the study were asked to rate their duties in terms of time requirements, to rank the seven areas of duties of greatest concern to them, and to indicate those areas in which increasing demands were being made on their offices. The areas classified by Romine appear in Table II according to the average time-requirement ratings given by all schools. This table is the same as Romine's table except the average time requirements as shown by Romine for different size schools have been omitted.<sup>8</sup>

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<sup>7</sup>Stephen Romine, "The High School Principal Rates His Duties," The Bulletin of the National Association of Secondary School Principals, Vol. XXIV, No. 171 (May 1950), pp. 13-18.

<sup>8</sup>Ibid., p. 14.

TABLE II  
COMPARATIVE TIME REQUIREMENTS OF ADMINISTRATIVE DUTIES

Areas of Duties*	Average time requirements in schools of different pupil enrollment **
	<u>All schools</u>
Organization, administration, and improvement of pupil activity program	3.3
Organization, administration, and improvement of the curriculum	3.2
Planning the school year, including the scheduling of classes, activities, etc.	3.2
Pupil records, evaluation, and reporting	3.0
Attendance, discipline, failures, and related problems	3.0
Administration and supervision of the school plant	2.9
Filling out official records and reports	2.8
Organization, administration, and improvement of the guidance program	2.8
Social-civic responsibilities in the community	2.8
Assignment of the school staff	2.8
Personal professional study and improvement	2.8
School publicity and public relations	2.7
Supervision and teacher improvement in service	2.6
Business administration and accounting, including budgeting	2.6
Purely clerical duties	2.5
Work in behalf of improving education generally in community, state and nation	2.5
Selection and employment of school staff	2.4
Filling out research and similar questionnaires, etc.	2.3
School housing problems, including remodeling and construction	2.2
Total number of schools participating	230

\* These appear in order according to the average of ratings reported for all schools.

\*\* The time requirements are given in terms of the average ratings for each area as reported by administrators who were asked to indicate the comparative amount of time spent annually on each area in terms of the key: 4 - much time, 3 - some time, 2 - little time, 1 - no time.

A review of this table reveals that organizing and administering the extra-curricular activity program was more time consuming than any other area of the work of the high school administrator. Ranking close to this were duties connected with the improvement of the curriculum, planning the school program, evaluation, attendance and discipline of the pupils, and administration of the school plant. It is interesting to note that, insofar as the time required is concerned, supervision ranked thirteenth from the top within the nineteen areas of duties.

In the second part of the study the principals were asked to indicate in order the seven areas of greatest concern to them. They were asked to make their rankings in terms of the greatest demands by areas of duties made on their training, experience, and general resourcefulness. In this way Romine was able to obtain for the seven areas a difficulty score. The seven areas of greatest concern to the 230 principals appear in Table III which is taken from Romine's Table II with the exception that the rank of the areas according to size of school has been omitted.<sup>9</sup>

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<sup>9</sup>Ibid., p. 15.

TABLE III

## THE SEVEN AREAS OF DUTIES OF GREATEST CONCERN TO ADMINISTRATORS

Areas of Duties	All Schools
Organization, administration, and improvement of the curriculum	1
Planning the school year, including the scheduling of classes, activities, etc.	2
Organization, administration, and improvement of the pupil activity program	3
Attendance, discipline, failures, and related problems	4
Administration and supervision of the school plant	5
Organization, administration, and improvement of the guidance program	6
Selection and employment of school staff	7

Since administrators were asked only the first seven areas of concern, any rank greater than seven is based on incomplete data. These are given solely to give some idea of difference among the schools of different sizes.

Problems pertaining to curriculum development were held by the two hundred thirty principals to be of greatest concern to them, planning the school year, second in order, and administering the pupil activity program, third. With respect to the two areas of greatest concern to principals, the study of Romine is in agreement with the study made by Patrick eleven years earlier. In both studies, the secondary school curriculum is the problem of number one concern and planning and organizing the school program is the problem second in order of major concern.

The principals were also asked to indicate those areas in which increasing demands were being made on their office. In each of the nineteen areas some principals reported increasing demands; however,



there were nine areas in which increasing demands were reported most frequently. These areas according to rank appear in Table IV. This table is a reproduction of Romine's with the exception that the rank of areas of duties on the basis of increasing demands for various size schools has been omitted:<sup>10</sup>

TABLE IV  
AREAS OF ADMINISTRATIVE DUTIES OF INCREASING DEMANDS

Areas of Duties	Rank of areas in terms of increasing demands for all schools
	<u>All Schools</u>
Organization, administration and improvement of the guidance program	1
Organization, administration and improvement of the curriculum	2
Organization, administration and improvement of the pupil activity program	3
Work in behalf of improving education generally in community, state and nation	4
Social-civic responsibilities in the community	5
School publicity and public relations	6
Supervision of and teacher improvement in service	7
School housing problems, including remodeling and construction	8.5
Personal professional study and improvement	8.5

When the areas of duties were ranked in terms of increasing demands, the development of a guidance program received first place,

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<sup>10</sup> Ibid., p. 17.

the curriculum, second place, and the extra-curricular activity program, third place. This phase of Romine's study no doubt reflects a clearer conception among schools generally of the need for an adequate guidance program than prevailed when Patrick's study was made. Likewise, a well-organized student activity program has been accorded a more important place by the administration and faculty in the total development of pupils than was true in the thirties.

An analysis of the foregoing areas of work and a review of certain chapters in other references<sup>11</sup> show that the duties of principals are classified in a number of ways. Some degree of similarity, however, is noted in all of these classifications.

For the purpose of this study, a classification has been prepared which is based on a study of the areas of work presented in all of the references. This grouping is as follows:

Planning, Organizing and Administering the Program of Studies

Providing for the Continuous Improvement of Instruction

Planning, Organizing and Administering the Program of Student Activities

Activities in Connection with Special Services

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<sup>11</sup>Paul B. Jacobson and William C. Reavis, Duties of School Principals. New York: Prentice-Hall, Inc., 1942.

J. B. Edmonson, Joseph Roemer, and Francis L. Bacon, The Administration of the Modern Secondary School, Chapters VI, VIII, IX, X, XV, XIX, XXI, XXII. New York: The Macmillan Company, 1948 (revised).

Leonard V. Koos and others, Administering the Secondary School, Chapters IV, VI, VII, VIII, IX, XIII, XIV, XV, XVI. New York: American Book Company, 1940.

Arthur B. Moehlman, Social Interpretation, Chapter X. New York: Appleton-Century-Crofts, Inc., 1938.

Will French, J. Dan Hull, and B. L. Dodds, American High School Administration, Chapters XI, XVII, XVIII, XIX, XX, XXI. New York: Rinehart and Company, Inc., 1951.

Planning, Organizing and Administering Pupil Personnel Activities  
 Planning, Organizing and Directing Business and Office Activities  
 Planning, Organizing and Directing the Program of Public Relations  
 Managing the School Plant  
 Professional Improvement  
 Others

#### A LIST OF DUTIES OF THE SECONDARY SCHOOL PRINCIPAL

It is realized that the specific duties of the high school principal vary from one school division to another. The capability of the principal, the philosophy of the central administrative office, and other considerations will determine the extent and variety of duties engaged in by the principal. But it is felt that all principals will have duties in varying degrees in the areas listed below. This list of duties has been developed from several sources.<sup>12</sup>

No attempt has been made to list every specific duty reported in the several references, but it is believed that this list will serve as a guide to principals in looking critically at their present activities and in planning for greater personal efficiency. Certainly no principal would attempt to perform individually all of the activities listed. Many of the duties will be delegated, many will be shared with the staff, others will be performed by the principal, and some may be performed jointly by the principal and superintendent. Furthermore,

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<sup>12</sup>Paul B. Jacobson and William C. Reavis, loc. cit.  
 J. B. Edmonson, Joseph Roemer, and Francis L. Bacon, loc. cit.  
 Leonard V. Koos and others, loc. cit.  
 Arthur B. Moehlman, loc. cit.  
 Will French, J. D. Hull, and B. L. Dodds, loc. cit.

some specific duties may not be consistent with the philosophy of a particular local school division. Because of the essential unity of the work of the principal as the responsible head of his school, there will necessarily be some duplication and overlapping. The activities noted in the references have been grouped under the areas which appeared logical and appropriate.

The list which follows is not regarded as definitive or exhaustive. No significance need be attached to the order in which the activities are listed.

#### Planning, Organizing and Administering the Program of Studies

Consult with superintendent or his representative concerning the program to be offered.

Plan organization for providing experiences for all pupils in general education.

Decide upon the sequence and organization of courses in special education.

Recommend courses to be required of all pupils.

Prepare an examination schedule.

#### Scheduling

Confer with superintendent regarding number of teachers needed and other matters pertaining to scheduling.

Provide for preliminary registration.

Tabulate and use data from preliminary registration.

Revise preliminary registration data in light of summer school work.

Decide upon a plan for grouping students to facilitate the adjustment of instruction to individual needs.

Decide upon size of classes, length of school day, length of periods, and time for opening and closing school.

Prepare master schedule.

Confer with pupils about their respective programs.

Prepare daily schedules for pupils.

Set up a system for scheduling pupils who transfer late.

Make teacher assignments.

Confer with teachers concerning their class assignments.

Assign specific activities to teachers and pupils on the opening of school.

Make adjustments in individual pupil programs.

Adjust classroom equipment.

Equalize teacher load.

Make administrative provisions for atypical pupils.

#### Providing for the Continuous Improvement of Instruction

Develop cooperatively a planned program for supervising instruction.

Provide leadership in cooperatively determining the bases and procedures to be used in promotion and evaluation of pupil progress.

Interview prospective teachers and make recommendations to the superintendent.

Evaluate and rate efficiency of teachers.

Observe classroom teaching.

Visit all new teachers during the opening of school.

Confer with teachers following classroom visitation.

Hold committee meetings or group conferences.

Devote regular faculty meetings to a consideration of some phase of the planned program.

Provide for demonstration teaching.

Provide for teacher intervisitations.

Utilize supervisory bulletins.

Stimulate the desire of faculty members for continual training.

Provide leadership in interpreting and translating the findings of research into action.

Provide for experimentation or research on some local problem of concern.

Provide leadership in utilizing various diagnostic devices in studying pupils.

Develop a program of remedial teaching for certain pupils.

Employ standardized tests as one objective way of beginning a supervisory program.

Care for individual differences through such means as guidance and case studies.

Inaugurate a study for curriculum improvement.

Develop a plan for including the entire staff in the study.

Appoint a steering committee to assist in coordinating the study.

Plan ways of securing pupil and parental participation.

Give leadership in developing or revising local courses of study.

Recommend salary increases for teachers.

Recommend the dismissal of teachers.

Make studies of the causes of failure of pupils.

Give leadership in the development of instructional materials and procedures to meet the needs of individual pupils, especially those of very high and very low ability.

Develop a program for training pupils in effective study habits.

#### Planning, Organizing and Administering the Program of Student Activities

Prepare the athletic schedule.

Schedule the other extracurricular activities.

Assign sponsors to student organizations.

Provide for keeping records of pupils' participation and achievement in student activities.

Provide for training the pupil leaders of the extra-curricular program.

Provide for adequate reporting on the program by the sponsors.

Provide for an evaluation of the program.

Provide for pupils to participate in the running and development of student activities.

Improve or set up a system for encouraging an increasingly larger percentage of pupils to participate in the activity program.

Develop a plan for limiting the extent of participation of individual pupils.

Make arrangements for the safety of pupils who engage in interscholastic contests.

Complete the budget for extracurricular activities.

Provide a definite time for assembly.

Set up a committee in charge of the preparation of assembly programs.

Arrange for pupils who arrive at school early by bus.

Foster good sportsmanship in all school activities including interscholastic contests.

Provide for annual physical inspection of pupils.

Provide for supervision of play periods.

Report to superintendent any serious accident which occurs at school.

Take steps to make available summer recreational activities on a supervisory basis when this service is not provided by the community.

Organize the intramural program.

Supervise the preparation of school publications.

Supervise clubs, assemblies, and the entire extra-curricular program.

Give general supervision to the school store if such is operated by the school.

Prepare bulletin regarding extracurricular activity program.

### Planning, Organizing and Administering Special Services

#### Library service

Provide leadership in the development of an adequate and well-organized library.

Make a schedule to provide for maximum use of library.

Arrange for library to be open to pupils and community during the summer.

Participate in selection of books and periodicals.

Arrange for all pupils to receive instruction in the use of the library.

#### Textbooks, audio-visual aids, and instructional supplies

Advise superintendent regarding needed instructional supplies.

Develop a system for making requisition of instructional materials.

Develop a system for the receipt of instructional materials.

Develop a system for distributing instructional materials.

Develop a system for storing and repairing instructional materials.

Participate in selection of textbooks.

Administer a system of free textbooks if textbooks are provided without cost.

#### Health center

Determine carefully in light of the community health program the scope of service to be provided through the school health center.



Administer the health service in accordance with the policies of the local school board.

Set up an advisory committee of teachers and students to help integrate the health service with the health education program and help interpret the total health program to the community.

#### Cafeteria Service

Decide upon length and number of lunch periods and schedule pupils accordingly.

Determine the charge for cafeteria meals.

Decide upon policy regarding sale of "pop," candy, etc.

Appoint a committee to discuss with cafeteria head needed improvements.

Supervise the cafeteria program.

#### Transportation Service

Provide for supervision of the loading and unloading of buses at designated places.

At request of superintendent, draw up regulations regarding equipment, qualifications of drivers, and conduct and safety of pupils.

In certain districts, organize and administer the transportation service.

### Planning, Organizing and Administering Pupil Personnel Activities

#### Guidance

Set up a system for providing organized services.

Organize the entire staff for participation in the program.

Organize the student body in such a way that each group of pupils spends time in a face-to-face situation with a homeroom teacher or teacher-counselor.

Set up an orientation program for new pupils.

Develop a system for recording and using teachers' impressions of pupils' interests and progress in their courses of study.

Counsel pupils regarding the selection of courses and extracurricular activities.

Counsel pupils and graduates regarding the pursuit of further training.

Counsel pupils in the matter of selecting a vocation.

Prepare a guidance bulletin.

Provide an in-service training program for teachers.

Provide a follow-up service for pupils.

Develop a placement service.

Visit "feeder" schools to discuss with prospective pupils the high school program, to interpret the program to pupils and faculty, and to distribute copies of the program of studies and copies of publications.

Counsel pupils relative to personal habits and conduct.

Advise with pupils regarding the development of special abilities.

Provide special guidance services for handicaps or disabilities.

Direct and supervise the guidance program.

Hold the director of guidance or some other functionary responsible for the direction and supervision of the guidance program.

Establish working relations with specialists such as nurses, dentists, physicians, and psychologists.

Organize a system of individual cumulative records.

Take steps to secure instruments for studying pupils.

Take steps to secure space for individual counseling.

Provide for flexibility in the curriculum to meet individual needs.

Arrange assembly programs to explain and interpret the pupil activity program.

### Entrance, Promotion, and Graduation Policies

Develop policies for accepting pupils in high school.

Develop a system of evaluating pupil progress and reporting to parents.

Develop promotion policies.

Provide leadership to the faculty and community in arriving at an understanding of the meaning of high school graduation.

Decide upon policies and practices with reference to grouping.

### Discipline

Provide leadership in developing cooperatively policies for dealing with disciplinary problems.

Assist teachers in treating difficult behavior problems.

Give special assistance to beginning teachers in solving behavior problems.

Provide opportunities for pupils to participate in the administrative control of the school at a level commensurate with their maturity.

Where a student organization is desired, provide opportunity for teachers and student leaders to make a study of different types of organizations.

Attend court when pupils are involved in difficulties.

Serve as the chief disciplinary officer in the school.

### Planning, Organizing and Directing Business and Office Activities

Organize the detailed duties and activities of the office in accordance with central policy and in terms of personnel and facilities available.

Prepare reports for the superintendent and State Department of Education.

Prepare reports for regional accrediting associations.

Prepare administrative forms needed in the operation of the school.

Evaluate the administrative forms as to their usefulness.

Develop a filing system.

Develop and maintain a cumulative record system.

Develop a system for checking pupil attendance.

Check on pupils who have not reported to school.

Keep office hours and confer with pupils, teachers, and parents.

Prepare daily bulletin.

Carry on correspondence.

Prepare transcripts and letters of recommendation.

Complete questionnaires.

See that permanent records are completed.

Set up a definite system for the handling of all school funds.

See that a definite procedure is followed in the payment of bills.

See that a system of records and reports for student accounting is used.

Set up and administer the school budget.

Arrange for auditing of school funds.

Provide for the bonding of the treasurer.

Participate in preparation of standardized supply list.

Make unit-cost studies.

Provide for financial accounting of supplies sold to pupils.

Provide for accounting of petty cash fund if such a fund is kept.

Provide official requisition forms for use by organizations wishing to make purchases.

Develop a system within the school of making requisition for supplies.

Submit requisitions for supplies according to schedule.

Develop a system to determine the efficient or wasteful use of supplies.

Develop a plan for issuing supplies, equipment, keys, and the like to teachers.

Develop a plan for issuing locker keys and/or locks to pupils.

Require all teachers to submit at the end of the year an inventory of all equipment, supplies, and other materials on hand.

#### Planning, Organizing and Administering the Program of Public Relations

Interpret to the faculty and school community the policies of the superintendent.

Formulate a statement of the purposes of a program of public relations.

Conduct a survey of the school community.

Plan a program of interpretation within the policy and direction of the superintendent.

Provide for the participation of the entire faculty in the program.

Select community agents who may serve as lay leaders in the interpretative process.

Provide instruction for all who participate in the program.

Select ways of carrying on the program.

Maintain good relations with the adjacent property owners.

Make school facilities available to community groups in accordance with established policy.

Report to superintendent serious trouble spots in the public relations program.

Interpret the school through good classroom teaching, school activities, pupil reports, condition and use of the plant, and the like.

Personally interpret school program through:

Providing information for newspapers.

Speaking over the radio.

Speaking to civic groups.

Assisting P.-T. A. in developing policies and mapping out a program.

Sending letters to parents and prospective pupils.

Evaluating the effectiveness of the program.

### Managing the School Plant

Provide for efficient use of school plant and playground space.

Supervise janitorial force.

Develop morale conducive to keeping school facilities in good condition.

Submit to superintendent an inventory of the building and equipment needs.

Advise superintendent regarding future development of property to meet desired changes in the educational program.

Recommend the purchase of school equipment.

Carry out policies and regulations of the superintendent and school board regarding the care and use of buildings and playgrounds.

Make provision for receipt and storage of all equipment and supplies.

Inspect ventilation, lighting, and sanitary conditions within the plant.

See that fire extinguishers are kept in good condition.

Set up a plan for managing student traffic.

See that regulations for parking cars and bicycles are carried out.

Keep abreast of modern trends in the development of school equipment.

Conduct fire drills.

#### Professional Improvement

Read educational literature to keep abreast of new developments in education.

Spend one year in graduate study in educational administration.

Attend summer school occasionally.

Publish articles concerning unique practices and developments in the school.

Attend professional meetings.

#### Other Activities

Teach regular classes.

Organize summer school.

Prepare school calendar.

Prepare administrative bulletings for teachers.

Represent the school before accrediting associations.

Carry out school laws including regulations of the local board and State Board of Education.

Conduct a pre-school conference for teachers.

Provide for commencement exercises.

## CHAPTER IV

### A HISTORY OF THE PROGRAM OF EMPLOYING PRINCIPALS ON A TWELVE-MONTH BASIS IN VIRGINIA

#### THE INAUGURATION OF THE PROGRAM

Prior to the state-wide program, a small number of principals were employed on a twelve-month basis through local funds. Approximately eighty or ten per cent of the principals of high schools and combined high and elementary schools were serving their respective communities on a year-round basis in 1944-45. According to available records, no elementary school principals were employed on a twelve-month basis during that year.

In the summer of 1945, the program of employing supervising principals on a twelve-month basis through state aid was inaugurated. This program resulted from the planning, leadership, and vision of many groups and individuals. No attempt will be made in this chapter to refer to all individuals who contributed to its realization. On the basis of the available records, only the high points in the program's inception and development will be discussed.

While a formal survey was not made of the practices in other states regarding the year-round employment of principals, three references to this topic were noted in the Education Index under the section, "Principals' Duties." One of these deals with the summer work of the elementary principal in Virginia. The second discusses the program in Portland, Oregon, and the third presents the summer work of a principal of a large high school in Orlando, Florida. A summary of each reference appears in the appendix.



The Department of Secondary School Principals. The Department of Secondary School Principals of the Virginia Education Association worked continuously over a period of time for the year-round employment of principals.

It would appear that this organization was the first group to express officially a concern over the need for the employment of principals on a twelve-month basis. The earliest resolution regarding this problem which the writer was able to find, appears in the minutes of the Annual Meeting of the Department of Secondary School Principals in 1938. It can easily be inferred from this formal statement that some thought had been given prior to the 1938 meeting to the matter of the year-round employment of principals. This resolution reads as follows:<sup>1</sup>

The position of (the)<sup>\*</sup> principal is becoming more important in that more and more work of a clerical and supervisory nature is being added to his present responsibilities, and whereas, agricultural and home economics teachers are employed on a ten months' basis needing the supervision and cooperation of the principal, and whereas, much time is needed by the principal before the opening of school in the fall and much time must be spent after the close of school in the spring to finish records. Therefore, be it resolved that the Department of Secondary School Principals recommends to the State Board of Education and the local school boards the employment of principals on a twelve months' basis with a proportionate increase in annual salary. We further recommend that vacations and leave of absences for study be granted without or with pay as local conditions warrant.

This resolution based the need for the extended employment of principals on three considerations; namely, the increasing supervisory and clerical responsibilities of the principal, the desirability of providing supervision for members of his staff employed for a period

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<sup>1</sup>Minutes of the Annual Meeting of the Department of Secondary School Principals, November 25, 1938.

\* Supplied by the writer.

longer than the regular nine-month session, and the time needed to complete all records incident to the closing of school and to make preparation for the opening of school. No direct reference is made to the question of state aid, but it may be assumed that some cooperative arrangement was hoped for since the resolution was addressed to the State Board of Education and each local school board.

A Resolutions Committee of the Department of Secondary School Principals formulated in 1939 a number of recommendations which presumably were presented at the Annual Meeting of that year. It is not indicated whether these recommendations were acted upon by the principals. On the basis, however, of the action taken at the 1938 meeting and the actions taken at meetings subsequent to 1939, it is rather probable that the section of the report concerning the year-round employment of principals was accepted. This section reads as follows:<sup>2</sup>

In view of the added responsibilities due to the necessary extension of the school program, added professional requirements, and community responsibilities of the office of the school principal, this committee is of the opinion that the present average salary of school principals in the State is entirely inadequate and out of keeping with other professional lines, and therefore, recommends that the minimum salary of the secondary school principal should be \$ 200.00 per month on a twelve months' basis.

In 1940, the Committee on the Status of the High School Principal recommended among other things that a study be made regarding the possibility of employing principals on a twelve-month basis. One

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<sup>2</sup> Committee of the Department of Secondary School Principals, November 24, 1939; Files of Mr. Clarence H. Spain, Secretary-Treasurer.

recommendation of this Committee reads as follows:<sup>3</sup>

That a study be made as to the possibility of:

- a. Twelve months employment for the principal.
- b. Funds being furnished by the State Board of Education to supplement the principal's salary just as on the salaries of elementary and high school supervisors and superintendents.

This Committee was given the responsibility of making this study. Thus the work of the principals in behalf of year-round employment moved from the stage of passing resolutions to that of collecting data.

In 1941, the Department of Secondary School Principals passed a resolution requesting that the State Board of Education consider the desirability of providing state aid to assist the local school boards in the employment of principals. It was further requested that state aid be provided on the same basis as was being provided on the salaries of supervisors and directors of instruction.<sup>4</sup>

Acting on the suggestion of Mr. Joseph Van Pelt, President of the Department of Secondary School Principals, the Status Committee discussed in 1943 with Dr. Dabney S. Lancaster, Superintendent of Public Instruction, the possibility of the year-round employment of principals through state aid. Dr. Lancaster evidenced a real interest in the problem and indicated that he was in accord with the idea of the extended employment of principals.<sup>5</sup>

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<sup>3</sup>The Committee on the Status of the High School Principal, Department of Secondary School Principals, November 22, 1940; Files of Mr. Clarence H. Spain, Secretary-Treasurer.

<sup>4</sup>John D. Meade, "Department of Secondary School Principals," Virginia Journal of Education. (November 1941), p. 195.

<sup>5</sup>Taken from a letter by Russell Gill to the writer, dated August 21, 1950.

In February 1945, the Executive Committee of the Department of Secondary School Principals directed that the Status Committee draw up a plan for the employment of principals on a twelve-month basis and present this to the Superintendent of Public Instruction and to the Governor.<sup>6</sup>

On call of President Francis W. Sisson, the Executive Committee and Status Committee met during February, 1945 in the State Office Building in Richmond to consider the desirability of requesting the Governor of Virginia to recommend to the General Assembly that a special appropriation be provided for the summer employment of principals. The Executive Committee of the Department of Elementary Principals was meeting on the same date. The secondary group invited this committee or its representatives to meet with the high school committee to consider jointly the matter of year-round employment. The elementary principals accepted and thus the over-all Committee<sup>7</sup> was formed. This over-all Committee was untiring in its efforts to secure the extended employment of principals through state aid. Some of its specific activities will be discussed later in this chapter.

The Department of Elementary School Principals. The Department of Elementary School Principals took an active part in working toward the employment of principals on a twelve-month basis and extending year-round

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<sup>6</sup>Minutes of Meeting of Executive Committee, Department of Secondary School Principals, February 10, 1945.

<sup>7</sup>The personnel of the over-all Committee included: Mr. Russell B. Gill, Mr. Joseph Rotella, and Mr. W. A. Early, representing the Department of Secondary School Principals, and Mrs. Pauline Gorham and Mrs. J. M. Houdershell, representing the Department of Elementary School Principals. Mr. Gill was Chairman.

employment to more elementary principals. It is noted that in 1945, a committee, to which reference has already been made, was appointed to work with a similar committee of the high school principals. In this connection, the following paragraph is presented:<sup>8</sup>

During the winter and spring of 1945, the Executive Board authorized a committee with Mrs. Pauline Gorham as chairman to work with a similar group from the Department of Secondary Principals toward securing twelve months employment for principals and toward setting up standards for such employment if or when it could be secured. The successful culmination of this undertaking has been an outstanding piece of work, far-reaching and continuing in broadening the scope of principals' activities in the state.

Since the initiation of the program in 1945, the Department of Elementary Principals has continued to express an interest in the extension of year-round employment through state aid to more elementary principals.<sup>9</sup>

The Status Committee of the Departments of Secondary and Elementary School Principals. During the winter and early spring of 1945, the Status Committee worked intensively in behalf of the employment of principals on a twelve-month basis. Meetings were held to prepare materials showing the need for extended employment and to formulate a plan for the provision of state aid. The Committee met twice with the Honorable Colgate W. Darden, who was then Governor of Virginia.

At the initial meeting on February 21, 1945, Governor Darden was very much interested in what the Committee had to say and requested

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<sup>8</sup>Taken from a brief history of the Department of Elementary School Principals, prepared by Mrs. J. M. Houdershell.

<sup>9</sup>Minutes of the Department of Elementary School Principals; On File with Mr. L. C. Harding, Secretary-Treasurer.

that a plan be outlined in detail and presented to him. On March 8, 1945, the second conference was held with the Governor. At this meeting, the Committee outlined in some detail a proposal which the Governor indicated would receive his careful consideration. A copy of this proposal appears in the appendix. It has been considered pertinent at this point to refer to the reasons which the Committee listed in justification of the employment of principals on a twelve-month basis. These reasons are:<sup>10</sup>

- To provide time for planning for the coming school session.
- To assist in providing proper school and community relationships.
- To keep his office open during the summer months.
- To advise pupils and parents concerning courses and other school matters.
- To work with the superintendent on the scope of the school offering and in other matters concerning the school.
- To attend professional workshops and clinics.
- To provide a salary for principals that will enable them to take their places as educational leaders in the community.
- To provide the supervising principal, through better planning, with more time for supervision.
- The increased salary of supervising principals will enable superintendents to employ and keep well-equipped men and women as principals of their schools.
- It will serve as an aid in the consolidation of schools.

It is felt that without a doubt the recommendation of the Committee on Administration of the Virginia Education Commission which

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<sup>10</sup> Taken from a plan of the Status Committee proposed to His Excellency, Colgate W. Darden, Jr., Governor of Virginia, page 1. 1945. On file with Mr. Russell B. Gill.

appeared in the report of the Commission during the latter part of 1944 gave impetus to the work of the Status Committee.

The Recommendation of the Committee on Administration of the Virginia Education Commission. On February 3, 1944, the General Assembly passed a joint resolution calling for the appointment of a commission to make a thorough study of Virginia's Public School System. The Commission became known as the Virginia Education Commission and in the latter part of 1944 published its comprehensive and significant study, The Virginia Public School System. It was in this report that the Committee on Administration made the following recommendation concerning the employment of supervising principals on a twelve-month basis:<sup>11</sup>

Longer Terms for Supervising Principals. The Committee recommends that supervising principals be employed for terms of twelve months, with the State providing the same proportion of salary it now provides for supervisors. This would enable the principal, under the direction of the division superintendent, to keep his office open during the summer months, make preparations for the new sessions, advise pupils and parents concerning courses and other school matters, foster proper school and community relationships, and perform many other desirable tasks as assigned.

Although this recommendation did not appear in the report of the Commission proper, it was evidence of a broadening base of interest regarding the employment of selected principals on a twelve-month basis.

The State Department of Education. The Status Committee early in its efforts sought the advice and counsel of the State Department of Education. The Department provided leadership in thinking the problem through and suggested pertinent information that should be compiled.

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<sup>11</sup>Virginia Education Commission, The Virginia Public School System, p. 66. Richmond: Commonwealth of Virginia, Division of Purchase and Printing, 1944.

It is impossible to list all the members who contributed to the final realization of the program; however, Dr. Walter S. Newman, Assistant Superintendent of Public Instruction, Mr. George J. Oliver, Director of Instruction, Dr. Fred M. Alexander, Supervisor of Secondary Education, and Mr. Robert F. Williams, Supervisor of Elementary Education, were in close touch with the problem, and their advice was sought frequently.

Dr. Alexander met with the Committee, assisted in bringing together essential information, and provided leadership in the development of the program.

The Superintendent of Public Instruction and the State Board of Education. Dr. Dabney S. Lancaster, Superintendent of Public Instruction, when first contacted by the Status Committee, expressed general approval of the idea of the twelve-month employment of principals. He provided guidance and wise counsel as to a sound course of procedure in maturing plans.

The State Board of Education had an interest in the program and promulgated policies essential to its administration. It has kept a watchful eye on the program and has sought to improve it through periodically modifying its regulations. The first set of regulations or conditions under which supervising principals might receive state aid was set forth in the spring of 1945. These regulations were as



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follows:

1. The supervising principal is a principal that teaches not more than one class period a day during the regular session and devotes all the remainder of his time to supervision and administration.
2. The base salary for nine months shall not be less than \$ 2250 for the year beginning July 1, 1945. Exception to this condition may be made in rare cases.
3. In cases in which the principal receives less than \$ 3000 the monthly rate of compensation for the summer months shall be not less than the monthly rate for the previous school session.
4. The basis of reimbursement will be one-sixth of the total salary for twelve months. It seems desirable this year to limit the maximum contribution of the state to one-sixth of \$ 4000. This provision is made for the purpose of extending the appropriation as far as possible and is in no sense a suggestion or recommendation by the State Board of Education that \$ 4000 should be the maximum salary of principals.
5. The local School Board will provide the principal with adequate clerical assistance.
6. Arrangements for adequate travel will be made by the local school authorities and the principal.
7. A normal vacation of two weeks will be provided. Longer absences for study or any other purposes shall be approved by the Division Superintendent and the Superintendent of Public Instruction.
8. The superintendent and principal shall submit to the State Department of Education the program of work proposed for the principal during the summer of 1945.

For the purpose of showing the continuous development of the conditions, those effective for 1949-50 are included in the appendix.

The Governor and the General Assembly. The Honorable Colgate W. Darden, Jr., Governor of Virginia, called a Special Session of the

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<sup>12</sup> Taken from Superintendent's Memorandum No. 1715, "State Aid for Employing Supervising Principals on a Twelve-Month Basis," by Dabney S. Lancaster, April 28, 1945.

General Assembly in March of 1945 to deal with problems of the public school system. In his message to this body, the Governor included a number of recommendations for the improvement of education. With reference to the employment of principals on a twelve-month basis through state aid, he spoke as follows:<sup>13</sup>

With the view of rooting the school system more firmly in the communities to be served, some areas have experimented by employing a few principals on a twelve-month basis. I am not prepared to say that the idea merits unreserved approval, but I do believe that it is worth trying on a larger scale. It is thought by some who are well qualified to speak that in the larger schools the principals should be retained on a full-time basis in order that the organization and development of school work may go on without interruption. So that we may have the benefit of more experience in this field, I recommend the appropriation of \$ 100,000 to be expended by the State Board of Education in collaboration with the local authorities in the employment of selected principals in different areas over the State on a full-time basis, the State to defray two-thirds of the cost of the additional summer months.

After due consideration, the General Assembly voted the appropriation as a special item to initiate the program.

For each biennium since 1945, the Governor and the General Assembly have increased the appropriation in order that a larger number of communities might have the services of principals on a year-round basis.

The Program is Initiated. Thus the cooperative efforts of many persons were involved in the request for state aid to employ principals on a twelve-month basis. The Governor and the General Assembly took the action essential to the achievement of the goal.

Beginning on July 1, 1945, a number of principals were employed

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<sup>13</sup>Governor's Message to the General Assembly of Virginia, Special Session, 1945. House Document No. 1. Commonwealth of Virginia, Division of Purchase and Printing, Richmond, 1945.

on a twelve-month basis through state aid for the first time in Virginia. During that summer, 211 principals were at work in their communities. The total included 54 high school principals, 140 principals of combined high and elementary schools, and 17 elementary principals. The principals were employed in 75 counties and 20 cities.

#### PURPOSE OF THE PROGRAM

The purpose of the appropriation by the State as set forth in the first communication to division superintendents relative to the employment of principals on a twelve-month basis is ". . . to aid superintendents and school boards in strengthening the administrative and supervisory program of the schools."<sup>14</sup> The appropriation was regarded as a means of raising the administration and supervision of selected schools to a higher level of efficiency and of developing the principalship to a new level of leadership in the community.

The general purpose of the employing of principals on a twelve-month basis is to contribute to an improved program of education. This general purpose is implied in the reasons for the extended employment of principals as listed by the Status Committee,<sup>15</sup> and the summer activities for principals as suggested by the Committee on Administration of the Virginia Education Commission.<sup>16</sup> Administration is not an end in itself. In keeping with the purpose of secondary school

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<sup>14</sup>Superintendent's Memorandum No. 1715, loc. cit.

<sup>15</sup>Plan proposed by Status Committee to the Honorable Colage W. Darden, Jr., Governor of Virginia, loc. cit.

<sup>16</sup>Virginia Education Commission, loc. cit.

administration as expressed earlier in this thesis, it follows logically that the ultimate purpose of employing principals on a twelve-month basis is to enable the principal to make a greater contribution to the improvement of instruction or to the improvement of teacher-pupil relations. The activities engaged in by the principal during the summer months should contribute to a greater realization of this general objective. In the beginning of the program, it was suggested that some of the summer activities of principals might include:<sup>17</sup>

Planning the program of studies for the coming year.

Preparing the schedule of the school.

Visiting homes.

Keeping the school office open for conferences with parents, and the like.

Developing the guidance program of the school.

Participating in meetings with superintendents, principals, and teachers in planning for and coordinating the work of the schools of the division.

Advising pupils and parents as to courses and other school matters.

Studying the needs of the pupils and the community.

Developing wholesome school and community relationships.

Directing the work of teachers when employed for more than nine months.

#### ADMINISTRATION AND SUPERVISION OF THE

#### PROGRAM AT THE STATE LEVEL

Both the Divisions of Elementary and Secondary Education provide

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<sup>17</sup>Superintendent's Memorandum No. 1715, loc. cit.

leadership in the development and improvement of the program. Members of these divisions visit twelve-month principals, confer with them, carry on correspondence with reference to local problems, review and approve summer programs of work of principals, and review periodically the regulations with the advice of an advisory committee of principals and superintendents.

In the summer of 1946, the Division of Secondary Education sponsored a series of meetings at various centers to clarify certain aspects of the program, to assist principals and superintendents in planning summer activities, and to aid in developing a broad view of the kind of work that could be carried on as an integral part of a year-round program. A part of 1947 State-Wide Principals' Conference was devoted to a discussion of the work of principals employed for twelve months.

At the beginning of the program, the general administration was assigned to the Division of Secondary Education. The Division reviews the applications, confers with the Division of Elementary Education about special problems involved in the applications for elementary schools, corresponds with superintendents regarding an interpretation of the conditions, and approves an allotment for each division participating in the program. Many details are involved in the performance of these responsibilities.

It should be made clear that the selection and employment of all principals is the responsibility of the division superintendents and local school boards and that the principal is responsible to the superintendent.

## GROWTH OF THE PROGRAM

There were 211 principals employed on a twelve-month basis through state aid during the summer of 1945. The number employed for twelve months in 1950-51 had increased to 346. This constant expansion of the program is revealed in Table V.

TABLE V

NUMBER OF SUPERVISING PRINCIPALS EMPLOYED  
BY COUNTIES AND CITIES WITH STATE AID

Year	Number of Supervising Principals	Number and Per Cent of Counties Employ- ing Principals With State Aid		Number and Per Cent of Cities Employ- ing Principals With State Aid		State Appropriation
		Number	Per Cent	Number	Per Cent	
1945-46	211	75	.75	20	83.3	\$100,000
1946-47	284	81	.81	22	91.7	160,000
1947-48	307	88	.88	22	*88.0	165,000
1948-49	296	87	.87	23	92.0	183,000
1949-50	342	90	.90	24	**88.8	224,000
1950-51	346	90	.90	24	88.8	230,000

\* A new city was chartered in 1948, making a total of 25.

\*\* Two cities were chartered in 1949, making a total of 27.

## CHAPTER V

### SUMMER ACTIVITIES OF TWELVE-MONTH PRINCIPALS

The questionnaire form for principals was sent to those seventy referred to in Chapter I. This group included fifty-three white principals and seventeen Negro principals. A total of sixty-eight questionnaires were completed and returned by fifty-one of the white principals and by all of the Negro principals.

Part I of only sixty-four questionnaires, however, is included in this study. Part I of the remaining four has not been used because of lack of completeness and clarity.

Part I of the questionnaire contains 125 separate items. In addition, space was provided for the principals to list under each of the ten areas of summer work any additional activities in which they may have participated during the summer months. In a number of cases, principals checked that they engaged in additional activities but did not list them. For purposes of tabulation, it seemed advisable, therefore, to consider additional activities as one item under each area, or subdivision. Thus 140 different activities are considered as the total number.

Before the process of tabulating was begun, the principals of white schools and the principals of Negro schools were divided into three groups; namely, those working twenty or less days in the summer of 1944; those working twenty-one to forty days during that summer; and those working more than forty days that summer. This grouping affords the opportunity to make inter-group comparisons, some of which are noted in subsequent sections of this chapter. The more

important consideration, however, is to examine the extent to which the total group of principals engaged in each activity during the summer of 1950 as compared with the summer of 1944. This is one of the central purposes of the study.

The summer activities of the sixty-four principals are shown in tabular form according to the areas of activities included in Part I of the questionnaire. Tables VI through XV show for each group of principals and for the total, (1) the number engaging in each activity during the summer of 1944, and (2) the number engaging in each activity during the summer of 1950 to the same extent as in the summer of 1944 or to a greater extent than in the summer of 1944. The summer interval is interpreted to mean the period of time from the closing of school in May or June to the opening of school in September.

Summer activities are shown in separate tables in the appendix for the white schools and the Negro schools.

#### PLANNING AND ORGANIZING THE PROGRAM OF STUDIES

Table VI shows the number of principals who engaged in each of the fifteen activities related to planning and organizing the program of studies. An examination of this table reveals that principals of each group participated during the summers of 1944 and 1950 in each activity except no principal of Group I engaged in additional activities in the summer of 1944.

It may be noted that more principals of each group participated in each activity during the summer of 1950 than during the summer of 1944 except all principals of Group III and twelve principals of Group II engaged in making teacher assignments during both summers.



A larger number of principals of Group I engaged in each activity to a greater extent in the summer interval of 1950 than during the summer of 1944. More principals of Group II participated in twelve of the activities to a greater extent in the summer of 1950 while a larger number of Group III principals engaged in seven activities to a greater extent in the summer of 1950. It might be expected that the participation in the summer of 1950 by those principals who worked for a few days in the summer of 1944 would be relatively greater than the participation of those who were employed during a longer period during the 1944 summer interval.

When the total group is considered, it may be observed that more principals engaged in the activities to a greater extent in the summer of 1950 than during the 1944 summer interval. The number engaging in the activities for the summer of 1944 varies from four to fifty-six while the number for the summer of 1950 varies from fifteen to sixty-two. Three activities; namely, consulting with the superintendent about the program of studies to be offered, conferring with him about problems of scheduling, and making teacher assignments, were engaged in by sixty-two principals. Sixty principals conferred with pupils regarding their programs.

More than three-fifths of the total number of principals engaged during the summer of 1950 in all activities except additional activities and setting up a system for scheduling pupils who transfer late.

TABLE VI

PRINCIPALS ENGAGING IN ACTIVITIES RELATED TO  
PLANNING AND ORGANIZING THE PROGRAM OF STUDIES

Activities	Group I 31 Principals Working 20 or Less Days During Summer Interval of 1944		
	A	B	C
Consult with superintendent or his representative concerning the program of studies to be offered.....	27	3	28
Plan organization for providing experiences for all pupils in general education.....	10	1	28
Decide upon the sequence and organization of courses in special education.	10	3	20
Recommend courses to be required of all students.....	14	2	23
Scheduling --			
Confer with superintendents regarding number of teachers needed and other matters pertaining to scheduling....	25	2	27
Tabulate and use data from preliminary registration.....	14	0	26
Decide upon a plan for grouping students to facilitate the adjustment of instruction to individual needs..	11	2	21
Decide upon size of classes, length of school day, length of periods, and time for opening and closing school.	22	2	25
Prepare master schedule.....	22	1	26
Confer with pupils about their respective programs.....	6	1	27
Prepare daily schedules for pupils excluding late transfers.....	11	0	24
Set up a system for scheduling pupils who transfer late.....	4	2	17
Make teacher assignments for the year	23	3	27
Confer with teachers concerning their class assignments.....	8	2	27
Additional activities.....	0	0	7

A - Number of these principals engaging in each activity in the 1944 summer interval.

B - Number of these principals engaging in each activity in the 1950 summer interval to about the same extent as in the summer of 1944.

C - Number of these principals engaging in each activity in the 1950 summer interval to a greater extent than in the summer of 1944.

TABLE VI (Continued)

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PRINCIPALS ENGAGING IN ACTIVITIES RELATED TO  
PLANNING AND ORGANIZING THE PROGRAM OF STUDIES

Group II 13 Principals Working 21 to 40 Days During Summer Interval of 1944			Group III 20 Principals Working More than 40 Days During Summer Interval of 1944			Total of 64 Principals Working During Summer Interval of 1944		
A	B	C	A	B	C	A	B	C
11	0	12	18	6	13	56	9	53
8	0	12	12	4	11	30	5	51
6	2	8	6	2	7	22	7	35
6	1	9	15	7	11	35	10	43
11	1	12	18	9	11	54	12	50
6	0	13	12	3	14	32	3	53
6	2	9	11	3	13	28	7	43
10	5	6	18	7	12	50	14	43
9	4	8	19	8	12	50	13	46
6	0	12	16	3	17	28	4	56
6	1	9	11	4	13	28	5	46
2	2	7	5	3	6	11	7	30
12	5	7	20	9	11	55	17	45
9	0	13	17	3	16	34	5	56
3	0	4	1	0	4	4	0	15

## THE CONTINUOUS IMPROVEMENT OF INSTRUCTION

A study of Table VII reveals the number of principals who participated in each of the twelve activities related to the continuous improvement of instruction.

It may be noted that more principals of each group participated in each activity during the summer of 1950 than during the 1944 summer interval. More principals of Group I engaged to a greater extent in each activity during the 1950 summer interval than during that of 1944. More principals of Group II engaged to a greater extent in the summer of 1950 than in the summer of 1944 in each activity except additional activities. More of the Group III principals participated in nine of the activities to a greater extent in the summer of 1950 than during the summer of 1944.

When the total number of principals is considered, it may be observed that a larger number participated in each activity to a greater extent in the summer of 1950. The number engaging in the activities during the summer of 1944 varies from two to thirty-one. The number engaging in the activities during the summer of 1950 varies from eight to fifty-eight. Fifty-five principals planned ways of securing pupil and parental participation; fifty-eight interviewed prospective teachers; and fifty-three participated in developing a planned program of supervision and gave leadership to developing or revising the local course of study. More than one-half of the principals participated during the summer of 1950 in each activity except additional activities and forming a steering committee to assist in coordinating the curriculum study.

TABLE VII

PRINCIPALS ENGAGING IN ACTIVITIES RELATED TO  
THE CONTINUOUS IMPROVEMENT OF INSTRUCTION

Activities	Group I 31 Principals Working 20 or Less Days during Summer Interval of 1944		
	A	B	C
Develop a planned program for supervising instruction.....	8	3	25
Interview prospective teachers and make recommendations to the superintendent..	10	2	28
Recommend persons qualified to serve as substitute teachers.....	5	4	22
Inaugurate a study for curriculum improvement.....	5	1	26
Develop a plan for including entire staff in the study.....	6	2	24
Appoint a steering committee to assist in coordinating the study.....	4	2	12
Plan ways of securing pupil and parental participation.....	9	2	26
Make arrangements for experimentation or research on some problem of special concern to members of the faculty.....	2	1	17
Give leadership in developing or revising local courses of study.....	4	0	26
Develop a plan for providing remedial teaching.....	2	1	20
Provide leadership in selecting textbooks	6	2	14
Additional activities.....	0	0	4

A - Number of these principals engaging in each activity in the 1944 summer.

B - Number of these principals engaging in each activity in the 1950 summer interval to about the same extent as in the summer of 1944.

C - Number of these principals engaging in each activity in the 1950 summer interval to a greater extent than in the summer of 1944.

TABLE VII (Continued)

PRINCIPALS ENGAGING IN ACTIVITIES RELATED TO  
THE CONTINUOUS IMPROVEMENT OF INSTRUCTION

Group II 13 Principals Work- ing 21 to 40 Days during Summer Interval of 1944			Group III 20 Principals Work- ing More than 40 Days during Summer Interval of 1944			Total of 64 Princi- pals Working during Summer Interval of 1944		
A	B	C	A	B	C	A	B	C
5	0	12	12	3	10	25	6	47
8	3	9	13	6	10	31	11	47
3	2	4	12	6	7	20	12	33
3	1	6	7	1	13	15	3	45
3	1	7	6	0	11	15	3	42
0	0	2	3	0	5	7	2	19
4	1	8	15	2	16	28	5	50
3	0	8	6	1	10	11	2	35
4	1	10	12	2	14	20	3	50
3	1	5	8	1	13	13	3	38
4	1	7	10	2	13	20	5	34
1	1	1	1	0	2	2	1	7

## PLANNING AND ORGANIZING THE PROGRAM OF STUDENT ACTIVITIES

A summary of the findings regarding the number of principals who engaged in each of the fourteen activities related to planning and organizing the student activity program is presented in Table VIII.

A study of the data shows that principals of each group engaged in each activity except no principal of Groups I and II participated in additional activities during the summer of 1944. More principals of Group I indicated that they engaged to a greater extent in each activity in the summer of 1950 than in the summer of 1944. A larger number of Group II principals participated to a greater extent in ten of the activities in the summer interval of 1950 than in the summer of 1944. Also, more principals of Group III engaged to a greater extent in eight activities in the summer of 1950 than in the summer of 1944.

When the total number is considered, it may be noted that more principals participated during the summer of 1950 to a greater extent in each activity except providing a definite time for assembly. The number participating in the activities for the summer of 1944 varies from two to forty-two while the number for the 1950 summer interval varies from nine to sixty. Fifty-five principals engaged in providing regular time for assemblies and sixty assigned sponsors to the various organizations.

More than one-half of the principals participated during the summer of 1950 in each activity except additional activities and improving or developing a program for training student leaders of the activity program.

TABLE VIII

PRINCIPALS ENGAGING IN ACTIVITIES RELATED TO  
PLANNING AND ORGANIZING THE PROGRAM OF STUDENT ACTIVITIES

Activities	Group I 31 Principals Work- ing 20 or Less Days during Summer Inter- val of 1944		
	A	B	C
Complete the athletic schedule.....	5	2	17
Schedule the other extra-curricular activities.....	9	1	26
Assign sponsors to the various organizations.....	17	3	28
Improve or develop a plan for sponsors to report on the success of the program.....	3	0	17
Improve or develop a plan for keeping records of pupil participation.....	6	1	20
Improve or develop a program for train- ing leaders of the extra-curricular program.....	3	0	16
Improve or set up a system for encourag- ing an increasingly larger percentage of pupils to participate.....	4	1	24
Modify or develop a plan for limiting the extent of participation of individual pupils.....	4	5	14
Make arrangements for safety of pupils who engage in interscholastic contests	4	2	22
Complete the budget for extra-curricular activities.....	7	1	18
Provide a definite time for assemblies..	18	6	22
Set up a committee in charge of prepara- tion of assembly programs.....	13	7	21
Arrange for pupils who arrive at school early and leave late by bus.....	6	4	10
Additional activities.....	0	0	5

A - Number of these principals engaging in each activity in the 1944 summer interval.

B - Number of these principals engaging in each activity in the 1950 summer interval to about the same extent as in the summer of 1944.

C - Number of these principals engaging in each activity in the 1950 summer interval to a greater extent than in the summer of 1944.



TABLE VIII (Continued)

PRINCIPALS ENGAGING IN ACTIVITIES RELATED TO  
PLANNING AND ORGANIZING THE PROGRAM OF STUDENT ACTIVITIES

Group II 13 Principals Work- ing 21 to 40 Days during Summer Inter- val of 1944			Group III 20 Principals Work- ing More than 40 Days during Summer Interval of 1944			Total of 64 Princi- pals Working during Summer Interval of 1944		
A	B	C	A	B	C	A	B	C
4	3	2	10	8	5	19	13	24
7	4	6	14	5	12	30	10	44
5	2	8	18	6	13	40	11	49
3	1	6	6	2	9	12	3	32
2	0	7	6	3	10	14	4	37
1	1	5	3	1	7	7	2	28
1	1	5	8	1	11	13	3	40
5	2	7	2	2	7	11	9	28
4	2	7	10	2	14	18	6	43
4	1	5	9	1	11	20	3	34
9	7	5	15	7	8	42	20	35
5	4	6	8	5	8	26	16	35
4	2	5	10	2	9	20	8	24
0	0	0	2	0	4	2	0	9

## ACTIVITIES IN CONNECTION WITH SPECIAL SERVICES

Table IX shows the number of principals who participated in twenty-one activities related to the development of special services of the high school program. These activities have been classified under four service areas; namely, library, textbooks and other instructional aids, cafeteria, and pupil transportation.

It may be noted that more principals of each group participated in each activity except two, in the summer of 1950 than in the 1944 summer interval. No principal of Group II engaged in additional activities under transportation during either summer, and the number of principals of Group III who improved or set up a system for loading and unloading pupils is the same for both summers.

A larger number of principals of Group I engaged in each activity to a greater extent during the summer of 1950 than during the 1944 summer interval. More principals of Group II participated to a greater extent in fourteen activities during the summer of 1950 than during the summer of 1944. Also, more principals of Group III engaged to a greater extent in thirteen activities in the summer of 1950 than in the summer of 1944.

A study of the data for the entire group reveals that more of the principals engaged in each activity to a greater extent during the summer of 1950 than in the 1944 summer interval. The number engaging in all activities during the summer of 1944, varies from one to thirty. The number engaging in all activities during

the summer of 1950 varies from six to fifty-two. Forty-eight principals participated in selecting books and periodicals; forty-nine engaged in improving or developing a system for requisitioning instructional supplies; and fifty-two developed schedules to provide for maximum use of the library facilities.

More than one-half of the principals engaged during the summer of 1950 in each activity except six. Four of these were additional activities. The remaining two consisted of deciding upon policy regarding the sale of candy and the like, and appointing a cafeteria committee to work with the supervisor of the cafeteria program.

TABLE IX  
PRINCIPALS ENGAGING IN ACTIVITIES RELATED TO  
SPECIAL SERVICES

Activities	Group I 31 Principals Work- ing 20 or Less Days during Summer Inter- val of 1944		
	A	B	C
<b>Library</b>			
Make a schedule to provide for maximum use of library during regular session	9	2	23
Arrange for library to be open to pupils and community during summer...	1	2	17
Participate in selection of books and periodicals.....	11	4	20
Additional activities.....	1	0	2
<b>Texts, Audio-Visual Aids and Instructional Supplies</b>			
Improve or develop a system for making requisition of instructional materials	6	1	26
Improve or develop a system for the receipt of instructional materials...	8	3	21
Improve or develop a system for distributing instructional materials....	5	2	19
Improve or develop a system for storing and repairing instructional materials	6	1	24
Lead the faculty in a study concerning the more effective use of instructional materials.....	5	3	18
Additional activities.....	2	0	6
<b>Cafeteria</b>			
Decide upon length and number of lunch periods and schedule pupils accordingly.....	12	6	16
Determine the charge for cafeteria meals.....	8	6	11
Decide upon policy regarding sale of "pop," candy, etc.....	6	4	11
Appoint a committee to discuss with cafeteria head needed improvements...	4	2	16
Additional activities.....	0	0	7

TABLE IX (Continued)

**PRINCIPALS ENGAGING IN ACTIVITIES RELATED TO  
SPECIAL SERVICES**

Group II 13 Principals Work- ing 21 to 40 Days during Summer Inter- val of 1944			Group III 20 Principals Work- ing More than 40 Days during Sum- mer Interval of 1944			Total of 64 Prin- cipals Working during Summer In- terval of 1944		
A	B	C	A	B	C	A	B	C
6	3	6	15	6	12	30	11	41
3	1	5	8	4	8	12	7	30
2	0	6	16	5	13	29	9	39
0	0	1	3	0	4	4	0	7
5	1	6	10	2	13	21	4	45
2	1	3	9	3	10	19	7	34
5	1	6	11	4	11	21	7	36
2	2	2	11	3	13	19	6	39
2	1	8	9	3	10	16	7	36
1	0	2	0	0	2	3	0	10
6	3	8	10	3	11	28	12	35
4	1	4	7	1	10	19	8	25
5	3	4	5	3	6	16	10	21
1	0	2	4	1	7	9	3	25
0	0	1	2	0	3	2	0	11

TABLE IX (Continued)

PRINCIPALS ENGAGING IN ACTIVITIES RELATED TO  
SPECIAL SERVICES

Activities	Group I 31 Principals Work- ing 20 or Less Days during Summer Inter- val of 1944		
	A	B	C
Pupil Transportation			
Improve or arrange a definite system for loading and unloading pupils.....	7	3	18
Assign some member of the staff the supervisory responsibility of the loading and unloading of pupils.....	4	3	17
Organize a safety patrol or committee.	10	7	16
Revise regulations and procedures for safety committee.....	4	3	15
Survey bus routes and make recommenda- tions to superintendent.....	4	0	18
Additional activities.....	0	0	3

A - Number of these principals engaging in each activity in the 1944 summer interval.

B - Number of these principals engaging in each activity in the 1950 summer interval to about the same extent as in the summer of 1944.

C - Number of these principals engaging in each activity in the 1950 summer interval to a greater extent than in the summer of 1944.

TABLE IX (Continued)

PRINCIPALS ENGAGING IN ACTIVITIES RELATED TO  
SPECIAL SERVICES

Group II 13 Principals Work- ing 21 to 40 Days during Summer Inter- val of 1944			Group III 20 Principals Work- ing More than 40 Days during Summer Interval of 1944			Total of 64 Princi- pals Working during Summer Interval of 1944		
A	B	C	A	B	C	A	B	C
5	3	4	13	5	8	25	11	30
5	3	5	11	3	9	20	9	31
3	1	5	11	5	9	24	13	30
2	0	4	8	2	10	14	5	29
4	1	7	8	5	5	16	6	30
0	0	0	1	0	3	1	0	6

## PLANNING AND ORGANIZING PUPIL PERSONNEL ACTIVITIES

Table X shows a summary of the findings regarding the number of principals who participated in twenty-two activities related to planning and organizing pupil personnel activities. Activities included in this table have been grouped in three areas; namely, guidance, discipline, and policies relating to entrance and promotion.

Each activity was engaged in during the 1950 summer interval by more principals than in the summer of 1944 except as follows:

1. Revising the basis for admitting pupils and additional activities under guidance and under policies on promotion, and the like were not engaged in by any principals of Group II.
2. Preparing a guidance bulletin was engaged in by seven principals of Group III in both summers.
3. Additional activities under policies on promotion and the like were engaged in by two principals of Group III during both summers.
4. Additional activities under discipline were engaged in by two principals of Group III during the summer of 1944 and by only one during the summer of 1950.

More principals of Group I engaged in each activity to a greater extent in the summer interval of 1950 than during the summer of 1944. A larger number of Group II principals participated to a greater extent in seventeen activities during the summer of 1950 than in the summer of 1944. Likewise, more principals of Group III engaged to a greater extent in thirteen activities during the summer interval of 1950 than during the summer of 1944.



When the data for the total group is considered, it may be noted that a larger number engaged to a greater extent in each activity in the summer interval of 1950 than during the summer of 1944. The number participating in the activities during the summer of 1944 varies from zero to thirty-seven. The number engaging in the activities during the summer of 1950 varies from six to sixty-one. Sixty principals counseled pupils and graduates regarding the pursuit of further training, and sixty-one principals counseled pupils regarding their school program.

More than one-half of the principals engaged during the summer of 1950 in each activity except six.

TABLE X

PRINCIPALS ENGAGING IN ACTIVITIES RELATED TO  
PLANNING AND ORGANIZING PUPIL PERSONNEL ACTIVITIES

Activities	Group I 31 Principals working 20 or Less Days during Summer Interval of 1944		
	A	B	C
Guidance			
Improve or set up a system for providing organized services.....	4	0	24
Organize the entire staff for participation in the program.....	5	2	22
Organize the student body in such a way that each group of pupils spends time each week in a face-to-face situation with a home room teacher or teacher-counselor.....	7	1	24
Set up an orientation program to help new pupils become acquainted with the school - its offering, student activities, facilities and the like...	7	1	25
Improve or develop a system for recording and using teachers' impressions of pupils' interests and progress in exploratory experiences...	4	3	18
Counsel pupils regarding school program	12	1	29
Counsel pupils and graduates regarding the pursuit of further training.....	11	0	29
Counsel graduates regarding changes in vocational plans.....	7	2	19
Prepare a guidance bulletin for pupils.	1	1	13
Plan an in-service training program for teachers.....	5	0	22
Improve or plan a follow-up service (pupils).....	5	1	24
Improve or develop a placement service.	2	2	5
Revise the cumulative record system....	9	2	21
Take steps to secure space and related facilities for individual counseling..	3	2	17
Additional activities.....	0	0	2

TABLE X (Continued)

PRINCIPALS ENGAGING IN ACTIVITIES RELATED TO  
PLANNING AND ORGANIZING PUPIL PERSONNEL ACTIVITIES

Group II 13 Principals working 21 to 40 Days during Summer Interval of 1944			Group III 20 Principals Working More than 40 Days during Summer Interval of 1944			Total of 64 Principals working during Summer Interval of 1944		
A	B	C	A	B	C	A	B	C
4	1	7	12	3	13	20	4	44
2	0	8	10	3	15	17	5	45
3	2	6	10	2	12	20	5	42
5	2	5	11	3	13	23	6	43
3	1	6	8	2	10	15	6	34
8	0	11	17	4	16	37	5	56
8	1	10	18	4	16	37	5	55
2	0	9	16	3	14	25	5	42
1	0	6	7	1	6	9	2	25
5	0	7	8	1	11	18	1	40
3	0	7	10	1	14	18	2	45
1	0	5	4	1	4	7	3	14
2	0	8	8	2	12	19	4	41
3	2	6	7	1	14	13	5	37
0	0	0	0	0	4	0	0	6

TABLE X (Continued)

PRINCIPALS ENGAGING IN ACTIVITIES RELATED TO  
PLANNING AND ORGANIZING PUPIL PERSONNEL ACTIVITIES

Activities	Group 1 31 Principals working 20 or less days during Summer Interval of 1944		
	A	B	C
Entrance, Promotion, and Graduation Policies			
Revise basis for admitting pupils to school.....	1	3	2
Study and Develop a plan for modifying promotion policies.....	6	4	16
Provide leadership to faculty and community in an effort to arrive at a mutual understanding of the meaning of high school graduation.....	6	1	25
Additional activities.....	0	0	4
Discipline			
Modify or set up policies for dealing with disciplinary problems.....	9	3	20
Make provision for pupils to participate in school government.....	6	2	23
Additional activities.....	1	0	3

A - Number of these principals engaging in each activity in the 1944 summer interval.

B - Number of these principals engaging in each activity in the 1950 summer interval to about the same extent as in the summer of 1944.

C - Number of these principals engaging in each activity in the 1950 summer interval to a greater extent than in the summer of 1944.

TABLE X (Continued)

PRINCIPALS ENGAGING IN ACTIVITIES RELATED TO  
PLANNING AND ORGANIZING PUPIL PERSONNEL ACTIVITIES

Group II 13 Principals Work- ing 21 to 40 Days during Summer Inter- val of 1944			Group III 20 Principals Work- ing More than 40 Days during Summer Interval of 1944			Total of 64 Princi- pals Working during Summer Interval of 1944		
A	B	C	A	B	C	A	B	C
0	0	0	0	0	1	1	3	3
4	1	5	9	0	13	19	5	34
1	1	4	14	5	11	21	7	40
0	0	0	2	1	1	2	1	5
7	3	7	15	4	12	31	10	39
5	1	8	7	2	9	18	5	40
1	0	2	2	0	1	4	0	6

## PLANNING, ORGANIZING, AND DIRECTING BUSINESS AND OFFICE WORK

Table XI shows the extent of participation in eighteen activities related to planning, organizing, and directing business and office work.

It may be noted that more principals of Groups I and II engaged in each activity in the summer interval of 1950 than in the summer of 1944. This is true for the Group III principals except nineteen engaged during both summers in preparing official reports, and all of them participated during each summer in writing letters of recommendation and preparing transcripts.

More principals of Group I engaged to a greater extent in each activity during the summer of 1950 than during the 1944 summer. A larger number of principals of Group II participated to a greater extent in thirteen of the activities during the 1950 summer than in the summer of 1944. Also, more principals of Group III participated to a greater extent in seven activities during the 1950 summer interval than during the summer of 1944.

A larger number of the total of sixty-four principals participated in each activity during the summer of 1950 than during the summer of 1944. Also, each activity except preparing official reports was participated in to a greater extent in the summer of 1950.

The number of principals engaging in the activities during the summer of 1944 varies from two to fifty-one. The number engaging in each activity during the summer of 1950 varies from six to sixty-four. All of the principals kept regular office hours, prepared transcripts, and wrote letters of recommendation. Approximately three-fifths or more engaged in all of the activities except five.

TABLE XI

PRINCIPALS ENGAGING IN ACTIVITIES RELATED TO PLANNING,  
ORGANIZING, AND DIRECTING BUSINESS AND OFFICE ACTIVITIES

Activities	Group I 31 Principals working 20 or Less Days during Summer Interval of 1944		
	A	B	C
Organize the detailed duties and activities of the office in accordance with central policy and in terms of personnel and facilities available.....	10	2	25
Prepare reports for the superintendent and State Department of Education.....	19	4	27
Improve or set up administrative forms needed in operation of school.....	12	1	29
Revise filing system.....	8	1	25
Revise system for checking pupil attendance.....	7	6	19
Revise system for issuing lockers, and locks, or keys to faculty and students.	1	5	6
Keep regular office hours and confer with pupils, parents, teachers, and supervisors.....	5	0	31
Carry on correspondence.....	18	0	31
Prepare transcripts.....	20	2	29
Write letters of recommendation.....	20	2	29
Complete questionnaires.....	17	1	30
Improve or set up a definite system for the handling of all school funds.....	10	3	25
Improve or organize a definite procedure for the payment of bills.....	8	2	22
Set up a school budget.....	4	5	12
Arrange for auditing of school funds.....	7	4	17
Participate in preparation of standardized supply list.....	4	0	14
Make unit-cost studies.....	2	3	4
Additional activities.....	0	0	2

A - Number of these principals engaging in each activity in the 1944 summer interval.

B - Number of these principals engaging in each activity in the 1950 summer interval to about the same extent as in the summer of 1944.

C - Number of these principals engaging in each activity in the 1950 summer interval to a greater extent than in the summer of 1944.

TABLE XI (Continued)

PRINCIPALS ENGAGING IN ACTIVITIES RELATED TO PLANNING,  
ORGANIZING, AND DIRECTING BUSINESS AND OFFICE ACTIVITIES

Group II 13 Principals Work- ing 21 to 40 Days during Summer Inter- val of 1944			Group III 20 Principals Work- ing More than 40 Days during Summer Interval of 1944			Total of 64 Princi- pals working during Summer Interval of 1944		
A	B	C	A	B	C	A	B	C
5	1	8	12	4	10	27	7	43
10	4	9	19	7	12	48	15	48
9	1	12	17	3	16	38	5	57
6	2	7	13	2	14	27	5	46
6	2	9	6	1	12	19	9	40
1	1	3	4	1	5	6	7	14
5	1	11	15	5	15	25	6	57
11	1	12	19	6	14	48	7	57
11	3	10	20	6	14	51	11	53
11	3	10	20	5	15	51	10	54
7	1	11	19	4	16	43	6	57
6	2	8	15	2	16	31	7	49
6	5	4	12	2	12	26	9	38
1	1	2	7	2	7	12	8	21
7	2	6	6	2	7	20	8	30
1	1	4	7	2	7	12	3	25
0	0	2	2	0	4	4	3	10
0	0	1	2	0	3	2	0	6



## PUBLIC RELATIONS

A study of Table XII reveals the number of principals who engaged in thirteen activities related to planning, organizing, and directing the program of public relations.

It may be noted that more principals of each group engaged in each activity in the summer of 1950 than in the summer of 1944 except that no principal of Group III participated in additional activities.

A larger number of principals of Group I participated in each activity to a greater extent in the summer of 1950 than in the summer of 1944. More principals of Group II participated to a greater extent in only five of the activities in the summer of 1950 than in the summer of 1944. A larger number of principals of Group III participated to a greater extent in only two of the activities in the summer of 1950.

When the total number of principals is considered, it may be noted that a larger number participated to a greater extent in the summer of 1950 than in the summer of 1944 in each activity except maintaining good relationships with adjacent property owners. The number of principals engaging in each activity in the summer of 1944 varies from one to thirty-four, while the number for the summer of 1950 varies from six to fifty-four. Those activities engaged in by fifty-four principals are: interpreting the policies of the superintendent, making facilities available to the public in accordance with established policy, and visiting homes.

More than three-fifths of the principals engaged during the summer of 1950 in each activity except planning for the participation of the entire faculty, speaking over the radio, planning for a broad survey, and engaging in additional activities.

TABLE XII

PRINCIPALS ENGAGING IN ACTIVITIES RELATED TO PLANNING,  
ORGANIZING, AND DIRECTING THE PROGRAM OF PUBLIC RELATIONS

Activities	Group I 31 Principals Work- ing 20 or Less Days during Summer Inter- val of 1944		
	A	B	C
Interpret to members of the faculty and school community the policies of the superintendent.....	11	1	27
Plan for a broad survey of the community.	4	1	17
Plan for the participation of the entire faculty in a program of public relations.....	4	1	19
Make school facilities available to community groups in accordance with established policy.....	12	0	27
Maintain good relations with adjacent property owners.....	9	4	19
Handle demands of pressure groups in accordance with policy.....	8	5	17
Personally interpret school program through:			
Visiting homes.....	8	1	26
Conferring with local employers.....	6	1	27
Providing information for newspapers...	7	3	19
Speaking over the radio.....	1	0	9
Speaking to civic groups.....	8	2	24
Helping P.T.A. or similar organizations in mapping out program.....	8	2	22
Additional activities.....	0	0	4

A - Number of these principals engaging in each activity in the 1944 summer interval.

B - Number of these principals engaging in each activity in the 1950 summer interval to about the same extent as in the summer of 1944.

C - Number of these principals engaging in each activity in the 1950 summer interval to a greater extent than in the summer of 1944.

TABLE XII (Continued)

PRINCIPALS ENGAGING IN ACTIVITIES RELATED TO PLANNING,  
ORGANIZING, AND DIRECTING THE PROGRAM OF PUBLIC RELATIONS

Group II 13 Principals Work- ing 21 to 40 Days during Summer Inter- val of 1944			Group III 20 Principals Work- ing More than 40 Days during Summer Interval of 1944			Total of 64 Princi- pals working during Summer Interval of 1944		
A	B	C	A	B	C	A	B	C
8	2	8	15	1	15	34	4	50
4	1	4	8	3	8	16	5	29
4	1	4	9	2	11	17	4	34
7	3	7	14	6	11	33	9	45
8	7	3	13	8	6	30	19	28
4	5	2	9	4	8	21	14	27
5	2	9	13	5	11	26	8	46
5	0	9	15	5	11	26	6	47
4	0	8	13	4	12	24	7	39
1	1	1	6	0	7	8	1	17
6	1	10	10	3	10	24	6	44
7	4	6	14	3	13	29	9	41
1	0	2	0	0	0	1	0	6

## MANAGING THE SCHOOL PLANT

Table XIII shows the number of principals who engaged in ten activities related to the management of the school plant.

An examination of this table reveals that more principals of Group I engaged in each activity during the summer of 1950 than the summer of 1944. This is true for Groups II and III except only one principal of Group II engaged in additional activities in the summer of 1950 and two principals of Group III engaged in additional activities during both summers.

A larger number of principals of Group I engaged to a greater extent in each activity during the summer of 1950. Also, more principals of Group II participated to a greater extent in the summer of 1950 in three activities and a larger number of Group III principals engaged to a greater extent in two activities in the 1950 summer interval.

Of the total number of principals, more engaged to a greater extent in each activity during the summer of 1950 than that of 1944. The number engaging in the activities during the summer of 1944 varies from four to thirty-nine while the number for the summer of 1950 varies from six to sixty. Fifty-nine principals submitted to the superintendent an inventory of plant needs and sixty supervised the custodial personnel. More than three-fifths participated in all activities except additional activities and organizing or improving a system for requisitioning and distributing supplies and equipment.

TABLE XIII  
PRINCIPALS ENGAGING IN ACTIVITIES RELATED TO  
MANAGING THE SCHOOL PLANT

Activities	Group I 31 Principals Work- ing 20 or Less Days during Summer Inter- val of 1944		
	A	B	C
Submit to superintendent an inventory of the repair-and redecoration-needs of the school plant.....	14	3	26
Supervise the repairs and alterations made.....	5	0	27
Advise superintendent regarding future development of property to meet desired changes in the educational program.....	10	3	24
Keep abreast of modern trends in the development of school equipment.....	8	1	24
Improve or develop a system for requisitioning, receiving, and distributing equipment and supplies.....	5	3	13
Supervise custodial personnel.....	9	0	29
Improve or set up a plan for managing student traffic during changes of periods.....	10	6	17
Improve or set up regulations for parking cars and bicycles.....	5	5	14
Have fire extinguishers and fire escapes checked.....	9	5	18
Additional activities.....	0	0	3

- A - Number of these principals engaging in each activity in the 1944 summer interval.
- B - Number of these principals engaging in each activity in the 1950 summer interval to about the same extent as in the summer of 1944.
- C - Number of these principals engaging in each activity in the 1950 summer interval to a greater extent than in the summer of 1944.

TABLE XIII (Continued)

PRINCIPALS ENGAGING IN ACTIVITIES RELATED TO  
MANAGING THE SCHOOL PLANT

Group II 13 Principals Work- ing 20 to 40 Days during Summer Inter- val of 1944			Group III 20 Principals Work- ing More than 40 Days during Summer Interval of 1944			Total of 64 Princi- pals Working during Summer Interval of 1944		
A	B	C	A	B	C	A	B	C
8	5	6	17	6	13	39	14	45
7	1	10	15	3	15	27	4	52
6	2	6	13	2	14	29	7	44
7	1	7	14	4	13	29	6	44
3	2	3	9	3	8	17	8	24
5	1	10	18	5	15	32	6	54
7	2	7	11	6	7	28	14	31
4	1	8	9	3	12	18	9	34
5	4	3	13	7	8	27	16	29
2	0	1	2	0	2	4	0	6

## PROFESSIONAL IMPROVEMENT

Table XIV shows the number of principals who engaged in seven activities relating to professional improvement.

It may be noted that more principals of Group I engaged in each of the seven activities during the summer of 1950 than during the 1944 summer interval. More principals of Group II engaged during the summer of 1950 in each activity except additional activities. Also, more principals of Group III engaged during the 1950 summer interval in each activity with the exception of publishing articles and attending summer school.

A larger number of principals of Group I engaged in each activity to a greater extent in the summer of 1950 than during the summer of 1944. More principals of Group II participated in only three of the activities to a greater extent during the 1950 summer interval than in the summer of 1944. A larger number of principals of Group III participated to a greater extent in the summer of 1950 only in reading educational literature.

When all of the principals are considered, it may be noted that a larger number engaged in each activity to a greater extent during the summer of 1950 than in the summer of 1944. The number engaging in each activity during the summer of 1944 varies from one to forty-four, while the number for the summer of 1950 varies from five to sixty-four. Each principal attended professional meetings and all except fifteen read educational literature during the summer of 1950. More than three-fifths engaged during that summer in each activity except publishing articles and participating in additional activities.

TABLE XIV  
PRINCIPALS ENGAGING IN ACTIVITIES RELATED TO  
PROFESSIONAL IMPROVEMENT

Activities	Group I 31 Principals working 20 or Less Days during Summer Interval of 1944		
	A	B	C
Read educational literature to keep abreast of new developments in education.....	19	4	27
Publish articles concerning unique practices and developments in the school.....	4	2	12
Attend summer school.....	3	1	9
Attend and participate in professional meetings.....	16	2	29
Serve on local, state, or national committees in education.....	7	2	24
Appear on the programs of local, state, or national meetings in education.....	6	1	18
Additional activities.....	0	0	2

A - Number of these principals engaging in each activity in the 1944 summer interval.

B - Number of these principals engaging in each activity in the 1950 summer interval to about the same extent as in the summer of 1944.

C - Number of these principals engaging in each activity in the 1950 summer interval to a greater extent than in the summer of 1944.



TABLE XIV (Continued)

PRINCIPALS ENGAGING IN ACTIVITIES RELATED TO  
PROFESSIONAL IMPROVEMENT

Group II 13 Principals Work- ing 21 to 40 Days during Summer Inter- val of 1944			Group III 20 Principals Work- ing More than 40 Days during Summer Interval of 1944			Total of 64 Princi- pals Working during Summer Interval of 1944		
A	B	C	A	B	C	A	B	C
11	5	7	14	5	15	44	14	49
2	1	3	6	0	6	12	3	21
1	0	2	7	1	5	11	2	16
10	2	11	19	8	12	45	12	52
8	6	5	14	6	11	29	14	40
5	6	2	13	7	8	24	14	28
0	0	0	1	0	3	1	0	5

## OTHER ACTIVITIES

A review of Table XV shows the number of principals who engaged in eight other activities.

It may be observed that more principals of Group I engaged in each activity in the summer of 1950 than in the summer of 1944. A larger number of principals of Group II engaged during the summer of 1950 in each activity except teaching summer school and participating in additional activities. Likewise, more principals of Group III engaged during the summer of 1950 in each activity except teaching and organizing summer school.

More principals of Group I participated in each activity to a greater extent during the summer of 1950 than during the summer of 1944. A larger number of Group II principals engaged in five of the activities to a greater extent in the 1950 summer interval than during the summer of 1944. More principals, however, of Group III engaged to a greater extent only in holding pre-school conferences during the 1950 summer.

When the total number of principals is considered, it may be noted that more of them participated to a greater extent in each activity except teaching summer school during the summer of 1950 than during the summer of 1944. The number engaging in each activity during the summer of 1944 varies from one to thirty-three. The number for the summer of 1950 varies from five to fifty-nine. Holding a meeting with teachers was engaged in by fifty-nine principals and supervising members of the staff employed during the summer months was engaged in by fifty-seven.

More than three-fifths of the principals engaged in the summer of 1950 in each activity except organizing and teaching summer school and participating in additional activities.

TABLE XV  
PRINCIPALS ENGAGING IN OTHER ACTIVITIES

Activities	Group I 31 Principals working 20 or Less Days during Summer Interval of 1944		
	A	B	C
Organize summer school.....	2	0	10
Teach summer school.....	2	0	3
Supervise all members of the staff who are employed during any part of the summer interval	7	0	26
Arrange school calendar.....	9	3	25
Prepare administrative bulletin for teachers	8	0	27
Conduct a pre-school planning conference.....	4	1	24
Hold a meeting with teachers primarily for administrative purposes.....	11	6	23
Additional activities.....	0	0	3

- A - Number of these principals engaging in each activity in the 1944 summer interval.
- B - Number of these principals engaging in each activity in the 1950 summer interval to about the same extent as in the summer of 1944.
- C - Number of these principals engaging in each activity in the 1950 summer interval to a greater extent than in the summer of 1944.

TABLE XV (Continued)

## PRINCIPALS ENGAGING IN OTHER ACTIVITIES

Group II 13 Principals working 21 to 40 Days during Summer Interval of 1944			Group III 20 Principals Working More than 40 Days during Summer Interval of 1944			Total of 64 Principals working during Summer Interval of 1944		
A	B	C	A	B	C	A	B	C
2	1	5	12	4	8	16	5	23
1	0	1	6	2	2	9	2	6
5	1	12	15	8	10	27	9	48
7	4	5	15	8	10	31	15	40
7	2	8	8	2	8	23	4	43
7	1	10	11	3	13	22	5	47
6	1	10	16	6	13	33	13	46
0	0	0	1	1	1	1	1	4

It should be noted that twelve principals checked activities 113 times in column three of the questionnaire but did not check the same activities in column two. In other words, twelve principals indicated 113 times that they engaged in certain activities during the summer interval of 1950 to the same extent as in 1944 but did not check that these activities were engaged in during the 1944 summer interval. Eleven of the twelve principals were Group I principals.

It is impossible to determine from the Check List what the correct interpretation should be. In some instances, the principals may have failed to check in column two because of oversight or possible lack of understanding of the Check List. Or it is possible that certain activities were engaged in to such a negligible extent in 1944 that they were not checked. But this could mean also that they were engaged in to a negligible extent in the summer of 1950. Regardless of what the correct interpretation may be, the general picture would not be changed significantly.

Without exception, more of the Group I principals engaged in each of the 140 activities including additional activities during the 1950 summer interval than during the 1944 summer. More of the principals of Groups II and III engaged in 132 and 127 activities, respectively, in the summer of 1950 than in the summer of 1944.

It should be noted also that more of the Group I principals participated in each activity of the ten areas of work to a greater extent in the summer of 1950 than in the summer of 1944. More principals of Group II engaged in 94 of the 140 activities to a greater extent than in the summer of 1944. However, more principals of

Group III engaged in only sixty-three activities to a greater extent in the summer of 1950 than during that of 1944.

For the principals as a whole, more of them participated in each activity except teaching summer school during the summer of 1950. Furthermore, more of them engaged in 131 of the activities to a greater extent in the summer of 1950 than in the summer of 1944.

#### AVERAGE NUMBER OF PRINCIPALS ENGAGING IN ALL ACTIVITIES OF EACH AREA

Table XVI shows the average number of principals of each group who participated in the activities of each of the ten areas of summer work. Group I consists of thirty-one principals who worked twenty or less days in the summer of 1944. Group II is comprised of thirteen principals who worked twenty-one to forty days in the 1944 summer interval. Group III is composed of twenty principals who worked more than forty days during the summer of 1944.

It may be noted that on an average more principals of Groups I, II, and III participated during both summers in the activities related to planning and organizing the program of studies. The second area in order of participation during both summers by the principals of Groups I and II on an average was that of attending to business and office activities. The management of the school plant ranks third from the top for both summers in terms of the average number of principals of Groups I and II engaging in each activity. The order of the last two areas named is reversed for the principals of Group III.

The area of the improvement of instruction was engaged in least by the Group I principals on an average in the summer of 1944 while

the area of special services was engaged in least by them during the summer of 1950.

The greatest increase in the average number of principals of Groups I and II engaging in the activities of any one area for the summer of 1950 is found in the area of the improvement of instruction. The second highest increase in the average number of principals of Group I is in the area of planning and directing the public relations program and the third highest increase is in the area of managing the school plant. The areas of organizing the program of studies and organizing the student activities program rank second from the top for the summer of 1950 in terms of the greatest increase in average number of Group II principals. The area of planning and organizing pupil personnel activities ranks fourth from the top in terms of the increase in average number of the principals of Group II.

For the Group III principals, the greatest increase in average number participating in the activities of any one area is noted in the category of planning and organizing the program of student activities. The next highest increase in average number of the Group III principals is for the area of the continuous improvement of instruction. The area of planning and organizing pupil personnel activities ranks third from the top in terms of the highest average number of the Group III principals for the summer of 1950.

TABLE XVI  
AVERAGE NUMBER OF PRINCIPALS OF EACH GROUP  
ENGAGING IN ACTIVITIES

Areas of Work	Group I Principals		
	Summer of 1944	Summer of 1950	Increase in Average Num- ber of Prin- cipals for Summer of 1950
Planning and organizing the program of studies.....	13.8	25.1	11.3
Providing for continuous improvement of instruction.	5.1	22.0	16.9
Planning and organizing the program of student activi- ties.....	7.1	20.9	13.8
Activities in connection with special services.....	5.4	17.9	12.5
Planning and organizing pupil personnel activities.....	5.1	19.0	13.9
Planning, organizing, and directing business and office activities.....	9.6	23.2	13.6
Planning, organizing, and directing the program of public relations.....	6.6	21.4	14.8
Managing the school plant....	7.5	22.1	14.6
Professional improvement.....	7.9	19.0	11.1
Other activities.....	5.4	18.9	13.5



TABLE XVI (Continued)

AVERAGE NUMBER OF PRINCIPALS OF EACH GROUP  
ENGAGING IN ACTIVITIES

Group II Principals			Group III Principals		
Summer of 1944	Summer of 1950	Increase in Average Num- ber of Prin- cipals for Summer of 1950	Summer of 1944	Summer of 1950	Increase in Average Num- ber of Prin- cipals for Summer of 1950
7.4	10.9	3.5	13.3	16.1	2.8
3.4	7.6	4.2	8.8	12.3	3.5
3.9	7.4	3.5	8.6	12.4	3.8
3.0	5.4	2.4	8.2	11.2	3.0
3.1	6.5	3.4	8.9	12.1	3.2
5.7	8.9	3.2	11.9	14.1	2.2
4.9	7.7	2.8	10.7	12.9	2.2
5.4	8.0	2.6	12.1	14.6	2.5
5.3	7.1	1.8	10.6	12.4	1.8
4.4	7.6	3.2	10.5	12.4	1.9

Table XVII shows the average number of the sixty-four principals participating in the activities of each of the ten areas for the summers of 1944 and 1950.

It may be observed that the area of planning and organizing the program of studies was engaged in during both summers by the highest average number of principals. Next in order, the principals on an average engaged during both summers in organizing and directing business and office work. The management of the school plant ranks third from the top in terms of participation during both summers by the average number of principals. The area of activities engaged in least on a comparative basis is that of providing for special services.

The greatest increase in the average number of principals engaging in the activities of any one area for the summer of 1950 is in the area of the improvement of instruction. The area in which there is the second highest increase in average number of principals participating is that of planning and organizing the student activities program. The area of planning and organizing the pupil personnel activities ranks third in terms of increase in the average number of principals participating in each activity for the summer of 1950. The smallest comparative gain for 1950 in average number of principals is in the area of professional growth.

TABLE XVII

AVERAGE NUMBER OF THE ENTIRE GROUP OF PRINCIPALS  
ENGAGING IN ACTIVITIES

Areas of Work	Summer of 1944	Summer of 1950	Increase in Average Num- ber of Prin- cipals for Summer of 1950
Planning and organizing the program of studies.....	34.5	52.2	17.7
Providing for continuous improvement of instruction.	17.3	41.9	24.6
Planning and organizing the program of student activi- ties.....	19.6	40.7	21.1
Activities in connection with special services.....	16.6	34.5	17.9
Planning and organizing pupil personnel activities.....	17.0	37.5	20.5
Planning, organizing, and directing business and office activities.....	27.2	46.2	19.0
Planning, organizing, and directing the program of public relations.....	22.2	41.9	19.7
Managing the school plant....	25.0	44.7	19.7
Professional improvement.....	23.7	38.6	14.9
Other activities.....	20.3	38.9	18.6

School administration is a means to an end. Its primary purpose is to provide those conditions under which learning may take place most effectively. Stated in a broader sense, its fundamental purpose is to improve the quality of human relations in group living. The routine duties of the office, the development of the transportation system, and the like should be seen in their true prospective in relation to their contribution to the central purpose of administration.

Although more principals on an average engaged during the summers of 1944 and 1950 in the areas of organizing the program of studies and of directing business and office work, the greatest gain in average number of principals for 1950 as compared with the summer of 1944 is found in the area of the improvement of instruction. The increase in average number of principals for the area of business and office activities for 1950 ranks sixth from the top while the gain for student activities and pupil personnel activities ranks second and third, respectively. The gain for the areas of public relations and school plant places both areas in fourth place from the top of the ten areas.

## CHAPTER VI

### MAJOR SCHOOL IMPROVEMENTS

Part II of the questionnaire to principals and a separate questionnaire to their superintendents were designed to determine major school improvements which have resulted in whole or in part from the year-round employment of principals since 1945. In addition to recording major improvements in the total school program, the principals were asked to give such evidences of each improvement as they were able to note.

As was indicated in Chapter V, sixty-eight questionnaires were returned by the principals and Part I of sixty-four questionnaires was used in the study of the summer activities of the principals. Part I of four of the questionnaires was not utilized because of incompleteness. Part II of these same four questionnaires was discarded. Also Part II of three other questionnaires was discarded because two principals who listed statements under evidences failed to list improvements, and one principal did not feel that he could separate accomplishments which might be attributed to the usual term of employment from those which may have taken place through year-round employment. However, this principal indicated in Part I that he engaged in fifty-eight activities during the summer of 1944 and seventy-two activities during the summer of 1950. Forty-two of these activities were engaged in to a greater extent during the summer of 1950 than during the summer of 1944.

The principals are grouped in this chapter on the same basis as

was explained in Chapter V. Since seven principals, however, were eliminated from the study on improvements, Group I consists of twenty-nine instead of thirty-one, Group II is comprised of thirteen, and Group III is composed of nineteen instead of twenty.

The questionnaire to superintendents was sent to those forty-three employing the principals included in the study. Forty-one superintendents completed and returned their questionnaires. Two questionnaires were discarded because of indefiniteness of response.

#### CLASSIFICATION OF IMPROVEMENTS RECORDED BY PRINCIPALS

Part II of the questionnaire to principals was carefully studied, and improvements listed by the sixty-one principals were grouped in those areas to which they seemed logically to belong. In some cases it was necessary to analyze the evidences along with the improvements in an effort to place the improvements in categories which seemed most appropriate.

Through the analysis, the improvements were classified in eighteen areas including a category of miscellaneous improvements or accomplishments. These areas are: business and office activities; general planning and organizing; guidance; instruction; opening of school; pre-school conferences; professional improvement; program of studies and curriculum; public relations; pupil activity program; school building and grounds; school morale; selection, orientation, and in-service training of teachers; special services; summer health and recreation program; summer school; supervision; and others.

The area of improvements in business and office activities may be used as an illustration of how the classifying was done. Seven

improvements recorded by five principals of Group II were grouped under this general area. These improvements, in the words of the principals, are:

1. Cumulative records are brought up to date. All grades recorded and checked.
2. Regular office hours.
3. Providing recommendations and background materials for graduates and former students and supplying information to business men and others about students.
4. A better financial and bookkeeping system.
5. Office.
6. Making contracts for school supplies.
7. Improvement in handling of school funds.

Certain improvements were listed which did not seem to fall clearly into any one of seventeen categories of major improvements. These were grouped accordingly in a separate area and referred to as "Others." Comments made by three of the Group II principals under improvements have been listed under the area of miscellaneous improvements. These may be illustrative of others included in this area and are as follows: "The over-all program is improved," "Discipline," and "It seems to me that the many phases of the school's program are better coordinated."

Table XVIII shows the number of principals of each group and of the total reporting improvement in the eighteen classified areas.

An examination of this table reveals that for Group I principals the top four classified areas of improvements in order are: public relations, guidance, opening of school, and school buildings and grounds. For the Group II principals, four areas tie for the top place. These areas are: guidance, opening of school, public relations, and school buildings and grounds. It may be noted that a maximum of six principals indicated improvement in each area. The

top four areas in order for Group III principals are: school buildings and grounds, guidance, public relations, and general planning and organizing. Both guidance and school buildings and grounds were reported by eleven principals, the largest number of Group III principals recording improvement in any area.

The areas in which improvement was reported least by principals of Groups I, II, and III respectively were: pre-school conferences, summer health and recreation program, and school morale.

When all of the principals are considered, it may be noted that the four areas in order in which improvement was recorded most frequently were: public relations, guidance, school buildings and grounds, and opening of school. The area in which improvement was indicated least frequently was pre-school conferences.

The area of public relations ranks first for Group I, first with guidance, opening of school, and school buildings for Group II, and first for the entire group of sixty-one principals. Guidance ranks second for Group I, first with three other areas for Group II, first with school buildings for Group III, and second for the entire group. School buildings and grounds ranks fourth for Group I, first with other areas as already referred to for Group II, first with guidance for Group III, and third for the total group. The area of improvement in opening of school ranks third for Group I, first with three other areas for Group II, ninth for Group III, but fourth for all the principals.



TABLE XVIII  
IMPROVEMENTS REPORTED BY PRINCIPALS

Classification of Improvements	Group I	Group II	Group III	Total
Business and office activities.	11	5	4	20
General planning and organizing	10	5	9	24
Guidance program.....	19	6	11	36
Instruction.....	14	3	7	24
Opening of school.....	16	6	5	27*
Pre-school conferences (teachers).....	0	1	3	4
Professional improvement.....	8	3	2	13
Program of studies and curri- culum.....	10	3	7	20
Public relations.....	22	6	10	38
Pupil activity program.....	6	4	7	17
School buildings and grounds...	15	6	11	32
School morale.....	5	1	0	6
Selection, orientation, and in-service training of teachers.....	4	2	4	10
Special services: audio- visual aids, cafeteria, library, and transporta- tion.....	3	4	4	11
Summer health and recreation program.....	4	0	5	9
Summer school.....	3	2	3	8
Supervision.....	5	3	3	11
Others.....	8	3	7	18

\* Two principals indicated also that school closes with greater efficiency.

## CLASSIFICATION OF IMPROVEMENTS RECORDED BY SUPERINTENDENTS

The superintendents were asked to give general school improvements which resulted during the five-year period (1945-1950) in whole or in part from the year-round employment of principals.

They were requested to record improvements in the areas of organization, administration, and supervision. A copy of the questionnaire, instructions, and accompanying letter are included in the appendix.

The statements made by each superintendent under organization, administration, and supervision were analyzed carefully and grouped according to those sub-areas to which they seemed to belong. Improvements recorded by superintendents under organization were grouped in sub-areas under this general area even though certain statements seemed to be more closely related to supervision or administration. This same way of grouping improvements under administration and supervision was followed.

The statements given by the superintendents included both very specific and general improvements. For example, one superintendent noted under organization that a handbook for teachers and parents had been prepared while another pointed out that the long-range planning of the program is more meaningful. Some comments were made under organization, administration, and supervision which did not seem to belong in a clear-cut way to any of the sub-groups of improvements which evolved in the process of analyzing the questionnaires. For example, one superintendent noted under organization that the general program has improved and another indicated that the pre-school conferences have improved. Such items as these were placed in a group entitled "Others" under organization. A similar procedure

was followed in dealing with certain items under administration and supervision.

Improvements in Organization. Table XIX presents fifteen classified areas of improvements in school organization. The leading three areas in order are: making assignments and schedules, planning, and opening of school. Three areas tie for fourth place; namely, guidance, studying needs, and others.

It may be noted that twenty-four of the thirty-nine superintendents reported an improvement in the making of assignments and schedules. This area is far out in the lead of any other group of improvements in terms of the number of superintendents reporting. Some of the statements given by superintendents in this area are:

1. Better arrangement of courses.
2. Prepares a master schedule.
3. Schedule making has been improved.
4. The work through the summer has meant much in more comprehensive scheduling, organization, and grouping....
5. Preparation of teachers' assignments and pupils' schedules for the fall term made during the summer and not after school opened.
6. Making teacher assignments for the coming year.

Twelve superintendents indicated that better planning has been done. Most of the comments classified in this area are of a general nature and relate to the total program.

It may be observed that nine superintendents gave comments which have been classified under the area of the opening of school. While planning, organizing, and executing are related phases of the total process of administration, the matter of opening school seems to belong logically to execution rather than organization. It is obvious, of course, that the quality of planning and organizing influences and intimately affects the management and execution of the total school program.

TABLE XIX

## IMPROVEMENTS IN ORGANIZATION REPORTED BY SUPERINTENDENTS

Classification of Improvements	Number of Superintendents Reporting
Business and Office Work.....	3
Conferences and visitation.....	6
Guidance program.....	8
Making assignments and schedules.....	24
Opening of school.....	9
Planning.....	12
Program of studies and curriculum.....	5
Public relations.....	4
Public activity program.....	4
Selection, orientation, and in-service training of teachers.....	4
School building.....	4
Special services: transportation, library, audio-visual aids.....	6
Studying needs of pupils, school, and community.....	8
Summer school.....	2
Others.....	8

Improvements in Administration. Sixteen classified groups of improvements in administration are given in Table XX. An examination of this table reveals that the top six categories of improvements in order are: school buildings and grounds, guidance, opening of school, business and office work, scheduling, and others.

It may be noted that comments of thirteen superintendents were grouped under school buildings and grounds. Some of these are:

1. ...., repair and upkeep of school property more systematically handled,...
2. Building and equipment have been prepared previous to school opening....

3. Better care of school plant and grounds.
4. (Principal)\* has been able to direct the summer repairs of the school plant.

It may be observed that five superintendents made comments regarding the planning of the program and ten made comments regarding the matter of scheduling. It is felt that these improvements would more properly belong with organization.

While the superintendents were not specifically requested to give improvements in instruction, three indicated that there had been improvement in this area. Obviously, improvements in instruction would be influenced by improvements in each of the areas of organization, administration, and supervision.

It is noted that two superintendents indicated that the holding power of the school had improved. This might be the result of any number of factors or an evidence of an improved school program rather than an improvement as such in administration.

It is felt that the comments relative to supervision would belong more properly with Table XXI.

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\*Supplied by the writer.

TABLE XX  
IMPROVEMENTS IN ADMINISTRATION REPORTED BY SUPERINTENDENTS

Classification of Improvements	Number of Superintendents Reporting
Business and office activities.....	10
Conferences.....	4
Guidance program.....	11
Holding power of school.....	2
Instruction.....	3
Opening of school.....	11
Planning.....	5
Program of studies and curriculum.....	3
Public relations.....	8
Pupil activity program.....	3
Selection, orientation, and in-service training of teachers.....	8
Scheduling.....	10
School buildings and grounds.....	13
Special services: transportation, audio-visual aids, and cafeteria.....	5
Supervision.....	2
Others.....	10

Improvements in Supervision. Table XXI presents twelve classified improvements relative to supervision. The three leading categories of improvements in order are: general improvements, conferences and faculty meetings, and guidance.

Fourteen superintendents recorded improvements which have been categorized as general. Some of these are:

1. There is marked improvement in supervision of school personnel.
2. A general improvement has taken place.
3. The principals have been able to plan the special emphasis for the year's work, (and)\* develop plans ....,for supervision of those areas which need attention during the year.
4. Improved classroom supervision.

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\*Supplied by the writer.

It may be observed that ten superintendents indicated that the conferences and faculty meetings had improved, and nine had noted improvements in guidance. Eight indicated that more time was being devoted to supervision and to the in-service training of teachers and six pointed out that an improvement in instruction had resulted. Five superintendents indicated that the principals are able to devote more time to supervision during the opening of school than they had done previously.

TABLE XXI

## IMPROVEMENTS IN SUPERVISION REPORTED BY SUPERINTENDENTS

Classification of Improvements	Number of Superintendents Reporting
Conferences and faculty meetings.....	10
General improvements.....	14
Guidance program.....	9
Increased supervisory time.....	8
Instruction.....	6
More supervisory services during school opening.....	5
Professional improvement.....	2
Program of studies and curriculum.....	6
Selection, orientation, and in-service training of teachers.....	8
School morale.....	3
Teaching materials.....	4
Others.....	5

RELATIONSHIP OF IMPROVEMENTS RECORDED BY  
SUPERINTENDENTS AND PRINCIPALS

It is impossible to make a clear-cut comparison between improvements listed by superintendents and those listed by principals, since the categories of major improvements are not the same. The principals were asked to give major improvements without following any set classification of improvements. The superintendents were asked to give improvements in the areas of organization, administration, and supervision.

If all of the improvements as given by the superintendents are reviewed without reference to the areas of organization, administration, and supervision, and if improvements in scheduling are grouped with those in the area of general planning, it would seem that the five top areas of improvement are: (1) planning and scheduling; (2) guidance; (3) selection and in-service training of teachers; (4) opening of school; and (5) school buildings and grounds. Improvements in the opening of school and in the selection and in-service training of teachers tie for third place.

The six areas in which improvements are most frequently given by principals are: (1) public relations; (2) guidance; (3) school buildings and grounds; (4) opening of school; (5) general planning and organizing; and (6) instruction. Improvements in instruction and general planning and organizing tie for fifth place.

It may be noted that the improvements in guidance rank second among all improvements listed by principals and superintendents. Improvements in school buildings rank third among the improvements recorded by principals and fifth among those listed by superintendents. Improvements in the opening of school rank fourth among improvements



given by principals and third among improvements given by superintendents.

Public relations is first among the improvements given by principals but does not appear among the five most frequently listed by superintendents. Improvements in scheduling and planning and in instruction rank in fifth place among those given by principals. Improvements in scheduling and planning rank first for superintendents but improvements in instruction do not appear among the first five improvements of superintendents. Improvements in the selection and in-service training of teachers rank third among the improvements given by superintendents but is not among the six most frequently listed by principals.

#### EVIDENCES OF IMPROVEMENTS

The statements made by the principals under "evidences" were reviewed carefully and each evidence of major improvements is presented in tabular form in this section. Each table presents evidences which were recorded by one or more principals of Group I, Group II, and Group III.

The evidences consist of both very specific and general items. Some items overlap with others in the same table and with certain items in different tables. While it may not be agreed that each comment is a real indication of an improvement, it is not the purpose of this study to validate the items given.

Most of the evidences are recorded in the same words or about the same words as given by the principals. Also, each evidence is recorded in support of the major improvement with which it was listed by the principals. Certain evidences, however, may be considered more properly as supporting data for improvements other than those with which they are shown.

Evidences of Improvements in Business and Office Work. Table XXII presents thirty-seven evidences of improvements in business and office activities.

It may be noted that nineteen evidences were given by one or more principals of Group I. Ten were recorded by one or more of the Group II principals and eleven were presented by one or more of the Group III principals.

No one evidence was given by one or more principals of all groups. Three evidences were given by one or more principals of each of two groups. These evidences are: conferences are held with pupils and parents; the filing system has been improved; and the records are accurate.

The evidences given in Table XXII may be grouped as follows:

- (1) office procedure and records are improved;
- (2) transcripts are executed with dispatch;
- (3) correspondence is handled promptly;
- (4) many conferences are held and parents understand the program better;
- (5) regular office hours are held;
- (6) new teachers can be supervised earlier; and
- (7) supplies are in place when school opens.

TABLE XXII

CHECK LIST OF EVIDENCES OF IMPROVEMENTS IN  
BUSINESS AND OFFICE ACTIVITIES

Evidences	One or More Principals Reporting		
	Group I	Group II	Group III
A definite system has been set up for handling all school funds.....		x	
A definite system is set up to prepare transcripts and letters of recommendation, and to have school books audited at end of each month.....		x	
Additional time is provided to check pupil records	x		
All activity accounts are approved and properly accounted for			x
A system for checking on drop-outs has been organized.....		x	
Auditing of school books reveals accuracy.....	x		
By purchasing major school supplies through letting bids, ten per cent or more on the regular cost is saved.....		x	
Conferences are held with new members of the faculty.....			x
Conferences are held with pupils and parents.....	x		x
Conferences are held with superintendent, supervisor, and members of state department of education.....			x
Correspondence is taken care of promptly.....	x		
Files have been cleared of unnecessary material and records consolidated.....	x		
Filing system has been improved.	x	x	
Helping pupils complete applications, advising them about college matters, making recommendations, and answering correspondence have contributed to the more efficient operation of the school.....	x		

TABLE XXII (Continued)

Evidences	One or More Principals Reporting		
	Group I	Group II	Group III
Information checked and filed....			x
More information about pupils is kept.....		x	
More time is provided to make a thorough check on attendance....	x		
Number of requests for recommendations and references has increased since principal has been employed on a twelve-month basis		x	
Opportunity is provided to supervise new teachers early in the session.....			x
Permanent records are in better condition.....			x
Physical equipment is available when school starts.....	x		
Prior to year-round employment of the principal, parents who wished to have conferences at the school were inconvenienced.....	x		
Recommendations are made.....	x		
Records are accurate.....	x	x	
Regular office hours and scheduled conferences have increased the interest and approval of parents.....		x	
Regular office hours are kept during summer.....		x	
Requests for information are handled promptly.....	x		
Requests for transcripts are taken care of promptly.....	x		
Requisitions for books are made and provision is made for storage of books.....			x
Some conferences with parents and pupils cannot be postponed.....	x		
Textbooks are on hand when school begins.....	x		
The year-round employment of the principal is a more business-like policy.....	x		
There is better understanding of the school's aims and policies by parents and pupils.....	x		

TABLE XXII (Continued)

Evidences	One or More Principals Reporting		
	Group I	Group II	Group III
There is more efficiency in office work.....			x
Time is spent in placing equipment in new rooms and re-arranging furniture in other rooms....			x
Transcripts must be executed and correspondence must be answered promptly.....	x		
Will need time this summer for placing equipment in new rooms..			x

Evidences of Improvements in General Planning and Organizing.

Table XXIII gives forty-seven items which were reported by one or more principals as evidences of improvement in general planning and organizing.

An examination of the Check-List reveals that thirty evidences were reported by one or more principals of Group I. Nine evidences were listed by one or more of the Group II principals and nineteen were given by one or more of the Group III principals.

One item, scheduling is more efficiently done, is the only comment given by one or more principals of all groups. It may be added that this is a general comment and specific evidences might well be given in support of it. Eight evidences were given by one or more principals of two groups. These are: (1) schedule is prepared during summer; (2) each pupil's schedule is prepared during summer; (3) there are fewer conflicts; (4) pupils choose subjects wisely; (5) loss of time is reduced to a minimum; (6) size of classes has been more nearly balanced; (7) pupils plan a definite program; and (8) pupils' records are reviewed.

The items presented in Table XIII suggest the following types of evidences: (1) scheduling is done more efficiently; (2) class-work begins earlier and the program operates more smoothly; (3) transcripts are completed in the summer; (4) workshops are held; (5) pupils plan their programs through guidance; (6) conferences are held in the summer with pupils, parents; and teachers, (7) arrangements are made in the summer for correction of physical defects; (8) plant is more efficiently used and maintained; (9) principal is growing professionally and is planning carefully for supervision; and (10) the summer program is carefully planned.

TABLE XXIII

CHECK LIST OF EVIDENCES OF IMPROVEMENTS IN  
GENERAL PLANNING AND ORGANIZING

Evidences	One or More Principals Reporting		
	Group I	Group II	Group III
Administrative details are taken care of more easily and interfere less with the more important procedures and programs because of summer work.....	x		
Arrangements are made during summer for correction of many physical defects.....			x
Classes are in operation on third day, whereas prior to summer work, it took weeks to work out a basic schedule.....		x	
Data is assembled prior to closing of school to be used in summer planning.....	x		
Each pupil is registered prior to opening of school.....	x		
Each pupil's schedule is prepared prior to the opening of school....	x		x
Equipment, supplies, and other materials are in place at opening of school.....	x		
Faculty members were conferred with during summer.....	x		
Final changes in the organization were reported to faculty and plans made to put these modifications in operation on first day of school..	x		
From one to three days' time saved in getting students settled and at work.....			x
Homeroom list is prepared for each teacher.....	x		
Instructions are prepared for teachers.....	x		
Loss of time at the opening of school is reduced to a minimum....	x		x
Major plans for summer work are outlined before the close of school.....	x		
Master schedules are better prepared.....	x		

TABLE XXIII (Continued)

Evidences	One or More Principals Reporting		
	Group I	Group II	Group III
More prompt adjustments made in schedules and improved pupil-teacher relationships are made possible.....			x
More pupil conferences have been held.....			x
No time lost in getting schedules completed on the first day.....	x		
Pre-school workshop is held or plans made to hold conferences with teachers at opening of school			
Professional growth of principal stimulated by attendance at educational conferences.....	x		x
Pupils from feeder schools visit school prior to the opening day for purposes of orientation.....	x		
Pupils have less difficulty in selecting course of study.....	x		
Pupils make wise selection of subjects.....	x	x	
Pupils plan a definite program.....	x		x
Pupils' records are reviewed.....	x		x
Registration forms of pupils and many state and local reports are processed.....			x
Regular classes are held on second day because of advanced planning..		x	
Regulations of school board are explained prior to opening of school.....	x		
Schedules are easier to make in the fall.....		x	
Scheduling is more efficiently done	x	x	x
School is organized during summer..	x		
School opens smoothly and work begins on the first day.....	x		
Size of classes has been more evenly balanced.....		x	x
Staff assignments are more easily made.....	x		
Summer workshops for teachers have been held.....	x		



TABLE XXIII (Continued)

Evidences	One or More Principals Reporting		
	Group I	Group II	Group III
Teacher assignments are made prior to opening of school.....	x		x
The master schedule is prepared during the summer.....	x		x
The maintenance of the school plant has been better.....			x
The plant is more efficiently used			x
There are fewer conflicts in schedules of pupils.....	x		x
There has been time to hold conferences with parents in regard to over-all changes in programs of pupils.....		x	
There has been time to modify schedules of pupils who earn credits in summer school.....		x	
There is more complete understanding between pupils, teachers, and parents because of frequent summer contacts.....			x
There is smoother operation of program and increased efficiency of personnel.....		x	
Time for supervision is more carefully scheduled.....	x		
Transcripts are taken care of during the summer.....			x
Weaker places in school organization are studied for improvement.	x		

Evidences of Improvements in Guidance. Table XXIV presents ninety-one items as given by one or more principals in support of improvements in the guidance program.

A study of the Table reveals that five evidences were listed by one or more principals of each group. These are: (1) the percentage of drop-outs has decreased; (2) the percentage of failures has decreased; (3) pupils seek the help of counselors regarding solution of personal problems; (4) the program is more efficient; and (5) graduates are assisted with their problems.

Fifteen of the comments were made by one or more principals of two of the groups.

Sixty-one of the evidences were given by one or more principals of Group I. Twenty-three were given by Group II principals and thirty-two by Group III principals.

In general, the items recorded by one or more principals as supporting data relative to improvements in guidance seem to suggest the following types of evidences: (1) the program is better organized; (2) pupils are aided in the solution of their problems through the use of various counseling techniques; (3) pupils are making better educational and vocational adjustments; (4) there is greater understanding of the program by parents; (5) follow-up studies are made and placement service provided; (6) guidance materials are available; (7) pupils' schedules are carefully planned during the summer months; (8) the testing program and pupils' records have been improved; (9) an in-service training program is provided; and (10) more adequate facilities are provided.

TABLE XXIV  
CHECK LIST OF EVIDENCES OF IMPROVEMENTS  
IN GUIDANCE

Evidences	One or More Principals Reporting		
	Group I	Group II	Group III
A faculty committee meets with parents in designated homes in each district to interpret the school program and discuss school problems.....			X
A guidance bulletin has been issued to teachers.....			X
A guidance shelf has been provided in the library.....	X		
A study has been made of failures, drop-outs, and graduates.....			X
A unified testing program has been developed.....	X		
Applications for pupils are made out on time.....	X		
Average daily attendance has increased.....	X		X
Better records of pupils are kept..			X
Businesses call the school for references and placements.....	X		
Career day is held.....	X		
Case studies are made.....	X		
Conferences are held involving pupil, teacher, and counselor.....	X		
Cumulative records are maintained for all pupils.....	X		
Each homeroom teacher assists in the guidance program.....	X		
Each pupil is a member of a homeroom which provides group guidance		X	
Each pupil's record is studied and a schedule made to meet the particular needs of each.....	X	X	
Early in high school each pupil plans his entire educational program.....	X	X	
Faculty has found out what other schools are doing in guidance.....			X
Failure rate among college freshmen has reduced.....		X	

TABLE XXIV (Continued)

Evidences	One or More Principals Reporting		
	Group I	Group II	Group III
Follow-up study has been made.....	x		
Graduates are assisted with their problems.....	x	x	x
Graduates going to college are preparing for fields not already over-crowded.....	x		
Guidance form prepared which is brought up to date each summer and used to aid in placement, follow-up, and classification.....			x
Guidance services are more thoroughly planned.....	x		x
"Guide for Homeroom Guidance Meetings" was prepared during summer		x	
In an effort to advise with pupils homes are visited and civic organizations and business men are contacted.....		x	
Information is collected and studied relative to individual needs.....	x		
In-service training program is provided.....			x
Interest in activity program has increased.....	x		x
Local agencies which supplement efforts of teachers are contacted.	x		
Master schedule and individual pupil schedules are better adapted to needs of pupils.....	x		
Many opportunities are provided during summer months for conferences with guidance director...	x		
More adequate facilities are provided.....			x
More guidance material is made available.....	x		x
More information about pupils is available.....			x
More pupils are employed in part-time jobs.....	x		

TABLE XXIV (Continued)

Evidences	One or More Principals Reporting		
	Group I	Group II	Group III
New courses have been added to meet more nearly the discovered needs.....			x
New pupils become acquainted with the school program quickly.....	x		
New students are interviewed, their credits are evaluated, and their course of study outlined....	x		
Orientation day is provided for pupils from "feeder" schools.....			x
Over 2000 students received guidance from teachers specially trained in guidance.....			x
Parents and pupils are more satisfied with courses.....			x
Parents in part are better informed about choice of courses.....		x	
Parents of drop-outs are interviewed during summer and the drop-outs generally return to school.....	x		
Placement service is provided.....	x	x	
Principal has more knowledge of pupils, home conditions, and distances pupils live from school or bus.....	x		
Principal has more opportunity to delve into school problems.....			x
Principal has visited homes in school community.....	x	x	
Principal knows more parents by name and where they live.....	x		
Problems and misunderstandings of parents are solved more easily....	x		
Program cards for pupils are prepared during summer.....	x		
Program is more organized and systematic.....	x		x
Pupils are making better grades....			x
Pupils are making better vocational adjustments.....	x		
Pupils better understand school program.....		x	x

TABLE XXIV (Continued)

Evidences	One or More Principals Reporting		
	Group I	Group II	Group III
Pupils have a definite feeling of purpose in attending school.....		x	
Pupils have become more guidance conscious.....	x		
Pupils know objectives of the guidance program, college selection is made, and college requirements are satisfied.....	x		
Pupils now seek counselors for personal guidance service.....	x	x	x
Pupil record system has been established.....		x	
Pupils select courses more carefully.....	x	x	
Pupils who have special problems are visited and assistance given..	x		
Record made during summer of failures and drop-outs.....	x		
Records of pupils.....	x		
Registration forms are checked and certain pupils are listed for conferences.....	x		
Regular planning conference held with guidance staff during summer.		x	
School spirit has improved.....			x
Space has been provided for the guidance program.....	x		
Student handbook has been prepared.		x	x
Students are better adjusted to school curricula.....	x		
Students are classified more effectively and some eighth graders are referred to counselor.	x		
Suggested "guidance" readings are listed during summer.....	x		
Summer school enrollment has greatly improved.....			x
Teachers are available each period for counseling.....	x		
Teachers are becoming more guidance conscious.....	x	x	
Test results are studied and information passed on to teachers when school begins.....	x		

TABLE XXIV (Continued)

Evidences	One or More Principals Reporting		
	Group I	Group II	Group III
Test results are used in studying pupils.....	x		
Tests are selected during summer and administered during regular session.....	x		
The guidance service is considered an integral part of the total school program.....	x	x	
The percentage of drop-outs has decreased.....	x	x	x
The percentage of failures has decreased.....	x	x	x
The program is more efficient.....	x	x	x
There are fewer disciplinary problems.....	x		x
There has been an increase in number of pupil conferences.....	x		
There is greater participation by the staff.....			x
There is greater use of individual pupil records.....			x
Time for counseling is provided in schedule of each counselor.....		x	
Transfers are ready to begin work on the first day of school.....	x		
Units on vocations are provided within the classroom program for all eighth graders.....	x		
Visitation by members of the State Department of Education.....	x		
Work was done during summer on follow-up study.....	x		

Evidences of Improvements in Instruction. Fifty-three comments made by one or more of the principals in support of improvements in instruction are given in Table XXV. Thirty-three of the evidences are given by Group I principals, thirteen by Group II, and thirteen by Group III principals.

Only one evidence, greater use of community resources, was given by one or more principals of each group. Four evidences were presented by one or more principals of two groups. These are: (1) improved instructional practices are in use; (2) instructional materials examined during summer are in use; (3) instructional materials have been improved; and (4) there are fewer failures.

In general, evidences presented in Table XXV may be grouped as follows: (1) planning is done more extensively; (2) greater use is made of instructional materials; (3) instructional materials are improved; (4) improvements are made in instructional practices; (5) loss of time at the opening of school is reduced to a minimum; (6) pupils are making greater progress; and (7) curriculum changes are made.

TABLE XXV

CHECK LIST OF EVIDENCES OF IMPROVEMENTS  
IN INSTRUCTION

Evidences	One or More Principals Reporting		
	Group I	Group II	Group III
A greater variety of courses is offered.....		x	
A Plan Book has been devised for use by all pupils.....	x		



TABLE XXV (Continued)

Evidences	One or More Principals Reporting		
	Group I	Group II	Group III
Better work has been accomplished because pupils have been grouped more homogeneously.....	x		
Children are learning to eat a greater variety of foods in the cafeteria.....			x
Circulation of library books has doubled.....	x		
Classroom books are purchased on time.....	x		
Clinical institutes regarding occupations are held.....	x		
Conferences are held with pupils and parents during the summer.....	x		
Conferences are held with teachers during the summer.....	x		
Content of courses has been planned to better meet the needs of youth.	x		
Data in cumulative records are being used in the instructional program.....	x		
Diagnostic testing is used as a basis for corrective testing.....		x	
Each teacher's program is prepared prior to the opening of school....	x		
Employers are interviewed and surveys of pupils are made during the summer.....	x		
Greater use is made of community resources.....	x	x	x
Improved instructional practices are in use.....	x	x	
Instructional materials examined during summer are in use.....	x		x
Instructional procedures examined during summer by principal are in use.....			x
Many teachers spend at least two hours each day in the summer planning for next session.....			x
Materials of instruction have been improved.....	x	x	
More emphasis is being placed on study of individual student.....	x		

TABLE XXV (Continued)

Evidences	One or More Principals Reporting		
	Group I	Group II	Group III
More frequent conferences with teachers result in better planning of work.....			x
More interest groups are working together.....		x	
More references in the library and other sources are used by pupils.....		x	
More time is devoted during the summer to planning and organizing the instructional program.....	x		
Much more work has been done in grouping pupils and in providing the type of program that would facilitate instruction.....	x		
Principal has time to list the many suggestions that should be made to teachers at the opening of school.....	x		
Programs of pupils from feeder schools have been better planned..	x		
Pupils are being helped to improve their study habits.....	x		
Pupils are more secure in their new environment as a result of the orientation program.....	x		
Some revision of the curriculum has taken place.....	x		
Students are encouraged to acquire work experience both in and out of school.....		x	
Summer work on master schedule and outline of school activities have reduced loss of time to a minimum	x		
Teacher-pupil planning is in use and the needs of pupils are considered basic in improving the instructional program.....	x		
Teachers are able to plan their work and secure instructional materials prior to the opening of school.....	x		
Teachers are adapting instruction to individual differences.....	x		
Teachers are finding greater satisfaction in their work.....			x

TABLE XXV (Continued)

Evidences	One or More Principals Reporting		
	Group I	Group II	Group III
Teachers are providing a wider variety of experiences for pupils.....	x		
Teachers know their duties and schedules and are prepared to begin classwork on the opening day of school.....			x
Teachers understand the selection and use of educational tests.....	x		
The attitude and morale of the student body and faculty has improved greatly.....		x	
The enrollment in special classes shows greater interest in the electives.....		x	
The percentage of attendance is higher.....	x		
The percentage of five-pointers is higher.....	x		
The success of graduates who go to college bespeaks improvement in the instructional program.....			x
There are fewer failures.....	x		x
There are fewer drop-outs.....			x
There is an increased proficiency in reading and spelling.....		x	
There is more emphasis on meaning and understanding and less on mere memorization.....		x	
There is more teacher-pupil planning taking place.....		x	
There is more time for conferences with parents, pupils, and teachers	x		
Units of teaching materials are assembled and provided for use....			x
Working cooperatively with teachers results in greater pupil interest, higher scholastic rating, and greater community support.....			x

evidences of Improvements in the Opening of School. Table XXVI presents forty-four evidences given by one or more principals in support of improvements in the opening of school.

It may be observed that thirty of these evidences were given by one or more principals of Group I. Twenty-six were listed by one or more of Group II principals and fourteen were recorded by one or more of the Group III principals.

Seven evidences were given by one or more principals of each group. These are: (1) classes begin on the first or second day of school; (2) each pupil's schedule has been completed; (3) assignments for teachers have been made in advance; (4) the master schedule has been completed; (5) the number of conflicts has been reduced; (6) supplies are on hand at the opening of school; and (7) there is less confusion in the opening of school.

Twelve evidences were given by one or more principals of two groups.

The various items presented in Table XXVI indicate the following types of evidences in support of improvements in the opening of school: (1) master schedules and individual pupil schedules are prepared prior to the opening of school; (2) lost motion at the beginning of the school term is reduced to a minimum; (3) various phases of the program are planned in advance; (4) supplies and teaching materials are available when needed; (5) individual programs are better adapted to needs of pupils and pupil morale is higher; (6) routine matters are attended to and better records are prepared prior to opening of school; and (7) facilities are made ready for the opening of school.

TABLE XXVI

CHECK LIST OF EVIDENCES OF IMPROVEMENTS  
IN THE OPENING OF SCHOOL

Evidences	One or More Principals Reporting		
	Group I	Group II	Group III
Administrative forms have been prepared in advance.....	x	x	
Assignments and schedules for teachers have been made in advance.....	x	x	x
Better records have been prepared..	x		
Block assignments of lockers have been made.....		x	
Bus routes have been determined....		x	
Class sections have been set up....	x		x
Class sizes are better balanced and teacher loads are better equalized		x	
Classes begin on the first or second day of school.....	x	x	x
Class rolls and books are given to teachers before the opening of school.....		x	
Conferences are held with pupils and parents before school opens...			x
Correspondence has been kept up to date.....	x		
Details and routine matters have been attended to.....			x
Each pupil's program card is ready for him except in the case of late transfers and last-minute changes.....	x		
Each pupil's schedule has been completed.....	x	x	x
Instruction is provided 180 days; all planning takes place before school starts; and records are completed at the end of the school term.....		x	
Instructions for teachers have been prepared prior to the opening of school.....	x	x	
Loss of time required for organizational purposes has been reduced to a minimum.....	x	x	

TABLE XXVI (Continued)

Evidences	One or More Principals Reporting		
	Group I	Group II	Group III
Master schedule has been completed.	x	x	x
Master schedule has been improved..	x		
More satisfactory orientation pro- gram provided for new faculty members.....	x		
More time is available for guidance			x
Number of conflicts has been reduced.....	x	x	x
Physical inspection has been plan- ned and organized.....	x		
Pre-registration is provided.....			x
Pre-school planning period is provided.....			x
Pupil morale is higher.....		x	
Pupil schedules and classroom schedules are better adapted to pupil needs.....		x	
Pupils are more concerned about proper selection of courses and have taken the opening of school more seriously.....		x	
Pupils know where to go each period	x		x
Rooms are ready for classes.....	x	x	
School calendar has been prepared..	x	x	
School grounds are ready for opening of school.....		x	
School plant is in good condition for opening of school.....	x	x	
School runs smoothly not only on first day but during the entire year.....	x		
Student council members serve as guides for new students, parents, and visitors.....	x		
Supplies are on hand the first day of school.....	x	x	x
Teachers have list of homeroom pupils on opening day.....	x		
Teachers have list of pupils for each class.....	x	x	
Teaching materials are on hand when needed.....	x	x	

TABLE XXVI (Continued)

Evidences	One or More Principals Reporting		
	Group I	Group II	Group III
Textbooks are ready for distribution the first day of school....	x	x	
The offering has been planned prior to opening of school.....	x		
There is less confusion in the opening of school.....	x	x	x
Transfers have been registered and scheduled for classes.....	x	x	
Transfers, in most instances, have been conferred with and their transcripts have been secured.....	x		

Evidences of Improvements in Pre-School Conferences. Table XXVII contains ten comments regarding improvement in pre-school conferences.

It may be noted that all of these comments except one were made by principals of Group III. No evidence of improvement in this area was recorded by principals of Group I.

In general, these comments may be grouped in the following categories: (1) teachers have a better understanding of the school and community; (2) conferences are being held (possibly not held previously); and (3) final plans are made for the opening of school.

TABLE XXVII

CHECK LIST OF EVIDENCES OF IMPROVEMENTS  
IN PRE-SCHOOL CONFERENCES

Evidences	One or More Principals Reporting		
	Group I	Group II	Group III
Master schedule and individual schedules are discussed.....			x
New teachers become oriented to the community with greater ease...			x
One-day conferences held with elementary supervisor and elementary teachers.....			x
One-day conference held with high school faculty.....			x
School opens with greater efficiency.....			x
School problems are discussed which concern all teachers.....			x
Teachers and pupils alike know and appreciate the fact that they have a part in the shaping of plans and policies.....		x	
Teachers are assigned rooms and duties.....			x
There is a better understanding between faculty members and between teachers and the administration and among teachers, regarding policies.....			x
This is a great aid professionally for all teachers.....			x

Evidences of Professional Improvement. Twenty-one evidences of professional improvement are given in Table XXVIII.

It may be observed that eight evidences were given by one or more principals of Group I, four by one or more principals of Group II, and twelve by one or more principals of Group III.

Three items; namely, professional reading, attendance at summer



school, and attendance at state conferences, were the only evidences recorded by principals of two groups. No evidence was recorded by principals of all groups.

Comments presented in this table may be grouped as follows:

- (1) principal attends summer school or various educational meetings; (2) studies are made of school, pupils, and community; (3) conferences are held; (4) principal and staff members keep abreast of certain developments in education; and (5) teacher assignments and pupil programs are made prior to the opening of school.

TABLE XXVIII

## CHECK LIST OF EVIDENCES OF PROFESSIONAL IMPROVEMENT

Evidences	One or More Principals Reporting		
	Group I	Group II	Group III
An opportunity is afforded for attending educational meetings....		x	
Attended planning conference with teachers.....	x		
Completed or almost completed work for a master's degree.....	x		
Made follow-up report on drop-outs and graduates and gave assistance in placement.....			x
More institutes, workshops, and conferences have been attended....	x		
Patrons, pupils, and salesmen observe office hours and no longer bring their problems to the principal's castle.....		x	
Principal attended N. E. A. convention.....			x
Principal attended State-wide Principals' Conference, and/or other state meetings.....	x		x
Principal attended summer school...	x		x
Principal enrolled in extension courses.....			x
Principal has grown in educational and professional status.....	x		

TABLE XXVIII (Continued)

Evidences	One or More Principals Reporting		
	Group I	Group II	Group III
Principal has had an opportunity to get an understanding of school appropriations and state school laws.....			x
Principal has had an opportunity to study better the needs of pupils, community, and school.....			x
Principal has had an opportunity to confer with superintendent on policies.....			x
Principal participated in workshops			x
Professional reading was done.....	x		x
Scheduled activities for teachers and pupils for coming year.....			x
Scheduled conferences with pupils and parents.....			x
Staff members voluntarily organize themselves in interest groups.....		x	
Teachers are using professional materials frequently.....		x	
Techniques of other schools were studied and installed.....	x		

Evidences of Improvements in Program of Studies and Curriculum.

Table XXIX presents thirty evidences of improvements in the program of studies and curriculum.

An examination of this table reveals that twenty-two of these evidences were recorded by principals of Group I, five by principals of Group II, and eleven by principals of Group III.

Two items; namely, preparation of master schedule and individual pupil schedules, and improvements in instructional results, were noted by principals of each group. Four comments were recorded by principals

of two groups. These are: (1) new courses have been added; (2) the five-year high school program has been inaugurated; (3) needs of pupils and community have been studied; and (4) modifications have been made in existing courses.

In general, items given in Table XXIX may be grouped in the following categories: (1) new courses have been added; (2) modifications have been made in existing courses and new experiences are provided; (3) planning and organizing is done during the summer; (4) guidance is provided; (5) specific phases, such as library and athletics, are improved; and (6) instruction is improved.

TABLE XXIX

CHECK LIST OF EVIDENCES OF IMPROVEMENTS IN  
PROGRAM OF STUDIES AND CURRICULUM

Evidences	One or More Principals Reporting		
	Group I	Group II	Group III
A better safety patrol has been provided.....	x		
A guidance program is provided.....	x		
An active fire-fighting crew is maintained.....		x	
Athletic program and facilities have been provided or improved....	x		
Classes begin on first day of school.....		x	
Copies of school program are taken to homes when visits are made.....	x		
Courses are better selected by pupils.....	x		
Eighteen to twenty-eight units are offered.....	x		
Extended school experiences are provided beyond the regular session.....	x		
Five-year high school program has been inaugurated.....	x		x

TABLE XXIX (Continued)

Evidences	One or More Principals Reporting		
	Group I	Group II	Group III
Holding power has improved.....	x		
Improvements have been noted in instructional results.....	x	x	x
Laboratory equipment has been improved.....	x		
Library has improved.....			x
Lunch room program operates smoothly.....	x		
Master schedule and pupil schedules are made during summer.....	x	x	x
Modifications and improvements are made in existing courses.....	x		x
New courses have been added.....	x		x
Pre-school conference is planned...	x		
Pupils with their parents have opportunity to plan their programs more effectively.....	x		
Pupil-teacher ratio has improved and part-time secretary is provided.....			x
atings received by school at state and district levels.....			x
School calendar is completed during summer.....	x		
Set up a definite sequence of courses and a definite policy regarding required subjects.....	x		
Special attention is given to classes for irregular pupils.....		x	
Special work is provided in reading			x
Student interest in music and dramatics.....			x
Studied needs of pupils, offering, and curriculum.....	x		x
Teacher assignments are made during summer and teachers are visited...	x		
Time for interpretation of tests is provided.....	x		

Evidences of Improvements in Public Relations. Forty-nine items are presented in Table XXX which were recorded by one or more principals as evidences of improvements in public relations.

An examination of this table reveals that thirty-nine evidences were listed by principals of Group I, seven by principals of Group II, and seventeen by principals of Group III.

Two evidences; namely, many homes are visited and there is greater support of the school program, were recorded by one or more principals of each group. The latter was listed more frequently than any other evidence given in this table. Nine evidences were given by principals of two groups.

In general, evidences presented in Table XXX seem to suggest the following types: (1) parents are becoming better informed about the school and provide greater support; (2) principal is becoming better acquainted with his community; (3) principal participates with superintendent and others in planning improved building facilities; (4) instruction and offering are improved; (5) work of Parent-Teacher Association is improved; (6) more parents visit school; (7) conferences are held with parents and pupils; (8) correspondence and transcripts are handled promptly; (9) greater use is made of staff and school facilities; and (10) principal interprets policies of superintendent and school board to the community.

TABLE XXX

CHECK LIST OF EVIDENCES OF IMPROVEMENTS  
IN PUBLIC RELATIONS

Evidences	One or More Principals Reporting		
	Group I	Group II	Group III
A band program was set up in 1950..			x
An improved instructional program has reduced disciplinary and truency problems.....	x		
A sound community policy has been established.....		x	
A study is being made regarding the establishment of a lime plant.	x		
Bond issue was passed by district..	x		
Community groups use school plant an average of seven times per week.....	x		
Community relations are broadened..	x		
Contacts are made with civic organizations.....			x
Correspondence is handled promptly.	x	x	
Each pupil has been conferred with during summer about his school program and post-graduation plans.	x		
First Aid courses are given in community.....			x
Handbook for parents has been prepared.....	x		x
Homes are visited.....	x	x	x
Made plans for building an agriculture building.....	x		
Many pupils have already purchased books before first day of school..	x		
Membership in Parent-Teacher Associations has increased.....	x		x
More parents visit school.....			x
More services are requested of staff members.....		x	
Mothers Club has been organized....	x		
Other community agencies are more cooperative.....	x		
Parents appreciate the opportunity for conferring during summer.....	x		
Parents are conferred with during meetings.....			x

TABLE XXX (Continued)

Evidences	One or More Principals Reporting		
	Group I	Group II	Group III
Parents come to confer about their children.....	x		
Parents know they can come to school for conferences during summer.....	x		
Parents visit school more often....	x		
People are demanding better opportunities for their children.....	x		
Principal has joined civic clubs...	x		
Principal helped promote a community building.....	x		x
Principal interprets policy of the superintendent and school board to the public during summer.....	x		
Principal is acquainted with more parents and lay people.....	x	x	
Principal is requested to appear more often before civic groups....	x		
Principal participates in public meetings, church, and civic organizations.....	x		
Parent-Teacher Association attendance has increased.....	x		x
Parent-Teacher Association has been organized.....	x		x
Parent-Teacher Association functions all summer.....			x
Parent-Teacher Association is more active.....	x		
Participation of parents in school activities and response to school requests.....	x		
Public participated in a study of school program.....			x
Regular office hours are maintained for conferences.....		x	x
School building program is making progress.....	x		
School becomes a business institution with office like other businesses.....	x		
School news is carried by local papers.....	x		
There are fewer complaints from parents.....	x		

TABLE XAX (Continued)

Evidences	One or More Principals Reporting		
	Group I	Group II	Group III
There is better understanding of local problems and school program.	x		x
There is greater support of the school program.....	x	x	x
There is greater use of plant and facilities.....	x		x
Transcripts are handled promptly...	x		
Window lights are not broken during summer as they were previously....	x		
Worked with superintendent and Parent-Teacher Association in planning school building program.....	x		

Evidences of Improvements in the Pupil Activity Program. Forty-one items listed by one or more principals in support of improvements in the pupil activity program are given in Table XXXI.

It may be noted that fourteen evidences were given by one or more principals of Group I, twelve by one or more principals of Group II, and twenty by one or more principals of Group III.

No one evidence was recorded by one or more principals of each group. Four evidences were recorded by principals of two groups. These are: (1) the program is planned during the summer; (2) there is less interruption of classes; (3) more students are participating; and (4) new clubs have been organized.

The items given in Table XXXI suggest in a general way the following types of evidences: (1) the program is carefully planned and organized; (2) certain facilities are provided or improved; (3) many opportunities are provided for student-participation; (4) more pupils are engaging in the program; and (5) pupils are growing through participation in activities provided.



TABLE XXXI

CHECK LIST OF EVIDENCES OF IMPROVEMENTS IN  
THE PUPIL ACTIVITY PROGRAM

Evidences	One or More Principals Reporting		
	Group I	Group II	Group III
A better balanced program is provided.....		x	
A budget is prepared.....	x		
A definite time is scheduled for student activities.....	x		x
A football field has been developed			x
A homeroom program is provided one period per week.....	x		
A school code has been developed...	x		
An effective program of student government has been initiated.....		x	
An outline of the program is presented to the public.....	x		
Assembly programs are used partly for student activities.....	x		
Athletic schedule and program is checked for coming year.....			x
Athletics are sponsored by Junior League.....			x
Baseball diamond has been improved.			x
Bleachers and better equipment have been provided.....			x
Changes are seldom necessary in the program.....		x	
Football and a cafeteria have been provided.....			x
Intra-mural sports and inter-scholastic basketball and baseball are provided.....	x		
Inventory is made of equipment and new equipment needed is determined			x
Many students are being recognized as leaders on state and national basis.....		x	
More land has been purchased for playground.....			x
More boys will graduate this term than girls.....	x		
More students are participating....		x	x

TABLE XXXI (Continued)

Evidences	One or More Principals Reporting		
	Group I	Group II	Group III
Music appreciation among the students is greatly improved.....		x	
New clubs have been organized.....		x	x
Over 300 students participated in educational tours.....			x
Program can be better evaluated....	x		
Pupils and parents are pleased with the program planned for pupils who arrive early and leave late by bus.....		x	
Regular assemblies are held.....		x	
Social games and dancing are provided for indoor participation....			x
Some activities requiring supervision are provided in summer.....			x
Student morale has improved.....			x
Students operate study halls under faculty supervision.....		x	
Students and teachers participate together in activity program.....			x
The offering is expanded in music, art, journalism, physical education, etc.....	x		
The program is planned during the summer.....	x	x	
There is better cooperation between faculty and students.....			x
There is closer correlation with the regular instructional program.	x		
There is less duplication in the program.....	x		
There is less interruption of class schedule.....		x	x
There is more careful and long-term planning of activities.....	x		
There is more interest in student elections.....			x
Volleyball and basketball courts have been provided.....			x

Evidences of Improvements in School Buildings and Grounds. Table XXXII gives fifty-five items which were recorded by one or more principals as supporting data of improvements in school buildings and grounds.

A study of this table reveals that thirty-one evidences were given by Group I principals, thirteen by principals of Group II, and thirty-four by principals of Group III.

It may be observed that five evidences were given by principals of each group. These evidences are: (1) general condition of buildings has improved; (2) general appearance of grounds has improved; (3) classrooms have been redecorated; (4) principal supervises work of maintenance workers; and (5) facilities are ready for use at the opening of school. Thirteen items were recorded by one or more principals of two groups.

Evidences presented in Table XXXII suggest the following types: (1) buildings are cleaned, painted, and repaired during summer; (2) renovation and redecoration are done; (3) additions or new buildings are provided; (4) the cafeteria is improved; (5) heating and lighting systems are improved; (6) sanitation is improved and provisions are made for safety; (7) materials are requisitioned and checked on delivery during summer months; (8) grounds, including play space, athletic field, and facilities are improved; and (9) principal supervises the janitors and others during the summer.

TABLE XXXII

CHECK LIST OF EVIDENCES OF IMPROVEMENTS IN  
SCHOOL BUILDINGS AND GROUNDS

Evidences	One or More Principals Reporting		
	Group I	Group II	Group III
A balanced diet is now served.....	x		
A bond issue has been passed for a new building.....			x
Additional sanitation facilities have been planned.....	x		
Additions have been made to present buildings.....	x		x
A new heating system has been installed.....			x
An incinerator has been built.....			x
A public address system for the athletic field has been provided..	x		
A room has been provided in a distant part of city for small pupils.....			x
Athletic field has been developed and fenced.....	x		x
Auditorium has been redecorated....	x		
Bleachers for football field have been painted.....			x
Buildings are cleaned better.....			x
Buildings have been painted during the summer.....	x		x
Buildings or sections of buildings have been renovated or remodeled..	x		x
Cafeteria has been improved and enlarged.....	x		
Classrooms have been redecorated...	x	x	x
Facilities for cafeteria have been secured.....	x		x
Facilities for football were secured during summer months.....			x
Floors have been cleaned and waxed.		x	x
General appearance and condition of school building has improved...	x	x	x
General appearance of grounds has improved.....	x	x	x
Gymnasium floors have been refinished.....	x		
Heating system has been checked during summer.....			x

TABLE XXXII (Continued)

Evidences	One or More Principals Reporting		
	Group I	Group II	Group III
Heating system has been remodeled..			x
Janitorial service is provided on a year-round basis.....		x	x
Lavatory and rest room facilities have been improved.....			x
Lighting and water facilities have been improved.....			x
Materials are requisitioned in advance.....	x		
Members of the community have recognized the improved conditions of buildings and facilities.....			x
Morale of teachers has improved because of better working conditions.....	x		x
Necessary plumbing is done in the summer.....			x
New buildings have been constructed.....			x
New furniture has been provided....		x	
New lighting fixtures have been installed.....	x		x
Old bleachers for gymnasium have been painted and new ones provided			x
Old equipment is repaired and new equipment provided.....	x		
Opportunity is afforded for the principal to check summer deliveries of school supplies.....		x	
Opportunity is provided for supervising the distribution of supplies and setting up equipment prior to the opening of school....		x	
Playground equipment has been provided.....	x		
Playground space has been more than doubled.....	x		
Principal arranges for cleaning of building and maintenance of grounds without the services of a janitor in the summer months....			x
Principal supervises the care of grounds and shrubbery.....	x		

TABLE XXXII (Continued)

Evidences	One or More Principals Reporting		
	Group I	Group II	Group III
Principal supervises the painting of buildings.....	x		
Principal supervises the repair- ing of buildings.....	x		
Principal supervises the whole plant in summer time.....	x		
Principal supervises work of main- tenance personnel at his school during summer.....	x	x	x
Regular fire drills are planned....		x	
Regular parking space has been provided.....	x	x	
Repairs have been made during the summer.....	x		x
Sanitation conditions have improved	x		
School facilities are in a good state of repair and ready for use at the opening of school.....	x	x	x
Storage facilities for gas are provided on the campus.....			x
The athletic field has been equip- ped with lights and bleachers.....	x		x
The custodial staff is supervised during summer.....	x	x	
There is more interest in agri- culture because of improved facilities.....			x

Evidences of Improvements in School Morale. Table XXXIII presents six comments which were given by certain principals in support of improvement in morale of pupils and teachers. Five of the comments were made by Group I principals and one was made by a principal of Group II. No comment was made by a principal of Group III.

These comments suggest that pupils, parents, and teachers have opportunities to understand better the school program. Another type of evidence is indicated when one principal stated that his public attaches more importance to the principalship. This attitude would obviously affect the feeling of a professional worker toward his position.

TABLE XXXIII

CHECK LIST OF EVIDENCES OF IMPROVEMENTS  
IN SCHOOL MORALE

Evidences	One or More Principals Reporting		
	Group I	Group II	Group III
Development of a teacher's hand-book helped to bring about better understanding of conditions.....	x		
Pupils have opportunities to select the courses which they feel will be most helpful.....	x		
Rapport established with pupils through home visits.....		x	
State required courses are explained.....	x		
The faculty sets up the best schedule possible.....	x		
The public attaches more importance to the principalship than formerly	x		

Evidences of Improvements in Selection, Orientation, and In-Service Training of Teachers. Eighteen comments given by one or more principals in support of improvements in the selection, orientation, and in-service training of teachers are presented in Table XXXIV.

Eight items were recorded by one or more principals of Group I, four by one or more principals of Group II, and nine by principals of Group III.

Only one evidence, teachers adjust to the program more readily and better understand it, was given by one principal of each group. One principal of each of two groups indicated that teachers are better selected.

Evidences given in Table XXXIV may be grouped as follows:

(1) more care is given to selecting teachers; (2) teachers are engaging in professional study; (3) loss of time in opening of school is reduced; (4) teachers are better adjusted to the school program; and (5) teachers are interested in guidance activities.

TABLE XXXIV

CHECK LIST OF EVIDENCES OF IMPROVEMENTS IN SELECTION,  
ORIENTATION AND IN-SERVICE TRAINING OF TEACHERS

Evidences	One or More Principals Reporting		
	Group I	Group II	Group III
A week or more of effective school work has been added as a result of summer planning and preparation			
Attendance at summer school and workshops has increased.....	x		x



TABLE XXXIV (Continued)

Evidences	One or More Principals Reporting		
	Group I	Group II	Group III
Better-trained teachers are secured.....	x		
Courses of study have been re-organized.....	x		
Handbook has been prepared for teachers.....	x		
Improved efficiency.....	x		
Improvement in relationship of teacher, pupil, and community regarding records sent to colleges			x
More teachers are aware of the values of the guidance program....			x
School operates a full day on the opening day.....			x
Teachers adjust to the program more readily and better understand it.....	x	x	x
Teachers are better selected for the positions available.....	x	x	
Teachers are improving themselves through attending summer school and extension courses.....			x
Teachers are more interested in seeking solutions to pupil failures and maladjustment.....			x
Teachers are willing to do extra work in summer without pay.....			x
Teachers know their assignments in advance.....	x		
There is more functional teacher orientation.....		x	
There was no turn-over in the personnel of the faculty during past year.....			x
Through careful planning, substitute teachers can usually be secured.....		x	

Evidences of Improvements in Special Services. Twenty-eight comments offered in support of improvements in special services are given in Table XXXV.

It may be noted that six evidences were given by principals of Group I, thirteen by principals of Group II, and eleven by principals of Group III.

Two evidences; namely, few adjustments in bus routes have to be made after the opening of school, and more library books are used in the summer, were given by one or more principals of Groups I and II. No evidence was given by one or more principals of each of the three groups.

Comments given in Table XXXV suggest the following classes of evidences: (1) more adequate provision is made for the safety of pupils; (2) more buses are provided and routes are carefully planned; (3) more use is made of teaching aids and the library facilities; (4) library is better organized; (5) more teaching materials are provided; (6) teachers are interested in learning, and are learning to operate audio-visual equipment; (7) more pupils and community groups are using the cafeteria; (8) better lunch schedule is arranged; (9) a greater variety of foods is prepared; and (10) the cafeteria is better equipped.

TABLE XXXV

CHECK LIST OF EVIDENCES OF IMPROVEMENTS IN  
SPECIAL SERVICES

Evidences	One or More Principals Reporting		
	Group I	Group II	Group III
A better choice of foods is possible.....	x		
All cafeteria personnel are employed and begin work before school opens.....	x		
Better schedule is provided for lunch periods.....			x
Bus routes have been set up in a distant section of the city.....			x
Buses are not overcrowded.....	x		
Faculty members and students supervise the loading and unloading of buses.....			x
Few adjustments in bus schedules have to be made after the opening of school.....	x	x	
Films are ordered and scheduled during summer for use in the regular session.....		x	
Modern equipment has been purchased for the cafeteria and the conditions under which food is prepared and served are more sanitary.....			x
Monitors in the halls assist in directing student traffic, informing others, and providing for the general safety.....			x
More community groups are using cafeteria and people are discussing the improvements that have been made.....			x
More parents are using the library.		x	
More pupils are eating in cafeteria			x
More teaching materials are provided.....			x
More library books have been used during summer months.....	x	x	
Patrolman leads his line of pupils in orderly manner to the buses....		x	

TABLE XXXV (Continued)

Evidences	One or More Principals Reporting		
	Group I	Group II	Group III
Principal makes study of condition of roads and gives his findings to superintendent for submission to highway department.....			x
Pupils and teachers are using the library more.....			x
Pupils sit in the buses in the order in which they get off.....		x	
Records and films have been purchased.....		x	
Since the safety patrol was organized, only one pupil has been hurt and this was not the fault of the patrolman.....		x	
Staff members are supervising more carefully the loading and unloading of pupils.....		x	
Teachers have requested special instruction in the use of audio-visual equipment.....		x	
Teachers have taken courses in use of audio-visual equipment.....		x	
The library is now well-organized..		x	
The number of buses was doubled from 1945 to 1950.....			x
There is greater use of county-owned instructional materials.....		x	
Visual aids are used extensively...	x		

Evidences of Improvements in Summer Health and Recreation Programs.

Table XXXVI presents seventeen evidences given by a number of the principals in support of improvements in the summer health and recreation programs.

It may be observed that seven evidences were given by principals of Group I and eleven evidences were given by principals of Group III.

No evidence was given by Group II principals. Only one evidence, clinics are arranged for and corrections are made, was given by principals of two groups.

The evidences given in Table XXXVI may be grouped in the following categories: (1) more attention is given to the discovery and correction of physical defects during the summer months; (2) supervised program of recreation is provided; (3) greater use is made of school facilities; and (4) pupils visit and learn about places of interest in the local environment.

TABLE XXXVI

CHECK LIST OF EVIDENCES OF IMPROVEMENTS IN  
SUMMER HEALTH AND RECREATION PROGRAMS

Evidences	One or More Principals Reporting		
	Group I	Group II	Group III
A health follow-up of all pre-school pupils and all others having defects is made during the summer.....			x
A recreation program is promoted for all young people in summer....			x
Athletic director is employed for twelve months.....			x
Better attendance is maintained because of services of health officials.....	x		
Clinics are arranged for and physical corrections made.....	x		x
Four supervisors employed and about 200 persons participate each day..			x
Instruction in swimming is provided			x
More clinics are provided for correction of physical defects.....	x		
Physical corrections for pupils entering first grade are made during the summer months.....	x		

TABLE XXXVI (Continued)

Evidences	One or More Principals Reporting		
	Group I	Group II	Group III
Play activities are provided for all ages.....			x
Pupils go to see places of interest in the county and surrounding counties.....			x
Results of pre-school clinic are reviewed with parents during summer.....	x		
School facilities, the coach, and teachers are made available for the recreation program.....			x
Teacher has prepared case history of each pre-school child as a follow-up of the clinic.....	x		
The cost of corrections for indigents is borne by social clubs or church organizations.....			x
There is a better understanding of the environment.....			x
There is greater use of school facilities during summer.....	x		

Evidences of Improvement in Summer School. Nine evidences of improvement in summer school are given in Table XXXVII. Three comments were recorded by principals of Group I, two by principals of Group II, and seven by principals of Group III.

Three evidences were recorded by one or more principals of two groups. These evidences are: (1) more pupils attend summer school; (2) the summer school was not operated prior to 1945; and (3) there are fewer repeaters in the grades.

Evidences presented in this table suggest the following types: (1) summer schools are being provided; (2) a number of pupils are availing themselves of the opportunities provided; and (3) there are fewer repeaters in the grades.

TABLE XXXVII

CHECK LIST OF EVIDENCES OF IMPROVEMENT  
IN SUMMER SCHOOL

Evidences	One or More Principals Reporting		
	Group I	Group II	Group III
About 300 grade pupils enroll for remedial work.....			x
An extra month is provided for first graders.....			x
In alternate summers, about 325 high school pupils enroll.....			x
More pupils attend summer school...	x		x
Over fifty per cent of pupils take new work.....			x
Summer school has been organized and administered.....	x		
Summer school is organized and supervised on same basis as the regular session.....	x		
Summer school was not operated prior to 1945.....		x	x
There are fewer repeaters in the grades and grades are less crowded.....		x	x

Evidences of Improvements in Supervision. Table XXXVIII presents nineteen comments of principals given in support of improvements in supervision.

It may be observed that seven evidences were recorded by principals of Group I, five evidences by principals of Group II, and nine by principals of Group III.

Two evidences; namely, sufficient time is available for making plans and teachers and supervisors plan cooperatively, are given by principals of Groups I and II.

evidences given in Table XXXVIII suggest the following types:

(1) the supervisory program is planned; (2) summer staff is supervised; (3) principal supervises classes and examines the projects of pupils; (4) teachers are growing in their profession; (5) opportunities for grade pupils to overcome deficiencies and an orientation program are provided; and (6) needs of pupils are discovered and plans are made to meet them.

TABLE XXXVIII

CHECK LIST OF EVIDENCES OF IMPROVEMENTS  
IN SUPERVISION

Evidences	One or More Principals Reporting		
	Group I	Group II	Group III
A better planned program has resulted.....	x		
A program of orientation is provided for pre-school children.....			x
Attended Home Economics and Agriculture demonstrations and inspected projects.....			x
Cannery, library and clerk's office are open most of summer.....	x		
More time is provided to work with pupils and to evaluate their progress.....			x
Needs of pupils were discovered....		x	
Opportunity provided for grade pupils to make up deficiencies during summer.....			x
Parents are convinced that pupils who participate in the orientation program make better progress.			x
Plans were made to meet needs and evidence gathered periodically of progress made.....		x	
Principal has planned during summer with teachers available....	x		
Principal plans work for janitor...			x



TABLE XXXVIII (Continued)

Evidences	One or More Principals Reporting		
	Group I	Group II	Group III
Principal supervises the agriculture teacher, home economics teacher, and athletic director during summer.....			x
Principal supervises classes of veterans and works with class members from time to time.....		x	
Sufficient time is available for making plans.....	x	x	
Supervision is provided for school paper and summer program.....			x
Teachers and supervisors plan cooperatively.....	x	x	
Teachers realize that professional study is necessary.....	x		
Teachers show greater respect for pupils as individuals.....	x		
The furniture is repaired and rooms made ready for opening of school.....			x

Evidences of Other Improvements. Table XXXIX presents thirty-six items which were given in support of improvements classified as miscellaneous. While none of these improvements falls clearly into any one of the other major classifications, at least seventy-five per cent of the evidences given in this table are very similar to certain items already presented.

It may be noted that seventeen items were recorded by one or more principals of Group I, five by Group II principals, and fifteen by principals of Group III. Only one item, summer school is provided, was recorded by a principal of each of two groups. No evidence was given by one or more principals of each of the three groups.

The items presented in this table may be grouped as follows:

(1) supervised summer activities and clinics are provided pupils;  
 (2) facilities, equipment, and records are improved; (3) comprehensive study is made of the total program; (4) the offering is broadened; (5) professional staff meetings are planned and held;  
 (6) principal engages in professional study; (7) school philosophy is formulated; (8) public relations are improved; (9) holding power of school is improved; (10) scholarships are awarded; and (11) graduates are succeeding at college level.

TABLE XXXIX

## CHECK LIST OF EVIDENCES OF OTHER IMPROVEMENTS

Evidences	One or More Principals Reporting		
	Group I	Group II	Group III
A school philosophy has been formulated in relation to community needs.....	x		
Band is supervised during summer months.....	x		
Before the principal was placed on full-time employment, he usually had another job during summer. Consequently, he did very little school work.....	x		
Building is in better condition for opening of school.....			x
Discussion of methods of discipline at faculty meetings is found to be helpful.....		x	
Effort has been made to provide an offering that will meet community needs.....			x
Evaluation of the school's program grew out of plans made during summer.....			x
Graduates are able to pursue studies in institutions of higher learning with profit.....	x		

TABLE XXXIX (Continued)

Evidences	One or More Principals Reporting		
	Group I	Group II	Group III
Holding power of the school has improved.....	x		
Homes are visited during summer months.....	x		
Intercommunication system has been installed.....			x
Library has been improved.....			x
Literature that is accumulated during the session is studied carefully.....		x	
Much is accomplished during pre-school conference.....			x
Offering has been expanded.....			x
Plans have been made to provide a broader offering when new building is completed.....	x		
Pre-school clinics are held.....			x
Principal attends regional and state conferences.....	x		
Principal has received Master's Degree.....			x
Principal has time to confer frequently with superintendent and fellow principals regarding policies and practices.....		x	
Programs of action are studied.....	x		
Public relations program has improved.....	x		
Pupils are praised for things they do well.....		x	
Scholarships and awards are provided.....	x		
School files and records are in better condition.....			x
Science laboratory has been improved.....			x
Some students take new work in summer school and graduate one year earlier.....			x
Special attention is given to "feeder" schools.....	x		
Summer employment has been secured for pupils.....	x		
Summer recreation program is conducted for two months.....	x		

TABLE XXXIX (Continued)

Evidences	One or More Principals Reporting		
	Group I	Group II	Group III
Summer school is provided.....	x		x
Summer shop course is operated.....	x		
There is improved attendance and understanding.....	x		
Through summer school, pupils can correct academic weaknesses and proceed with the group.....			x
Time is available and used for planning professional staff meetings.....		x	
Year-round employment provides time to make a comprehensive study of the program so that mistakes of past year may be corrected.....			x

The average number of evidences given by principals of Groups I, II, and III is 11.7, 11.8, and 13.4, respectively. Thus it may be seen that the difference in average number of evidences for Groups I and II is only slight and the greatest difference is for Group III principals over Group I principals.

While the types and number of evidences vary with individual principals, it would appear that the number of evidences tend to vary also with the amount of time which principals worked during the summer of 1944. In other words, principals who worked longer in the summer of 1944 tended to give on the average the larger number of evidences.

## COMMENTS OF PRINCIPALS AND SUPERINTENDENTS

Comments of Principals. Comments made by the principals may be categorized as follows: (1) the importance and necessity of year-round employment; (2) relation of summer work to school improvements; (3) provision of time for better planning; (4) increased recognition and prestige of principal; and (5) retention of principals in the profession.

The statements given below are considered representative of each class of comments.

The importance and necessity of year-round employment -

It would be a physical impossibility to plan and operate the program of the school without the time now devoted to it during the summer months.

Relation of summer work to school improvements -

Summer work has proved to be most beneficial in the general operation of the school.

Provision of time for better planning -

Summer (employment)\* gives the principal time to adequately plan and organize an effective program.

Increased services and recognition of principal -

The principal has become an integral part of his school community, and is available at all times as an educational adviser. He is no longer a stranger and an outsider.

Retention of principals in the profession -

Added income on twelve months basis has made it possible for principal to remain in teaching.

Comments of Superintendents. Thirty-three superintendents made additional comments about the program. Twenty-nine made general or

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\*Supplied by the writer.

specific comments about the worthwhileness of the program and the improvements which have resulted; one referred to reports previously submitted; and one had just become superintendent and did not feel that he could indicate clearly the improvements that had taken place since 1944. Comments by two superintendents indicate a lack of effectiveness of the program in their respective school divisions.

Comments made by the twenty-nine superintendents do not fall clearly into definite classes. For purposes of analysis, however, they may be grouped generally as follows: (1) general value of the program; (2) effect of the program upon the principal and his position; (3) general school improvements; and (4) specific school improvements and advantages of summer work.

Comments quoted below may be considered typical of statements classified in groups one, two, and three.

#### General value of the program -

We regard the twelve-months employment of principals as one of the most forward steps taken by the State Department.

After observing the values of the twelve-months principalship in a high school for the past five years, I believe it would be hazardous and detrimental to discontinue this practice.

#### Effect of the program upon the principal and his position -

It seems to me that perhaps the greatest improvements due entirely to the twelve-months employment of principals has been in what it has done to the principal himself, i. e., in the improvement of his morale, a feeling of greater security, an increase in the prestige attached to the position, and in his feeling that he has time to devote to careful thinking and planning in connection with the position.

#### General school improvements -

In general, the employment of the principal on a twelve-months basis has given him time to do the necessary work that cannot be done in nine or ten months, has greatly improved the organization, administration and supervision of the school, has increased both the services that the principal can render in his school and to the community.

Specific school improvements and advantages of summer work include: (1) better public relations; (2) efficiency in opening of school; (3) better plan of school work; (4) closer cooperation of teachers and principals; (5) busier pupils; (6) less friction on buses; (7) cleaner buildings; (8) professional growth; (9) opportunity for home visitation; and (10) principal develops procedures to improve instruction, supervises repairs and alterations, advises with pupils who have academic deficiencies, and helps in preparing transcripts.

Comments by two superintendents indicate that they have not noted the contributions and advantages of the program which other superintendents have experienced. One of the two says:

We have two fairly large High and Elementary Combined Schools at which principals are employed for ten months. They are usually organized and ready for work when school begins in September. To all appearances, there is very little difference between the ten- and twelve-months plan.

The other has this to say: "Unawareness generally speaking on the part of the community of the year-round program." It was also indicated that there were some improvements in administration but no improvements in supervision. In addition, this superintendent suggested that the excessive turnover in personnel has made questionable any improvements in organization.

The questionnaires do not show why these two school divisions have experienced a generally less effective program than have others. A number of factors may contribute to this; such as, lack of careful planning, limited scope of activities, poor scheduling of time, and the like.

It would appear that there is a need for leadership in working with the school leaders of these divisions in helping them to think through their local program, clarify objectives, plan a well-defined program, and evaluate it.

## CHAPTER VII

### SUMMARY, CONCLUSIONS, AND RECOMMENDATIONS

This chapter gives a summary of this study. It also presents in a concise manner conclusions and recommendations which seem to be justified.

#### SUMMARY

The cooperative efforts of many persons were involved in seeking the establishment of the program of employing principals in Virginia on a twelve-month basis through state aid. The Department of Secondary School Principals began in 1938 to express an interest in such a program.

Governor Darden recommended to the General Assembly in special session in the spring of 1945 that an appropriation be provided in order that experience might be had on a state-wide basis regarding the merits and benefits of the year-round employment of principals. The General Assembly received this recommendation favorably and the program was initiated beginning with the summer of 1945.

Since the program began to a large extent on an experimental basis and since a detailed study of the program had not been made following its initiation, it was considered desirable by members of the Department of Education that a careful study be undertaken. Subsequently, the present study was launched.

The general purpose of the study has been to make an appraisal of Virginia's program of employing principals on a twelve-month basis through state aid. Specifically the study has sought: (1) to delineate



the scope of the summer activities of principals employed on a twelve-month basis through state aid; (2) to compare these activities with the summer activities of the principals prior to the program; and (3) to ascertain major school improvements resulting in whole or in part from the year-round employment of principals.

As a background for the study, a point of view of secondary school administration was developed. High school administration has been described as a service activity, as a means to an end. Its central purpose has been considered as that of providing those conditions under which pupil and teacher growth can take place most effectively. Stated in another way, the central purpose of high school administration has been considered as that of improving the quality of pupil-teacher relations.

Through the use of a number of references, a classified list of duties of principals was prepared. This list was prepared in some detail, but it is not regarded as being an exhaustive treatment. Those activities which seemed to lend themselves to being performed during the interval between the closing and opening of school were selected for inclusion in a Check List.

Two questionnaires were prepared: one for principals and the other for superintendents. The questionnaire to principals consisted of two parts. Part I was composed of a Check List of one hundred and twenty-five activities and Part II was concerned with major improvements and evidences of these improvements. The questionnaire to superintendents was concerned with major improvements in the organization, administration, and supervision of those schools included in the study.

The questionnaire to principals was sent to those seventy high

school and combined high and elementary school principals who had been employed both on a twelve-month basis through state aid since 1945 and in the same position since 1944. Sixty-eight questionnaires were completed and returned. Because of incompleteness, Parts I and II of six questionnaires and Part II of three other questionnaires were discarded.

The questionnaires to superintendents was sent to those forty-three superintendents employing the seventy principals referred to in the foregoing paragraph. Forty-one questionnaires were completed and returned. Because of incomplete information, two questionnaires were not used in the study.

The summer activities as reported by the principals were noted meticulously and were summarized in tabular form in Chapter V. The number of principals engaging in each activity in the summer interval of 1944 was noted and the number of principals engaging in each activity in the summer of 1950 to the same extent or to a greater extent than in the summer of 1944 was recorded.

The improvements recorded by the principals were studied and classified in eighteen major areas. The improvements listed by the superintendents under organization, administration, and supervision were also grouped according to sub-areas to which they seemed to belong logically.

Evidences recorded by one or more principals were noted and presented in Chapter VI in tabular form. These items were listed with those improvements with which they had been recorded by the principals.

## CONCLUSIONS

The conclusions which follow seem to be suggested by the study.

1. More principals of Groups I, II, and III engaged in activities in the summer of 1950 than in the 1944 summer interval.
2. More principals of each group engaged in activities to a greater extent in the summer of 1950 than the number which participated during the summer of 1944.
3. As the period of employment was increased for the summer interval through the state-wide program, the percentage of activities engaged in to a greater extent by more principals of each group also increased.
4. When the principals are considered as one total group, it is revealed that more of them participated in all activities, except teaching summer school, during the summer of 1950 than during the summer of 1944. Also, more of them engaged in one hundred thirty-one activities to a greater extent in the summer of 1950 than in the summer of 1944.
5. The three areas in which more principals on the average engaged during both summers are listed in order as follows:  
(1) planning and organizing the program of studies; (2) planning, organizing, and directing business and office activities; and (3) managing the school plant.
6. The five areas of activities in which there occurred the greatest increase in average number of principals participating during the summer of 1950 as compared with the summer of 1944 are listed in order as follows: (1) providing for the continuous improvement of instruction;

(2) planning and organizing the program of student activities; (3) planning and organizing pupil personnel activities; (4) planning, organizing, and directing the program of public relations; and (5) managing the school plant.

It is regarded as significant that the area of the improvement of instruction ranks first in terms of the increase in average number of principals participating in each activity for the summer of 1950. This is in keeping with the general point of view expressed earlier; namely, that the improvement of the quality of pupil-teacher relations is the central goal and all activities essential to the achievement of this objective are regarded as contributory.

7. The area of the least gain for the summer of 1950 in the average number of principals participating in related activities is that of professional improvement. This may suggest that principals need to give more attention to this area in order that improvements in other areas, in particular the area of instruction, may continue.
8. The six areas in which improvements were most frequently reported by principals are: (1) public relations; (2) guidance; (3) school buildings and grounds; (4) opening of school; (5) instruction; and (6) general planning.
9. The five improvements reported most frequently under organization by the superintendents are: (1) making assignments and schedules; (2) planning; (3) opening of school; (4) guidance; and (5) studying needs of the pupils and community.

10. The five improvements reported most frequently by superintendents under administration are: (1) school buildings and grounds; (2) guidance; (3) opening of school; (4) scheduling; and (5) business and office activities.
11. The five improvements reported most frequently under supervision by superintendents are in order as follows: (1) general improvements; (2) conferences and faculty meetings; (3) guidance; (4) increased supervisory time; and (5) selecting and orienting teachers.
12. When all of the improvements as reported by superintendents are reviewed without regard to the areas of organization, administration, and supervision, it seems that the following five occur most frequently: (1) scheduling and general planning; (2) guidance; (3) selection, orientation, and in-service training of teachers; (4) opening of school; and (5) school buildings.
13. While it is impossible to make an exact comparison between the improvements listed by superintendents and principals, a careful perusal of the improvements given by both groups indicate a high degree of consistency.
14. All of the superintendents except two indicated that the program is very effective in their school divisions and that a number of improvements have resulted.
15. Principals employed for the longer periods during the summer interval prior to the state-wide program tended to give on the average the larger number of evidences in support of improvements shown for the period from 1945 to 1950.

## RECOMMENDATIONS

It is recommended:

1. That the program be removed from an atmosphere of uncertainty as to its importance in public education and that it be made a regular and continuing part of the educational system.
2. That the program be expanded in order that more pupils and communities may have the services of principals employed on a twelve-month basis.
3. That the Department of Education continue to work with local school leaders, especially those who have noted few or no advantages, in the continuous improvement of the program.
4. That a study be undertaken regarding the question of the size of school as a condition for local schools to participate in the program, and the procedure involved in approving applications and providing state aid for local divisions.

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## APPENDIX

### "Making The Principalship A Year-Round Job"<sup>1</sup>

In this article, Katterle describes the summer program of the principals of Portland, Oregon.

The year-round employment of the Portland principals was begun in the summer of 1945 to provide the additional time needed for the administration and supervision of the local schools. A major part of each summer is used by the principals to study common problems through committee meetings and workshops. Each principal is allowed a period of six weeks once every three summers for professional study or teaching.

### "The Elementary Principal Works The Year-Round"<sup>2</sup>

Henson discusses examples of the many kinds of summer activities engaged in by elementary school principals in Virginia. Some of these activities are: providing a playground program with the cooperation of volunteer helpers; providing experiences for children in homemaking, craftwork and art; conferring with pupils and parents; visiting homes; assisting Executive Committees of the local Parent-Teacher Associations in planning the year's work; making inventory of local resources; and organizing the school program.

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<sup>1</sup>Zeno B. Katterle, "Making The Principalship A Year-Round Job," The American School Board Journal, Vol. CXIV, No. 5 (May, 1947), pp. 25 and 26.

<sup>2</sup>Elizabeth Henson, "The Elementary Principal Works The Year-Round," Virginia Journal of Education, Vol. XLI, No. 7 (March, 1948), pp. 289 and 304.

"There Is Plenty of Summer Work"<sup>3</sup>

Boone, Principal of the Senior High School, Orlando, Florida, indicates that the twelve-month principal has an opportunity to solve or eliminate during the summer most of the problems of the following school session. He says:

It (the year-round employment of principals)\* is certainly a new deal for the youngsters that attend school, because one of the most important phases of administration and organization comes during the summer months.<sup>4</sup>

As principal of a large high school, Boone describes his summer program. Among the summer activities which he relates are: routine office work, checking registration cards, preparing the school schedule, preparing each pupil's schedule, planning with individual teachers, ordering classroom supplies, supervising the reconditioning of the building, helping new teachers find places to live, helping pupils secure jobs, and developing good school-community relations.

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<sup>3</sup>William M. Boone, "There Is Plenty of Summer Work," School Management, Vol. XIX, No. 11 (June, 1950), pp. 12-13.

<sup>4</sup>Ibid., p. 12.

\*words in parentheses supplied by the writer.

PROPOSAL PRESENTED IN 1945 BY THE STATUS COMMITTEE  
TO THE GOVERNOR OF VIRGINIA

To His Excellency, Colage W. Darden, Jr., Governor of Virginia.

In compliance with your request for more information concerning the public school principals in Virginia, the Status Committee of the Secondary and Elementary Principals of Virginia wishes to submit for your consideration the following:

I. Present Status of Public School Principals

- a. The public school principal both secondary and elementary is now employed for a term of nine months at an average salary of less than \$ 2000.
- b. The fact that he is employed for nine months on such a low salary causes him to be only a part-time principal and forces him to resort to other employment during the time he is not employed by the local school board.
- c. At the present time only eighty principals of a total of 808 are employed on a twelve months basis.
- d. A principal cannot be an educational leader in his community if his economic status forces him to be away from the community seeking employment one-fourth of his time.
- e. As a result of inadequate salaries many valuable principals leave the field of education and go to other vocations.

II. Reasons for Employing the Supervising Principal on a Twelve Months Basis.

- a. To provide time for planning for the coming school session.
- b. To assist in developing proper school and community relationships.
- c. To keep his office open during the summer months.
- d. To advise pupils and parents concerning courses and other school matters.
- e. To work with the superintendent on the scope of the school offering and in other matters concerning the school.
- f. To attend Professional workshops and clinics.
- g. To provide a salary for principals that will enable him to take his place as an educational leader in the community.
- h. To provide the supervising principal through better planning with more time for supervision.
- i. The increased salary of supervising principals will enable superintendents to employ and keep well equipped men and women as principals of his schools.
- j. It will serve as an aid in the consolidation of schools.

A satisfactory statement concerning the supervising principal was presented to the Denny Commission by the Committee on Administration. This statement is printed on Page 66 of the Commission Report and is quoted below:

"Longer Terms for Supervising Principals. The Committee recommends that supervising principals be employed for terms of twelve months,

with the State providing the same proportion of salary it now provides for supervisors. This would enable the principal, under the direction of the division superintendent, to keep his office open during the summer months, make preparations for the new session, advise pupils and parents concerning courses and other school matters, foster proper school and community relationships, and perform many other desirable tasks as assigned."

The Committee believes that the key to the improvement of instruction in the public schools of Virginia lies in supervision and that the most important agent of supervision is the supervising principal. This is true because he serves as a co-ordinator of all the supervisory activities within the school and is in a position to work closely from day to day with his teachers in an effort to improve the teaching process. We further believe that the improvement of the status of the supervising principal by offering him twelve months employment at a salary commensurate with the salary received by his compeers will cause the principalship to become a profession and thereby greatly increase the quality of its personnel.

### III. The Proposed Plan

For employing supervising principals on a twelve months basis at a reasonable salary the Committee proposes the following plan:

- a. That the supervising principal be given the opportunity to perform the most important function of his position, namely, supervision, by placing him on a twelve months contract at a minimum salary of \$ 3000. (A supervising principal is here defined as one who teaches no classes and devotes all of his time to supervision and administration).
- b. That a supervising principal in order to participate in this plan must be receiving a salary of at least \$ 2250.
- c. That in order to raise the salary to the desired level of \$ 3000 on a twelve months basis the State shall pay two-thirds and the local school division shall pay one-third of the difference between \$ 2250 and \$ 3000.

#### Illustration:

Principal A now receives \$ 2250. The school board by whom he is employed wishes to place him on a twelve months basis and to receive a part of the necessary amount of this increase from state funds. The State pays \$ 500 and the school board \$ 250 of the sum of \$ 750 necessary to raise his salary to \$ 3000.

The procedure for arriving at this basis of distribution is as follows:

Most principals in Virginia (all except 80) are now employed for nine months or three-fourths of the year. While it is thought desirable to have the State pay two-thirds of supervising principals salaries so

recommended by the Committee on Administration of the Denny Commission it is believed that such a procedure would require more money than is available at the present time. Therefore the Status Committee of the Principals believes that the State and local school division should cooperate in placing the supervising principal on a twelve-months basis by having the state pay two-thirds and the local school division one-third of the additional three months salary.

d. Of the salaries of principals who receive between \$ 3000 and \$ 4000 the State shall pay one-sixth of the annual salary. (This amount of one-sixth represents two-thirds of the additional three months salary necessary to place the supervising principal on a twelve months basis)

e. The maximum amount to which the State shall contribute one-sixth of the annual salary shall be \$ 4000.

#### IV. Estimated cost of the Proposed Plan to the State of Virginia.

No. high school supervising Principals in the counties	54
No. high school supervising Principals in the cities	36
No. Junior high school supervising Principals in the cities	20
No. Elementary supervising Principals in the cities	141
No. Elementary supervising Principals in the counties	88
No. high school principals who could qualify	69
Total	408

Estimated average amount to be contributed as State's part of salary to each supervising Principal, \$ 550. Total cost to the State each year \$ 224,400.

The consolidation of schools in the future will result in larger schools and more supervising principals. According to a report on the consolidation of schools presented to the Denny Commission by the State Department of Education a continuous plan for the consolidation of schools is recommended. If this plan is followed the total number of Principals in Virginia will be 828. It is not believed, however, that more than 650 of these will ever qualify as supervising principals and that the cost of this plan to the State will ever exceed \$ 357,500 per year.

Respectfully submitted:

The Status Committees of the  
Secondary and Elementary  
Principals Association

COMMONWEALTH OF VIRGINIA  
STATE BOARD OF EDUCATION  
Richmond 16

SUPTS. MEMO. NO. 2314  
May 6, 1949

TO: Division Superintendents

FROM: Woodrow W. Wilkerson, Supervisor of Secondary Education

SUBJECT: State Aid in the Employment of Supervising Principals

The conditions for the employment of supervising principals for twelve months with State aid during 1949-50 are listed on pages 2 and 3 of this memorandum.

For the 1948-49 session, State aid was allocated to 87 counties and 23 cities in the employment of 296 supervising principals on a twelve-month basis. Because of limited funds, however, it was impossible to provide the normal amount for all of these schools. Forty-six of the schools approved for the 1948-49 session received 90% of the normal amount.

Through the action of the General Assembly in regular session in 1948, the amount available for assisting in the employment of supervising principals for twelve months during 1949-50 has been increased to approximately \$ 226,000. Those schools on the approved list for 1948-49 will be approved for the normal amount of State Aid for the 1949-50 session provided all conditions are met. New schools meeting all conditions for 1949-50 will receive as large a proportion of the normal amount of State Aid as the funds will allow. In no case can the State Aid for a new school exceed the increase in salary for 1949-50.

State funds are provided for the employment of supervising principals on a twelve-month basis to aid superintendents and school boards in raising to a higher level of efficiency the administrative and supervisory program of the schools. Employment on a year-round basis should enable the principal to co-ordinate more effectively the work of all concerned with his school, to extend his service to the pupils and the community, and to plan and carry out an increasingly effective all-year program of supervision. It is suggested that the principal prepare a schedule of summer work under the direction and guidance of the division superintendent. The summer work should be as carefully planned as the work of the regular session and should be developed as an integral part of the year-round program.

We are enclosing application forms for the use of the superintendent in requesting State Aid for the employment of supervising principals on a twelve-month basis. Applications should be submitted to the Supervisor of Secondary Education on or before May 30, 1949. The program of work for each principal should be attached to the application. It would be very helpful to the Staffs of the Divisions of Secondary Education and Elementary Education in arranging a program of visitation if the office schedule of each principal were included in his program of work. No special form is needed in submitting the program of work of each principal.



CONDITIONS FOR THE EMPLOYMENT OF SUPERVISING PRINCIPALS  
FOR TWELVE MONTHS

1949-1950

SUPTS. MEMO. NO. 2314

Page 2

Schools approved for State Aid for 1948-49 in the employment of supervising principals on a twelve-month basis will be approved for 1949-50 provided the following conditions are met. Since an increase has been provided in the State appropriation for the last year of the current biennium, applications for new schools will be considered.

1. The supervising principal teaches no more than two class periods (Physical Education included) during the regular session and devotes all of the remainder of his time to supervision and to administration. He devotes no more time to teaching in a summer school than the equivalent in clock hours of two periods of the regular session.
- \*2. A school enrolling high school pupils only shall have 200 or more pupils, a school enrolling high and elementary pupils shall have a total of at least 350 pupils with not less than 100 in high school; and a school enrolling elementary pupils only shall have 500 or more pupils. Exception will be made for those straight elementary schools enrolling less than 500 pupils which were approved for 1948-49 provided the enrollments are not less than 350.
3. The minimum annual salary for 1949-50 of a supervising principal for the purpose of reimbursement shall be \$ 3000.
4. The basis of providing reimbursement for the salary of a supervising principal of a school approved during the current year will be one-sixth of the principal's 1949-50 salary not to exceed one-sixth of \$ 4000. (This provision is made for the purpose of extending the appropriation as far as possible and it is not intended to be construed as a suggestion that \$ 4000 should be the maximum salary for principals.) New schools meeting all conditions will receive as large a proportion of the normal amount of State Aid as the funds will allow. However, those new schools providing an increase in salary less than one-sixth of the total salary for 1949-50 will be considered for State Aid on the basis of the increase over the 1948-49 salary.
5. The State Department of Education will cooperate with the school divisions in making it possible for a supervising principal on a twelve-month basis with State Aid to engage in professional study for a period of six weeks without deduction once within every three years of employment.

In providing for the continuous development of the total program of education for a school division, the superintendent may arrange for supervising principals to attend summer school according to a schedule.

\* Use enrollment figures as shown on the Preliminary Annual Report for 1948-49.

SUPTS. MEMO. NO. 2314

Page 3

School divisions employing one to three principals on a twelve-month basis may arrange for not more than one principal to attend summer school during a particular summer. School divisions employing more than three principals on a twelve-month basis may arrange for two or more principals to engage in professional study during the same summer.

Approval by the school division of a supervising principal's attendance at summer school should be noted on the application.

6. Clerical assistance will be extended by the school division throughout the summer months on either a full-time or part-time basis for each school employing a supervising principal for twelve months.
7. Necessary mileage at 5¢ a mile for travel involved in the performance of school duties will be allowed each supervising principal by the school division. (A description will be given in the application showing the arrangement for clerical help and travel which the division is providing for the supervising principal.)
8. The minimum number of hours of work per week for a supervising principal shall be forty. A normal vacation period of two weeks will be provided.
9. The superintendent and supervising principal shall submit to the Supervisor of Secondary Education by May 30, 1949, the application for State Aid accompanied by the Program of Work proposed for the summer 1949 and for June of 1950.
10. A statement of the accomplishments during the summer shall be made by the supervising principal through the division superintendent's office on or before September 30, 1949.

COMMONWEALTH OF VIRGINIA  
STATE BOARD OF EDUCATION  
Richmond 16

June 14, 1949

TO: Division Superintendents

FROM: Woodrow W. Wilkerson, Supervisor of Secondary Education

SUBJECT: Supplement to Superintendents' Memo. No. 2314, State Aid  
in the Employment of Supervising Principals

On May 6, 1949 we sent you Supts. Memo. No. 2314 in which were set forth the conditions for the employment of supervising principals for twelve months with State Aid. We find that the following statement was inadvertently omitted from Condition 2, Page 2:

"If deemed advisable, funds for the employment of one supervising principal may be allowed each county and city having no schools which meet the minimum enrollment requirements."

With the addition of this supplementary statement, Condition No. 2 in its entirety should read as follows:

\*2. A school enrolling high school pupils only shall have 200 or more pupils, a school enrolling high and elementary pupils shall have a total of at least 350 pupils with not less than 100 in high school; and a school enrolling elementary pupils only shall have 500 or more pupils. Exception will be made for those straight elementary schools enrolling less than 500 pupils which were approved for 1948-49 provided the enrollments are not less than 350. If deemed advisable, funds for the employment of one supervising principal may be allowed each county and city having no schools which meet the minimum enrollment requirements.

\* Use enrollment figures as shown on the Preliminary Annual Report for 1948-49.

WWW/jht

PRINCIPALS ENGAGING IN ACTIVITIES RELATED TO  
PLANNING AND ORGANIZING THE PROGRAM OF STUDIES

White Schools

Activities	Group I 20 Principals work- ing 20 or Less Days during Summer Inter- val of 1944		
	A	B	C
Consult with superintendent or his representative concerning the program of studies to be offered.....	16	2	18
Plan organization for providing experiences for all pupils in general education.....	5	1	19
Decide upon the sequence and organization of courses in special education.....	5	1	15
Recommend courses to be required by all students.....	9	0	17
Scheduling -			
Confer with superintendent regarding number of teachers needed and other matters pertaining to scheduling.....	14	1	17
Tabulate and use data from preliminary registration.....	9	0	17
Decide upon a plan for grouping students to facilitate the adjustment of instruction to individual needs.....	4	0	13
Decide upon size of classes, length of school day, length of periods, and time for opening and closing school.....	12	1	16
Prepare master schedule.....	13	0	16
Confer with pupils about their respective programs.....	2	1	16
Prepare daily schedules for pupils excluding late transfers.....	7	0	16
Set up a system for scheduling pupils who transfer late.....	0	1	11
Make teacher assignments for the year....	14	1	18
Confer with teachers concerning their class assignments.....	3	1	18
Additional activities.....	0	0	4

A - Number of these principals engaging in each activity in the 1944 summer interval.

B - Number of these principals engaging in each activity in the 1950 summer interval to about the same extent as in the summer of 1944.

C - Number of these principals engaging in each activity in the 1950 summer interval to a greater extent than in the summer of 1944.

PRINCIPALS ENGAGING IN ACTIVITIES RELATED TO  
PLANNING AND ORGANIZING THE PROGRAM OF STUDIES

White Schools

Group II 10 Principals Work- ing 21 to 40 Days during Summer Inter- val of 1944			Group III 17 Principals Work- ing More than 40 Days During Summer Interval of 1944			Total of 47 Princi- pals Working during Summer Interval of 1944		
A	B	C	A	B	C	A	B	C
10	0	10	15	6	10	41	8	38
7	0	10	10	4	9	22	5	38
5	2	6	4	2	5	14	5	26
4	1	7	13	7	8	26	8	32
9	0	10	15	9	8	38	10	35
4	0	10	10	3	12	23	3	39
4	1	8	9	3	11	17	4	32
7	4	5	16	7	10	35	12	31
6	3	6	16	8	9	35	11	31
5	0	10	13	3	14	20	4	40
4	1	8	9	4	11	20	5	35
1	1	6	4	3	5	5	5	22
9	4	6	17	9	8	40	14	32
7	0	10	15	3	14	25	4	42
2	0	2	1	0	4	3	0	10

PRINCIPALS ENGAGING IN ACTIVITIES RELATED TO  
PLANNING AND ORGANIZING THE PROGRAM OF STUDIES

Negro Schools

Activities	Group I 11 Principals Work- ing 20 or Less Days during Summer Inter- val of 1944		
	A	B	C
Consult with superintendent or his representative concerning the program of studies to be offered.....	11	1	10
Plan organization for providing experiences for all pupils in general education.....	5	0	9
Decide upon the sequence and organization of courses in special education.....	5	2	5
Recommend courses to be required by all students.....	5	2	6
Scheduling -			
Confer with superintendent regarding number of teachers needed and other matters pertaining to scheduling.....	11	1	10
Tabulate and use data from preliminary registration.....	5	0	9
Decide upon a plan for grouping students to facilitate the adjustment of instruction to individual needs.....	7	2	8
Decide upon size of classes, length of school day, length of periods, and time for opening and closing school.....	10	1	9
Prepare master schedule.....	9	1	10
Confer with pupils about their respective programs.....	4	0	11
Prepare daily schedules for pupils excluding late transfers.....	4	0	8
Set up a system for scheduling pupils who transfer late.....	4	1	6
Make teacher assignments for the year....	9	2	9
Confer with teachers concerning their class assignments.....	5	1	9
Additional activities.....	0	0	3

A - Number of these principals engaging in each activity in the 1944 summer interval.

B - Number of these principals engaging in each activity in the 1950 summer interval to about the same extent as in the summer of 1944.

C - Number of these principals engaging in each activity in the 1950 summer interval to a greater extent than in the summer of 1944.

PRINCIPALS ENGAGING IN ACTIVITIES RELATED TO  
PLANNING AND ORGANIZING THE PROGRAM OF STUDIES

Negro Schools

Group II 3 Principals Work- ing 21 to 40 Days during Summer Inter- val of 1944			Group III 3 Principals Work- ing More than 40 Days during Summer Interval of 1944			Total of 17 Princi- pals Working during Summer Interval of 1944		
A	B	C	A	B	C	A	B	C
1	0	2	3	0	3	15	1	15
1	0	2	2	0	2	8	0	13
1	0	2	2	0	2	8	2	9
2	0	2	2	0	3	9	2	11
2	1	2	3	0	3	16	2	15
2	0	3	2	0	2	9	0	14
2	1	1	2	0	2	11	3	11
3	1	1	2	0	2	15	2	12
3	1	2	3	0	3	15	2	15
1	0	2	3	0	3	8	0	16
2	0	1	2	0	2	8	0	11
1	1	1	1	0	1	6	2	8
3	1	1	3	0	3	15	3	13
2	0	3	2	0	2	9	1	14
1	0	2	0	0	0	1	0	5

TABLE XLII  
 PRINCIPALS ENGAGING IN ACTIVITIES RELATED TO  
 THE CONTINUOUS IMPROVEMENT OF INSTRUCTION  
 White Schools

Activities	Group I 20 Principals Work- ing 20 or Less Days during Summer Inter- val of 1944		
	A	B	C
Develop a planned program for supervising instruction.....	3	1	17
Interview prospective teachers and make recommendations to the superintendent....	3	1	18
Recommend persons qualified to serve as substitute teachers.....	3	3	14
Inaugurate a study for curriculum improve- ment.....	1	0	17
Develop a plan for including entire staff in the study.....	3	1	15
Appoint a steering committee to assist in coordinating the study.....	0	2	4
Plan ways of securing pupil and parental participation.....	3	1	16
Make arrangements for experimentation or research on some problem of special concern to members of the faculty.....	0	0	12
Give leadership in developing or revising local courses of study.....	1	0	15
Develop a plan for providing remedial teaching.....	0	1	12
Provide leadership in selecting textbooks.	3	2	8
Additional activities.....	0	0	2

- A - Number of these principals engaging in each activity in the 1944 summer interval.
- B - Number of these principals engaging in each activity in the 1950 summer interval to about the same extent as in the summer of 1944.
- C - Number of these principals engaging in each activity in the 1950 summer interval to a greater extent than in the summer of 1944.



TABLE XLII (Continued)

PRINCIPALS ENGAGING IN ACTIVITIES RELATED TO  
THE CONTINUOUS IMPROVEMENT OF INSTRUCTION

White Schools

Group II 10 Principals Work- ing 21 to 40 Days during Summer Inter- val of 1944			Group III 17 Principals Work- ing More than 40 Days during Summer Interval of 1944			Total of 47 Princi- pals Working during Summer Interval of 1944		
A	B	C	A	B	C	A	B	C
3	0	9	10	3	8	16	4	34
6	2	7	10	4	9	19	7	34
3	2	4	9	4	6	15	9	24
2	1	5	5	1	11	8	2	33
2	1	5	4	0	9	9	2	29
0	0	2	2	0	4	2	2	10
2	1	5	12	2	13	17	4	34
2	0	6	4	1	8	6	1	26
3	1	8	9	2	11	13	3	34
2	1	4	5	1	10	7	3	26
4	1	7	8	2	10	15	5	25
1	1	1	1	0	2	2	1	5

TABLE XLIII  
 PRINCIPALS ENGAGING IN ACTIVITIES RELATED TO  
 THE CONTINUOUS IMPROVEMENT OF INSTRUCTION  
 Negro Schools

Activities	Group I 11 Principals working 20 or Less Days during Summer Interval of 1944		
	A	B	C
Develop a planned program for supervising instruction.....	5	2	8
Interview prospective teachers and make recommendations to the superintendent....	7	1	10
Recommend persons qualified to serve as substitute teachers.....	2	1	8
Inaugurate a study for curriculum improvement.....	4	1	9
Develop a plan for including entire staff in the study.....	3	1	9
Appoint a steering committee to assist in coordinating the study.....	4	0	8
Plan ways of securing pupil and parental participation.....	6	1	10
Make arrangements for experimentation or research on some problem of special concern to members of the faculty.....	2	1	5
Give leadership in developing or revising local courses of study.....	3	0	11
Develop a plan for providing remedial teaching.....	2	0	8
Provide leadership in selecting textbooks.	3	0	6
Additional activities.....	0	0	2

- A - Number of these principals engaging in each activity in the 1944 summer interval.
- B - Number of these principals engaging in each activity in the 1950 summer interval to about the same extent as in the summer of 1944.
- C - Number of these principals engaging in each activity in the 1950 summer interval to a greater extent than in the summer of 1944.



TABLE XLIV

PRINCIPALS ENGAGING IN ACTIVITIES RELATED TO  
PLANNING AND ORGANIZING THE PROGRAM OF STUDENT ACTIVITIES

White Schools

Activities	20 Principals working 20 or Less Days during Summer Interval of 1944		
	A	B	C
Complete the athletic schedule.....	2	2	11
Schedule the other extra-curricular activities.....	4	0	17
Assign sponsors to the various organizations.....	8	2	18
Improve or develop a plan for sponsors to report on the success of the program..	0	0	10
Improve or develop a plan for keeping records of pupil participation.....	2	0	14
Improve or develop a program for training leaders of the extra-curricular program.....	0	0	7
Improve or set up a system for encouraging an increasingly larger percentage of pupils to participate.....	1	1	15
Modify or develop a plan for limiting the extent of participation of individual pupils.....	1	5	7
Make arrangements for safety of pupils who engage in interscholastic contests...	1	2	15
Complete the budget for extra-curricular activities.....	4	0	13
Provide a definite time for assemblies....	10	3	14
Set up a committee in charge of preparation of assembly programs.....	6	4	14
Arrange for pupils who arrive at school early and leave late by bus.....	5	3	7
Additional activities.....	0	0	2

A - Number of these principals engaging in each activity in the 1944 summer interval.

B - Number of these principals engaging in each activity in the 1950 summer interval to about the same extent as in the summer of 1944.

C - Number of these principals engaging in each activity in the 1950 summer interval to a greater extent than in the summer of 1944.

TABLE XLIV (Continued)

PRINCIPALS ENGAGING IN ACTIVITIES RELATED TO  
PLANNING AND ORGANIZING THE PROGRAM OF STUDENT ACTIVITIES

White Schools

Group II 10 Principals Work- ing 21 to 40 Days during Summer Inter- val of 1944			Group III 17 Principals Work- ing More than 40 Days during Summer Interval of 1944			Total of 47 Princi- pals Working during Summer Interval of 1944		
A	B	C	A	B	C	A	B	C
3	2	2	8	7	4	13	11	17
6	3	5	11	3	11	21	6	33
4	2	7	15	6	10	27	10	35
3	1	5	5	2	8	8	3	23
2	0	6	6	3	9	10	3	29
1	1	5	3	1	6	4	2	18
1	1	4	7	1	10	9	3	29
5	2	6	2	2	6	8	9	19
3	1	6	8	2	12	12	5	33
4	1	5	6	1	8	14	2	26
6	5	4	12	6	6	28	14	24
4	3	5	5	4	6	15	11	25
3	2	4	8	2	7	16	7	18
0	0	0	2	0	4	2	0	6

TABLE XLV

PRINCIPALS ENGAGING IN ACTIVITIES RELATED TO  
PLANNING AND ORGANIZING THE PROGRAM OF STUDENT ACTIVITIES

Negro Schools

Activities	Group I 11 Principals work- ing 20 or Less Days during Summer Inter- val of 1944		
	A	B	C
Complete the athletic schedule.....	3	0	6
Schedule the other extra-curricular activities.....	5	1	9
Assign sponsors to the various organizations.....	9	1	10
Improve or develop a plan for sponsors to report on the success of the program.....	3	0	7
Improve or develop a plan for keeping records of pupil participation.....	4	1	6
Improve or develop a program for train- ing leaders of the extra-curricular program.....	3	0	9
Improve or set up a system for encourag- ing an increasingly larger percentage of pupils to participate.....	3	0	9
Modify or develop a plan for limiting the extent of participation of individual pupils.....	3	0	7
Make arrangements for safety of pupils who engage in interscholastic contests...	3	0	7
Complete the budget for extra-curricular activities.....	3	1	5
Provide a definite time for assemblies....	8	3	8
Set up a committee in charge of prepara- tion of assembly programs.....	7	3	7
Arrange for pupils who arrive at school early and leave late by bus.....	1	1	3
Additional activities.....	0	0	3

A - Number of these principals engaging in each activity in the 1944 summer interval.

B - Number of these principals engaging in each activity in the 1950 summer interval to about the same extent as in the summer of 1944.

C - Number of these principals engaging in each activity in the 1950 summer interval to a greater extent than in the summer of 1944.



TABLE XLVI  
 PRINCIPALS ENGAGING IN ACTIVITIES RELATED TO  
 SPECIAL SERVICES  
 White Schools

Activities	Group I 20 Principals Work- ing 20 or Less Days during Summer Inter- val of 1944		
	A	B	C
<b>Library</b>			
Make a schedule to provide for maximum use of library during regular session...	3	1	15
Arrange for library to be open to pupils and community during summer.....	1	2	11
Participate in selection of books and periodicals.....	4	3	12
Additional activities.....	0	0	1
<b>Texts, Audio-Visual Aids and Instructional Supplies</b>			
Improve or develop a system for making requisition of instructional materials..	2	0	17
Improve or develop a system for the receipt of instructional materials.....	3	3	13
Improve or develop a system for dis- tributing instructional materials.....	2	1	12
Improve or develop a system for storing and repairing instructional materials....	1	1	14
Lead the faculty in a study concerning the more effective use of instructional materials.....	1	2	10
Additional activities.....	1	0	3
<b>Cafeteria</b>			
Decide upon length and number of lunch periods and schedule pupils accordingly.....	8	4	12
Determine the charge for cafeteria meals.	5	5	7
Decide upon policy regarding sale of "pop," candy, etc.....	3	3	7
Appointed a committee to discuss with cafeteria head needed improvements.....	3	1	12
Additional activities.....	0	0	5



TABLE XLVI (Continued)

PRINCIPALS ENGAGING IN ACTIVITIES RELATED TO  
SPECIAL SERVICES

## White Schools

Group II 10 Principals Work- ing 21 to 40 Days during Summer Inter- val of 1944			Group III 17 Principals Work- ing More than 40 Days during Summer Interval of 1944			Total of 47 Princi- pals Working during Summer Interval of 1944		
A	B	C	A	B	C	A	B	C
4	3	4	12	5	10	19	9	29
3	1	4	6	3	7	10	6	22
2	0	5	13	5	10	19	8	27
0	0	1	3	0	4	3	0	6
4	1	4	7	2	10	13	3	31
2	1	3	6	3	7	11	7	23
4	1	5	8	3	9	14	5	26
2	2	2	8	3	10	11	6	26
2	1	6	8	3	9	11	6	25
1	0	2	0	0	2	2	0	7
4	2	6	8	2	11	20	8	29
3	1	2	5	0	10	13	6	19
3	3	2	4	2	5	10	8	14
0	0	1	3	0	7	6	1	20
0	0	1	2	0	3	2	0	9

TABLE XLVI (Continued)

PRINCIPALS ENGAGING IN ACTIVITIES RELATED TO  
SPECIAL SERVICES

White Schools

Activities	Group I 20 Principals Work- ing 20 or Less Days during Summer Inter- val of 1944		
	A	B	C
Pupil Transportation			
Improve or arrange a definite system for loading and unloading pupils.....	4	2	13
Assign some member of the staff the supervisory responsibility of the loading and unloading of pupils.....	2	2	12
Organize a safety patrol or committee....	5	4	9
Revise regulations and procedures for safety committee.....	2	3	8
Survey bus routes and make recommenda- tions to superintendent.....	3	0	14
Additional activities.....	0	0	3

A - Number of these principals engaging in each activity in the 1944 summer interval.

B - Number of these principals engaging in each activity in the 1950 summer interval to about the same extent as in the summer of 1944.

C - Number of these principals engaging in each activity in the 1950 summer interval to a greater extent than in the summer of 1944.

TABLE XLVI (Continued)

PRINCIPALS ENGAGING IN ACTIVITIES RELATING TO  
SPECIAL SERVICES

## White Schools

Group II 10 Principals Work- ing 21 to 40 Days during Summer Inter- val of 1944			Group III 17 Principals Work- ing More than 40 Days during Summer Interval of 1944			Total of 47 Princi- pals Working during Summer Interval of 1944		
A	B	C	A	B	C	A	B	C
5	3	4	11	5	6	20	10	23
5	3	5	9	3	7	16	8	24
2	1	4	9	5	7	16	10	20
2	0	4	6	2	8	10	5	20
4	1	6	7	5	4	14	6	24
0	0	0	1	0	2	1	0	5

TABLE ALVII  
PRINCIPALS ENGAGING IN ACTIVITIES RELATED TO  
SPECIAL SERVICES

Negro Schools

Activities	Group I 11 Principals work- ing 20 or Less Days during Summer Inter- val of 1944		
	A	B	C
<b>Library</b>			
Make a schedule to provide for maximum use of library during regular session...	6	1	8
Arrange for library to be open to pupils and community during summer.....	0	0	6
Participate in selection of books and periodicals.....	7	1	8
Additional activities.....	1	0	1
<b>Texts, Audio-Visual Aids and Instructional Supplies</b>			
Improve or develop a system for making requisition of instructional materials..	4	1	9
Improve or develop a system for the receipt of instructional materials.....	5	0	8
Improve or develop a system for distributing instructional materials.....	3	1	7
Improve or develop a system for storing and repairing instructional materials...	5	0	10
Lead the faculty in a study concerning the more effective use of instructional materials.....	4	1	8
Additional activities.....	1	0	3
<b>Cafeteria</b>			
Decide upon length and number of lunch periods and schedule pupils accordingly.....	4	2	4
Determine the charge for cafeteria meals.	3	1	4
Decide upon policy regarding sale of "pop," candy, etc.....	3	1	4
Appoint a committee to discuss with cafeteria head needed improvements.....	1	1	4
Additional activities.....	0	0	2



TABLE XLVII (Continued)  
 PRINCIPALS ENGAGING IN ACTIVITIES RELATED TO  
 SPECIAL SERVICES

Negro Schools

Activities	Group I 11 Principals Work- ing 20 or Less Days during Summer Inter- val of 1944		
	A	B	C
Pupil Transportation			
Improve or arrange a definite system for loading and unloading pupils.....	3	1	5
Assign some member of the staff the supervisory responsibility of the loading and unloading of pupils.....	2	1	5
Organize a safety patrol or committee....	5	3	7
Revise regulations and procedures for safety committee.....	2	0	7
Survey bus routes and make recommenda- tions to superintendent.....	1	0	4
Additional activities.....	0	0	0

- A - Number of these principals engaging in each activity in the 1944 summer interval.
- B - Number of these principals engaging in each activity in the 1950 summer interval to about the same extent as in the summer of 1944.
- C - Number of these principals engaging in each activity in the 1950 summer interval to a greater extent than in the summer of 1944.

TABLE XLVII (Continued)

PRINCIPALS ENGAGING IN ACTIVITIES RELATED TO  
SPECIAL SERVICES

Negro Schools

Group II 3 Principals Work- ing 21 to 40 Days during Summer Inter- val of 1944			Group III 3 Principals Work- ing More than 40 Days during Summer Interval of 1944			Total of 17 Princi- pals Working during Summer Interval of 1944		
A	B	C	A	B	C	A	B	C
0	0	0	2	0	2	5	1	7
0	0	0	2	0	2	4	1	7
1	0	1	2	0	2	8	3	10
0	0	0	2	0	2	4	0	9
0	0	1	1	0	1	2	0	6
0	0	0	0	0	1	0	0	1

TABLE XLVIII

PRINCIPALS ENGAGING IN ACTIVITIES RELATED TO  
PLANNING AND ORGANIZING PUPIL PERSONNEL ACTIVITIES

White Schools

Activities	Group I 20 Principals Work- ing 20 or Less Days during Summer Inter- val of 1944		
	A	B	C
Guidance			
Improve or set up a system for provid- ing organized services.....	1	0	16
Organize the entire staff for partici- pation in the program.....	0	1	13
Organize the student body in such a way that each group of pupils spends time each week in a face-to-face situation with a home room teacher or teacher-counselor.....	3	1	14
Set up an orientation program to help new pupils become acquainted with the school - its offering, student activ- ities, facilities and the like.....	3	1	16
Improve or develop a system for record- ing and using teachers' impressions of pupils' interests and progress in exploratory experiences.....	1	3	10
Counsel pupils regarding school program..	5	1	18
Counsel pupils and graduates regarding the pursuit of further training.....	5	0	18
Counsel graduates regarding changes in vocational plans.....	1	2	11
Prepare a guidance bulletin for pupils...	0	1	6
Plan an in-service training program for teachers.....	0	0	13
Improve or plan a follow-up service (pupils).....	1	0	15
Improve or develop a placement service...	0	2	3
Revise the cumulative record system.....	5	1	14
Take steps to secure space and related facilities for individual counseling....	0	0	12
Additional activities.....	0	0	1



TABLE XLVIII (Continued)

PRINCIPALS ENGAGING IN ACTIVITIES RELATED TO  
PLANNING AND ORGANIZING PUPIL PERSONNEL ACTIVITIES

White Schools

Group II 10 Principals Work- ing 21 to 40 Days during Summer Inter- val of 1944			Group III 17 Principals Work- ing More than 40 Days during Summer Interval of 1944			Total of 47 Princi- pals working during Summer Interval of 1944		
A	B	C	A	B	C	A	B	C
3	1	6	10	3	11	14	4	33
1	0	6	7	3	12	8	4	31
2	1	5	7	2	9	12	4	28
4	2	4	9	3	10	16	6	30
2	1	4	5	2	7	8	6	21
7	0	9	14	4	13	26	5	40
7	1	8	15	4	13	27	5	39
1	0	7	14	3	12	16	5	30
1	0	3	5	1	4	6	2	13
4	0	5	6	1	9	10	1	27
2	0	5	7	1	11	10	1	31
0	0	4	2	1	2	2	3	9
2	0	7	7	2	11	14	3	32
3	2	5	5	1	12	8	3	29
0	0	0	0	0	4	0	0	5

TABLE XLVIII (Continued)

PRINCIPALS ENGAGING IN ACTIVITIES RELATED TO  
PLANNING AND ORGANIZING PUPIL PERSONNEL ACTIVITIES

White Schools

Activities	Group I 20 Principals working 20 or Less Days during Summer Interval of 1944		
	A	B	C
<b>Entrance, Promotion, and Graduation Policies</b>			
Revise basis for admitting pupils to school.....	1	3	1
Study and develop a plan for modifying promotion policies.....	2	4	9
Provide leadership to faculty and community in an effort to arrive at a mutual understanding of the meaning of high school graduation.....	2	1	16
Additional activities.....	0	0	2
<b>Discipline</b>			
Modify or set up policies for dealing with disciplinary problems.....	3	2	11
Make provision for pupils to participate in school government.....	2	2	13
Additional activities.....	0	0	1

A - Number of these principals engaging in each activity in the 1944 summer interval.

B - Number of these principals engaging in each activity in the 1950 summer interval to about the same extent as in the summer of 1944.

C - Number of these principals engaging in each activity in the 1950 summer interval to a greater extent than in the summer of 1944.

TABLE XLVIII (Continued)

PRINCIPALS ENGAGING IN ACTIVITIES RELATED TO  
PLANNING AND ORGANIZING PUPIL PERSONNEL ACTIVITIES

White Schools

Group II 10 Principals Work- ing 21 to 40 Days during Summer Inter- val of 1944			Group III 17 Principals Work- ing More than 40 Days during Summer Interval of 1944			Total of 47 Princi- pals Working during Summer Interval of 1944		
A	B	C	A	B	C	A	B	C
0	0	0	0	0	1	1	3	2
4	1	5	8	0	11	14	5	25
1	1	4	11	5	8	14	7	28
0	0	0	2	1	1	2	1	3
6	3	6	12	4	9	21	9	26
4	1	6	5	2	7	11	5	26
1	0	2	2	0	1	3	0	4

TABLE XLIX

PRINCIPALS ENGAGING IN ACTIVITIES RELATED TO  
PLANNING AND ORGANIZING PUPIL PERSONNEL ACTIVITIES

Negro Schools

Activities	Group I 11 Principals Work- ing 20 or Less Days during Summer Inter- val of 1944		
	A	B	C
Guidance			
Improve or set up a system for provid- ing organized services.....	3	0	8
Organize the entire staff for partici- pation in the program.....	5	1	9
Organize the student body in such a way that each group of pupils spends time each week in a face-to-face situation with a home room teacher or teacher-counselor.....	4	0	10
Set up an orientation program to help new pupils become acquainted with the school - its offering, student activ- ities, facilities and the like.....	4	0	9
Improve or develop a system for record- ing and using teachers' impressions of pupils' interests and progress in exploratory experiences.....	3	0	8
Counsel pupils regarding school program..	7	0	11
Counsel pupils and graduates regarding the pursuit of further training.....	6	0	11
Counsel graduates regarding changes in vocational plans.....	6	0	8
Prepare a guidance bulletin for pupils...	1	0	7
Plan an in-service training program for teachers.....	5	0	9
Improve or plan a follow-up service (pupils).....	4	1	9
Improve or develop a placement service..	2	0	2
Revise the cumulative record system.....	4	1	7
Take steps to secure space and related facilities for individual counseling....	3	2	5
Additional activities.....	0	0	1



TABLE XLIX (Continued)

PRINCIPALS ENGAGING IN ACTIVITIES RELATED TO  
PLANNING AND ORGANIZING PUPIL PERSONNEL ACTIVITIES

Negro Schools

Activities	Group I 11 Principals Work- ing 20 or Less Days during Summer Inter- val of 1944		
	A	B	C
Entrance, Promotion, and Graduation Policies			
Revise basis for admitting pupils to school	0	0	1
Study and develop a plan for modifying promotion policies.....	4	0	7
Provide leadership to faculty and community in an effort to arrive at a mutual understanding of the meaning of high school graduation.....	4	0	9
Additional activities.....	0	0	2
Discipline			
Modify or set up policies for dealing with disciplinary problems.....	6	1	9
Make provision for pupils to participate in school government.....	4	0	10
Additional activities.....	1	0	2

A - Number of these principals engaging in each activity in the 1944 summer interval.

B - Number of these principals engaging in each activity in the 1950 summer interval to about the same extent as in the summer of 1944.

C - Number of these principals engaging in each activity in the 1950 summer interval to a greater extent than in the summer of 1944.



TABLE 1

PRINCIPALS ENGAGING IN ACTIVITIES RELATED TO PLANNING,  
ORGANIZING, AND DIRECTING BUSINESS AND OFFICE ACTIVITIES

White Schools

Activities	Group I 20 Principals Work- ing 20 or Less Days during Summer Inter- val of 1944		
	A	B	C
Organize the detailed duties and activ- ities of the office in accordance with central policy and in terms of person- nel and facilities available.....	3	1	15
Prepare reports for the superintendent and State Department of Education.....	11	3	17
Improve or set up administrative forms needed in operation of school.....	7	0	19
Revise filing system.....	4	1	18
Revise system for checking pupil attend- ance.....	3	4	11
Revise system for issuing lockers, and locks, or keys to faculty and students...	0	3	3
Keep regular office hours and confer with pupils, parents, teachers, and super- visors.....	0	0	20
Carry on correspondence.....	9	0	20
Prepare transcripts.....	10	2	18
Write letters of recommendation.....	10	2	18
Complete questionnaires.....	10	1	19
Improve or set up a definite system for the handling of all school funds.....	6	2	17
Improve or organize a definite procedure for the payment of bills.....	4	1	14
Set up a school budget.....	2	4	7
Arrange for auditing of school funds.....	5	4	11
Participate in preparation of standard- ized supply list.....	1	0	7
Make unit-cost studies.....	1	3	3
Additional activities.....	0	0	1

A - Number of these principals engaging in each activity in the 1944 summer interval.

B - Number of these principals engaging in each activity in the 1950 summer interval to about the same extent as in the summer of 1944.

C - Number of these principals engaging in each activity in the 1950 summer interval to a greater extent than in the summer of 1944.



TABLE L (Continued)

PRINCIPALS ENGAGING IN ACTIVITIES RELATED TO PLANNING,  
ORGANIZING, AND DIRECTING BUSINESS AND OFFICE ACTIVITIES

White Schools

Group II 10 Principals Work- ing 21 to 40 Days during Summer Inter- val of 1944			Group III 17 Principals Work- ing More than 40 Days during Summer Interval of 1944			Total of 47 Princi- pals Working during Summer Interval of 1944		
A	B	C	A	B	C	A	B	C
4	1	6	11	4	8	18	6	29
8	3	7	16	7	9	35	13	33
7	1	9	14	3	13	28	4	41
4	1	6	11	2	12	19	4	36
4	1	7	5	1	10	12	6	28
1	1	2	2	1	3	3	5	8
4	1	9	12	5	12	16	6	41
9	1	9	16	6	11	34	7	40
9	2	8	17	6	11	36	10	37
9	2	8	17	5	12	36	9	38
5	1	8	16	4	13	31	6	40
4	1	6	12	2	13	22	5	36
3	2	4	9	2	9	16	5	27
1	1	2	5	2	5	8	7	14
5	2	4	5	2	5	15	8	20
1	1	3	5	2	5	7	3	15
0	0	2	2	0	4	3	3	9
0	0	1	2	0	3	2	0	5

TABLE LI

PRINCIPALS ENGAGING IN ACTIVITIES RELATED TO PLANNING,  
ORGANIZING, AND DIRECTING BUSINESS AND OFFICE ACTIVITIES

Negro Schools

Activities	Group I 11 Principals Work- ing 20 or Less Days during Summer Inter- val of 1944		
	A	B	C
Organize the detailed duties and activ- ities of the office in accordance with central policy and in terms of person- nel and facilities available.....	7	1	10
Prepare reports for the superintendent and State Department of Education.....	8	1	10
Improve or set up administrative forms needed in operation of school.....	5	1	10
Revise filing system.....	4	0	7
Revise system for checking pupil attendance.....	4	2	8
Revise system for issuing lockers, and locks, or keys to faculty and students...	1	2	3
Keep regular office hours and confer with pupils, parents, teachers, and super- visors.....	5	0	11
Carry on correspondence.....	9	0	11
Prepare transcripts.....	10	0	11
Write letters of recommendation.....	10	0	11
Complete questionnaires.....	7	0	11
Improve or set up a definite system for the handling of all school funds.....	4	1	8
Improve or organize a definite procedure for the payment of bills.....	4	1	8
Set up a school budget.....	2	1	5
Arrange for auditing of school funds.....	2	0	6
Participate in preparation of standardiz- ed supply list.....	3	0	7
Make unit-cost studies.....	1	0	1
Additional activities.....	0	0	1

A - Number of these principals engaging in each activity in the 1944 summer interval.

B - Number of these principals engaging in each activity in the 1950 summer interval to about the same extent as in the summer of 1944.

C - Number of these principals engaging in each activity in the 1950 summer interval to a greater extent than in the summer of 1944.



TABLE LII

PRINCIPALS ENGAGING IN ACTIVITIES RELATED TO PLANNING,  
ORGANIZING, AND DIRECTING THE PROGRAM OF PUBLIC RELATIONS

White Schools

Activities	Group I 20 Principals Work- ing 20 or Less Days during Summer Inter- val of 1944		
	A	B	C
Interpret to members of the faculty and school community the policies of the superintendent.....	6	1	18
Plan for a broad survey of the community..	1	1	8
Plan for the participation of the entire faculty in a program of public relations.	1	1	11
Make school facilities available to community groups in accordance with established policy.....	6	0	19
Maintain good relations with adjacent property owners.....	4	4	11
Handle demands of pressure groups in accordance with policy.....	4	4	9
Personally interpret school program through:			
Visiting homes.....	4	1	18
Conferring with local employers.....	4	1	17
Providing information for newspapers.....	3	2	12
Speaking over the radio.....	0	0	5
Speaking to civic groups.....	4	2	15
Helping Parent-Teacher Association or similar organizations in mapping out program.....	4	1	15
Additional activities.....	0	0	2

A - Number of these principals engaging in each activity in the 1944 summer interval.

B - Number of these principals engaging in each activity in the 1950 summer interval to about the same extent as in the summer of 1944.

C - Number of these principals engaging in each activity in the 1950 summer interval to a greater extent than in the summer of 1944.

TABLE LII (Continued)

PRINCIPALS ENGAGING IN ACTIVITIES RELATED TO PLANNING,  
ORGANIZING, AND DIRECTING THE PROGRAM OF PUBLIC RELATIONS

White Schools

Group II 10 Principals Work- ing 21 to 40 Days during Summer Inter- val of 1944			Group III 17 Principals Work- ing More than 40 Days during Summer Interval of 1944			Total of 47 Princi- pals Working during Summer Interval of 1944		
A	B	C	A	B	C	A	B	C
6	2	6	12	1	12	24	4	36
4	1	4	6	3	6	11	5	18
3	1	3	7	2	9	11	4	23
5	2	5	12	6	9	23	8	33
6	6	2	11	8	4	21	18	17
4	5	2	7	4	6	15	13	17
3	2	6	10	5	8	17	8	32
4	0	7	12	5	8	20	6	32
3	0	7	10	4	9	16	6	28
1	1	1	3	0	4	4	1	10
4	1	7	7	3	7	15	6	29
7	4	5	11	3	10	22	8	30
0	0	1	0	0	0	0	0	3

TABLE LIII

PRINCIPALS ENGAGING IN ACTIVITIES RELATED TO PLANNING,  
ORGANIZING, AND DIRECTING THE PROGRAM OF PUBLIC RELATIONS

Negro Schools

Activities	Group I 11 Principals work- ing 20 or Less Days during Summer Inter- val of 1944		
	A	B	C
Interpret to members of the faculty and school community the policies of the superintendent.....	5	0	9
Plan for a broad survey of the community..	3	0	9
Plan for the participation of the entire faculty in a program of public relations.	3	0	8
Make school facilities available to community groups in accordance with established policy.....	6	0	8
Maintain good relations with adjacent property owners.....	5	0	6
Handle demands of pressure groups in accordance with policy.....	4	1	
Personally interpret school program through:			
Visiting homes.....	4	0	8
Conferring with local employers.....	2	0	10
Providing information for newspapers.....	4	1	7
Speaking over the radio.....	1	0	4
Speaking to civic groups.....	4	0	9
Helping Parent-Teacher Association or similar organizations in mapping out program.....	4	1	7
Additional activities.....	0	0	2

A - Number of these principals engaging in each activity in the 1944 summer interval.

B - Number of these principals engaging in each activity in the 1950 summer interval to about the same extent as in the summer of 1944.

C - Number of these principals engaging in each activity in the 1950 summer interval to a greater extent than in the summer of 1944.

TABLE LIII (Continued)

PRINCIPALS ENGAGING IN ACTIVITIES RELATED TO PLANNING,  
ORGANIZING, AND DIRECTING THE PROGRAM OF PUBLIC RELATIONS

Negro Schools

Group II 3 Principals Work- ing 21 to 40 Days during Summer Inter- val of 1944			Group III 3 Principals Work- ing More than 40 Days during Summer Interval of 1944			Total of 17 Princi- pals Working during Summer Interval of 1944		
A	B	C	A	B	C	A	B	C
2	0	2	3	0	3	10	0	14
0	0	0	2	0	2	5	0	11
1	0	1	2	0	2	6	0	11
2	1	2	2	0	2	10	1	12
2	1	1	2	0	2	9	1	11
0	0	0	2	0	2	6	1	10
2	0	3	3	0	3	9	0	14
1	0	2	3	0	3	6	0	15
1	0	1	3	0	3	8	1	11
0	0	0	3	0	3	4	0	7
2	0	3	3	0	3	9	0	15
0	0	1	3	0	3	7	1	11
1	0	1	0	0	0	1	0	3

TABLE LIV  
 PRINCIPALS ENGAGING IN ACTIVITIES RELATED TO  
 MANAGING THE SCHOOL PLANT

White Schools

Activities	Group I 20 Principals Work- ing 20 or Less Days during Summer Inter- val of 1944		
	A	B	C
Submit to superintendent an inventory of the repair-and redecoration-needs of the school plant.....	9	2	17
Supervise the repairs and alterations made.....	2	0	20
Advise superintendent regarding future development of property to meet desired changes in the educational program.....	5	1	16
Keep abreast of modern trends in the development of school equipment.....	5	1	15
Improve or develop a system for requisitioning, receiving, and distributing equipment and supplies.....	1	2	6
Supervise custodial personnel.....	6	0	20
Improve or set up a plan for managing student traffic during changes of periods.....	5	6	8
Improve or set up regulations for parking cars and bicycles.....	2	3	8
Have fire extinguishers and fire escapes checked.....	4	4	9
Additional activities.....	0	0	2

A - Number of these principals engaging in each activity in the 1944 summer interval.

B - Number of these principals engaging in each activity in the 1950 summer interval to about the same extent as in the summer of 1944.

C - Number of these principals engaging in each activity in the 1950 summer interval to a greater extent than in the summer of 1944.



TABLE LIV (Continued)

PRINCIPALS ENGAGING IN ACTIVITIES RELATED TO  
MANAGING THE SCHOOL PLANT

White Schools

Group II 10 Principals Work- ing 20 to 40 Days during Summer Inter- val of 1944			Group III 17 Principals Work- ing More than 40 Days during Summer Interval of 1944			Total of 47 Princi- pals Working during Summer Interval of 1944		
A	B	C	A	B	C	A	B	C
7	4	5	14	6	10	30	12	32
6	1	8	12	3	12	20	4	40
5	1	6	10	2	11	20	4	33
6	1	6	11	4	10	22	6	31
2	2	2	7	3	6	10	7	14
4	1	8	15	5	12	25	6	40
4	2	4	8	6	4	17	14	16
2	1	6	6	3	9	10	7	23
3	2	3	11	7	6	18	13	18
1	0	0	2	0	2	3	0	4

TABLE LV  
PRINCIPALS ENGAGING IN ACTIVITIES RELATED TO  
MANAGING THE SCHOOL PLANT

Negro Schools

Activities	Group I 11 Principals Work- ing 20 or Less Days during Summer Inter- val of 1944		
	A	B	C
Submit to superintendent an inventory of the repair-and redecoration-needs of the school plant.....	5	1	9
Supervise the repairs and alterations made.....	3	0	7
Advise superintendent regarding future development of property to meet desired changes in the educational program.....	5	2	8
Keep abreast of modern trends in the development of school equipment.....	3	0	9
Improve or develop a system for requisitioning, receiving, and distributing equipment and supplies.....	4	1	7
Supervise custodial personnel.....	3	0	9
Improve or set up a plan for managing student traffic during changes of periods.....	5	0	9
Improve or set up regulations for parking cars and bicycles.....	3	2	6
Have fire extinguishers and fire escapes checked.....	5	1	9
Additional activities.....	0	0	1

- A - Number of these principals engaging in each activity in the 1944 summer interval.
- B - Number of these principals engaging in each activity in the 1950 summer interval to about the same extent as in the summer of 1944.
- C - Number of these principals engaging in each activity in the 1950 summer interval to a greater extent than in the summer of 1944.

TABLE LV (Continued)

PRINCIPALS ENGAGING IN ACTIVITIES RELATED TO  
MANAGING THE SCHOOL PLANT

Negro Schools

Group II 3 Principals Work- ing 20 to 40 Days during Summer Inter- val of 1944			Group III 3 Principals Work- ing More than 40 Days during Summer Interval of 1944			Total of 17 Princi- pals working during Summer Interval of 1944		
A	B	C	A	B	C	A	B	C
1	1	1	3	0	3	9	2	13
1	0	2	3	0	3	7	0	12
1	1	0	3	0	3	9	3	11
1	0	1	3	0	3	7	0	13
1	0	1	2	0	2	7	1	10
1	0	2	3	0	3	7	0	14
3	0	3	3	0	3	11	0	15
2	0	2	3	0	3	8	2	11
2	2	0	2	0	2	9	3	11
1	0	1	0	0	0	1	0	2

TABLE LVI  
PRINCIPALS ENGAGING IN ACTIVITIES RELATED TO  
PROFESSIONAL IMPROVEMENT

White Schools

Activities	Group I 20 Principals Work- ing 20 or Less Days during Summer Inter- val of 1944		
	A	B	C
Read educational literature to keep abreast of new developments in education.	11	2	18
Publish articles concerning unique practices and developments in the school.....	3	2	7
Attend summer school.....	2	1	6
Attend and participate in professional meetings.....	9	1	19
Serve on local, state, or national committees in education.....	4	1	16
Appear on the programs of local, state, or national meetings in education.....	3	1	11
Additional activities.....	0	0	1

A - Number of these principals engaging in each activity in the 1944 summer interval.

B - Number of these principals engaging in each activity in the 1950 summer interval to about the same extent as in the summer of 1944.

C - Number of these principals engaging in each activity in the 1950 summer interval to a greater extent than in the summer of 1944.

TABLE LVI (Continued)

PRINCIPALS ENGAGING IN ACTIVITIES RELATED TO  
PROFESSIONAL IMPROVEMENT

White Schools

Group II 10 Principals Work- ing 21 to 40 Days during Summer Inter- val of 1944			Group III 17 Principals Work- ing More than 40 days during Summer Interval of 1944			Total of 47 Princi- pals Working during Summer Interval of 1944		
A	B	C	A	B	C	A	B	C
8	5	5	11	5	12	30	12	35
1	1	2	3	0	3	7	3	12
0	0	1	4	1	2	6	2	9
7	2	8	16	7	10	32	10	37
7	6	3	11	5	9	22	12	28
4	5	2	10	6	6	17	12	19
0	0	0	1	0	2	1	0	3

TABLE LVII  
PRINCIPALS ENGAGING IN ACTIVITIES RELATED TO  
PROFESSIONAL IMPROVEMENT

Negro Schools

Activities	Group I 11 Principals work- ing 20 or Less Days during Summer Inter- val of 1944		
	A	B	C
Read educational literature to keep abreast of new developments in education.	8	2	9
Publish articles concerning unique practices and developments in the school.....	1	0	5
Attend summer school.....	1	0	3
Attend and participate in professional meetings.....	7	1	10
Serve on local, state, or national committees in education.....	3	1	8
Appear on the programs of local, state, or national meetings in education.....	3	0	7
Additional activities.....	0	0	1

- A - Number of these principals engaging in each activity in the 1944 summer interval.
- B - Number of these principals engaging in each activity in the 1950 summer interval to about the same extent as in the summer of 1944.
- C - Number of these principals engaging in each activity in the 1950 summer interval to a greater extent than in the summer of 1944.

TABLE LVII (Continued)

PRINCIPALS ENGAGING IN ACTIVITIES RELATED TO  
PROFESSIONAL IMPROVEMENT

Negro Schools

Group II 3 Principals Work- ing 21 to 40 Days during Summer Inter- val of 1944			Group III 3 Principals Work- ing More than 40 Days during Summer Interval of 1944			Total of 17 Princi- pals Working during Summer Interval of 1944		
A	B	C	A	B	C	A	B	C
3	0	2	3	0	3	14	2	14
1	0	1	3	0	3	5	0	9
1	0	1	3	0	3	5	0	7
3	0	3	3	1	2	13	2	15
1	0	2	3	1	2	7	2	12
1	1	0	3	1	2	7	2	9
0	0	0	0	0	1	0	0	2

TABLE LVIII  
 PRINCIPALS ENGAGING IN OTHER ACTIVITIES  
 White Schools

Activities	Group I 20 Principals working 20 or Less Days during Summer Interval of 1944		
	A	B	C
Organize summer school.....	0	0	7
Teach summer school.....	0	0	2
Supervise all members of the staff who are employed during any part of the summer interval.....	2	0	16
Arrange school calendar.....	4	1	17
Prepare administrative bulletin for teachers.....	3	0	16
Conduct a pre-school planning conference..	3	0	15
Hold a meeting with teachers primarily for administrative purposes.....	5	3	14
Additional activities.....	0	0	2

A - Number of these principals engaging in each activity in the 1944 summer interval.

B - Number of these principals engaging in each activity in the 1950 summer interval to about the same extent as in the summer of 1944.

C - Number of these principals engaging in each activity in the 1950 summer interval to a greater extent than in the summer of 1944.



TABLE LVIII (Continued)

## PRINCIPALS ENGAGING IN OTHER ACTIVITIES

## White Schools

Group II 10 Principals Work- ing 21 to 40 Days during Summer Inter- val of 1944			Group III 17 Principals Work- ing More than 40 Days during Summer Interval of 1944			Total of 47 Princi- pals Working during Summer Interval of 1944		
A	B	C	A	B	C	A	B	C
2	1	4	10	4	6	12	5	17
1	0	1	5	2	1	6	2	4
5	1	9	13	7	9	20	8	34
6	3	5	13	8	8	23	12	30
5	1	6	6	2	6	14	3	28
6	1	8	9	3	11	18	4	34
5	1	9	13	5	11	23	9	34
0	0	0	1	1	1	1	1	3

TABLE LIX  
PRINCIPALS ENGAGING IN OTHER ACTIVITIES

Negro Schools

Activities	Group I 11 Principals working 20 or Less Days during Summer Interval of 1944		
	A	B	C
Organize summer school.....	2	0	3
Teach summer school.....	2	0	1
Supervise all members of the staff who are employed during any part of the summer interval.....	5	0	10
Arrange school calendar.....	5	2	8
Prepare administrative bulletin for teachers.....	5	0	11
Conduct a pre-school planning conference..	1	1	9
Hold a meeting with teachers primarily for administrative purposes.....	6	3	9
Additional activities.....	0	0	1

A - Number of these principals engaging in each activity in the 1944 summer interval.

B - Number of these principals engaging in each activity in the 1950 summer interval to about the same extent as in the summer of 1944.

C - Number of these principals engaging in each activity in the 1950 summer interval to a greater extent than in the summer of 1944.



TABLE LX  
IMPROVEMENTS REPORTED BY WHITE AND NEGRO SCHOOLS

Improvements	Number of White Schools	Number of Negro Schools
Business and office activities.....	16	4
General planning and organizing.....	18	6
Guidance program.....	28	8
Instruction.....	16	3
Opening of school.....	22	5
Pre-school conferences (teachers).....	4	0
Professional improvement.....	10	3
Program of studies and curriculum.....	16	4
Public relations.....	26	12
Pupil activity program.....	14	3
School buildings and grounds.....	29	3
School morale.....	5	1
Selection, orientation, and in-service training of teachers.....	6	4
Special services: audio-visual aids, cafeteria, library, and transportation	10	1
Summer health and recreation program....	6	3
Summer school.....	5	3
Supervision.....	8	3
Others.....	14	4

COMMONWEALTH OF VIRGINIA  
STATE BOARD OF EDUCATION  
Richmond 16

March 16, 1951

TO: Supervising Principals Serving in the Same School Continuously Since  
1945 as Twelve Months' Principals with State Aid

FROM: Dowell J. Howard, Superintendent of Public Instruction  
Thomas T. Hamilton, Director of Secondary Education

The General Assembly in special session in the spring of 1945 provided State aid to school divisions for employing principals on a twelve months' basis. This appropriation was made in the belief that the year-round services of the principal would result in significant and continuous improvement in the over-all program of the school. The appropriation made it possible for 210 principals to begin work on the year-round basis in the summer of 1945. For the year ending July 1, 1951 State funds are being used to aid school divisions in the employment of 346 twelve-month principals.

Each year since the inauguration of this program the principals employed and their superintendents have reported evidences of improvements in the total school program resulting from the twelve months' employment of the principals.

In order that we might work more effectively with you in the realization of the purposes of this program, we need at this time to undertake a somewhat more comprehensive evaluation. We are asking principals of high schools and combined high and elementary schools who have been in the same position since 1944 and who have worked on a twelve months' basis with State aid continuously since 1945 to assist us in this evaluation.

Your attention is called to the attached questionnaire which we are asking that you complete and return not later than Friday, March 30, 1951. Your cooperation will be sincerely appreciated.

A QUESTIONNAIRE ON THE EMPLOYMENT OF SUPERVISING PRINCIPALS  
ON A TWELVE MONTHS' BASIS

The attached questionnaire is being sent to 70 twelve-month principals, each of whom is principal of the same high school or combined high and elementary school as he was prior to the inauguration of the twelve-month program with State aid in 1945.

Each principal, of course, has submitted a report each year of his summer's work. It is felt, however, that a special and more detailed instrument is needed to achieve the purposes of this study. No reference will be made in the completed study to the name of any particular principal or school.

The Questionnaire. The attached questionnaire consists of two parts. Part I is a Check-list of Activities designed to delineate the scope of activities of supervising principals during the summer interval, and to compare these activities to those engaged in during any part of the summer of 1944 (just prior to the State aid program). Part II is to determine the Improvements in the Total School Program from 1945 to 1950 which have resulted in whole or in part from year-round employment.

Suggestions for Completing Questionnaire. The Check-list is concerned with activities engaged in only during the summer intervals of 1944 and 1950. The summer interval is the period between the closing of school in June or May and the opening of school in September. The Check-list is neither exhaustive nor definitive. Space has been provided in which to list activities not given; and it is not expected that a principal would necessarily engage in all of the activities listed.

In Part II please record the major improvements in the total school program which have resulted in whole or in part from the year-round employment of the principals since 1945. In addition give such evidences as you can of each improvement.

The cooperation of each principal will be appreciated. Please return one copy of the questionnaire to Mr. Thomas T. Hamilton, Director of Secondary Education, on or before Friday, March 30, 1951. One copy may be retained for the principals' files.

Please return one copy of this questionnaire to: Mr. Thomas T. Hamilton  
 Director of Secondary Education  
 State Department of Education  
 Richmond 16, Virginia

Questionnaire on the Employment of Supervising Principals  
 on a Twelve-Month Basis

Directions: Please fill in each blank.

1. County or City\_\_\_\_\_
2. School\_\_\_\_\_Race\_\_\_\_\_
3. Total number of years served as principal\_\_\_\_\_
4. Number of years served as principal of this school\_\_\_\_\_
5. Highest degree held as of July 1, 1945\_\_\_\_\_
6. Highest degree held as of July 1, 1950\_\_\_\_\_
7. Was the principal employed at his school for any portion of the period between the closing of school in June and the opening of school in September, 1944?\_\_\_\_\_
8. Whether or not the principal was employed during the interval between the closing of school in June, 1944 and opening of school in September, 1944, please indicate the number of days worked during this period.\_\_\_\_\_

\* \* \* \* \*

It is estimated that approximately 45 minutes will be needed in completing Part I. Amount of time needed to complete Part II will depend upon the number of improvements listed and number of evidences given.

Part I: Check List of Summer Activities

Directions:

1. Please check in the appropriate column under the summer interval of 1944 and 1950 each activity in which the principal engaged,
2. Add comments in Column 5 if you feel they will clarify your answer or the nature of the activity engaged in.

ACTIVITY	Summer of 1944  (Interval between the closing of school in June and opening of school in Sept. 1944)	Summer of 1950  (Interval between the closing of school in June and opening of school in September of 1950)		
	Activity Engaged In	Activity Engaged In		Comments
		To about the same extent as in 1944	To a greater extent than in 1944	
1	2	3	4	5
1. Planning and Organizing the Program of Studies	X X X X X X X X X	X X X X X X	X X X X X X X	X X X X X X X X
Consult with superintendent or his representative concerning the program of studies to be offered.				
Plan organization for providing experiences for all pupils in general education.				
Decide upon the sequence and organization of courses in special education.				
Recommend courses to be required of all pupils.				



ACTIVITY	Summer of 1944	Summer of 1950		
	(Interval between the closing of school in June and opening of school in Sept. 1944)	(Interval between the closing of school in June and opening of school in September of 1950)		
	Activity Engaged In	Activity Engaged In		Comments
		To about the same extent as in 1944	To a greater extent than in 1944	
1	2	3	4	5
Scheduling	X X X X X X X X X	X X X X X X	X X X X X X X	X X X X X X X X X
Confer with superintendent regarding no. of teachers needed and other matters pertaining to scheduling.				
Tabulate and use data from preliminary registration.				
Decide upon a plan for grouping students to facilitate the adjustment of instruction to individual needs.				
Decide upon size of classes, length of school day, length of periods, and time for opening and closing school.				
Prepare master schedule.				
Confer with pupils about their respective programs.				

ACTIVITY	Summer of 1944	Summer of 1950		
	(Interval between the closing of school in June and opening of school in Sept. 1944)	(Interval between the closing of school in June and opening of school in September of 1950)		
	Activity Engaged In	Activity Engaged In		Comments
1	2	To about the same extent as in 1944	To a greater extent than in 1944	5
Scheduling (cont'd)	X X X X X X X X X	X X X X X X	X X X X X X	X X X X X X X X X
Prepare daily schedules for pupils excluding late transfers.				
Set up a system for scheduling pupils who transfer late.				
Make teacher assignments for the year.				
Confer with teachers concerning their class assignments.				
Additional activities: _____				

ACTIVITY	Summer of 1944 (Interval between the closing of school in June and opening of school in Sept. 1944)	Summer of 1950 (Interval between the closing of school in June and opening of school in September of 1950)		
	Activity Engaged In	Activity Engaged In		Comments
		To about the same extent as in 1944	To a greater extent than in 1944	
1	2	3	4	5
2. Providing for Continuous Improvement of Instruction	X X X X X X X X X X	X X X X X X	X X X X X X	X X X X X X X X X
Develop a planned program for supervising instruction.				
Interview prospective teachers and make recommendations to the superintendent.				
Recommend persons qualified to serve as substitute teachers.				
Inaugurate a study for curriculum improvement.				
Develop a plan for including entire staff in the study.				
Appoint a steering committee to assist in coordinating the study.				

ACTIVITY	Summer of 1944	Summer of 1950		
	(Interval between the closing of school in June and opening of school in Sept. 1944)	(Interval between the closing of school in June and opening of school in September of 1950)		
	Activity Engaged In	Activity Engaged In		Comments
1	2	To about the same extent as in 1944	To a greater extent than in 1944	5
2. Providing for Continuous Improvement of Instruction (cont'd)	X X X X X X X X X X	X X X X X X	X X X X X X X	X X X X X X X X X
Plan ways of securing pupil and parental participation.				
Make arrangements for experimentation or research on some problem of special concern to members of the faculty.				
Give leadership in developing or revising local courses of study.				
Develop a plan for providing remedial teaching.				
Provide leadership in selecting textbooks.				
Additional activities: _____				

ACTIVITY	Summer of 1944	Summer of 1950		
	(Interval between the closing of school in June and opening of school in Sept. 1944)	(Interval between the closing of school in June and opening of school in September of 1950)		
	Activity Engaged In	Activity Engaged In		Comments
		To about the same extent as in 1944	To a greater extent than in 1944	
1	2	3	4	5
3. Planning and Organizing the Program of Student Activities	X X X X X X X X X X	X X X X X X X	X X X X X X	X X X X X X X X X
Complete the athletic schedule.				
Schedule the other extra-curricular activities.				
Assign sponsors to the various organizations.				
Improve or develop a plan for sponsors to report on the success of the program.				
Improve or develop a plan for keeping records of pupil participation.				
Improve or develop a program for training leaders of the extra-curricular program.				
Improve or set up a system for encouraging an increasingly larger percentage of pupils to participate.				

ACTIVITY	Summer of 1944	Summer of 1950		
	(Interval between the closing of school in June and opening of school in Sept. 1944)	(Interval between the closing of school in June and opening of school in September of 1950)		
	Activity Engaged In	Activity Engaged In		Comments
1	2	To about the same extent as in 1944	To a greater extent than in 1944	5
3. Planning and Organizing the Program of Student Activities (cont'd)	X X X X X X X X X X	X X X X X X	X X X X X X X	X X X X X X X X X X
Modify or develop a plan for limiting the extent of participation of individual pupils.				
Make arrangements for safety of pupils who engage in interscholastic contests.				
Complete the budget for extra-curricular activities.				
Provide a definite time for assemblies.				
Set up a committee in charge of preparation of assembly programs.				

ACTIVITY	Summer of 1944	Summer of 1950		
	(Interval between the closing of school in June and opening of school in Sept., 1944)	(Interval between the closing of school in June and opening of school in September of 1950)		
	Activity Engaged In	Activity Engaged In		Comments
1	2	To about the same extent as in 1944	To a greater extent than in 1944	5
3. Planning and Organizing the Program of Student Activities (cont'd)	X X X X X X X X X X	X X X X X X	X X X X X X X	X X X X X X X X X
Arrange for pupils who arrive at school early and leave late by bus.				
Additional activities:				
4. Activities in Connection with Special Services	X X X X X X X X X X	X X X X X X	X X X X X X X	X X X X X X X X X
Library	X X X X X X X X X X	X X X X X X	X X X X X X X	X X X X X X X X X
Make a schedule to provide for maximum use of library during regular session.				
Arrange for library to be open to pupils and community during summer.				

ACTIVITY	Summer of 1944	Summer of 1950		
	(Interval between the closing of school in June and opening of school in Sept. 1944)	(Interval between the closing of school in June and opening of school in September of 1950)		
	Activity Engaged In	Activity Engaged In		Comments
1	2	To about the same extent as in 1944	To a greater extent than in 1944	5
Library (cont'd) Participate in selection of books and periodicals.	X X A X X X L X X X	X X X X X X X	X X X X X X X	X X X X X X X X X
Additional activities: _____				
Texts, Audio-Visual Aids, and Instructional Supplies Improve or develop a system for making requisition of instructional materials.	X X X X X X X X X X	X X X X X X X	X X X X X X X	X A A A X X X X X
Improve or develop a system for the receipt of instructional materials.				
Improve or develop a system for distributing instructional materials.				
Improve or develop a system for storing and repairing instructional materials.				



ACTIVITY	Summer of 1944	Summer of 1950		
	(Interval between the closing of school in June and opening of school in Sept. 1944)	(Interval between the closing of school in June and opening of school in September of 1950)		
	Activity Engaged In	Activity Engaged In		Comments
1	2	To about the same extent as in 1944	To a greater extent than in 1944	5
Texts, Audio-Visual Aids, and Instructional Supplies (cont'd)	X X X X X X X X X	X X X X X X	X X X X X X	X X X X X X X X X X
Lead the faculty in a study concerning the more effective use of instructional materials				
Additional activities: _____				
Cafeteria	X X X X X X X X X	X X X X X X	X X X X X X	X X X X X X X X X
Decide upon length and number of lunch periods and schedule pupils accordingly.				
Determine the charge for cafeteria meals.				
Decide upon policy regarding sale of "pop", candy, etc.				
Appoint a committee to discuss with cafeteria head needed improvements.				
Additional activities: _____				

ACTIVITY	Summer of 1944	Summer of 1950		
	(Interval between the closing of school in June and opening of school in Sept. 1944)	(Interval between the closing of school in June and opening of school in September of 1950)		
	Activity Engaged In	Activity Engaged In		Comments
1	2	To about the same extent as in 1944	To a greater extent than in 1944	5
Pupil Transportation	X X X X X X X X X X	X X X X X X	X X X X X X	X X X X X X X X
Improve or arrange a definite system for loading and unloading pupils.				
Assign some member of the staff the supervisory responsibility of the loading and unloading of pupils.				
Organize a safety patrol or committee.				
Revise regulations and procedures for safety committee.				
Survey bus routes and make recommendations to superintendent.				
Additional activities: _____				

ACTIVITY	Summer of 1944	Summer of 1950		
	(Interval between the closing of school in June and opening of school in Sept. 1944)	(Interval between the closing of school in June and opening of school in September of 1950)		
	Activity Engaged In	Activity Engaged In		Comments
1	2	To about the same extent as in 1944	To a greater extent than in 1944	5
5. Planning and Organizing Pupil Personnel Activities	X X X X X X X X X	X X X X X X	X X X X X X	X X X X X X X X X
Guidance	X X X X X X X X X	X X X X X X	X X X X X X	X X X X X X X X X
Improve or set up a system for providing organized services.				
Organize the entire staff for participation in the program.				
Organize the student body in such a way that each group of pupils spends time each week in a face-to-face situation with a home room teacher or teacher-counselor.				
Set up an orientation program to help new pupils become acquainted with the school - its offering, student activities, facilities and the like.				

ACTIVITY	Summer of 1944	Summer of 1950		
	(Interval between the closing of school in June and opening of school in Sept. 1944)	(Interval between the closing of school in June and opening of school in September of 1950)		
	Activity Engaged In	Activity Engaged In		Comments
1	2	To about the same extent as in 1944	To a greater extent than in 1944	5
Guidance (cont'd)	X X X X X X X X X X	X X X X X X	X X X X X X	X X X X X X X X X X
Improve or develop a system for recording and using teachers' impressions of pupils' interests and progress in exploratory experiences.				
Counsel pupils regarding school program.				
Counsel pupils and graduates regarding the pursuit of further training.				
Counsel graduates regarding changes in vocational plans.				
Prepare a guidance bulletin for pupils.				
Plan an in-service training program for teachers.				
Improve or plan a follow-up service(pupils).				

ACTIVITY  1	Summer of 1944  (Interval between the closing of school in June and opening of school in Sept. 1944)	Summer of 1950  (Interval between the closing of school in June and opening of school in September of 1950)		
	Activity Engaged In  2	Activity Engaged In To about the same extent as in 1944 3 To a greater extent than in 1944 4		Comments  5
Guidance (cont'd) Improve or develop a placement service.	X X X X X X X X X X	X X X X X X	X X X X X X X	X X X X X X X X X X
Revise the cumulative record system.				
Take steps to secure space and related facilities for individual counseling.				
Additional activities: _____				
Entrance, Promotion, and Graduation Policies Revise basis for admitting pupils to school.	X X X X X X X X X X	X X X X X X	X X X X X X X	X X X X X X X X X X
Study and develop a plan for modifying promotion policies.				

ACTIVITY	Summer of 1944	Summer of 1950		
	(Interval between the closing of school in June and opening of school in Sept. 1944)	(Interval between the closing of school in June and opening of school in September of 1950)		
	Activity Engaged In	Activity Engaged In		Comments
1	2	To about the same extent as in 1944	To a greater extent than in 1944	5
Entrance, Promotion, and Graduation Policies (cont'd) Provide leadership to faculty and community in an effort to arrive at a mutual understanding of the meaning of high school graduation.	X X X X X X X X X	X X X X X X	X X X X X X	X X X X X X X X X X
Additional activities:				
Discipline Modify or set up policies for dealing with disciplinary problems.	X X X X X X X X X	X X X X X X	X X X X X X	X X X X X X X X X X

ACTIVITY	Summer of 1944	Summer of 1950		
	(Interval between the closing of school in June and opening of school in Sept. 1944)	(Interval between the closing of school in June and opening of school in September of 1950)		
	Activity Engaged In	Activity Engaged In		Comments
1	2	To about the same extent as in 1944	To a greater extent than in 1944	5
Discipline (cont'd) Make provision for pupils to participate in school government.	X X X X X X X X X	X X X X X X X X	X X X X X X X	X X X X X X X X
Additional activities: _____				
6. Planning, Organizing, and Directing Business and Office Activities	X X X X X X X X X	X X X X X X X X	X X X X X X X X	X X X X X X X X
Organize the detailed duties and activities of the office in accordance with central policy and in terms of personnel and facilities available.				
Prepare reports for the superintendent and State Department of Education.				
Improve or set up administrative forms needed in operation of school.				

ACTIVITY	Summer of 1944	Summer of 1950		
	(Interval between the closing of school in June and opening of school in Sept. 1944)	(Interval between the closing of school in June and opening of school in September of 1950)		
	Activity Engaged In	Activity Engaged In		Comments
		To about the same extent as in 1944	To a greater extent than in 1944	
1	2	3	4	5
6. Planning, Organizing, and Directing Business and Office Activities (cont'd)	X X X X X X X X X	X X X X X X	X X X X X X X	X X X X X X X X X
Revise filing system.				
Revise system for checking pupil attendance.				
Revise system for issuing lockers, and locks, or keys to faculty and students.				
Keep regular office hours and confer with pupils, parents, teachers, and supervisors.				
Carry on correspondence.				
Prepare transcripts.				
Write letters of recommendation.				
Complete questionnaires.				



ACTIVITY	Summer of 1944	Summer of 1950		
	(Interval between the closing of school in June and opening of school in Sept. 1944)	(Interval between the closing of school in June and opening of school in September of 1950)		
	Activity Engaged In	Activity Engaged In		Comments
1	2	To about the same extent as in 1944	To a greater extent than in 1944	5
6. Planning, Organizing, and Directing Business and Office Activities (cont'd)	X X X X X X X X X X	X X X X X X X	X X X X X X X X	X X X X X X X X X X
Improve or set up a definite system for the handling of all school funds.				
Improve or organize a definite procedure for the payment of bills.				
Set up a school budget.				
Arrange for auditing of school funds.				
Participate in preparation of standardized supply list.				

ACTIVITY	Summer of 1944	Summer of 1950		
	(Interval between the closing of school in June and opening of school in Sept. 1944)	(Interval between the closing of school in June and opening of school in September of 1950)		
	Activity Engaged In	Activity Engaged In		Comments
1	2	To about the same extent as in 1944	To a greater extent than in 1944	5
6. Planning, Organizing, and Directing Business and Office Activities (cont'd)	X X X X X X X X X X	X X X X X X	X X X X X X X	X X X X X X X X X X
Make unit-cost studies.				
Additional activities: _____				
7. Planning, Organizing, and Directing the Program of Public Relations	X X X X X X X X X X	X X X X X X	X X X X X X X	X X X X X X X X X X
Interpret to members of the faculty and school community the policies of the superintendent.				
Plan for a broad survey of the community.				
Plan for the participation of the entire faculty in a program of public relations.				

ACTIVITY  1	Summer of 1944  (Interval between the closing of school in June and opening of school in Sept. 1944)	Summer of 1950  (Interval between the closing of school in June and opening of school in September of 1950)		
	Activity Engaged In  2	Activity Engaged In		Comments  5
		To about the same extent as in 1944  3	To a greater extent than in 1944  4	
7. Planning, Organizing, and Directing the Program of Public Relations (cont'd)	X X X X X X X X X X	X X X X X X X	X X X X X X	X X X X X X X X X X
Make school facilities available to community groups in accordance with established policy.				
Maintain good relations with adjacent property owners.				
Handle demands of pressure groups in accordance with policy.				
Personally interpret school program through:				
Visiting homes				
Conferring with local employers				
Providing information for newspapers				
Speaking over the radio				
Speaking to civic groups				
Helping P. T. A. or similar organizations in napping out program				

ACTIVITY	Summer of 1944	Summer of 1950		
	(Interval between the closing of school in June and opening of school in Sept. 1944)	(Interval between the closing of school in June and opening of school in September of 1950)		
	Activity Engaged In	Activity Engaged In		Comments
1	2	To about the same extent as in 1944	To a greater extent than in 1944	5
7. Planning, Organizing, and Directing the Program of Public Relations (cont'd)	X X X X X X X X X X	X X X X X X	X X X X X X	X X X X X X X X X
Additional activities: _____				
8. Managing the School Plant	X X X X X X X X X X	X X X X X X	X X X X X X X	X X X X X X X X X
Submit to superintendent an inventory of the repair-and redecoration-needs of the school plant.				
Supervise the repairs and alterations made.				
Advise superintendent regarding future development of property to meet desired changes in the educational program.				

ACTIVITY	Summer of 1944	Summer of 1950		
	(Interval between the closing of school in June and opening of school in Sept. 1944)	(Interval between the closing of school in June and opening of school in September of 1950)		
	Activity Engaged In	Activity Engaged In		Comments
		To about the same extent as in 1944	To a greater extent than in 1944	
1	2	3	4	5
8. Managing the School Plant (cont'd)	X X X X X X X X X X	X X X X X X	X X X X X X X	X X X X X X X X X X
Keep abreast of modern trends in the development of school equipment.				
Improve or develop a system for requisitioning, receiving, and distributing equipment and supplies.				
Supervise custodial personnel.				
Improve or set up a plan for managing student traffic during changes of periods.				
Improve or set up regulations for parking cars and bicycles.				

ACTIVITY	Summer of 1944	Summer of 1950		
	(Interval between the closing of school in June and opening of school in Sept. 1944)	(Interval between the closing of school in June and opening of school in September of 1950)		
	Activity Engaged In	Activity Engaged In		Comments
1	2	To about the same extent as in 1944	To a greater extent than in 1944	5
8. Managing the School Plant (cont'd)	X X X X X X X X X X	X X X X X X X X	X X X X X X X X	X X X X X X X
Have fire extinguishers and fire escapes checked.				
Additional activities: _____				
9. Professional Improvement	X X X X X X X X X X	X X X X X X X X	X X X X X X X X	X X X X X X X X
Read educational literature to keep abreast of new developments in education.				
Publish articles concerning unique practices and developments in the school.				
Attend summer school.				

ACTIVITY	Summer of 1944	Summer of 1950		
	(Interval between the closing of school in June and opening of school in Sept. 1944)	(Interval between the closing of school in June and opening of school in September of 1950)		
	Activity Engaged In	Activity Engaged In		Comments
		To about the same extent as in 1944	To a greater extent than in 1944	
1	2	3	4	5
9. Professional Improvement (cont'd)	X X X X X X X X X X	X X X X X X X	X X X X X X X	X X X X X X X X X
Attend and participate in professional meetings.				
Serve on local, state, or national committees in education.				
Appear on the programs of local, state, or national meetings in education.				
Additional activities: _____				

ACTIVITY	Summer of 1944	Summer of 1950		
	(Interval between the closing of school in June and opening of school in Sept. 1944)	(Interval between the closing of school in June and opening of school in September of 1950)		
	Activity Engaged In	Activity Engaged In		Comments
1	2	To about the same extent as in 1944	To a greater extent than in 1944	5
10. Other Activities	X X X X X X X X X	X X X X X X X	X X X X X X X	X X X X X X X X X X
Organize summer school.				
Teach summer school.				
Supervise all members of the staff who are employed during any part of the summer interval.				
Arrange school calendar.				
Prepare administrative bulletin for teachers.				
Conduct a pre-school planning conference.				



ACTIVITY	Summer of 1944	Summer of 1950		
	(Interval between the closing of school in June and opening of school in Sept. 1944)	(Interval between the closing of school in June and opening of school in September of 1950)		
	Activity Engaged In	Activity Engaged In		Comments
1	2	To about the same extent as in 1944	To a greater extent than in 1944	5
10. Other Activities (cont'd)	X X X X X X X X X X	X X X X X X X	X X X X X X X	X X X X X X X X X X
Hold a meeting with teachers primarily for administrative purposes.				
Additional activities: _____				

## Part II: Improvements in Total School Program from 1945 to 1950

## Directions:

1. Please list major improvements.
2. Please list specific evidences of each improvement.

1. What are the major improvements in the total school program which have resulted from year-round employment of the principal from 1945 to 1950? What are the evidences? (If school opens with greater efficiency, if a better public relations program has resulted, if the instructional program has improved, if a more effective supervisory program has been developed, etc., what are the evidences?)

Major ImprovementsEvidences

(1)

(2)

(3)

Major ImprovementsEvidences

(4)

(5)

(6)

## 2. Further Comments

\_\_\_\_\_  
Division Superintendent\_\_\_\_\_  
Principal

Date \_\_\_\_\_

(Use additional pages if necessary)

COMMONWEALTH OF VIRGINIA  
STATE BOARD OF EDUCATION  
Richmond 16

March 16, 1951

TO: Superintendents Employing In the Same Position and With State Aid  
Since 1945 Supervising Principals on a Twelve Months' Basis

FROM: Dowell J. Howard, Superintendent of Public Instruction  
Thomas T. Hamilton, Director of Secondary Education

The General Assembly in special session in the spring of 1945 provided State aid to school divisions for employing principals on a twelve months' basis. This appropriation was made in the belief that the year-round services of the principal would result in significant and continuous improvement in the over-all program of the school. The appropriation made it possible for 210 principals to begin work on the year-round basis in the summer of 1945. For the year ending July 1, 1951 State funds are being used to aid school divisions in the employment of 346 twelve-month principals.

In order that we might work more effectively with you in the strengthening of the program of employing supervising principals on a twelve months' basis, we desire at this time to undertake an evaluation of this program. In your division there are one or more supervising principals of high schools or combined high and elementary schools who have been in the same positions since 1944 and who have worked on a twelve months' basis with State aid continuously since 1945. These principals are being asked to furnish data essential to an intelligent evaluation of this program. For your information a copy of the cover letter to these principals and the questionnaire being used is enclosed.

Essential to the success of this study is the assistance of superintendents who are employing supervising principals who are still serving schools approved in 1945.

Your cooperation in completing and returning the attached questionnaire concerning improvements which you believe have resulted from the year-round employment of the principal will be tremendously helpful to us in our study. May we have your return not later than Friday, March 30, 1951?

Questionnaire Regarding the Employment of Supervising Principals  
On A Twelve Months' Basis

The attached questionnaire is being sent to each superintendent employing, in a high school or combined high and elementary school, a principal who: (a) has been in the same position since 1944; and (b) has worked on a twelve months' basis with State aid since 1945. The name of each school (high or combined high and elementary) in your division at which a principal is employed who meets the foregoing specifications has been listed under question No. 1 of the attached questionnaire.

The purpose of this instrument is to secure from superintendents a picture of general improvements within certain schools from 1945 to 1950 which have resulted in whole or in part from the year-round employment of principals.

In using information obtained from the questionnaires, no references will be made in the completed study to the name of any particular superintendent, principal, or school.

For your information a copy of the cover letter and questionnaire which is being mailed to the principal of each school listed on your questionnaire is enclosed. Please note that each high school principal and each principal of a combined high and elementary school, who was employed on a twelve months' basis with local funds in 1944-45, is included in this study provided the specifications of paragraph one are met.

Your cooperation and participation in making this study will be appreciated. Please return one copy of the questionnaire to Mr. Thomas T. Hamilton, Director of Secondary Education, on or before Friday, March 30, 1951. The other copy may be retained for your files.

Please return one copy to: Mr. Thomas T. Hamilton  
Director of Secondary Education  
State Department of Education  
Richmond 16, Virginia

Questionnaire to Superintendents Regarding the Employment  
of Supervising Principals on A Twelve Months' Basis

1. Name of each school (high or combined high and elementary) included in this study.
2. Please check ( ) for each of these schools the summer months of 1944 (just prior to the State aid program) that the principal was employed.

Name of School

Summer Months that Principal was  
Employed in 1944  
June ( ), July ( ), August ( ).

3. What improvements in the organization, administration, and supervision of the school or schools listed under No. 1 have resulted from the year-round employment of the principal from 1945 to 1950?

Improvements in Organization (Planning and arranging)

Improvements in Administration (Managing, executing, directing)

Improvements in Supervision

## VITA

Name in full: WOODROW WILSON WILKERSON

Permanent address: 3507 Kensington Avenue, Richmond, Virginia

Degree to be conferred; date: Ed. D., June, 1952

Date of birth: Prince Edward County, Virginia

Secondary education: Prospect High School, Prospect, Virginia

Collegiate institutions attended:

Hampden-Sydney, 1930-1934, B. A. (1934)

College of William and Mary, summers of 1935, 1936,  
1937, and 1938, M. A. (1938)

University of Maryland, 1950 (second semester) and  
1950-1951, Ed. D. (1952)

Positions held: High School Teacher

High School Principal

Assistant Supervisor of Secondary Education

State Supervisor of Secondary Education