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A SURVEY OF THE STATUS OF THE ELEMENTARY  
SCHOOL PRINCIPALS IN MONTANA, 1955-1956

by

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B. A. Montana State University, 1953

Presented in partial fulfillment of the  
requirements for the degree of  
Master of Arts

MONTANA STATE UNIVERSITY

1957

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Date

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## CHAPTER I

### THE PROBLEM AND DEFINITION OF TERMS USED

#### THE PROBLEM

Significance of the problem. In this study it was proposed to assemble and analyze basic information concerning the present status of the elementary school principal in Montana. In order to secure an accurate picture of the present situation, information seemed necessary on the following points pertaining to the principal: (1) qualifications, (2) experience, (3) salaries, (4) distribution of time, (5) administrative functions, (6) supervisory functions, (7) clerical functions, (8) teaching load, (9) community responsibilities, and (10) his suggestions for improving the principalship.

There were 215 elementary schools of the first and second class districts listed in the Montana Educational Directory,<sup>1</sup> and many of them had elementary principals listed. Since both the State Department and the Principals Association were trying to raise the qualifications and position of the elementary principals, it seemed that at

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<sup>1</sup>State Department of Public Instruction, Montana Educational Directory (Billings: Reporter Printing and Supply Company, 1955-1956).

that time a survey should be made to determine how many of these schools had principals and what their relative duties were.

Purpose of this survey. Just what were the relative duties of the elementary principals?

The teaching principal of today's elementary school is in a sense a legacy from somewhat primitive school conditions. Like the teaching principal at old Fort Harrodsburg, the modern teaching principal is . . . expected to "instruct" and to "supervise"--to do all of the things laid down by modern educational theory . . .<sup>2</sup>

Because of the number of principals affected by the increasing number of administrative, supervisory, clerical, and community duties, more attention must be given to the budgeting of the principal's time.

This survey was made primarily to determine the status of elementary principals. The number of supervisory duties, administrative duties, and clerical services, and the number of principals who performed these duties will be shown. The comparisons between principals of small and large systems, teaching and non-teaching principals, and trained and untrained principals should bring a clearer insight into the problems this group faced.

The study should be of value to principals in the field, to neophyte principals as they look at future duties

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<sup>2</sup>Frank W. Hubbard, "Are Teaching Principals a Vanishing Race?", National Elementary Principal, 33:27, October, 1953.

and activities, to school boards and superintendents as they place demands upon their principals, and to state officials in their planning for legislation regarding elementary principals.

Scope. Since a survey of this type must be state-wide, all elementary principals listed as such in the Montana Educational Directory,<sup>3</sup> and all other elementary schools in the first and second class districts were included in the survey. No attempt was made to include schools not listed in the Directory. Superintendents of small schools acting as elementary principals were not included. Every section of the state was surveyed.

Limitations. This survey depended largely upon the completeness of the questionnaire and the relative value of the respondents' answers. The questionnaire was compiled from the following sources: (1) "Administrative Problems in 12-year School Systems;"<sup>4</sup> (2) The Elementary School Principalship--Today and Tomorrow;<sup>5</sup> (3) "The Training,

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<sup>3</sup>State Department of Public Instruction, loc. cit.

<sup>4</sup>Department of Rural Schools, "Administrative Problems in 12-year School Systems," 1957 Yearbook Committee (Washington, D.C.: National Education Association, 1957). (Mimeographed questionnaire.)

<sup>5</sup>Department of Elementary School Principals, The Elementary School Principalship--Today and Tomorrow, Twenty-seventh Yearbook (Washington, D.C.: National Education Association, 1948), p. 158.

Experience, and Activities Carried on by Certified Principals in South Dakota High Schools Having an Enrollment of 25 to 200;"<sup>6</sup> and (4) Duties mentioned in general conversation with elementary principals of Montana.

The investigator had difficulty in handling the questionnaire returns from small schools within a large or consolidated district and the various organizational plans pertaining to junior high schools. Little restriction had been placed on the use of the title of principal; consequently many respondents were not actually principals, but rather "head teachers" carrying on principal duties.

No attempt has been made to explain why duties were performed or to draw any conclusions as to the reasons why they were not performed. The survey treats only the information given on the returns.

Realizing that the principal is actually responsible for the total administration of his school, the examiner has attempted to "keep the principal honest" as to the actual performance of the duty. The words "Yes, delegate" were included in the questionnaire to signify that the duty was that of the principal, but that he delegated the duty

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<sup>6</sup>Willard J. Foerster, "The Training, Experience, and Activities Carried on by Certified Principals in South Dakota High Schools Having an Enrollment of 25 to 200," (unpublished Master's thesis, Montana State University, 1953), pp. 52-53.



to another staff member. The principal was not given credit for the performance of the duty so marked.

Questionnaires were sent to all elementary schools in the first and second class districts. Sixty-eight returns were gathered from the first class districts and ninety-three returns from second class districts. Those questionnaires which were returned not completed or which contained obvious errors or omissions were not included in these figures and were omitted from the survey.

Since the survey depended to a great extent upon the principal's own interpretation of the questions and the implications of the investigator, there are margins of variation. Every precaution known to the investigator has been taken to make the information contained in this survey as accurate as possible.

#### DEFINITION OF TERMS USED

Elementary principal. The term elementary principal as used in this study refers to any person so listed in the Montana Educational Directory,<sup>7</sup> or to one who acted in such capacity in the schools of the first and second class districts listed in that publication. The certification requirements for an elementary school principal in Montana

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<sup>7</sup>State Department of Public Instruction, loc. cit.

were at this time in a state of clarification; however, in a bulletin issued by the State Department the requirements for principals of elementary schools were as follows:

PRINCIPALS OF ELEMENTARY SCHOOLS

1. Position for which issued.
  - a. Applicant must devote one-half or more of his time to supervision and administration in an elementary school in grades 1 through 9.
2. Validity.
  - a. Two-year certificate provided applicant has the pattern of preparation for the five year.
  - b. Five year. Must show one year of successful teaching. No additional credits.
3. Preparation.
  - a. Masters degree in education. Must hold or be eligible for an elementary school advanced certificate, or an equivalent valid certificate issued before July 1, 1949.
  - b. Professional training--15 graduate quarter hours in education, including at least 8 quarter credits in courses specifically designated as elementary education. Must include the following:
    - (1) Specific GRADUATE courses in general school administration and in elementary school administration.
    - (2) At least one specific GRADUATE course in elementary school curriculum or one in school supervision appropriate to the elementary school level.
    - (3) A basic course in student personnel (guidance)
    - (4) A course in education sociology, history of education, or philosophy of education.
  - c. Three years teaching experience on the elementary and/or secondary teaching level; provided, however, that the experience qualification shall not be required of an applicant who holds the position of elementary school principal at the time of the adoption of these rules.

- d. These rules apply only to those who can qualify for the administrator's certificate at this time. Until July 1954, persons applying for administrative positions and school boards considering applicants may sign contracts, without regard to the administrator's certificate, provided the candidate has the required number of years of experience for the position and meets other requirements of both State and regional accrediting associations. After July 1, 1954, anyone signing a contract for the position of elementary principal must have the administrator's certificate, unless after that date he stays on in the same administrative position he holds on July 1, 1954. (However, regional accrediting regulations may make it necessary for the administrator to hold the administrator's certificate from 1954 on).<sup>8</sup>

Elementary school. An elementary school in this survey is to be considered that part of the school system which includes grades one through eight in the 8-4 organizational plan; grades one through six, and seven through eight in the 6-2-4 organizational plan; and grades one through six, and seven through nine in the 6-3-3 organizational plan.

State Department. State Department refers to the Montana State Department of Public Instruction. Mary M. Condon was State Superintendent of Public Instruction in 1955-1956 at which time the survey was conducted.

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<sup>8</sup>Mary M. Condon, "Administrator's and Supervisor's Certificates" (Helena: State Department of Public Instruction, July 1, 1951), p. 1. (Mimeographed.)

Principals Association. The term Principals Association refers to the Montana Department of Elementary School Principals. Alice Lausted of Billings was president of this organization during the survey.

First class district. A first class district is one which has a population of eight thousand or more, employs a superintendent who has had at least five years experience in public school work, and is administered by a board of seven trustees.<sup>9</sup>

Second class district. A second class district is one that has a population of at least one thousand, but less than eight thousand; it employs a superintendent who has had at least three years of experience in public school work; it is controlled by a board of five members.<sup>10</sup>

Third class district. A third class district is one with a population of less than one thousand and is controlled by a board of three members. A third class district employing more than one teacher may employ either a superintendent or principal or both.<sup>11</sup>

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<sup>9</sup>State Department of Public Instruction, School Laws of the State of Montana (Great Falls: Tribune Printing and Supply Company, 1953), p. 67.

<sup>10</sup>Ibid.

<sup>11</sup>Ibid.

Administrative duties. Administrative duties refer to those duties dealing with the administration of organization, personnel, clerical work, supplies, and physical plant in the elementary school.

Supervisory duties. Supervisory duties refer to the principal's duties dealing with the supervision of personnel, classes, curriculum, pupils, and activities of the elementary school.

Prominent authorities. Prominent authorities are considered to be those authors who have recently written textbooks, periodical articles, or materials and articles pertaining to the duties, qualifications, and activities of the elementary school principals.

#### SUMMARY AND PREVIEW

The significance and purpose of this study has been presented in detail. Summed up briefly, the survey was to reveal information concerning the status of the principals of the first and second class districts of Montana in 1955-1956. Limited primarily to information gained through a questionnaire, the study was dependent upon the respondents' answers. A sufficient return was gained and treated for the completion of the survey.

Related materials have been incorporated into the

text to give pertinent and subsequent information to the area being treated. How the survey was conducted and the manner in which the information was handled has been presented in the following chapters. No attempt was made to portray a typical Montana principal until the final chapter, at which point the study was summarized, conclusions were drawn and recommendations were made.

## CHAPTER II

### CONDUCTING THE SURVEY

Planning the survey. After checking into the possibilities of conducting a study pertaining to the elementary principal, the investigator found that little work had been done on the status of the elementary principals of Montana. This type of study, then, seemed feasible. Since no study of this problem had been carried on in Montana, it was then necessary to use the technique tried in studies made on other administrative positions in the state, and on principals in other states. An outline was then prepared to enable an orderly method of procedure. The main objective was to find out how well Montana elementary principals compared to other principal groups studied in the areas of personal status, qualifications, salaries, teaching loads, and duties.

Originally, all three types of districts were to be surveyed, and each elementary school was to be contacted. In the third class district, however, only schools listed as urban schools were to be contacted. A check revealed that there were a few third class districts that named elementary principals.

Forming the trial questionnaire. The questionnaire was compiled as discussed Chapter I, page three, in the Limitations section. When the questionnaire was in a workable condition, the investigator discussed its contents with a group of Missoula elementary principals. They agreed that the instrument should bring back the items of most interest to principals who are interested in a comparative status.

Foerster<sup>1</sup> used a "yes-no" method of answering in order to determine the performance of duties, and requested the principals not to count the duty as his if he delegated it to another staff member. The weakness in this method was in not indicating whether the duty actually belonged to the principal or whether the responsibility was his but he delegated the duty to someone. Therefore, another method of answering was adopted for this study.

If the duty was the responsibility of the principal and he actually performed it, he checked "yes, do this myself." If the duty was not his, he checked "no." If the duty was his but he delegated it to another staff member, he checked "yes, Delegate." Only the "yes, do this myself" answers were used in the study.

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<sup>1</sup>Willard J. Foerster, "The Training, Experience, and Activities Carried on by Certified Principals in South Dakota High Schools Having an Enrollment of 25 to 200," (unpublished Master's thesis, Montana State University, 1953), pp. 52-53.



Other sections of the questionnaire were based upon information concerning such areas as teaching load, salaries, qualifications, and time distribution which was desired and necessary to the survey. Since no rigid restrictions had been placed on the elementary principal's qualifications, a breakdown of the preparation of the principal into the degree held or the amount of training completed toward the degree he sought was necessary.

Conducting the trial survey. A trial survey was conducted on twenty-five principals throughout the state in order to determine the workability of the questionnaire. The principals contacted in this preliminary survey were representative of the different sizes of schools and school districts. For the most part the principals were personal friends of the investigator and had previously agreed to support such a survey.

Nine schools in the first class district, eight in the second and eight in the third were selected for the trial.

Eighty-eight percent of the trial questionnaires were returned in the first class district, and the second class district responded with eighty-six percent. Only sixty-two percent were returned in the third class district.

Results of the trial survey. Returns from the first and second class districts indicated the questionnaire to

be a workable instrument. In the third class districts, however, the returns indicated that the elementary administration was handled in most cases by the district superintendents. Items such as salary, teaching load, training and experience, therefore, would likely be out of proportion with the same items of the elementary principals in the first and second class districts. As a result of this finding, the third class district schools were dropped from this survey. Relatively few changes were made in the trial questionnaire, and it was adopted in its present form and appears in Appendix C<sup>2</sup> of this thesis.

Form letter and follow-up letters. A letter of introduction to the study and a request for participation was then formed. After explaining the need for a survey of the elementary principals of the state, the letter further explained the use of the questionnaire and the necessity for a good return. This letter, together with the questionnaire and a stamped, self-addressed envelope, was mailed to the principal or to the school if a principal was not listed.

The mailing list included eighty-three letters to first class districts and 130 to second class districts. In all 213 letters and questionnaires were mailed.

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<sup>2</sup>See Appendix C, p. 106.

When the initial wave of returns fell off, a follow-up letter was sent to those who had not yet responded to the initial request. Approximately two more weeks elapsed and a second follow-up letter was sent. This time the follow-up letter was accompanied by another questionnaire. Finally, after a reasonable period had elapsed, a follow-up postal card was sent in an attempt to bring in the remaining questionnaires.

Questionnaire return. The method in which the principals' returns were handled was as follows:

1. Each school had been designated by a number on the mailing list.
2. When a return was received, the name of the principal was listed after the number designated for his school.
3. For those failing to respond to the original mailing, the number one, two, or three was placed behind the school's number to indicate what follow-up attempt had been made.
4. If a school failed to complete the questionnaire, but returned it indicating that they lacked a principal, the words "no elementary principal" were placed after the school's designating number.
5. Schools failing to reply at all were left blank on the list except for the numbers indicating the follow-up letters.

As Table I indicates, principals in 83 percent of the schools in the first class district complied with the requests, while principals in the second class districts returned 88 percent. Of those returns made, 62 percent

TABLE I  
 NUMBERS OF QUESTIONNAIRE RETURNS FROM MONTANA  
 ELEMENTARY PRINCIPALS ACCORDING TO DISTRICT  
 CLASSIFICATION, 1955-1956

Item	First Class Districts		Second Class Districts	
	Number		Number	
Total Number of Schools	85		130	
Total Number of Principals	83		106	
Number of Questionnaires Sent	83		130	
Total Number of Returns	69		117	
Number of Unusable Returns	1		24	
Total Number of Returns Used in Survey	68		93	
	Number	Percent	Number	Percent
Number of Returns from Original mailing	51	62%	73	69%
Number of Returns from First Follow-up	8	10	12	11
Number of Returns from Second Follow-up	6	7	5	5
Number of Returns from Third Follow-up	<u>4</u>	<u>5</u>	<u>3</u>	<u>3</u>
Total Usable Returns	68	83%	93	88%
Total Not Returned	<u>14</u>	<u>17</u>	<u>13</u>	<u>12</u>
Grand Total	83	100%	106	100%

and 68 percent respectively, were made after the initial request.

Questionnaires from 24 schools in the second class districts were returned incompleated because those schools had no elementary principal. Consequently, these 24 schools were subtracted from the 130 contacted and all percents were based upon the remaining 106 schools. One return from the first class district was not complete and a follow-up attempt failed to gain its completion; therefore, it was not counted as a return.

All tabulations were made on the basis of 68 returns from the schools in the first class district and 93 from the second. The percents in each case based upon these and other figures in the study were carried to the nearest whole number.

Tabulation forms. The tabulation forms used in handling the information consisted of three major types: (1) tabulation sheets which listed a specific item and the frequency of responses to that item, (2) bilateral tabulations which contained two related areas and the frequency of responses, and (3) comparative tabulations which compared similar items in different groups according to the number of teachers or districts.

Each form was designed to tabulate the source, number, and percent of returns.

The tabulation sheets used consisted of regular graph paper of the type which had ten lines per inch or one hundred squares per square inch. The sheets used were approximately twenty-four by eighteen inches. The lines in some cases were redrawn in ink to designate a given area for a specific item. On all tabulation sheets the items were labeled, as were the groups or intervals.

Space was allowed in each tabulation area for the number of marks or tallies and for the percent these marks were of the number of responses. In this manner it was a relatively simple task to transfer the information to a table for this study. Before transferring any item or percent to the table, each tabulation was checked for agreement with other tabulations. In every case where percents had been determined, the percent was made only after division had been carried three places behind the decimal.

Search for other relevant data. During the course of the survey, data of an apposite nature were compiled from other sources. This material was gained largely from the sources available at the Montana State University Library. State principals' journals from California, Wisconsin, and Michigan were obtained, together with the national publication.

The method of conducting the survey may be summed up in the following manner: (1) the initial planning was completed; (2) a trial survey was conducted; (3) form letters and questionnaires were sent, returned, and tabulated; and (4) library study was carried on to give pertinent and subsequent information to the survey.

## CHAPTER III

### SURVEY REPORT

The following information including tables was based upon the 161 returns made to the questionnaire found in Appendix C.<sup>1</sup> All information presented was compiled for the ease of the reader. Many types of comparative cross-reference tables and information could be derived from the questionnaire; however, only those tables and that information which helped to interpret the status of the principal were used. Value judgments were avoided and the criteria for appraisal were cited from authoritative information gained through supplemental reading.

#### ORGANIZATION OF THE DISTRICTS SURVEYED

There is no single best system of organizing the school district. Many factors enter into answering the needs of the district: the number of pupils, the number of teachers, the capacity of the buildings, and the number of available classrooms.

Of the schools surveyed it appeared that there was no predominant type of organizational plan. As Table II shows, 39.7 percent of the schools in the first class

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<sup>1</sup>See Appendix C, p. 106.



**TABLE II**  
**ORGANIZATIONAL PLANS OF SCHOOLS SURVEYED IN FIRST AND SECOND CLASS**  
**DISTRICTS AND NUMBER AND PERCENT OF SCHOOLS OPERATING UNDER**  
**EACH ORGANIZATIONAL PLAN, 1955-1956**

	Organizational Plan				Total
	6-6	8-4	6-2-4	6-3-3	
<b>First Class District</b>					
Number of Schools	2	24	15	27	68
Percent	2.9%	35.2%	22.0%	39.7%	99.9%
<b>Second Class District</b>					
Number of Schools	12	34	36	11	93
Percent	12.9%	36.5%	38.7%	11.8%	99.9%
<b>Both Districts Combined</b>					
Number of Schools	14	58	51	38	161
Percent	8.6%	36.0%	31.6%	23.6%	99.9%

districts use the 6-3-3 plan. Only 11.8 percent of the schools in the second class districts were set up in this manner. The second class districts had their highest percent, 38.7 percent, following a 6-2-4 plan. In the combined totals for both districts, the 8-4 plan was most common with 58 schools, or 36.0 percent, and very close to this was the 6-2-4 plan with 51 schools for a total of 31.6 percent. The least-used plan was the 6-6 plan which 2 schools in the first class district and 12 in the second class district used.

Twenty-seven schools in the first class district listed the 6-3-3 plan. This figure indicated that there were twenty-seven seventh-eighth-and ninth grade junior high schools, but this was not a true figure because many of the principals reporting came from the same town and so reported the same junior high school. There were only eleven seventh-eighth-and ninth grade junior high schools in the state.<sup>2</sup>

As the caption on Table II indicates, these figures should be considered only as to the number and percent of schools operating under the various systems. In no way was the information meant to be indicative as to the number of school districts in Montana operating under such plans.

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<sup>2</sup>State Department of Public Instruction, Montana Educational Directory (Billings: Reporter Printing and Supply Company, 1955-1956).

PERSONAL STATUS

Number of principals surveyed. There were 161 principals surveyed in this study. These 161 principals represented approximately ninety percent of the elementary schools in the first and second class districts. Of those principals reporting, 119 or seventy-four percent were men, and 42 or twenty-six percent were women.

As Table III indicates, there was a higher percent, 36.8 percent, of women principals in the first class district than in the second, which had 18.0 percent. A higher percent of the women in the first class district were in the larger schools; the opposite was true in the second class districts.

According to a 1948 survey made by the Department of Elementary School Principals, in 1928 the proportion of men to women supervising principals was forty-five percent men to fifty-five percent women, whereas in 1948 the proportion was reversed with fifty-nine percent men to forty-one percent women.<sup>3</sup> Maaske found in Oregon in 1937 that fifty-seven percent of the principals he surveyed were men and

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<sup>3</sup>Department of Elementary School Principals, The Elementary School Principalship--Today and Tomorrow, Twenty-seventh Yearbook of The National Elementary Principal (Washington, D.C.: National Education Association, September, 1948), pp. 19-20.

**TABLE III**  
**PERCENT OF PRINCIPALS BY SCHOOL SIZE AND DISTRICT**  
**CLASSIFICATION, MONTANA, 1955-1956**

	Number of Principals	Percent of Total	Percent of Total	
			Men	Women
<b>First Class District</b>				
1 - 4 teachers	2	2.9%	0.0%	2.9%
5 - 8 teachers	10	14.8	7.4	7.4
9 - 12 teachers	18	26.4	19.1	7.4
13 - 16 teachers	13	19.1	10.3	8.8
17 teachers and over	<u>25</u>	<u>36.7</u>	<u>26.4</u>	<u>10.3</u>
	68	99.9%	63.2%	36.8%
<b>Second Class District</b>				
1 - 4 teachers	10	10.7%	5.3%	5.3%
5 - 8 teachers	22	23.6	18.3	5.3
9 - 12 teachers	24	25.8	22.5	3.2
13 - 16 teachers	15	16.2	13.9	2.1
17 teachers and over	<u>22</u>	<u>23.6</u>	<u>21.5</u>	<u>2.1</u>
	93	99.9%	81.5%	18.0%

forty-three percent were women.<sup>4</sup> Hubbard reported the percent to be twenty-five for men and seventy-five for women in 1953 for teaching principals.<sup>5</sup>

Of the 68 principals in the first class district, the greatest number reporting in a school size group was 25 having 17 teachers or over. This represented 37 percent of the first class districts. A more even distribution of returns was gained from the second class district by school size. In the 1-4 teacher systems only two such schools reported in the first class district and ten in the second class district.

There were several of the principals who reported having more than one building to supervise. Since this study was primarily concerned with the number of principals based upon the number of teachers they supervised, the number of schools or buildings was not considered. A distinction between the number of teaching and the number of supervising principals will be reported later in this study.

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<sup>4</sup>Roben John Maaske, The Status of the Elementary School Principal in Oregon (published Master's thesis, The University of Oregon, Eugene, September, 1936), p. 13.

<sup>5</sup>Frank W. Hubbard, "Are Teaching Principals a Vanishing Race?", National Elementary Principal, 33:29, October, 1953.

Age of the principals. A survey of the status of elementary principals demands an analysis of their age. As Table IV indicates, there were fewer men in the older group, but the opposite was true for women. The median age of men principals for both districts was between 35 and 39 years. For women the median age was between 45 and 49 years. Fifty-seven percent of the women indicated ages of over fifty, whereas only 16 percent of the men were in this category.

Since the majority of the principals were men and their median age was considerably lower than that of the women, the highest percent of the principalships were held by men under fifty years of age. Maaske found that the median age of principals in Oregon was 53.2 years in 1936.<sup>6</sup> The 1948 study by the Department of Elementary School Principals reported the average age to be 46.5 years for supervising principals and 43.4 years for teaching principals. The study also reported that the lowest median age by geographical areas was in the Mountain States where the median was 39.3 years.<sup>7</sup>

One would conclude that Montana principals on the average were slightly younger than the national median.

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<sup>6</sup>Maaske, op. cit., p. 12.

<sup>7</sup>Department of Elementary School Principals, op. cit., p. 23.

TABLE IV

FREQUENCY OF PRINCIPALS IN AGE GROUPS ACCORDING TO SEX, SCHOOL SIZE, AND DISTRICT CLASSIFICATION, MONTANA, 1955-1956

Age of Principals	First Class District				Second Class District				Per-cent		
	1-4	5-8	9-12	13-16	17+	1-4	5-8	9-12		13-16	17+
25-29	0	0	3	0	0	1	5	5	3	2	16%
30-34	0	1	1	2	2	2	4	7	3	5	22
35-39	0	1	1	0	3	0	2	3	2	5	14
40-44	0	2	1	3	5	1	2	2	1	2	16
45-49	0	0	4	1	4	0	2	2	2	2	14
50-54	0	0	1	0	3	1	1	2	1	3	10
55-59	0	0	1	0	1	0	1	0	1	1	4
60 & over	0	1	1	1	0	0	0	0	0	0	2
Totals	0	5	13	7	18	5	17	21	13	20	100%
Age of Women											
25-29	0	0	0	0	0	0	0	0	0	0	0%
30-34	0	0	0	0	0	0	0	0	0	0	0
35-39	0	0	0	0	0	1	0	1	0	0	5
40-44	1	1	0	1	0	1	2	1	0	1	19
45-49	1	0	1	0	1	1	2	0	1	1	19
50-54	0	1	2	0	0	2	0	0	0	0	12
55-59	0	2	1	2	4	0	1	1	0	0	26
60 & over	0	1	1	3	2	0	0	0	1	0	19
Totals	2	5	5	6	7	5	5	3	2	2	100%

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Marital status. The marital status of the elementary principals of Montana is shown on Table V. As the frequencies indicate, 112 or 94 percent of the men principals were married. Sixty-one percent of the women were single and 10 percent were widowed. The greater number of married women were in the smaller schools of the second class district.

No comparable information was found regarding the marital status of the principals in other states or nationally. Therefore, the analysis of these figures was limited.

#### QUALIFICATIONS OF THE PRINCIPALS

##### Academic training.

Because the elementary school principal must work with and through people, it is desirable that he possess . . . a fine professional background against which to spread his ideas and out of which to draw the resources he needs to use in offering educational leadership to the school and its community. Rising certification requirements in most states carry the prospective principal into graduate study through which he may develop further the understandings and concepts which emerged from the undergraduate preparation for teaching.<sup>8</sup>

Table VI shows the academic training levels that the principals surveyed had attained in 1955-56. Seventy and four tenths percent of the principals in the first class

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<sup>8</sup>Harlan L. Hagman, Administration of Elementary Schools (New York: McGraw-Hill Book Company, Inc., 1956), p. 14.



TABLE V  
 FREQUENCY OF PRINCIPALS IN MARITAL STATUS GROUPS ACCORDING TO SEX,  
 SCHOOL SIZE, AND DISTRICT CLASSIFICATION, MONTANA, 1955-1956

Marital Status of	Number of Principals	First Class District					Second Class District					Per- cent
		Number of Teachers		Number of Teachers		Number of Teachers		Number of Teachers		Number of Teachers		
		1-4	5-8	9-12	13-16	17+	1-4	5-8	9-12	13-16	17+	
Married	112	0	5	13	7	17	3	16	20	12	19	94%
Divorced	0	0	0	0	0	0	0	0	0	0	0	0
Widowed	0	0	0	0	0	0	0	0	0	0	0	0
Single	7	0	0	0	0	1	2	1	1	1	1	6
Totals	119	0	5	13	7	18	5	17	21	13	20	100%
Marital Status of Women												
Married	11	0	1	0	0	0	5	3	1	0	1	26%
Divorced	1	0	0	0	1	0	0	0	0	0	0	3
Widowed	4	0	1	0	0	2	0	1	0	0	0	10
Single	26	2	3	5	5	5	0	1	2	2	1	61
Totals	42	2	5	5	6	7	5	5	3	2	2	100%

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TABLE VI

FREQUENCY OF PRINCIPALS IN ACADEMIC DIVISIONS ACCORDING TO SIZE  
OF SCHOOL AND DISTRICT CLASSIFICATION, MONTANA, 1955-1956

	Number of Principals	School Groups by Number of Teachers						Percent of Total
		1-4	5-8	9-12	13-16	17-over		
<b>First Class District</b>								
Master's Degree +	6	0	1	1	1	3	3	8.8%
Master of Arts	18	0	3	3	3	9	9	26.4
Master of Education	24	1	3	6	6	8	8	35.2
B.A. + 2 Quarters	6	0	1	3	1	1	1	8.8
B.A. + 1 Quarter	5	1	2	1	0	1	1	7.3
Bachelor's Degree	6	0	0	2	2	2	2	8.8
Three Years	3	0	0	2	0	1	1	4.4
Two Years	0	0	0	0	0	0	0	0.0
Totals	<u>68</u>	<u>2</u>	<u>10</u>	<u>18</u>	<u>13</u>	<u>25</u>		<u>99.9%</u>
<b>Second Class District</b>								
Master's Degree +	4	0	0	0	0	4	4	4.3%
Master of Arts	11	1	0	3	4	3	3	11.8
Master of Education	23	1	3	6	6	7	7	24.7
B.A. + 2 Quarters	16	0	4	4	4	4	4	17.2
B.A. + 1 Quarter	14	1	6	4	2	2	2	15.0
Bachelor's Degree	16	1	6	7	0	2	2	17.2
Three Years	6	5	1	0	0	0	0	6.4
Two Years	3	1	2	0	0	0	0	3.2
Totals	<u>93</u>	<u>10</u>	<u>22</u>	<u>24</u>	<u>15</u>	<u>22</u>		<u>99.8%</u>

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district and 40.8 percent in the second class district had completed the master's degree. In both districts together, 53 percent had master's degrees. Table VI indicates that most of the principals cited master of education degrees.

Since the majority of master's degrees were held by principals in the larger schools, some consideration should be given to the amount of time spent on principalship duties. As stated in Chapter I of this study, only those principals teaching less than one-half of the day were eligible for a principal's certificate. To obtain such a certificate, a principal must also have a master's degree. Therefore, the question of need must be considered in evaluating those teaching principals who did not hold master's degrees.

The 1948 study of the Department of Elementary School Principals states that thirty percent of the respondents in 1948 were required to have five years of preparation or the master's degree.<sup>9</sup> This again deals only with supervising principals. Maaske reported that only ten percent of his respondents held master's degrees in Oregon.<sup>10</sup> This figure, however, has undoubtedly increased since 1936.

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<sup>9</sup>Department of Elementary School Principals, op. cit., p. 140.

<sup>10</sup>Maaske, op. cit., p. 14.

Teaching certification of the principals. Mrs.

Esther L. Schmidt, Director of Certification of the State Department of Public Instruction, said:

All teachers, supervisors, and administrators in Montana must hold a valid certificate. In general, elementary principals as well as other administrators retain their teaching certificate; however, an administrator may hold only his administrative certificate.<sup>11</sup>

The following paragraphs explain the type of certificates used in the elementary school and the requirements for them:

ELEMENTARY SCHOOL STANDARD

1. Position for which issued.
  - a. Teaching kindergarten and grades 1 through 8.
2. Validity.
  - a. 2 year certificate based on pattern of preparation for the 5 year.
  - b. 5 year issued on one year of successful teaching during 2 year period. No additional credits are needed.
  - c. Renewable indefinitely until completion of 4 year program by presenting 36 q.h. each 5 years. Example: If applicant received his 2 year certificate (standard diploma) in June 1949, he may receive the 5 year in 1951, which will be valid to 1956.

Note: It is recommended that part or all of these 36 q.h. of required credits be earned during this interim of 7 years and not delayed until the expiration date of 1956 has been reached and further certification desired. Many teachers will have different expiration dates. Each one is responsible for his own certification.

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<sup>11</sup>Mrs. Esther L. Schmidt, in a personal interview, July, 1957. Permission to quote secured.

3. Preparation.
  - a. 2 year diploma in education from a fully accredited teacher-education training institution. Must include courses in language arts, reading, social studies, sciences, history, arithmetic, music, fine arts, etc.
  - b. Professional training from the following areas:  
  
Elementary techniques and methods; child growth and development or equivalent courses in psychology; history, philosophy or sociology of education; methods and skills in physical education; audio-visual education; directed teaching, etc.

4. Experience - preferred but not required.

#### ELEMENTARY SCHOOL ADVANCED

1. Position for which issued.
  - a. Teaching kindergarten and grades 1 through 9.
  - b. Teaching grades 7-9 or grades 7-8-9 in any accredited junior high school.
2. Validity.
  - a. 2 year certificate based on pattern of preparation for the 5 year.
  - b. 5 year issued on one year of successful teaching during 2 year period. No additional credits are needed.
  - c. Renewable indefinitely every five years upon presenting 8 q.h. undergraduate or graduate credits.
3. Preparation.
  - a. Bachelors degree in elementary education from a fully accredited teacher-education training institution.
  - b. General Education - courses in language arts, reading, history, social studies, sciences, arithmetic, music, fine arts, etc.
  - c. Professional training from the following areas:  
  
Elementary techniques and methods; child growth and development or equivalent courses in psychology; history, philosophy or sociology of education; audio-visual education; mental health and hygiene; methods and skill in physical

education; remedial reading and speech correction, guidance, etc.

4. Experience - preferred but not required.

#### EMERGENCY ELEMENTARY CERTIFICATES

1. Position for which issued.
  - a. Teaching in grades 1 through 8.
2. Validity.
  - a. One year. Dated from July 1 to the next.
  - b. Renewable indefinitely by presenting at least 12 q.h. of credits leading toward the standard diploma or degree, depending on basic preparation of applicant and which program he is completing.
3. Preparation.
  - a. Graduation from a fully accredited 4-year high school.
  - b. 2 years of work from a fully accredited teacher-education training institution in elementary preparation. (96 quarter hours)
4. Experience - preferred but not required.

The State Board of Education reserves the right to refuse any emergency certificate to any applicants who are not the holders of the diploma from at least the 2 year course of a teacher-education training program when conditions warrant such refusal.

The request for an emergency certificate for any teacher must come from the County Superintendent of the County in which the teacher is needed, and only after every effort has been made to secure the services of a teacher who holds at least the standard 2 year diploma.

#### LIFE CERTIFICATES

Only active 6 year certificates may be raised to life, provided all other qualifications have been met. For more information, please request a directive by writing direct to the office in Helena.<sup>12</sup>

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<sup>12</sup>Mary M. Condon, "Elementary Certification" (Helena:

Necessary certification for the secondary school and the requirements for them are as follows:

SECONDARY SCHOOL STANDARD GENERAL CERTIFICATE

1. Positions for which issued:
  - a. Teaching grades 7 through 12 in any public school.
  - b. Teaching grades 7-8 or grades 7-8-9 in any accredited junior high school.
2. Validity.
  - a. 2-year certificate based on pattern of preparation for 5-year. See 3 below.
  - b. 5-year issued on one year of successful teaching during 2 year period. No additional credits needed.
  - c. Renewable indefinitely upon the presentation of 8 quarter hours of undergraduate or graduate credits each five years. It is recommended that credits lead toward the masters degree.
3. Preparation.
  - a. Bachelors degree from a fully accredited teacher-education training institution.
  - b. A minimum of 45 quarter hours in a major teaching field usually taught in Montana high schools.
  - c. A minimum of 30 quarter hours in a minor teaching field usually taught in Montana high schools.
  - d. Educational and Professional training - 24 quarter hours from the following areas:
    - Prerequisite - general psychology
    - Required courses -
      - Educational psychology
      - Principles of Secondary Education
      - Secondary School Teaching Procedure
      - Observation and Practice Teaching
    - Elective courses to make up the 24 hours
4. Experience -- preferred but not required.

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State Department of Public Instruction, January 1, 1954), pp. 1-3. (Mimeographed.)

SECONDARY ADVANCED

1. Position for which issued.
  - a. Teaching grades 7 through 12 in any public school.
  - b. Teaching grades 7-8 or 7-8-9 in any accredited junior high school.
2. Validity.
  - a. 2-year certificated based on pattern of preparation for 5-year. See 3 below.
  - b. 5-year issued on one year of successful teaching during above period.
  - c. Renewable indefinitely upon the presentation of 8 quarter hours of undergraduate or graduate work each five years. Applicants holding such certification on the masters degree may renew certificates on teaching periods.
3. Preparation
  - a. Meets pattern of preparation for the Secondary School Standard General.
  - b. In addition 1 year (3 quarters) of post-baccalaureate training.
4. Experience -- preferred but not required.

EMERGENCY CERTIFICATES.

These will not be issued as long as there are unemployed high school teachers who do have the pattern of preparation that is required for high school teaching. In extreme cases, consideration might be given in certain specialized fields but each case will be considered on its individual merits, determined by State Board of Education action.

LIFE CERTIFICATES.

Only active 6 year certificates may be raised to a life, also depending on other regulations. For more information, please request a directive by writing direct to the office in Helena, Montana.<sup>13</sup>

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<sup>13</sup>Mary M. Condon, "Secondary Certification" (Helena: State Department of Public Instruction, January 1, 1954), pp. 1-2. (Mimeographed.)



Table VII describes the types of certificates held by Montana principals. In the first class district the most common types of certificates were the elementary and secondary life certificates. The same was true of the second class districts. Thirty-six of the first class district principals held elementary life certificates and 24 held secondary life certificates. These two figures added together represented 60 of the 68 principals surveyed in the first class district.

Likewise in the second class districts a high proportion held life certificates. Thirty-one held elementary life certificates and 19 held secondary life certificates. Added together they represented 50 of the 93 respondents of the second class district. There were only two teaching principals who held emergency certificates.

. . . Teaching principals in communities of 2,500 population or less are usually less well prepared, although the same relative advances in preparation have occurred. This advance in preparation has undoubtedly contributed to the recognition of the importance of the principalship and has greatly increased the potentialities of the individual principal for professional leadership. The principal of the future will consider the master's degree a minimum goal in professional preparation, and at least two years of advanced professional study should become an eventual goal.<sup>14</sup>

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<sup>14</sup>Charles R. Spain, Harold D. Drummond, and John I. Goodlad, Educational Leadership and the Elementary School (New York: Rinehart and Company, Inc., 1956), p. 41.

TABLE VII

FREQUENCY OF PRINCIPALS HOLDING CLASSIFIED CERTIFICATES BY SCHOOL

SIZE AND DISTRICT CLASSIFICATION, MONTANA, 1955-1956

Type of Certificate	First Class District Number of Teachers					Second Class District Number of Teachers				
	1-4	5-8	9-12	13-16	17+	1-4	5-8	9-12	13-16	17+
Elementary Life	2	5	8	8	13	5	10	8	3	5
2 Year Elem. Standard	0	1	0	0	0	1	1	1	0	0
5 Year Elem. Standard	0	1	0	0	0	0	4	5	1	0
2 Year Elem. Advanced	0	0	0	0	0	0	0	0	0	0
5 Year Elem. Advanced	0	0	2	0	0	3	2	3	0	1
Elementary Emergency	0	0	0	0	0	1	0	0	0	1
Secondary Life	0	2	6	5	11	0	3	4	5	7
2 Year Second. Advanced	0	0	0	0	0	0	0	0	1	0
5 Year Second. Advanced	0	0	0	0	1	0	0	0	2	4
2 Year Second. General	0	0	0	0	0	0	0	0	0	0
5 Year Second. General	0	0	2	0	0	0	2	3	3	4
Secondary Emergency	0	0	0	0	0	0	0	0	0	0
Total Number of Principals	0	10*	18	13	25	10	22	24	15	22

\*Includes one principal with college certificate.

Administrative certificates. As was cited in Chapter I,<sup>15</sup> the requirements for an elementary principal's certificate were numerous. Briefly stated, however, they required an elementary school advanced certificate plus a master's degree in education. To hold the elementary principal's certificate, the principal must teach no more than one-half of the time.

Table VIII indicates that 36 of the 68 principals in the first class district held elementary principal's certificates for either two or five years. In the second class district only 19 of the 93 principals reporting held such certificates. This would appear to mean that not many of the principals were certified for such a position. Such a judgment was invalid and needed to be clarified.

Once again the question of need arose. The above paragraphs indicate that only those principals who taught one-half or less of the day might qualify for the elementary principal's certificate. Therefore, all teaching principals teaching more than one-half the day did not need and could not hold the certificate.

A further clarification can be realized in studying the certification requirement enforcement. As was cited in Chapter I, until July, 1954, persons applying for

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<sup>15</sup>See Chapter I, pp. 6-7.

TABLE VIII  
 FREQUENCY OF PRINCIPALS HOLDING CLASSIFIED ADMINISTRATIVE CERTIFICATES  
 BY SCHOOL SIZE AND DISTRICT CLASSIFICATION, MONTANA, 1955-1956

Type of Certificate	First Class District Number of Teachers				Second Class District Number of Teachers					
	1-4	5-8	9-12	13-16	17+	1-4	5-8	9-12	13-16	17+
2 Year Principal (El.)	0	2	1	0	0	0	1	2	1	4
5 Year Principal (El.)	0	0	8	9	16	0	1	3	2	5
2 Year Principal (Sec.)	0	0	0	0	0	0	1	0	0	0
5 Year Principal (Sec.)	0	0	0	0	0	0	0	0	2	0
2 Year Dist. Supt.	0	0	0	0	0	0	0	0	0	0
5 Year Dist. Supt.	0	0	0	0	0	0	0	1	1	1
Total Number of Principals	0	2	9	9	16	0	3	6	6	10

administrative positions could sign contracts, without regard to the administrator's certificate, provided the candidate had the required number of years experience and met State and regional accrediting association requirements. After that date anyone signing a contract for the position of elementary principal had to have the proper certificate, unless after that date he stayed in the same administrative position held previously to July 1, 1954.<sup>16</sup> This information indicated that some of the principals surveyed could conceivably be certified in such manner.

Throughout the nation the requirements for certification of the elementary school administrator vary from no certificate to the master's degree. Seventeen states required a master's degree or better. Fourteen states required training beyond the bachelor level, while four states: Michigan, North Dakota, South Dakota, and Virginia, did not require any type of administrative certificate.<sup>17</sup>

The necessity for holding a certificate explicitly designed for a particular position in the schools is exemplified by a decision rendered in 1937 by a Connecticut court. In Connecticut elementary-school principals are required to have an "elementary-school principal's certificate," by state board regulations.

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<sup>16</sup>See Chapter I, p. 7.

<sup>17</sup>W. Earl Armstrong and T. M. Stinnett, A Manual on Certification Requirements for School Personnel in the United States, National Commission on Teacher Education and Professional Standards (Washington, D.C.: National Education Association, 1955), p. 4.

The Connecticut law requires that classroom teachers, principals, and superintendents hold "appropriate" certificates. In this case an elementary-school viceprincipal was held to be improperly certificated for the position altho he held a classroom teacher's and a superintendent's certificate. With regard to the teacher's certificate, the court said:

. . . a school principal has very important duties other than those which pertain immediately to the giving of instruction. A certificate of qualification to teach, if the positions of teacher and principal are considered apart, is not an "appropriate" certificate for a principal. As viceprincipal, the defendant supervises the teachers in the school in a way which pertains to the office of school principal and not to that of one who is a mere teacher although he does some teaching; and that his position falls within the class of principals is apparent from the salary voted him. His certificate to teach would not be an appropriate certificate as regards his position as viceprincipal.

As to his certificate as superintendent, the court continued:

A certificate as principal in an elementary school could only be issued to one who had a certain amount of experience as a teacher in an elementary school; but there was no such requirement as regards a certificate issued to one as superintendent and one might receive such a certificate who had never taught in an elementary school at all.<sup>18</sup>

Experience. This section appears to have been the weakest of the questionnaire and survey. The information desired was not gained and the respondents' answers were not considered satisfactory in that they did not follow a consistent pattern. The questionnaire specifically asked that all experience in seventh-eighth-and ninth grade

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<sup>18</sup>Department of Elementary School Principals, op. cit., p. 153.

junior high be considered elementary experience. The communication between examiner and respondent was not clear.

Table IX was included in the study only to indicate that an attempt was made to determine the years of public school experience in teaching and administration. The information in Table IX that was considered most accurate pertained to the years in the present system.

### SALARIES OF PRINCIPALS

#### Salaries.

The salaries paid elementary school principals and teachers in many school systems are not so high as those paid in secondary schools and institutions of higher learning. However, salaries have increased over what they were a generation ago, and school systems are trying to improve monetary rewards and make it possible for principals and teachers to have a living wage.<sup>19</sup>

This study included salaries in an attempt to determine what salary pattern, if any, could be found for the elementary principals. There were no definite patterns throughout the state. From comments on the principal's increment, twenty-seven principals cited that they were paid a base salary plus \$25.00 per teacher. Two cities paid their elementary principals a flat principal's increment of \$300.00 beyond the base salary.

During the course of this study, a number of

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<sup>19</sup>William C. Reavis, et.al., Administering the Elementary School (New York: Prentice-Hall, Inc., 1953), p. 503.

TABLE IX

MEAN NUMBER OF YEARS PRINCIPALS SPENT IN PUBLIC SCHOOL TEACHING AND ADMINISTRATION  
 BY SCHOOL SIZE AND DISTRICT CLASSIFICATION, MONTANA, 1955-1956

Item	First Class District Number of Teachers					Second Class District Number of Teachers				
	1-4	5-8	9-12	13-16	17+	1-4	5-8	9-12	13-16	17+
Number of Principals	2	10	18	13	25	10	22	24	15	22
Years Experience										
Teaching Elementary*	23	17	16	19	16	14	13	11	12	7
Teaching Secondary	0	2	3	2	3	1	2	2	5	6
Total Teaching**	23	24	20	24	23	15	13	13	15	15
Elementary Admin.	6	7	11	13	10	7	7	5	8	8
Secondary Admin.	0	0	2	1	3	1	1	1	2	1
Total Admin.	6	7	11	14	13	7	8	5	8	8
Years in Present System										
Elementary Admin.	6	7	8	12	10	5	5	4	5	6
Secondary Admin.	0	0	0	0	2	0	0	0	0	0
Total System Admin.	6	7	8	12	10	5	5	4	5	6

\* 7-8-9 Grade Junior High Considered Elementary

\*\* Includes Years in Administration



principals contacted the examiner concerning principals' salaries. They wanted this information to give incentive to their own school boards regarding principals' salaries.

Reeder states that in a typical city an elementary school principal receives approximately one thousand dollars more than an elementary school teacher.<sup>20</sup>

Four tables were prepared for the analysis of the salaries of the respondents. Each table shows the highest salaries, lowest salaries, mean salary, median salary, and the range according to the various comparative categories.

Table X shows the comparison of the salaries paid according to the size of school. In first class districts highest salaries increased as school size increased. The highest salary for the 1-4 teacher school was \$5900, and that of the 17-teacher and over school was \$7700. The range between these two figures is \$1800. In the second class district the same increase was noted, with the exception of a drop in the 13-16 teacher schools. A range of \$2900 was found in the highest salaries paid.

The lowest salaries were reported from teaching principals in both districts. Geographic area showed some effect on the salaries paid, but not enough to be considered in this study.

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<sup>20</sup>Ward G. Reeder, The Fundamentals of Public School Administration (third edition; New York: The Macmillan Company, 1951), p. 18.

TABLE X

ANALYSIS OF SALARIES PAID TO PRINCIPALS ACCORDING TO SCHOOL SIZE  
AND DISTRICT CLASSIFICATION, MONTANA, 1955-1956

Salary Item	School Size by Number of Teachers				
	1-4	5-8	9-12	13-16	17-over
<b>First Class District</b>					
Highest Salary Paid	\$5900	\$5900	\$6700	\$6900	\$7700
Lowest Salary Paid	5300	3800	4500	4900	4400
Mean Salary Paid	5600	5200	5611	5700	6695
Median Salary Paid	5600	5300	5400	5700	6100
Range of Salaries	600	2100	2200	1800	3300
Number of Principals	2	10	18	13	25
<b>Second Class District</b>					
Highest Salary Paid	\$4700	\$5200	\$6500	\$5400	\$7600
Lowest Salary Paid	3400	3400	3600	3900	4300
Mean Salary Paid	3950	4409	4770	4633	5359
Median Salary Paid	3900	4600	4800	4000	5100
Range of Salaries	1300	1800	2900	1500	3300
Number of Principals	10	22	24	15	22

The 1948 study of the Department of Elementary School Principals reports that a study of the 1946-47 salaries showed that the maximum salary schedule for principals of large elementary schools was thirty-seven percent higher than the maximum salary paid classroom teachers in the median city among the large cities represented.<sup>21</sup>

School size was not the deciding factor in most salary schedules. The respondents' salaries, therefore, were analyzed according to the years of public school experience, including administrative experience. Table XI shows that the highest salaries paid in the first class districts were grouped mostly around those principals having between 20 and 35 years experience. In the second class district the highest salaries were paid in this range, also. The highest mean salary in the first class district was \$6350 for principals having 25 to 29 years experience. Similarly, the highest mean salary in the second class district was \$5169 for the same age group.

Ironically enough, the greatest number of years experience did not show the highest salaries. The widest range of salaries occurred with principals in both districts having between 30 and 34 years of experience.

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<sup>21</sup>Department of Elementary School Principals, op. cit., p. 38.

TABLE XI

ANALYSIS OF SALARIES PAID TO PRINCIPALS AND YEARS OF EXPERIENCE\* ACCORDING  
TO SCHOOL SIZE AND DISTRICT CLASSIFICATION, MONTANA, 1955-1956

Salary Item	Number of Years Teaching Experience									
	1-4	5-9	10-14	15-19	20-24	25-29	30-34	35-39	40-44	45+
<b>First Class District</b>										
Highest Salary Paid	\$4900	\$6100	\$7150	\$5300	\$7559	\$7700	\$7200	\$6700	\$6900	\$5400
Lowest Salary Paid	4500	5000	5300	5100	3800	5300	5000	4600	5200	4400
Mean Salary Paid	4700	5462	5820	5200	5846	6350	6077	5575	6050	4750
Median Salary Paid	4950	5400	5800	5550	5700	6200	5700	5350	5100	4750
Range of Salaries	400	1100	1850	200	1750	1400	2200	2100	1700	700
Number of Principals	2	8	6	5	16	8	11	8	2	2
<b>Second Class District</b>										
Highest Salary Paid	\$4800	\$5400	\$6500	\$6500	\$5500	\$7600	\$7500	\$4700	\$-----	\$-----
Lowest Salary Paid	3600	3700	3400	3600	4100	3900	3700	4700	-----	-----
Mean Salary Paid	4100	4700	4826	4700	4928	5169	5000	4700	-----	-----
Median Salary Paid	4300	4800	4800	4800	4700	5200	4700	4700	-----	-----
Range of Salaries	1200	1700	3100	2900	1400	3700	3800	-----	-----	-----
Number of Principals	9	30	15	11	7	13	7	1	0	0
* Includes Administrative Experience										

Table XII compares the salary and the level of academic training. Since the Montana Education Association salary schedule was based upon both training and experience, this table and Table XI should show a rising salary as training and experience increase. For the most part this was true of the highest salaries and the mean salaries. The curve had some regressions, but showed definite tendencies for an increase of salary with an increase of training. The range in salaries also increased as the level of training was raised.

The lowest salaries in the first class district were paid to principals having less than a bachelor's degree; the lowest salaries in the second class district were similar at all levels of training. Here again the effect of teaching principals and need should be considered.

The editorial committee for the 1948 study of the Department of Elementary School Principals made the following recommendations regarding salaries for principals:

1. That principals should be paid according to definite salary schedules with specified increments in recognition of experience in the principalship. . . .

2. That the salary schedule should recognize differences in professional preparation and should stimulate continued professional growth on the part of principals. . . .

3. That school size should be recognized in principals' schedules only by broad groupings, not by many small divisions. . . .

4. That minimum salaries for professionally prepared elementary-school principals should range from \$4000 to

TABLE XII

ANALYSIS OF SALARIES PAID TO PRINCIPALS AND ACADEMIC TRAINING ACCORDING  
 TO SCHOOL SIZE AND DISTRICT CLASSIFICATION, MONTANA, 1955-1956

Salary Item	Academic Level Attained by Principals							Above Master
	2 Years	3 Years	B.A.	B.A.+1	B.A.+2	M.A.	M.E.	
<b>First Class District</b>								
Highest Salary Paid	\$----	\$5100	\$5900	\$6700	\$5700	\$7200	\$7700	\$7550
Lowest Salary Paid	----	4400	4500	5900	3800	5100	5000	5200
Mean Salary Paid	----	4633	5316	5560	5216	6238	5791	6090
Median Salary Paid	----	4400	5300	5500	5300	6200	5400	5900
Range of Salaries	----	700	1400	1800	1900	2100	2700	2350
Number of Principals	0	3	6	5	6	18	24	6
<b>Second Class District</b>								
Highest Salary Paid	\$3500	\$4600	\$5600	\$5800	\$5400	\$7600	\$6500	\$7500
Lowest Salary Paid	3400	3700	3500	3600	3900	4300	3700	5000
Mean Salary Paid	3400	4066	4406	4657	4737	5163	4900	5750
Median Salary Paid	3400	3900	4500	4600	4700	5000	4800	5500
Range of Salaries	100	900	2100	2200	1500	3900	2800	2500
Number of Principals	3	6	16	14	16	11	23	4

\$6500, depending on responsibility, school size, and preparation; maximum salaries should range from \$5750 to \$9750, the amounts varying with duties and qualifications.

5. That the local elementary-school principals association should be represented in the administrative consultation leading up to the adoption of a salary schedule based on professional standards. . . .<sup>22</sup>

Table XIII gives a further analysis of salaries made as compared to teaching loads. Here a clear differentiation could be made between the teaching principal and the supervising principal. The highest salaries paid in both districts were to supervising principals. In first class districts there were only five teaching principals and their mean salary was \$5000; the mean salary of supervising principals was \$5600, based on the remaining 63 principals. Among second class district teaching principals, of which there were 47, the mean salary was approximately \$4400. Supervising principals were paid on the average of \$5200.

The widest range of salaries occurred among those principals who had no teaching duties in both districts. Reeder states that the supervising principal for the most part has attained the higher professional preparation and thereby receives the larger salary.<sup>23</sup>

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<sup>22</sup>Department of Elementary School Principals, op. cit., p. 41.

<sup>23</sup>Ward G. Reeder, The Fundamentals of Public School Administration (Revised and Enlarged Edition, New York: The Macmillan Company, 1941), p. 233.

TABLE XIII

ANALYSIS OF SALARIES PAID TO PRINCIPALS AND PORTION OF DAY TAUGHT

ACCORDING TO DISTRICT CLASSIFICATION, MONTANA, 1955-1956

Salary Item	Portion of Day Taught										
	All	7/8	5/6	3/4	2/3	1/2	1/3	1/4	1/6	1/8	None
<b>First Class District</b>											
Highest Salary Paid	\$5900	\$-----	\$-----	\$-----	\$-----	\$5700	\$-----	\$5600	\$5900	\$7150	\$7700
Lowest Salary Paid	4400	-----	-----	-----	-----	3800	-----	5600	5800	5000	4500
Mean Salary Paid	5000	-----	-----	-----	-----	5200	-----	5600	5850	5716	5957
Median Salary Paid	5000	-----	-----	-----	-----	5600	-----	5600	5850	5700	5800
Range of Salaries	1500	-----	-----	-----	-----	1900	-----	0	100	2150	3200
Number of Principals	5	0	0	0	0	6	0	1	2	9	45
<b>Second Class District</b>											
Highest Salary Paid	\$5000	\$5500	\$5000	\$3900	\$5500	\$5100	\$5600	\$5200	\$7500	\$5100	\$7600
Lowest Salary Paid	3400	3900	4100	3900	4200	3600	4300	4800	4500	4000	4700
Mean Salary Paid	4154	4666	4516	3900	4900	4669	4842	5000	5680	4550	5550
Median Salary Paid	4300	4750	4500	3900	4900	4700	4800	5000	5600	4500	5400
Range of Salaries	1600	1600	900	0	1300	1500	1300	400	3000	1100	2900
Number of Principals	29	6	6	1	5	13	7	3	5	4	14



. . . The median salary paid supervising principals in urban school districts with from 30,000 to 100,000 population in 1952-1953 was \$5,316, and for teaching principals the median salary was \$4,231. It is interesting to note that although salaries of elementary school principals have advanced more rapidly than those of high school principals, the median salary of high school principals in the same kind of district in 1952-1953 was \$6,523. Much of this differential in actual salary can be accounted for by the fact that high schools, on the average, are considerably larger than elementary schools. The one most important conclusion to be reached from these data is that the economic status of elementary school principals has advanced markedly and that salaries now are more nearly of a professional nature than ever before.<sup>24</sup>

Terms of employment. Table XIV shows the various terms of employment of the principals and the percent of principals in each category. Approximately half of the principals were employed for the nine months teaching year; however, several of the principals noted that they remained at their position from one to two weeks longer in order to complete their duties and reported one week earlier in the fall than did the teachers. Their term of employment was listed at nine months in each case.

Twenty-five percent of the principals in the first class district were employed for twelve months, while only 15 percent of those in second class districts were so employed. Approximately one-fourth of each district's respondents held ten-month contracts. There were no eleven-month terms of employment.

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<sup>24</sup>Spain, Drummond, and Goodlad, op. cit., p. 42.

**TABLE XIV**  
**PERCENT OF PRINCIPALS EMPLOYED FOR VARIOUS TERMS OF EMPLOYMENT ACCORDING TO**  
**NUMBER OF TEACHERS AND DISTRICT CLASSIFICATION, MONTANA, 1955-1956**

	Number of Principals	Term of Contract			Total
		9 Months	10 Months	11 Months	
Percent of Principals					
<b>First Class District</b>					
1 - 4 teachers	2	100%	0%	0%	100%
5 - 8 teachers	10	70	10	0	100
9 - 12 teachers	18	44	39	0	100
13 - 16 teachers	13	46	31	0	100
17 teachers and over	<u>25</u>	36	28	0	100
Totals	68	47%	28%	0%	100%
<b>Second Class District</b>					
1 - 4 teachers	10	70%	0%	0%	100%
5 - 8 teachers	22	82	9	0	100
9 - 12 teachers	24	63	25	0	100
13 - 16 teachers	15	40	47	0	100
17 teachers and over	<u>22</u>	41	41	0	100
Totals	93	59%	26%	0%	100%

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Maaske found that 81.8 percent of the Oregon respondents held contracts which coincided with the actual length of the school year. He also reported that no elementary principals held contracts of more than one year duration.<sup>25</sup>

#### TEACHING LOAD OF THE PRINCIPALS

The distinguishing factor between the titles of teaching principal and supervising principal is the amount of time spent in classroom instruction. A supervising principal is generally considered to be one who teaches one-half or less of the teaching day. The remainder of the day is devoted to supervision and administrative duties.<sup>26</sup> Theoretically, a teaching principal's duties are less than those of a supervising principal and generally he is considered to be a principal in a smaller system.

Table XV shows the teaching load of the respondents in fractions of the school day as compared to the number of teachers in the school administered by the principal. Of the five principals in the first class districts who taught

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<sup>25</sup>Maaske, op. cit., p. 21.

<sup>26</sup>National Education Association, Salaries and Salary Schedules of Urban School Employees, 1954-55. Research Bulletin, Vol. XXXIII, No. 2. (Washington, D.C.: National Education Association, April, 1955), p. 87.

TABLE XV

FREQUENCY OF PRINCIPALS ACCORDING TO PORTION OF DAY DEVOTED TO TEACHING

DUTIES BY SCHOOL SIZE AND DISTRICT CLASSIFICATION, MONTANA, 1955-1956

	All	7/8	5/6	3/4	2/3	1/2	1/3	1/4	1/6	1/8	None
<b>First Class District</b>											
1 - 4 teachers	2	0	0	0	0	0	0	0	0	0	0
5 - 8 teachers	1	0	0	0	0	3	0	0	0	4	2
9 - 12 teachers	1	0	0	0	0	1	0	0	0	1	15
13 - 16 teachers	0	0	0	0	0	2	0	0	2	0	9
17 teachers and over	<u>1</u>	<u>0</u>	<u>0</u>	<u>0</u>	<u>0</u>	<u>0</u>	<u>0</u>	<u>1</u>	<u>0</u>	<u>4</u>	<u>19</u>
Totals	5	0	0	0	0	6	0	1	2	9	45
<b>Second Class District</b>											
1 - 4 teachers	9	1	0	0	0	0	0	0	0	0	0
5 - 8 teachers	11	2	1	1	2	2	2	0	1	0	0
9 - 12 teachers	7	1	1	0	3	6	4	1	0	0	1
13 - 16 teachers	0	1	3	0	0	3	1	1	1	2	3
17 teachers and over	<u>2</u>	<u>1</u>	<u>1</u>	<u>0</u>	<u>0</u>	<u>2</u>	<u>0</u>	<u>1</u>	<u>3</u>	<u>2</u>	<u>10</u>
Totals	29	6	6	1	5	13	7	3	5	4	14

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more than one-half day, one principal had 17 teachers or over. All of the principals teaching one-half of the day or less had five or more teachers. The second class districts had 47 principals teaching more than one-half of the day. Twenty of these teaching principals had schools with more than 9 teachers, and 8 had more than 13 teachers. Forty-five of the 68 principals in the first class district did not teach classes, while only 14 of the 93 in the second class district did not teach.

Maaske found that of the principals in Oregon who have five or more classroom teachers, 43 percent taught full time, 28 percent spent from a negligible amount up to one-half time teaching, and 18 percent taught from one-half to full time.<sup>27</sup>

Percents representing the figures for Table XV were found to be as follows: (1) in the first class district 66 percent did no classroom teaching, 26 percent taught from one-half to one-eighth of the day and 7 percent taught all day; (2) in the second class district 15 percent did no classroom teaching, 34 percent taught from one-half to one-eighth day, and 51 percent taught more than one-half day.

In the available studies the teaching principal does not stand out clearly as to his . . . characteristics. In age he is likely to average somewhat younger than the typical supervising principal; his duties are a

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<sup>27</sup>Maaske, op. cit., p. 35.

difficult combination of classroom assignments and the functions of the supervising principal. Often he is serving an apprenticeship which will lead to appointment as a supervising principal. Often his school is "growing up" in a new community, suburb, or other area where in time the district will require a full-time principal. Often he is the "forgotten man" among the various types within a school system.<sup>28</sup>

. . . In general it takes longer to acquire a principalship or supervisory position in a large city than to secure one in a small town or city. Many persons holding supervisory principalships came into their positions from another principalship, indicating that the recruiting for the better positions consists largely in the promotion or transfer of persons who have already attained the position of principal or supervisor. Often a person now in the position of a supervising principal has first been a teacher, then an assistant principal, a teaching principal, and the head of a branch school before attaining the professional status of supervising principal. . . .<sup>29</sup>

#### TIME DISTRIBUTION

Time distribution appeared to be one of the major problems in the role of the elementary principal. In 1953 The National Elementary Principal devoted a number of issues to this problem. Following are excerpts from two of these articles:

A matter which is of great concern to all of us in the elementary school is that of achieving the proper balance which should exist between the amount of time we spend in activities directly pertaining to the instructional program in our school and those matters

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<sup>28</sup> Frank W. Hubbard, "Are Teaching Principals a Vanishing Race?", National Elementary Principal, 35:29, October, 1953.

<sup>29</sup> Reavis, op. cit., p. 492.

only indirectly dealing with instruction.<sup>30</sup>

"Finding the time to do the really important things"--what a challenge to everyone living in the stepped-up tempo of a modern age! Community agencies take much of our time; our work makes a further demand; our personal lives require time for personal matters, for relaxation and for enriching experience. Children, teachers, parents and principals all find themselves in the same dilemma. . . .<sup>31</sup>

Table XVI shows the percent of time per week the respondents spent on the various phases of public school administration. The categories were taken from the 1948 study of the Department of Elementary School Principals.<sup>32</sup> This 1948 study of time has been cited in many works to show comparative distributions of time.

Table XVI indicates the effect of teaching duties on the performance of other duties. In the first class district the amount of time devoted to teaching diminished as the size of the school increased. For principals in schools having 17 or more teachers, no time percent was recorded for teaching, while 27 percent of the principal's time was devoted to administration, 26 percent to supervision, and 15 percent to clerical duties.

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<sup>30</sup>Colin F. Fern, "Principals Study Their Job," National Elementary Principal, 33:16, October, 1953.

<sup>31</sup>W. T. Edwards, "Get Off That Treadmill!", National Elementary Principal, 33:3, December, 1953.

<sup>32</sup>Department of Elementary School Principals, op. cit., p. 90.

TABLE XVI

PERCENT OF TIME SPENT PER WEEK BY PRINCIPALS IN VARIOUS  
PHASES OF PUBLIC SCHOOL ADMINISTRATION BY SCHOOL SIZE  
AND DISTRICT CLASSIFICATION, MONTANA, 1955-1956

Item	Percent of Total Time by Teacher Groups				
	1-4	5-8	9-12	13-16	17+
<b>First Class District</b>					
Number of Principals	2	10	18	13	25
Administrative Duties	9%	25%	24%	26%	27%
Supervisory Duties	7	22	18	21	26
Clerical Duties	7	14	22	21	15
Teaching Duties	61	17	9	5	0
Community Duties	2	5	5	7	6
Self Improvement	5	5	7	5	6
School Improvement	2	5	5	7	12
Improving Profession	2	3	5	3	3
Professional Meetings	5	3	5	5	5
Total Percents	100%	99%	100%	100%	100%
<b>Second Class District</b>					
Number of Principals	10	22	24	15	22
Administrative Duties	6%	15%	17%	21%	30%
Supervisory Duties	6	8	9	17	18
Clerical Duties	4	10	10	12	11
Teaching Duties	62	39	42	26	16
Community Duties	4	5	5	7	5
Self Improvement	9	10	5	5	5
School Improvement	2	5	5	5	5
Improving Profession	4	5	3	3	4
Professional Meetings	4	3	3	3	5
Total Percents	99%	100%	99%	99%	99%



In the second class district the same increase of time for other duties occurred as the percent of classroom teaching dropped. The percent of time devoted to school improvement, professional improvement, and professional meetings remained reasonably constant regardless of the size of the school. Between 10 and 15 percent of all the principal's time fell in these three categories.

Principals returning questionnaires were asked for general comments regarding their principalship. These comments will be treated later in this study, but it is worth noting here that the objection to their principalship most frequently listed was that clerical items consumed too great a proportion of their time. Table XVI indicates that from 10 to 20 percent of the principal's time was utilized in clerical duties. The percent of time so devoted did not seem to be particularly high until one considered that for the most part under twenty percent of their time was devoted to supervision.

Stoller and Graves reported that of the twenty-five principals studied in the New York metropolitan area, 30.6 percent of the principal's time was devoted to administrative duties and 28.3 percent to supervision.<sup>33</sup>

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<sup>33</sup>Nathan Stoller and William H. Graves, "Principals Study Their Jobs in Metropolitan New York," National Elementary Principal, 33:14, October, 1953.

The 1948 study of the Department of Elementary School Principals presented an "ideal distribution of time" which gave the following distribution:<sup>34</sup>

Group of duties	Supervising Principals	Teaching Principals
Administration	24.2%	18.5%
Supervision	37.3	24.4
Pupil personnel	17.3	14.6
Clerical	3.5	5.5
Teaching	2.6	22.8
Community	11.0	9.5
Miscellaneous	4.1	4.7

On the basis of this distribution, Montana principals in the larger schools compared favorably.

#### CLERICAL ASSISTANCE

This particular section of this study was included at the request of The Montana Elementary Principals Association. An attempt was made to find out the amount of clerical help received and the amount desired by the principals. The burden of clerical work appeared to be the most distressing phase of the principalship.

Table XVII indicates that 37, or 54 percent, of the 68 principals in the first class district received no clerical help. Sixty-six, or 71 percent, of the second class district principals received no help. In both

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<sup>34</sup>Department of Elementary School Principals, op. cit., p. 90.

TABLE XVII  
 FREQUENCY OF PRINCIPALS RECEIVING CLERICAL HELP BY SCHOOL  
 SIZE AND DISTRICT CLASSIFICATION, MONTANA, 1955-1956

Amount of Clerical Help	Number of Principals	Number of Teachers				
		1-4	5-8	9-12	13-16	17+
<b>First Class District</b>						
No Help	37	2	9	14	7	5
None to Half-Time Help	14	0	0	3	5	6
Half-Time to Full- Time Help	5	0	0	0	1	4
Full-Time Help	<u>12</u>	<u>0</u>	<u>1</u>	<u>1</u>	<u>0</u>	<u>10</u>
Totals	68	2	10	18	13	25
<b>Second Class District</b>						
No Help	66	10	17	19	10	10
None to Half-Time Help	9	0	2	3	2	2
Half-Time to Full- Time Help	14	0	2	1	3	8
Full-Time Help	<u>4</u>	<u>0</u>	<u>1</u>	<u>1</u>	<u>0</u>	<u>2</u>
Totals	93	10	22	24	15	22

districts, the principals having 9-12 teachers received the least help. Twelve first class district principals and 4 second class principals received full time clerical assistance.

A further analysis of clerical assistance in Table XVIII indicated that of the ten principals receiving full time help in the first class district, none of the principals taught classes. Table XVIII also shows that in second class districts 26 of the 29 principals who taught all day received no clerical help.

Table XIX shows the frequency of principals desiring varied amounts of help. Thirty-five of the 63 first class district principals and 48 of the 93 second class district principals indicated they did not desire further clerical assistance. This represented approximately 50 percent satisfied desires.

A school board makes a wise investment when the elementary school principal is supplied with an efficient secretary. Business cannot be carried on successfully without clerical workers and the school is the center of the important business of developing effective apprentices to meet the problems of daily living with adequacy. Real economy is practiced when the principal is privileged to deputize clerical duties in order to meet the challenges of his profession.<sup>35</sup>

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<sup>35</sup>Leonor M. Rich, "Clerical Help for Principals," National Elementary Principal, 33:14, December, 1953.

TABLE XVIII

FREQUENCY OF PRINCIPALS RECEIVING CLERICAL HELP AS  
 COMPARED TO THEIR TEACHING LOAD BY DISTRICT  
 CLASSIFICATION, MONTANA, 1955-1956

	Number of Principals	Amount of Clerical Help			
		None	None to Half	Half to Full	Full Time
<b>First Class District</b>					
All Day	5	3	1	1	0
7/8	0	0	0	0	0
5/6	0	0	0	0	0
3/4	0	0	0	0	0
2/3	0	0	0	0	0
1/2	6	3	1	2	0
1/3	0	0	0	0	0
1/4	1	0	1	0	0
1/6	2	0	0	1	1
1/8	9	4	3	1	1
None	<u>45</u>	<u>17</u>	<u>10</u>	<u>8</u>	<u>10</u>
Totals	68	27	16	13	12
<b>Second Class District</b>					
All Day	29	26	2	1	0
7/8	6	5	0	1	0
5/6	6	4	0	2	0
3/4	1	1	0	0	0
2/3	5	4	1	0	0
1/2	13	8	2	2	1
1/3	7	5	1	0	1
1/4	3	1	2	0	0
1/6	5	1	1	1	2
1/8	4	4	0	0	0
None	<u>14</u>	<u>5</u>	<u>1</u>	<u>8</u>	<u>0</u>
Totals	93	64	10	15	4

TABLE XIX  
 FREQUENCY OF PRINCIPALS AND DESIRED AMOUNT OF CLERICAL  
 ASSISTANCE BY SCHOOL SIZE AND DISTRICT  
 CLASSIFICATION, MONTANA, 1955-1956

Amount of Clerical Help	Number of Principals	Number of Teachers				
		1-4	5-8	9-12	13-16	17+
<b>First Class District</b>						
No Further Help Desired	35	0	4	9	3	19
None to Half- Time Help	21	2	5	7	5	2
Half-Time to Full- Time Help	9	0	0	1	5	3
Full-Time Help	<u>3</u>	<u>0</u>	<u>1</u>	<u>1</u>	<u>0</u>	<u>1</u>
Totals	68	2	10	18	13	25
<b>Second Class District</b>						
No Further Help Desired	48	10	13	12	6	7
None to Half- Time Help	31	0	8	8	6	8
Half-Time to Full- Time Help	9	0	1	4	2	2
Full-Time Help	<u>6</u>	<u>0</u>	<u>0</u>	<u>0</u>	<u>1</u>	<u>5</u>
Totals	93	10	22	24	15	22

ADMINISTRATIVE DUTIES

Administrative duties pertaining to organization.

The organization of various school functions is one of the most important and time-consuming duties required of a principal. The specific duties listed in Table XX pertain to broad administrative duties, scheduling duties, and special programs. The list is not at all complete, but some of the more important items appear.

There were three areas in which the principal had little or no authority or responsibility: attending the board meetings, advising the board, and drawing up the budget. Twelve percent of the principals of first class districts and 32 percent of those in the second class district having 17 or more teachers reported regular attendance at board meetings.

If the principal is to serve as an effective interpreter of board policy, it is immediately apparent that he must be informed. . . . In general, the authors believe that the elementary school principal should occasionally attend the board meetings as a listener and a resource person, particularly if encouraged to do so by the superintendent. In most instances he will function only as an interested listener who has responsibilities for interpreting, at a later time, the action which is taken. Listening to the discussion of the problems in board meetings provides an understanding of the pros and cons and enables the principal to explain why it seemed advisable for the board to act as it did. When thus informed, the principal can help interpret board policies to teachers and parents.<sup>36</sup>

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<sup>36</sup>Spain, Drummond, and Goodlad, op. cit., p. 252.

TABLE XX

PERCENT OF PRINCIPALS PERFORMING DUTIES PERTAINING TO ORGANIZATION OF THEIR SCHOOL  
 ACCORDING TO SCHOOL SIZE AND DISTRICT CLASSIFICATION, MONTANA, 1955-1956

Administrative Duty	First Class Districts Number of Teachers					Second Class Districts Number of Teachers				
	1-4	5-8	9-12	13-16	17+	1-4	5-8	9-12	13-16	17+
Number of Principals	2	10	18	13	25	10	22	24	15	22
Regular Board Attendance	0%	10%	0%	0%	12%	0%	5%	17%	20%	32%
Advisor to the Board	0	10	0	0	4	0	5	13	20	27
Draws Up Budget	0	0	0	0	4	0	5	8	7	23
Allocates Budget Funds	100	40	11	0	20	0	9	21	13	32
Keeps Regular Office Hours	100	100	100	85	92	30	45	75	87	95
Makes School Announcements	100	100	100	100	92	40	68	92	87	95
Arrange Teachers' Schedules	50	100	94	85	88	50	77	75	100	86
Schedule Use of Equipment	100	80	100	92	100	70	64	83	93	86
Schedule Assembly Programs	100	70	83	77	92	40	68	83	73	82
Schedule Social Events	50	80	78	77	96	40	77	71	60	63
Direct Guidance Program	50	80	78	77	72	60	77	79	47	82
Direct A-V Aids Program	100	40	56	23	48	40	46	58	60	55
Direct Publication of Paper	0	10	22	15	0	0	0	0	0	14

100



Few principals were responsible for drawing up the budget, according to Table XX; however, varying percents ranging from 0 to 100 percent had the responsibility of allocating the budget funds. In larger schools it would appear that budget allocations were set by the board and principals of the district had little say in the matter, except that they could order as seemed best to them, subject to the budget allotment made to their building.

Eighty-five percent or more of the first class district principals and 50 percent or more of the second class district principals indicated that they maintained regular office hours.

No attempt was made to determine to what extent the principal's time was spent in the office, but according to the survey conducted by Stoller and Graves in the New York metropolitan area, teaching principals spent 38.2 percent of their time in the office while full-time principals spent 45.4 percent of their time in the office.<sup>37</sup>

Nearly all 68 respondents in first class districts were responsible for school announcements and 50 percent or more of second class principals held this responsibility. The investigator assumed that this responsibility was determined to a large extent by whether the principal was

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<sup>37</sup>Stoller and Graves, op. cit., p. 12.

the chief administrator of the building. In some instances high school and grade schools occupied the same building.

As has already been stated, the principal was to indicate on the questionnaire whether he delegated a responsibility or duty. Well over fifty percent of the principals of both districts retained the guidance responsibility.

Administrative duties pertaining to personnel.

The elementary school in a democratic social order cannot fulfill its functions efficiently unless adequate personnel is provided. No matter how well its functions are understood, in the last analysis the work of the school will be conditioned and limited by the personnel employed. Grounds, buildings, equipment, materials of instruction, texts, and supplies, are all essential but of less importance than the men and women--the administrators, teachers, custodial workers, and others--who serve in the school. Given the necessary, properly qualified, and conscientious workers, a school can function successfully, even though much may be desired in the way of material resources. This is another way of saying that the human element in a school is of more importance than material elements.<sup>38</sup>

According to Table XXI, it is obvious that all duties pertaining to personnel administration were not surveyed. The survey revealed that well under 40 percent of the principals in the first class districts were consulted in the selection of their teachers.

In the selection and placement of teachers the superintendent of schools should confer with his

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<sup>38</sup>Reavis, op. cit., p. 481.

**TABLE XXI**  
**PERCENT OF PRINCIPALS PERFORMING DUTIES PERTAINING TO PERSONNEL IN THEIR SCHOOL**  
**ACCORDING TO SCHOOL SIZE AND DISTRICT CLASSIFICATION, MONTANA, 1955-1956**

Administrative Duty	First Class Districts Number of Teachers					Second Class Districts Number of Teachers				
	1-4	5-8	9-12	13-16	17+	1-4	5-8	9-12	13-16	17+
Number of Principals	2	10	18	13	25	10	22	24	15	22
Consulted on Selection of Non-Teaching Staff	0%	40%	28%	31%	36%	10%	10%	20%	47%	59%
Consulted on Selection of Teaching Staff	0	60	39	46	52	30	30	46	67	100
Obtain Substitutes	100	40	28	38	52	60	55	67	87	91
Consulted on Re-employment	50	90	78	85	76	40	59	71	87	86
Keep Personnel Records	50	30	50	38	36	10	36	46	40	59
Schedule Ticket Takers	50	40	33	62	36	30	45	29	27	45
Select Athletic Officials	0	20	0	15	4	50	27	29	13	18

principals, supervisors, and other immediate superiors of the teachers. In fact, in an ideal situation the nomination of teachers should be made by their immediate superiors, that is, by the heads of departments, principals, and supervisors, to the superintendent of schools. It is not affirmed that these nominations should always be accepted, but it is affirmed that they should be secured. It is incongruous that many of even the larger and better administered schools do not permit the principal to have any say concerning who the members of his teaching staff shall be.<sup>39</sup>

Also shown by Table XXI is the percent of principals who were consulted on re-employment of teachers. This item produced returns of higher than 50 percent in all sizes of schools of the first class district. The second class district returns varied from 40 percent in the 1-4 teacher school districts, to 86 percent in the 17 and over teacher systems.

Between 30 and 50 percent of all principals of the first class districts reported that the duty of keeping personnel records was their responsibility.

Maaske reported that in Oregon schools having more than five teachers, sixteen percent of the 225 principals surveyed were given full authority for recommending teachers for employment and that eighteen percent were given full authority in recommending teachers for discharge.

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<sup>39</sup>Reeder, Revised and Enlarged Edition, op. cit., p. 138.

His study also showed that 51 percent of the 225 principals selected substitutes.<sup>40</sup> This was considerably lower than the percent listed for Montana principals in this study for schools of second class districts; however, for principals having 17 teachers and over in the first class district, the figure of 54 percent was almost identical to that reported by Maaske.

Administrative duties pertaining to clerical work.

Table XXII shows the percent of principals in each teacher group responsible for a duty regarding clerical work. The reader must keep in mind that these percents represented duties performed by the principal and not delegated to another staff member. The responsibility for most duties was primarily that of the principal whether he delegated that responsibility or not.

There appeared to be a tendency for the principals of the first class district to assume less of the financial record duties as the school size increased. One hundred percent of those principals having 1-4 teachers performed these duties, while only 44 percent of those having 17 teachers and over reported such. The second class district principals grouped close to 50 percent, except for the 33 percent of the 13-16 teacher size school.

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<sup>40</sup>Maaske, op. cit., p. 25.

TABLE XXII

PERCENT OF PRINCIPALS PERFORMING DUTIES PERTAINING TO CLERICAL WORK IN THEIR SCHOOL  
 ACCORDING TO SCHOOL SIZE AND DISTRICT CLASSIFICATION, MONTANA, 1955-1956

Administrative Duty	First Class Districts Number of Teachers			Second Class Districts Number of Teachers						
	1-4	5-8	9-12 13-16 17+	1-4	5-8	9-12 13-16 17+				
Number of Principals	2	10	18	13	25	10	22	24	15	22
Keep Financial Records	100%	70%	50%	46%	44%	50%	50%	58%	33%	45%
Keep Attendance Records	100	60	78	85	60	70	77	75	53	55
Keep Promotion Records	100	90	83	54	72	70	64	83	67	73
Keep Extra-Curricular Records	50	50	56	0	44	20	41	58	27	36
Keep Eligibility Lists	50	50	17	0	16	0	27	38	0	36
Make-up Report Cards	50	60	33	54	40	20	55	58	33	55
Keep Grade Records	100	80	56	62	40	70	64	75	47	73
Prepare Transcripts	50	80	44	54	44	40	55	71	60	68
Responsible for the Evaluation Booklet	100	70	67	100	84	80	77	88	73	73
Reports on Injuries	100	100	100	85	88	100	82	88	93	77

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Table XXII indicates that the six administrative duties concerning clerical work most frequently performed by the principal himself were: (1) keeping financial records, (2) keeping attendance records, (3) keeping promotion records, (4) keeping grade records, (5) keeping the evaluation booklet, and (6) reporting injuries.

The State Administration Committee of Massachusetts Teachers' Federation made a three year study concerning clerical help for principals and classroom teachers. The study revealed that there were many duties performed by principals which could be delegated to clerical help if available, thereby freeing the principal for other activities. The duties which could be delegated were: pupil accounting, checking milk money, fund-raising drives, checking supplies, correspondence (some), and banking.<sup>41</sup>

Examination of the clerical duties of this survey indicated that some of the items: keeping attendance records, keeping promotion records, making up report cards, and keeping grade records could be delegated to a clerical assistant. Discretion, of course, should be exercised as to the clerical assistant, because of the confidential nature of some of these matters. Sixty percent of first class district principals and 55 percent of the second

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<sup>41</sup>Rich, op. cit., pp. 13-14.

class district principals having 17 teachers or over reported that they kept the attendance records.

Administrative duties pertaining to supplies, buildings, and grounds. Duties pertaining to supplies, buildings, and grounds were treated in the survey and the results are recorded in Table XXIII by showing the percent of principals who reported the items as duties. Ordering supplies and equipment was recorded frequently by the respondents in both districts. The lowest percent recorded in the first class district for this duty was 77 percent for those principals in the 13-16 teacher schools. This compared to a low of 58 percent for principals with 9-12 teachers in the second class districts.

There was uniformity in the principals' answers regarding distribution of supplies. This range for the most part did not exceed 20 percentage points, whereas in the receipt of supplies a range of 70 percentage points occurred. Answers on storage and care of supplies were likewise closely grouped and generally quite high in percent. According to most articles read by the examiner, these duties are time consuming and could easily be delegated, freeing the principal for other duties.

In all teacher groups, over 80 percent of the principals reported building inspection as their regular duty. The same was true for the reporting of needed



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TABLE XXIII

PERCENT OF PRINCIPALS PERFORMING DUTIES PERTAINING TO SUPPLIES, BUILDINGS,  
 AND GROUNDS IN THEIR SCHOOLS ACCORDING TO SCHOOL SIZE AND  
 DISTRICT CLASSIFICATION, MONTANA, 1955-1956

Administrative Duty	First Class Districts Number of Teachers					Second Class Districts Number of Teachers				
	1-4	5-8	9-12	13-16	17+	1-4	5-8	9-12	13-16	17+
	Number of Principals									
	2	10	18	13	25	10	22	24	15	22
Order Supplies & Equipment	100%	90%	89%	77%	84%	70%	64%	58%	80%	82%
Make Receipt of Supplies	100	50	61	31	48	30	64	46	73	77
Distribute Supplies	100	70	89	85	76	90	64	71	73	77
Store and Care for Supplies	100	50	89	92	64	70	64	83	73	82
Handle Inventory of Supplies	50	40	56	69	56	10	27	46	47	55
Select Textbooks	100	80	61	77	80	80	86	83	80	77
Select Library Books	100	30	39	54	36	50	27	42	53	45
Schedule Use of Buildings	100	40	89	77	80	80	59	79	73	68
Inspect Building Regularly	100	80	100	92	92	100	100	83	93	82
Report Needed Repairs	100	80	100	100	92	100	100	100	93	100
Supervise Building Repairs	50	40	33	23	36	20	23	13	0	45

repairs. With the exception of three teacher groups, the report was 100 percent. When the tabulation sheet was consulted, only five of the 161 respondents indicated that this was not their responsibility. Building inspection is listed as one of the discretionary ministerial duties in the 1948 study of the Department of Elementary School Principals.<sup>42</sup>

At this particular point the list of most commonly mentioned powers and duties of elementary school principals might well be considered.

**Mandatory ministerial duties:**

- To be present in building between specified hours
- To keep certain records and accounts
- To receipt for delivered supplies
- To check school census
- To inventory equipment, books, and supplies
- To check payroll list
- To report injuries to pupils and employees
- To fly American flag

**Discretionary ministerial duties:**

- To conduct fire drills
- To supervise janitors
- To report needed building and equipment repairs
- To supervise building at recess and noon hours
- To notify parents of unsatisfactory work of pupils
- To regulate, permit, or refuse entrance to visitors
- To regulate, permit, or prohibit advertising or exhibits in building
- To requisition and dispense supplies and equipment

**Discretionary ministerial powers:**

- To classify pupils

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<sup>42</sup>Department of Elementary School Principals, op. cit., p. 158.

- To keep personnel records of teachers
- To keep personnel records of pupils
- To assign teachers
- To make curriculum schedules
- To conduct teachers' meetings
- To allocate funds made available for building, according to budget
- To obtain substitutes for teachers who are absent
- To evaluate teachers' efficiency
- To supervise instruction
- To cooperate with juvenile court and other law enforcement agencies
- To regulate or abolish activities of teachers and pupils in building
- To handle complaints of patrons
- To discipline pupils<sup>43</sup>

Many articles published concerning public-relations and the school principal stress the importance of wise scheduling of the school buildings. Although better than half of the principals reported this as their responsibility, the stressing of the importance of this particular duty seems uppermost in the literature. The following excerpt from one of the articles is typical:

The quality of the educational program and the kinds of relationships that exist between the school and the community are very definitely affected by the way in which the school plant is used and managed. And it is the principal who must accept a major part of the leadership responsibility for good use of the school plant. To meet his responsibility, the principal must work effectively with custodians, teachers, children, parents and others. He must be concerned with the care of the physical plant, with the wise use of school facilities--by both children and adults in the community--and with the attitudes and relationships that can be developed in a cooperative approach to

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<sup>43</sup>Ibid.

the problem.<sup>44</sup>

### SUPERVISORY DUTIES

In some respects, there was difficulty in listing those duties which were administrative and separating them from those pertaining to supervision. Supervisory duties were defined as those pertaining to the instructional program of the school, and administrative duties were defined as those relating to the mechanics of organization of the school. Some may question this breakdown, but literature concerning both areas is not always specific as to the meaning of either term.

Just what is the basic function of supervision?

The basic function of supervision is to improve the learning situation for children. If any person in a supervisory position is not contributing to more effective learning in the classroom, his existence in that position cannot be justified. Organization, equipment, staff relationships, and teacher welfare are important only as devices for improving learning opportunities for children. Supervision is a service activity that exists to help teachers do their job better.<sup>45</sup>

#### Supervisory duties pertaining to personnel.

Table XXIV presents duties pertaining to supervising

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<sup>44</sup>Robert J. Simpkins, "Buildings, Grounds, and Services," The National Elementary Principal, 32:15, April, 1953.

<sup>45</sup>Kimball Wiles, Supervision for Better Schools (New York: Prentice-Hall, Inc., 1950), p. 3.

TABLE XXIV

PERCENT OF PRINCIPALS PERFORMING DUTIES PERTAINING TO SUPERVISING PERSONNEL IN THEIR SCHOOL ACCORDING TO SCHOOL SIZE AND DISTRICT CLASSIFICATION, MONTANA, 1955-1956

Supervisory Duty	First Class Districts Number of Teachers				Second Class Districts Number of Teachers					
	1-4	5-8	9-12	13-16 17+	1-4	5-8	9-12	13-16 17+		
Number of Principals	2	10	18	13	25	10	22	24	15	22
Conduct Regular Teachers' Meetings	100%	90%	89%	100%	92%	70%	86%	67%	67%	82%
Issue Administrative Bulletins	0	80	67	85	64	0	32	75	67	86
Require Lesson Plans	100	90	94	100	88	70	68	67	73	73
Check Lesson Plans Regularly	60	80	56	54	52	30	27	33	67	45
Set Arrival and Departure Time	100	80	89	92	80	90	82	88	87	95
Provide Background for Teachers	100	100	89	92	100	60	77	100	93	77
Suggest Professional Literature	100	100	89	92	100	50	59	92	93	91
Provide Professional Literature	100	100	89	92	88	80	59	88	93	82
Evaluate Teachers' Efficiency	100	80	83	92	92	20	50	79	80	82

personnel. Did the principal conduct regular teachers' meetings? Between 90 and 100 percent of those principals of the first class district reported that they did. In the second class district, however, only 67 percent of the principals of schools having 9-12 and 13-16 teachers reported regular meetings.

While a large percent of the principals required lesson plans, only about one-half of them reported that they checked the plans regularly. In the first class district with schools having 13-16 teachers, 100 percent of the principals required lesson plans, but only 54 percent checked them regularly.

Evaluation of teacher efficiency was reported as a responsibility by more than 80 percent of all the principals of the first class district. There was a wide range of variation in percent in the different sizes of schools of the second class district. A low of 20 percent of those principals having 1-4 teachers and a high of 82 percent of those having 17 teachers or over were recorded on the evaluation of teachers. There was an increase in percent as the school size became larger.

Supervisory duties pertaining to curriculum.

Table XXV shows that all principals did not observe classes regularly. There was a definite indication that in the larger schools, more regular class observation occurred.

TABLE XXV

PERCENT OF PRINCIPALS PERFORMING DUTIES PERTAINING TO SUPERVISING  
 CLASSES AND CURRICULUM ACCORDING TO SCHOOL SIZE AND  
 DISTRICT CLASSIFICATION, MONTANA, 1955-1956

Supervisory Duty	First Class Districts Number of Teachers			Second Class Districts Number of Teachers						
	1-4	5-8	9-12 13-16 17+	1-4	5-8	9-12 13-16 17+				
Number of Principals	2	10	18	13	25	10	22	24	15	22
Observe Classes Regularly	50%	70%	89%	85%	88%	0%	27%	50%	93%	77%
Confer after Observation	50	90	44	69	80	0	14	58	53	55
Suggest Improved Methods	100	80	94	92	92	50	59	100	93	91
Make Motivation Suggestions	100	100	94	100	88	20	59	100	93	91
Give Teaching Demonstrations	0	70	44	46	48	0	18	13	27	27
Suggest Assignments	50	90	83	85	92	0	50	79	93	82
Encourage Experimental Teaching	100	90	100	92	96	30	50	92	93	86
Handle Discipline	50	60	50	46	68	40	64	50	53	73
Have Set Discipline Rules	50	50	33	54	28	60	64	70	47	55
Make Most Discipline Decisions	50	20	50	8	56	50	45	54	53	68
Adjust Parent Grievances	100	90	94	100	76	80	77	92	87	91

100

The response to this question produced very little variation in percents in the three larger teacher groups of the first class districts. None of the 10 principals in the second class districts having 1-4 teachers reported regular observation.

When does a principal visit a classroom? Reeder reported that it was dependent upon the experience of the teacher. New teachers should be visited more frequently than the more experienced. Not that they should be "kept on their toes," but, rather, that the principal has an excellent opportunity for establishing sound teacher-principal cooperation that will eventually lead to the teacher seeking out the principal in time of distress.<sup>46</sup>

Over 50 percent of all respondents of the first class district and nearly 75 percent of those of the second class district indicated on the questionnaire that they did not give teaching demonstrations. Spain, Drummond, and Goodlad give a thorough treatment of the question of whether principals should give demonstrations. They point out that although teaching demonstrations are necessary, mostly upon the request of the teacher, most needs for this type of supervision can be satisfied with interclassroom

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<sup>46</sup>Edwin H. Reeder, Supervision in the Elementary School (Boston: Houghton Mifflin Company, 1953), pp. 276-277.



visitations. They also feel that demonstrations are "artificial," or frequently staged "performances."<sup>47</sup>

Data in Table XXV do not indicate any great amounts of variance among school sizes in regard to discipline management. For the most part, the respondents in each school group were equally divided about handling discipline.

Supervision often takes place in program areas such as the library, home rooms, lunchroom, and playground. Table XXVI gives the percent of respondents who indicated that it was primarily their duty to supervise these areas. Very little consistency occurred in the pattern from small to large schools or from large to small. For example, 36 percent of the principals of the first class district having 17 teachers and over indicated that they took turns on noon duty. Sixty-four percent of school principals in schools of similar size in second class districts expressed similar views. It would appear that the performance of such duties was dependent upon situations other than discretion of the principal. As in numerous other areas of the American public school, the performance of many duties depends not so much on who is qualified, but rather on who is available for such duties.

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<sup>47</sup>Spain, Drummond, and Goodlad, op. cit., pp. 228-229.

**TABLE XXVI**  
**PERCENT OF PRINCIPALS PERFORMING DUTIES PERTAINING TO GENERAL**  
**SUPERVISION OF THEIR SCHOOL ACCORDING TO SCHOOL SIZE AND**  
**DISTRICT CLASSIFICATION, MONTANA, 1955-1956**

Supervisory Duty	First Class Districts Number of Teachers					Second Class Districts Number of Teachers				
	1-4	5-8	9-12	13-16	17+	1-4	5-8	9-12	13-16	17+
Number of Principals	2	10	18	13	25	10	22	24	15	22
Supervise Library Program	50%	50%	44%	38%	48%	30%	23%	38%	53%	50%
Supervise Home Rooms	0	30	28	23	48	20	41	50	60	50
Take Turn on Noon Duty	100	50	39	62	36	60	64	71	53	64
Supervise Halls	50	40	50	31	48	80	82	58	53	45
Supervise Lunch Room	100	30	50	31	52	80	68	67	40	41
Supervise Playground	100	40	50	23	60	70	55	71	40	45
Supervise Extra-Curricular Program	50	30	44	23	44	70	50	58	53	45
Notify Parents of Unsatisfactory Pupil Progress	100	80	50	8	72	60	68	75	53	36

### EXTRA-CURRICULAR DUTIES

Unfortunately only 67, or approximately 40 percent, of the 161 principals surveyed responded to this section of the questionnaire. As indicated in Table XXVII, the most frequently-mentioned extra-curricular duty of the principal was coaching. This represented 15.8 percent of the activities mentioned. A few of the principals mentioned that they received added increments for such duties.

Remedial reading and speech correction were mentioned six and five times respectively. This, of course, would be dependent upon the specific training, rather than mere assuming of a duty, and possibly could have been incorrectly classed as extra-curricular.

The eleven other activities mentioned were DeMolay sponsor, 4-H director, ticket taker, movie operator, custodian, librarian, adult education, P.T.A. council member, class sponsor, church youth sponsor, and fraternal organization activity. Many of these have little or no official relationship to school duties.

### GENERAL COMMENTS

Space was provided on the questionnaire for the principal to make comments about his principalship. Although all of the principals did not make comments, enough were given for a brief summary at this point in the

TABLE XXVII  
EXTRA-CURRICULAR ACTIVITIES MENTIONED BY PRINCIPALS  
FIVE OR MORE TIMES, MONTANA, 1955-1956

Activity	Number of Mentions	Percent of Total Mentioned
Dramatics	6	5.9%
Music	5	4.9
Remedial Reading	6	5.9
School Council	5	4.9
Coaching	16	15.8
Speech Correction	5	4.9
Boy Scout Executive	5	4.9
Safety Patrol Advisor	6	5.9
Eleven Other Activities	<u>47</u>	<u>46.5</u>
Totals	101	99.6%

survey. The comments can best be treated by the following groups: time, clerical help, teaching load, title, salaries, and training.

Time. There were 33 comments on time for the principalship. The following phrases were typical:

1. Need more time for duties.
2. Much of my work is accomplished in the evening.
3. Because of my teaching duties I am forced to neglect many important supervisory duties.
4. Any of the mentioned duties are done after school or on weekends.
5. I definitely need more time for my principalship duties and my teaching duties; one or both suffer for lack of it.

Clerical help. Twenty-nine principals made comments on clerical help. These were typical:

1. How can one state hours on clerical duties? They go on day and night.
2. Should have regular and dependable clerical help.
3. Too much time spent on routine office chores that a high school pupil could take care of if he were available.
4. I'm principal in name only; the title is a farce--secretary is more like it.
5. Taxpayers are paying quite a lot for clerical service.
6. Would be better to have graduated in business administration or taken a secretarial course.
7. Too much time taken up in the duties of clerk of the district.

Teaching load. Seventeen comments were made about teaching load and duties:

1. A principal should never teach more than one-half day.
2. I do not think that a principal in charge of a school of 750 pupils should have to teach--this seems to be only my opinion.
3. A teaching principal leaves much to be desired--sometime in our training or experience we must acquire a sense of humility.

Title of principal. Sixteen comments were made on the title of principal:

1. Principal in name only.
2. I feel as though my capacity as assistant janitor is probably one of the best ways to describe my principalship.
3. I feel that being an administrator is one of the finest positions in the world. Being a figure-head principal is one of the most disappointing.

Salaries. Surprisingly enough, salaries were only mentioned three times:

1. The many years of low salaries and small differences between principals' and teachers' salaries made additional training not worth while--now I'm too old!
2. Compensation for principalship not in line with the additional duties.
3. Because my wife and I both teach and the district provides a house the salary listed has its advantages.

Training. Nine comments were made to the effect that the principals felt their training was inadequate.

All of the preceding comments were not intended to be used as derogatory to the principal or principalship. They indicated in part what principals in the field felt about their principalships.

## CHAPTER IV

### SUMMARY AND CONCLUSIONS

The purpose of this study was to ascertain the present status of the elementary school principals of Montana. Data from related studies of other principal groups and the 1948 study of the Department of Elementary School Principals was used extensively in making comparisons.

All elementary schools of the first and second class districts were contacted and 161 respondents returned the questionnaire. Their replies were tabulated and analyzed for the primary source information of this study. The secondary source information was gained through extensive reading concerning the role, duties, and problems of elementary principals.

The typical Montana elementary principal, according to this study, could be described as follows. The principal was a male between the ages of thirty and thirty-five; he was married; he had been teaching in the elementary school for ten years or more. He held a master's degree in education and had been a principal for approximately five years. His salary was between \$5000 and \$5500 per year and he was employed for nine months of the year. He had about



fifteen teachers in his building and taught less than one-half of the day. The teaching certificate most likely held was the elementary life and the five year elementary principal's administrative certificate.

The principals of Montana had little in the way of direct contact with their school boards concerning their administrative duties. In other items of organization of the school, the principal quite frequently delegated his responsibilities to other staff members, yet it was quite evident that many retained guidance as their responsibility.

Substantial evidence was gathered concerning staff employment. Far less than half were consulted upon the selection of teachers or other employees whom they were destined to supervise and cooperate with in making the school program beneficial for instruction. The reports, however, did indicate that a higher percent were consulted on reemployment than on original employment.

Many duties of time-consuming nature were performed by the principal, because of lack of clerical assistance. Such duties were keeping attendance records, making up report cards, keeping grade records, and preparing transcripts. The ordering, receiving, distribution, and storing of supplies appeared to be another area of heavy responsibility and performance.

Nearly all of the principals reported favorably

concerning the more mandatory duties, such as: inspection of the building, reporting injuries, and carrying on evaluations of their school.

For the most part, fewer principals reported positive performance of supervisory duties as compared with the number reporting administrative responsibilities. Many of the weaknesses of supervision could be directly affected by the teaching load and clerical burdens. Duties which theoretically should have been reported in greater frequency, such as class and curriculum supervision or personnel supervision, were reported slightly better than fifty percent of the time. On the other hand, supervision of lunch rooms, playgrounds, and halls were equally reported. The conclusion drawn would be that the principal felt he must perform these duties, since he probably was available when other personnel was occupied.

It would appear that the principal should attempt to evaluate his own administrative and supervisory responsibilities, and attempt to devote his time to areas where the instruction of the pupils would be most benefited. After so analyzing his duties, he should consult with his superiors and staff as to possible solutions.

Clerical duties were of major concern to most of the principals. An attempt to determine the amount of

clerical help available to the principal revealed that it was lacking in most cases. Related materials point out that clerical help should be provided in proportion to the size of the school, to the number of teachers, and to the responsibilities of the principal. This is not only an attempt to answer need, but also wise use of the principal's time, training, and energy.

The examiner realizes that some areas often included in a typical status study have been omitted in this study. One of these areas was the actual academic preparation of the principal. Discussions with members of the Principal's Association revealed that academic preparation was less important to the study of their status than were such items as clerical assistance, time distribution, and salaries. Also, respondents to the trial questionnaire indicated that its bulk would discourage principals from responding and insisted that the less important areas be eliminated if their elimination would not damage the status study. One such area that could be eliminated, then, was academic preparation, because the reader could assume, in part, the academic preparation from the degree held and the type of certificate issued.

From the results of this study, there appear to be some weaknesses along with the strengths in the status of Montana elementary principals. Because of the rapid

strides being made presently regarding the certification of supervising principals, another status study using similar techniques should be carried on in five years, or ten at the most.

Some of the more pertinent information from this study should be made available to the principals who participated in the study in order that they might compare their positions. School boards and superintendents could likewise use some of this information for bettering their schools' instruction.

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A P P E N D I X    A

TRIAL QUESTIONNAIRE

VII. TEACHING LOAD

A. What portion of the school day do you teach? (please check one)

- |     |       |     |       |
|-----|-------|-----|-------|
| All | _____ | 1/2 | _____ |
| 7/8 | _____ | 1/3 | _____ |
| 5/6 | _____ | 1/4 | _____ |
| 3/4 | _____ | 1/6 | _____ |
| 2/3 | _____ |     |       |

B. List below any additional duties that you have in addition to your teaching load or administrative duties.

of in the field of music, art, etc.

Over size

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VIII. GENERAL COMMENTS

A. Space is provided for you to make an evaluation of your work. You would care to make comments. Examples: comments on training; need for more time for

if you feel you need; general comments

A P P E N D I X B

LETTER OF INTRODUCTION

Box 157  
Bigfork, Montana  
January 16, 1956

Since the qualifications of the elementary principal have been under re-evaluation at the accrediting level, I have taken as my thesis topic, "A Study of the Qualifications, Salaries, and Duties of the Elementary Principals of Montana." Questionnaires are being sent to all elementary schools in the first and second class districts of Montana.

The layman seems to understand the value and need of the superintendent and even the high school principal, but is still vague about the role of the elementary principal. In order to further the understanding of this role, an evaluation study is necessary. The results of this study should be of value to the Montana Elementary Principals Association, school boards and superintendents, and to state officials for clarification and planning as to certification, qualifications, and demands.

Because I am working with a select group and studying their problems, I hope for a 100% return on this questionnaire. However, I realize, as you must also, that cooperation and just evaluations by the individual are necessary. I am sorry the questionnaire is long, but I feel you will answer it because you, too, are interested in its results. Thank you sincerely.

Yours truly,

Bruce G. Milne.

A P P E N D I X C

SURVEY QUESTIONNAIRE

# LIFICATIONS, SALARIES, AND DUTIES OF ARY PRINCIPALS OF MONTANA

ool: ..... Principal: .....

## I. SCHOOL ORGANIZATION

School system is located at: .....

Type of school organization: (please check below)

1. School district is:
  - a. First class district . . . . . ( )
  - b. Second class district . . . . . ( )
2. Organizational set-up is: ( )
  - a. 6-6 . . . . . ( )
  - b. 8-4 . . . . . ( )
  - c. 6-2-4 . . . . . ( )
  - d. 6-3-3 . . . . . ( )
3. The number of teachers in your building or buildings is .....

## II. PERSONAL STATUS AND QUALIFICATIONS

Vital statistics: Age.....; Male ( ) or Female ( ); Marital status: .....

Training (academic):

1. What degree do you now hold? .....
2. What degree are you now working on? .....

Number of semester ..... quarter ..... hours you have completed toward this degree?

Training (experience):

1. Total years teaching experience (including Administration years) . . . . .
  - a. Teaching elementary . . . . .
  - b. Teaching secondary . . . . .
2. Total years administrative experience . . . . .
  - \*a. Administration elementary . . . . .
  - b. Administration secondary . . . . .
3. Total years administrative experience in present school system . . . . .
  - \*a. Administration elementary . . . . .
  - b. Administration secondary . . . . .

(\* 7-8-9th Grade, Junior High considered elementary)

## III. TIME ELEMENT

as much as possible, indicate the average number of hours per week devoted to the following functions (use a maximum  
hour week):

- |   |  |
|---|--|
| Administrative duties . . . . .                     | F. Self-improvement . . . . .          |
| Supervision duties . . . . .                        | G. School system improvement . . . . . |
| Clerical duties . . . . .                           | H. Improving the profession . . . . .  |
| Teaching duties (classroom & preparation) . . . . . | I. Professional meetings . . . . .     |
| Community duties . . . . .                          |  |

## IV. SALARIES

Total salary . . . . . \$.....

1. Base teaching salary, if known . . . . . \$.....

2. Additional increment as principal . . . . . \$.....

3. Term of employment: ( ) 9 months; ( ) 10 months; ( ) 11 months; ( ) 12 months.

V. ADMINISTRATIVE DUTIES

Indicate yes if it is your duty; no, if it is not your duty; and delegate, if it is your duty and you delegate it to another member. Check the appropriate space.

	Yes (Do this myself)	Yes (Delegate)	No
<b>Organizational duties</b>			
1. Are you in regular attendance at board meetings?	.....	.....	.....
2. Do you act as administrative advisor to the board?	.....	.....	.....
3. Are you responsible for drawing up the budget?	.....	.....	.....
4. Do you allocate funds made available in the budget for your building?	.....	.....	.....
5. Do you keep regular school day office hours?	.....	.....	.....
6. Do you have charge of school announcements?	.....	.....	.....
7. Are you responsible for selection, coordinating, and arranging of subject and teaching schedules?	.....	.....	.....
8. Do you schedule school fire drills?	.....	.....	.....
9. Do you schedule use of special equipment such as visual aids, machines, etc.?	.....	.....	.....
10. Do you schedule assembly programs in your school?	.....	.....	.....
11. Do you schedule and make arrangements for social events in your schools?	.....	.....	.....
12. Do you direct the guidance program in your school?	.....	.....	.....
13. Do you direct the visual-aid program in your school?	.....	.....	.....
14. Do you direct the publication of your school paper?	.....	.....	.....
<b>Personnel duties</b>			
1. Are you consulted in the selection of the teaching staff?	.....	.....	.....
2. Are you consulted in the selection of non-teaching staff?	.....	.....	.....
3. Do you obtain substitutes for teachers who are absent?	.....	.....	.....
4. Are you consulted in the re-employment of staff members?	.....	.....	.....
5. Are you responsible for personnel records of teachers?	.....	.....	.....
6. Do you schedule ticket takers and sellers for extra-curricular events?	.....	.....	.....
7. Do you make the selection of officials for athletic contests?	.....	.....	.....
<b>Clerical duties</b>			
1. Are you responsible for keeping financial records on extra-curricular activities?	.....	.....	.....
2. Are you responsible for keeping attendance records?	.....	.....	.....
3. Are you responsible for promotion records?	.....	.....	.....
4. Are you responsible for records on students' extra-curricular activities?	.....	.....	.....
5. Do you make up eligibility lists?	.....	.....	.....
6. Are you responsible for collection and make-up of report cards?	.....	.....	.....
7. Are you responsible for keeping grade records?	.....	.....	.....
8. Are you responsible for preparing transcripts?	.....	.....	.....
9. Are you responsible for evaluation of the school program (evaluation booklet)?	.....	.....	.....
10. Are you responsible for the report of injuries to pupils and employees?	.....	.....	.....
<b>Supplies</b>			
1. Do you order instructional supplies for the school?	.....	.....	.....
2. Do you make receipt for delivered supplies?	.....	.....	.....
3. Do you distribute supplies to teachers?	.....	.....	.....
4. Do you store and care for supplies?	.....	.....	.....
5. Do you keep a perpetual inventory of supplies on hand?	.....	.....	.....
6. Do you select or aid in selection of text books and materials for class use?	.....	.....	.....
7. Are you responsible for the selection of library books?	.....	.....	.....
<b>Building and grounds duties</b>			
1. Do you schedule the use of building facilities?	.....	.....	.....
2. Do you inspect the school building regularly?	.....	.....	.....
3. Do you report needed repairs on building and equipment?	.....	.....	.....
4. Do you supervise repair of building and equipment?	.....	.....	.....

VI. SUPERVISORY DUTIES

<b>Personnel duties</b>			
1. Do you conduct regular teacher meetings?	.....	.....	.....
2. Do you issue regular administrative bulletins?	.....	.....	.....
3. Do you require your teachers to prepare lesson plans?	.....	.....	.....
4. Do you regularly check teachers' lesson plans?	.....	.....	.....
5. Do you have a set arrival and departure time for teachers?	.....	.....	.....
6. Do you provide background information about the school and community to new teachers?	.....	.....	.....
7. Do you suggest educational articles for your teachers to read?	.....	.....	.....
8. Do you provide current educational magazines and periodicals for teachers to read?	.....	.....	.....
9. Are you responsible for the evaluation of teacher efficiency?	.....	.....	.....

	Yes (Do this myself)	Yes (Delegate)	No
<b>Classes and curriculum</b>			
1. Do you regularly observe classes in your school? .....			
2. Do you always hold conferences with the teacher after observing classes? .....			
3. Do you make suggestions on methods of improving study habits? .....			
4. Do you make suggestions on methods of motivating pupils? .....			
5. Do you give demonstrations in teaching lessons? .....			
6. Do you make suggestions on methods of ways of improving assignments? .....			
7. Do you encourage teachers to experiment with new teaching methods? .....			
<b>Discipline</b>			
1. Do you have charge of all discipline problems? .....			
2. Do you have a system of set rules of discipline used by the whole system? .....			
3. Do you make most of the disciplinary decisions? .....			
4. Do you adjust pupil grievances and parental complaints? .....			
<b>General supervisory duties</b>			
1. Do you supervise the library programs? .....			
2. Are you responsible for supervision of home rooms? .....			
3. Do you take a regular turn on noon duty and hall duty? .....			
4. Are you responsible for supervision of halls? .....			
5. Are you responsible for supervision of lunch rooms? .....			
6. Are you responsible for supervision of grounds? .....			
7. Do you supervise the extra-curricular program? .....			
8. Do you notify parents of unsatisfactory work of pupils? .....			

### VII. TEACHING LOAD

What portion of the school day do you teach? (please check one)

All .....	1/2	
7/8 .....	1/3	
5/6 .....	1/4	
3/4 .....	1/6	
2/3 .....	1/8	

List below any additional duties that you may perform, not taken care of in the teaching load or administrative duties, such as: coaching, dramatics, music, art, etc.

Do you have any regular clerical help? .....

How many hours per week? .....

How many hours per week do you need clerical help? .....

### VIII. GENERAL COMMENTS ON YOUR PRINCIPALSHIP

Space is provided for you to make an evaluation of your principalship, if you feel you would care to make comments. Examples: the time element; your training; general comments on training; need for more time for your duties.



A P P E N D I X D

FOLLOW-UP LETTER NUMBER ONE

Bigfork, Montana

February 8, 1956

Dear Principal,

You are obviously busy with your school activities, otherwise you would have returned my questionnaire. The questionnaire returns have been coming in very well, but I have not received yours as yet.

As you already know, the study I am making deals with the status of the Montana Elementary Principals for this school year. In order to make the survey meaningful, it will be necessary to have a high percent of return.

The survey has been successful so far, and I will need your response in order to complete the study. Thank you for your cooperation.

Sincerely yours,

Bruce G. Milne

A P P E N D I X E

FOLLOW-UP LETTER NUMBER TWO

Bigfork, Montana

March 28, 1956

Dear Principal,

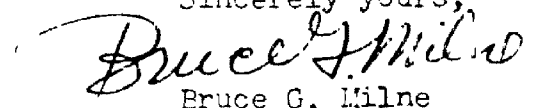
It is amazing how the school year has flown by so quickly. You have possibly realized that the 1955-56 term has all but reached maturity and we will be wrapping up the school program very shortly.

Here are my reasons for being alarmed: (1) My questionnaire has yielded only 65% returns; (2) In order to complete my tabulations before summer school, I will have to have your return very soon.

As you probably remember, I sent you a questionnaire and letter last January concerning the "Qualifications, Salaries, Teaching Load, and Administrative Duties of the Elementary Principals of Montana--1955-56." Realizing that you are very busy at this time and that you may have a natural aversion to answering questionnaires, I still hope to get your return before the end of the school term.

Possibly you have lost or discarded my first questionnaire so I am sending you another. In order to be valid I need an additional 20% returned. Would you please not let me down by your failure? From all indications so far the study will be very valuable to understanding the existing problems, conditions, and possibilities. Expecting to hear from you by return mail, I wish to thank you for your cooperation.

Sincerely yours,

A handwritten signature in cursive script that reads "Bruce G. Milne". The signature is written in dark ink and is positioned above the typed name.

Bruce G. Milne

A P P E N D I X F

FOLLOW-UP LETTER NUMBER THREE

There are only two weeks of school left!!  
Believe it or not, only 17 principals in the first class  
districts and 19 in the second class have failed to re-  
turn my questionnaire. **You** are one of them.

Could I **PLEASE** have your return? I'm getting  
desperate --- and desperately close to completion ---  
won't you help me?

Sincerely yours,

Bruce G. Milne  
Bigfork, Montana

A P P E N D I X G

REPORT GIVEN TO THE  
ELEMENTARY PRINCIPALS CONFERENCE,  
GREAT FALLS, JANUARY, 1957

PROFESSIONAL TRAINING OF THE ELEMENTARY PRINCIPALS 1955-56

	2 Years	3 Years	Bachelor	B. A. +1	B. A. +2	M. A.	M. E.	Masters +
First Class Districts		3	6	5	6	18	24	6
Second Class Districts	3	6	16	14	16	11	23	4
TOTALS	3	9	22	19	22	29	47	10



MARITAL STATUS OF THE ELEMENTARY PRINCIPALS 1955-56

FIRST CLASS DISTRICTS

Teacher Groups	Male		Female		Married		Divorced		Widowed		Single	
	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female
1 to 4	--	2	--	--	--	--	--	--	--	--	--	2
5 to 8	5	5	1	--	--	1	--	--	--	1	--	3
9 to 12	13	5	13	--	--	--	--	--	--	--	--	5
13 to 16	7	6	7	--	--	1	--	--	--	--	--	5
17 and over	18	7	16	--	--	--	--	--	--	2	2	5
<b>Totals</b>	<b>43</b>	<b>25</b>	<b>41</b>	<b>1</b>	<b>1</b>	<b>1</b>	<b>3</b>	<b>2</b>	<b>2</b>	<b>3</b>	<b>2</b>	<b>20</b>

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SECOND CLASS DISTRICTS

Teacher Groups	Male		Female		Married		Divorced		Widowed		Single	
	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female
1 to 4	5	5	3	5	--	--	--	--	--	--	2	--
5 to 8	16	6	14	3	--	--	--	1	--	1	2	2
9 to 12	21	3	21	--	--	--	--	--	--	--	--	3
13 to 16	13	2	12	--	--	--	--	--	--	--	1	2
17 and over	20	2	19	1	--	--	--	--	--	--	1	1
<b>TOTALS</b>	<b>75</b>	<b>18</b>	<b>72</b>	<b>11</b>	<b>1</b>	<b>1</b>	<b>1</b>	<b>1</b>	<b>1</b>	<b>1</b>	<b>5</b>	<b>8</b>

SALARY AND NUMBER OF TEACHERS 1955-56

FIRST CLASS DISTRICTS

	1 to 4	5 to 8	9 to 12	13 to 16	17 and over	
Highest Salary	\$5950	\$5950	\$6750	\$6750	\$7000+	
Lowest Salary	5350	3850	4550	5150	4450	
Median Salary	5650	5350	5450	5850	6100	
Range	600	2100	2200	1800	2550	
Number of Principals	2	10	18	13	25	= 68 Principals

SECOND CLASS DISTRICTS

	1 to 4	5 to 8	9 to 12	13 to 16	17 and over	
Highest Salary	\$4550	\$5250	\$6550	\$5250	\$7000+	
Lowest Salary	3450	3450	3650	3650	4350	
Median Salary	3800	4550	4850	4450	5150	
Range	1100	1800	2900	1600	2650	
Number of Principals	10	22	24	15	22	= 93 Principals

DISTRIBUTION OF SALARY AND TRAINING 1955-56

FIRST CLASS DISTRICTS

	2 Years	3 Years	Bachelor	B. A. +1	B. A. +2	M. A.	M. E.	Above Masters
Highest Salary	---	\$5150	\$5900	\$6700	\$5750	\$7200	\$7700	\$7550
Lowest Salary	---	4400	4500	4950	3850	5100	5000	5250
Median Salary	---	4450	5350	5550	5350	6250	5450	5950
Range	---	750	1400	1750	1900	2100	2700	2300
Number of Principal	---	3	6	5	6	18	24	6

SECOND CLASS DISTRICTS

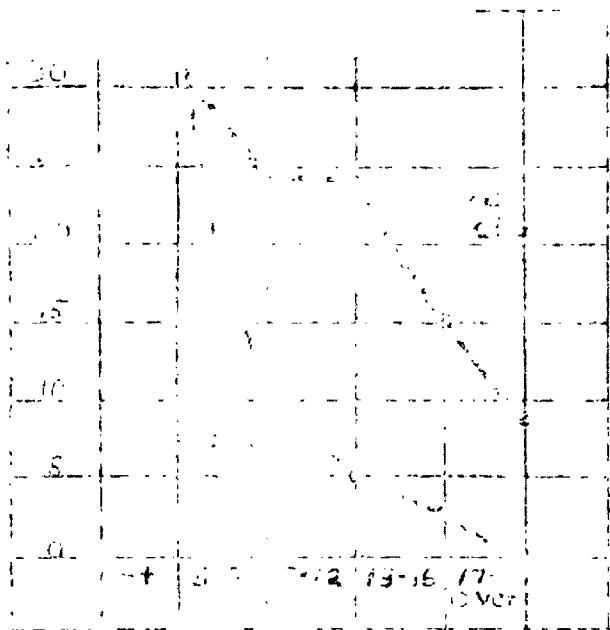
	2 Years	3 Years	Bachelor	B. A. +1	B. A. +2	M. A.	M. E.	Above Masters
Highest Salary	\$4450	\$4650	\$5650	\$5850	\$5400	\$7050	\$6550	\$7000
Lowest Salary	3400	3700	3550	3450	3900	4300	3750	5000
Median Salary	3400	3950	4550	4600	4750	5050	4550	5500
Range	1050	950	2100	2400	1600	2750	2800	2000
Number of Principals	5	6	15	14	16	11	23	4

## FIRST CLASS DISTRICTS

	1 - 5 Years	6 - 10 Years	11 - 15 Years	16 - 20 Years	21 - 25 Years	26 - 30 Years	31 - 35 Years	36 - 40 Years	41 - over Years
Highest Salary	\$5450	\$6150	\$7000+	\$6500	\$7000+	\$7000+	\$7000+	\$6050	\$5150
Lowest Salary	4500	5000	5300	5150	3850	5550	5300	4450	5150
Median Salary	4950	5400	5800	5550	5700	6200	5700	5350	5150
Range	900	1100	1700	1350	3150	1450	1700	1600	—
Number of Principals	4	7	7	12	12	7	12	6	1

## SECOND CLASS DISTRICTS

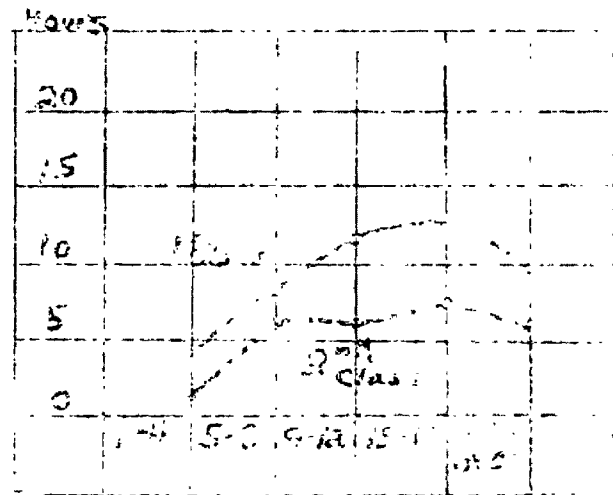
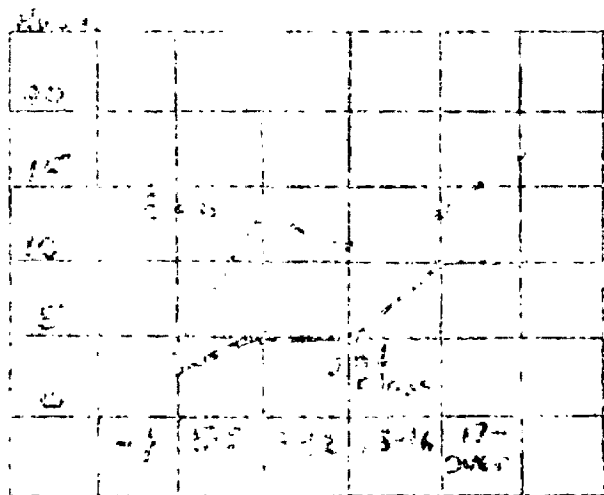
	1 - 5 Years	6 - 10 Years	11 - 15 Years	16 - 20 Years	21 - 25 Years	26 - 30 Years	31 - 35 Years	36 - 40 Years	41 - over Years
Highest Salary	\$5050	\$5600	\$6550	\$6500	\$5550	\$7000+	\$7000+	----	----
Lowest Salary	3600	3400	3450	3800	3900	3750	4700	----	----
Median Salary	4300	4800	4800	4850	4700	5200	4750	----	----
Range	1350	2200	3100	2700	1650	3250	2250	----	----
Number of Principals	16	27	13	11	10	10	6	----	----



Supervision



Crew



Other Duties

