



1959

Qualifications and responsibilities of Seventh-Day Adventist secondary school principals

John William McConnell
University of the Pacific

Follow this and additional works at: https://scholarlycommons.pacific.edu/uop_etds



Part of the [Education Commons](#)

Recommended Citation

McConnell, John William. (1959). *Qualifications and responsibilities of Seventh-Day Adventist secondary school principals*. University of the Pacific, Thesis. https://scholarlycommons.pacific.edu/uop_etds/1430

This Thesis is brought to you for free and open access by the Graduate School at Scholarly Commons. It has been accepted for inclusion in University of the Pacific Theses and Dissertations by an authorized administrator of Scholarly Commons. For more information, please contact mgibney@pacific.edu.

QUALIFICATIONS AND RESPONSIBILITIES OF
SEVENTH-DAY ADVENTIST SECONDARY
SCHOOL PRINCIPALS

A Thesis
Presented to
the Faculty of the Department of Education
College of the Pacific

In Partial Fulfillment
of the Requirements for the Degree
Master of Arts

by
John William McConnell
May 1959

TABLE OF CONTENTS

CHAPTER	PAGE
I. THE PROBLEM	1
II. THE OBJECTIVES OF CHRISTIAN EDUCATION IN SEVENTH-DAY ADVENTIST SCHOOLS	6
III. THE ROLE OF THE SEVENTH-DAY ADVENTIST SECONDARY SCHOOL PRINCIPAL	15
IV. A REPORT AND ANALYSIS OF THE SURVEY DATA	34
Qualifications	36
Personal and family background	36
Natural abilities	38
Religious background	40
Education and experience	42
Professional activities	51
Administrative duties	56
Problems of organization	56
Problems of pupil personnel	60
Problems of improving instruction	62
Problems of school relationships	65
Personal observations	66
Summary	67
V. SUMMARY AND INTERPRETATION OF DATA	69
Responsibilities	71
Qualifications	74

CHAPTER	PAGE
VI. CONCLUSIONS AND RECOMMENDATIONS	78
Conclusions	78
Requirements	78
Qualifications	79
Deficiencies	80
Recommendations	81
Recommended research	83
BIBLIOGRAPHY	85
APPENDICES	87
Letters of transmittal	88
Administrators responding to questionnaire	90
Questionnaire	91

LIST OF TABLES

TABLE	PAGE
I. Summary of Vital Statistics of Twenty Secondary School Principals	37
II. A Self-Analysis of Natural Abilities of Twenty Secondary School Principals	39
III. Family Religious Background of Twenty Secondary School Principals	41
IV. Personal Religious Background and Activities of Twenty Secondary School Principals	41
V. Undergraduate Major and Minor Studies of Twenty Secondary School Principals	42
VI. Graduate Major and Minor Studies of Twenty Secondary School Principals	43
VII. Scope of Graduate Studies in Education of Twenty Secondary School Principals	45
VIII. A Summary of Graduate Study Groups in Education of Twenty Secondary School Principals	46
IX. Fields of Teaching Experience for Twenty Secondary School Principals	47
X. Previous Administrative Experience of Twenty Secondary School Principals	50
XI. Professional Activities of Twenty Secondary	

TABLE	PAGE
School Principals	52
XII. Professional Reading Habits of Twenty Secondary School Principals	53
XIII. Non-Professional Activities of Twenty Secondary School Principals	55
XIV. Miscellaneous Problems of Organization among Twenty Secondary School Principals	58
XV. Teaching Load in Addition to Administrative Duties of Twenty Secondary School Principals	59
XVI. Teaching Responsibilities by Subjects of Twenty Secondary School Principals	59
XVII. Problems of Personnel and Supervision of Twenty Secondary School Principals	60
XVIII. Problems of Pupil Personnel of Twenty Secondary School Principals	61
XIX. A Summary of Pupil Personnel Problems of Twenty Secondary School Principals	62
XX. Problems of Improving Instruction of Twenty Secondary School Principals	64
XXI. A Summary of Instruction Improvement Problems of Twenty Secondary School Principals	64
XXII. Problems of School Relationships of Twenty	

TABLE	PAGE
Secondary School Principals	65
XXIII. A Summary of School Relationship Problems of Twenty Secondary School Principals	65
XXIV. Personal Observations by Twenty Secondary School Principals Concerning their Work	66

LIST OF FIGURES

FIGURE	PAGE
1. Organizational Chart of a Seventh-day	
Adventist Secondary School	19
2. A Comparison of Training and Experience in	
Various Teaching Fields for Twenty Secondary	
School Principals	49

CHAPTER I

THE PROBLEM

This study grew out of a conviction that there is a need for a critical examination of the factors which combine to make a successful and efficient secondary school principal in the educational system of the Seventh-day Adventist Church. These factors should include the educational and religious background of the principal and his preparation, attitudes, and abilities to cope with administrative and disciplinary problems. They would also include the requirements of the job, both in a general sense as applied to educational administration, and specifically as applied to administration of education in Seventh-day Adventist schools.

What are the major responsibilities of Seventh-day Adventist secondary school principals and how are they qualified to meet these responsibilities? The solution to this problem involves the answering of a two-fold question. The immediate objectives in answering this question will be an investigation of how the ideals and objectives of Seventh-day Adventist education affect the work of the principal, the determination of what personal and educational standards must be met by Seventh-day Adventist principals, and a survey of the qualifications of principals coupled

with a job analysis to indicate weaknesses in present personnel, suggest areas for inservice training, and offer valuable information for the training of future personnel. The ultimate objective of course is to place such information sufficiently summarized and analyzed in the hands of educators so as to aid in a better understanding of the achievements and problems of Seventh-day Adventist school principals and to aid in the improvement of instructional and administrative training and efficiency.

With these ends in view, the problem has been approached by a two-pronged attack. First it was necessary to determine the objectives and requirements to be met by Seventh-day Adventist secondary school principals. Naturally, many of these would duplicate similar objectives and requirements of public school administrators. Therefore, in the preparation of a suitable questionnaire that would adequately survey the field of investigation, it was necessary to consult various authorities on public school administration. However, there are objectives, problems, and duties that are unique to private parochial schools that are not present in the corresponding public school situation, and this is particularly true of the Seventh-day Adventist educational system. Thus it was necessary to consult educational and related literature of the Seventh-day Adventist

church to determine ideals and standards as well as the mores of the students which would affect the administration of an effective educational program.

The second phase of the attack was concerned with the selection and investigation of a group of successful Seventh-day Adventist school principals. The group was limited to Seventh-day Adventist secondary schools in the western area of the United States comprising California, Arizona, Nevada, Utah, Idaho, Oregon, Washington, Montana, and Hawaii, in order to obtain a more homogeneous sampling. The principal of each school in this group was sent a detailed questionnaire designed to obtain specific information on personal qualifications, educational background, and professional experience, as well as major and minor responsibilities.

The solution of the problem is to be accomplished subsequently by the correlation of the results from the two parts of the investigation. A tabulation has been made of responsibilities and duties as determined by the general educational aims and objectives, specific school plant and personnel factors, and an analysis made of abilities and preparation that would qualify administrators to meet those responsibilities.

Chapter II is concerned with a general discussion of

the objectives of Christian education and a specific discussion of the fundamental concepts of the Seventh-day Adventist church as they are related to education.

Chapter III discusses the basic personal qualifications of a school administrator. The views of leading public educators have been summarized, as well as those of religious educators, to present as complete a picture as possible of the essentials in character, conduct, ability, and training of the ideal school administrator. Also, an analysis is made of the importance and scope of the job; in other words, the place of the administrator in the community, in the church, and in the lives of individuals.

Chapter III also deals with the specific requirements of a Seventh-day Adventist secondary school principal as outlined in the educational literature of the church as well as those requirements taken from various secular authors on the subject. This includes a discussion of how the principal fits into the organization of the educational department and what his various duties are as an executive in the school system and as a spiritual leader in the church.

Chapter IV and Chapter V are concerned with a tabulation, summary, and analysis of the questionnaire data.

Chapter VI contains conclusions and recommendations for the improvement of the administrative personnel and

suggestions for further research.

A copy of the questionnaire, letters of transmittal, and a list of principals participating in the survey are found in the appendices.¹

¹page 87.

CHAPTER II

THE OBJECTIVES OF CHRISTIAN EDUCATION IN SEVENTH-DAY ADVENTIST SCHOOLS

It would seem both appropriate and essential to consider some of the basic objectives of Christian education as interpreted by Seventh-day Adventists. This will be used as a prelude to an analysis of the administrative duties and qualifications of those who are to achieve these objectives. As source material, the writer has used the official educational publication of the church, and various books which are accepted by the church as expounding the fundamental principles of its educational philosophy.

Schools owe their existence to the need for carefully arranged opportunities for the learning experience, shared by teachers and students, and based on a recognized philosophy of education and a set of accepted objectives.¹

Reynolds goes on to say that

There are peculiar to Christianity certain basic principles and truths, attitudes, appreciations, and ideals which give Christian education a unique philosophy. Its basic concept is the perfectability of man.²

"The harmonious development of the physical, mental, and

¹Keld J. Reynolds, "Why Seventh-day Adventists Conduct Schools," The Journal of True Education, XVI, (June, 1954), p. 4.

²Ibid., p. 4.

spiritual powers,--this is the object of education, the great object of life."³ What are some of the important objectives by which this perfection is to be accomplished?

The following nine objectives of Christian education as interpreted by Seventh-day Adventists are taken from an editorial appearing in The Journal of True Education.⁴ This article is an outline study in Christian education from the writings of E. G. White.

The first objective⁵ is the search for purity of character and nobility of purpose.

To bring man back into harmony with God, so to elevate and ennoble his moral nature that he may again reflect the image of the Creator, is the great purpose of all the education and discipline of life.⁶

Christian schools have a unique advantage in this through religion. "If education is to satisfy the basic needs of people it must include religion. Systems of education must

³E. G. White, Education (Mountain View, California: Pacific Press Publishing Association, 1903), pp. 13, 16.

⁴Editorial, "Straight from the Blueprint," The Journal of True Education, XVI, (December 1953), pp. 16-19, 28.

⁵Ibid., p. 16.

⁶E. G. White, Counsels to Parents, Teachers and Students (Mountain View, California: Pacific Press Publishing Association, 1943), pp. 46, 47.

seek to touch the whole man."⁷ Reynolds further comments that "state systems are sometimes limited to common denominators which serve the general welfare, but which neither offend nor serve minority groups."⁸ He observes that a church can go beyond this in educating for Christian citizenship. "It takes religion to make a man whole, and it takes religion to give wholeness to a system of education."⁹

Granted that the Bible, and it alone, is fitted to furnish 'the habitual vision of greatness' for Christian education, what then? It is all very well to extoll the Scriptures. But more is needed. They must be put to work. If we ask what place the Bible should have in a Christian school, only one logical answer is possible. It must have the first place. Here we are drawn to use a familiar educational term and to say that the 'core curriculum' of any system of Christian education must be Biblical. By this we mean not just courses in Bible superimposed upon a secular curriculum, but the study of the Bible in vital union with the essential general studies and indeed with all of learning. The centrality of the Bible in Christian education is organic. It not only forms a unifying frame of reference for every other subject, it also gives life and power to the whole curriculum. It is a fructifying, liberating influence, freeing the mind and heart for the pursuit of truth in every direction. As such, it is an orienting force, a constant reminder that all truth is for a purpose.¹⁰

⁷Keld J. Reynolds, "Why Seventh-day Adventists Conduct Schools," The Journal of True Education, XVI, No. 5 (June, 1954), p. 4.

⁸Ibid., p. 4.

⁹Ibid., p. 4.

¹⁰F. E. Gaebelin, "Christian Education in a Democracy," The Report of the National Association of Education Committee. (Oxford University Press, 1951), pp. 119, 120.

Seventh-day Adventists very much want their children to have this wholeness. Therefore they maintain a system of education at their own expense through which they seek for their children a personal commitment to Jesus Christ as a personal Saviour.¹¹

Against this perspective the sciences, letters, and arts fall into place. They are not unimportant, and they are not ignored, but they must be cemented together by what Gaebelin calls a heart curriculum rather than a core curriculum, if the educated man is to be strong.¹²

From the examination of these references, it can be seen that maximum personal development and integrity are presented as objectives because of Christian duty rather than as factors of success. The outstanding objective presented here has been the symmetrical development of the whole person.

"It is not, then, a thin, insignificant line of demarcation between Christian education and public education."¹³ Maximum personal development and integrity is emphasized as a Christian duty. Personal improvement is to be a life-long endeavor and a planned process. Education should seek the symmetrical development of the whole person.

¹¹Reynolds, op. cit., p. 64.

¹²Gaebelin, op. cit., p. 120.

¹³Richard Hammill, "Our Schools and God's Reform Message," The Journal of True Education, XVIII, No. 5 (June, 1956), p. 4.

The second objective of Christian education from the "Blueprint" is to bring God and man together.¹⁴ E. G. White indicates in the following quotation that such education upholds Christ as example and Saviour, and teaches that salvation is from God and is not in man.

There must be a power working from within, a new life from above, before men can be changed... The idea that it is necessary only to develop the good that exists in man by nature, is a fatal deception.¹⁵

She further comments that "ignorance does not increase humility or spirituality and that the truths of the divine word can be best appreciated by an intellectual Christian."¹⁶

Third, Christian education prepares men for a distinctive way of life.¹⁷ It commits men to a set of values which are divine in origin and designed to produce godliness in people. It leads men to an intelligent acquaintance with God and His word.

As a means of intellectual training, the Bible is more effective than any great book, or all other books combined. The greatness of its themes, the dignified

¹⁴Editorial, op. cit., p. 16.

¹⁵E. G. White, Steps to Christ (Washington, D. C.: Review and Herald Publishing Association, 1908), pp. 20, 21.

¹⁶E. G. White, Counsels to Parents, Teachers, and Students (Mountain View, California: Pacific Press Publishing Association, 1943), p. 361.

¹⁷Editorial, op. cit., p. 17.

simplicity of its utterances, the beauty of its imagery, quicken and uplift the thoughts as nothing else can.¹⁸

It is linked with righteousness or right living, with character considered above information and skill; it

does not ignore the value of scientific knowledge or literary acquirements, but above information it values power, above power goodness. The world does not so much need men of great intellect as of noble character. It needs men in whom duty is controlled by steadfast principle.¹⁹

Fourth, Christian education should produce free men whose distinguishing characteristics are sound judgment and the courage to act from conviction.²⁰ It must prepare young people for the responsibility of being free moral agents; the freedom of voluntary choice of right being and right doing must be the goal. It should assist the learner to make wise decisions and to stand by them. Its discipline must encourage self-direction and self-control in the learner so that he thinks and acts from conscientious principle. It should enlist the understanding and reasoning power of the learner on the side of right. It should teach that the object of true discipline is the training for self-government.

¹⁸E. G. White, Education (Mountain View, California: Pacific Press Publishing Association, 1903), p. 124.

¹⁹Ibid., p. 225.

²⁰Editorial, op. cit., p. 17.

Fifth, Christian education should impart a sense of mission.²¹ The object is service; self-improvement must have a service motive that the youth may be fitted for usefulness, qualified for places of responsibility in both private and public life. It must educate for responsibility for the practical duties of life.

Sixth, Christian education must train for social living.²² It must seek to instill sound moral principles. It must promote health of mind and body. It must cultivate Christian sociability by mutual contact of minds.

Seventh, the incentives of Christian education must be personal, not competitive;²³ each is to improve his talents to the utmost, and faithfulness in doing this is entitled to honor. It teaches that there is no place for selfish rivalry.

Eighth, corrective discipline in Christian education must be redemptive.²⁴ It must seek for a reformation by teaching the student to see his fault, enlisting his will, pointing to pardon, preserving self-respect, and inspiring hope and confidence.

²¹Ibid., p. 18. ²²Ibid. ²³Ibid.

²⁴Editorial, "Straight from the Blueprint," The Journal of True Education, XVI, (February, 1954), p. 15.

Ninth, Christian education must reveal God's hand in human affairs.²⁵ In the word of God the history of mankind is seen as a conflict between forces of evil and eternal truth with the earth and man's mind as the battlefields. This concept of man's place in history and in his contemporary world provides the Christian with a sense of values, of security, and of personal worth which no other philosophy of life can equal. For adequate presentation through instruction, it requires a special kind of teaching and a special type of administrator.

Summary

The objectives of Christian education as interpreted by Seventh-day Adventists may be summarized as follows:

1. To promote purity of purpose and nobility of character,
2. To bring God and man together,
3. To prepare for a distinctive way of life,
4. To produce free men with sound judgment and the courage to act from conviction,
5. To impart a sense of mission and service,
6. To train for social living,
7. To present incentives that are personal but not

²⁵Reynolds, op. cit., p. 4.

competitive,

8. To apply corrective discipline that is redemptive,
9. To reveal God's hand in human affairs.

The high calling of the Christian educator and administrator is summed up in the following statement:

It can be understood, then, that those upon whom have been placed the responsibility for shaping the future of the church should be living embodiments of the truth, living channels of inspiration. It...requires a high degree of professional competence, a gift for making truth attractive, and a demonstration in habits and life and mind of the fruits of the Spirit of Christian culture.²⁶

²⁶Keld J. Reynolds, "Why Seventh-day Adventists Conduct Schools," The Journal of True Education, VI, No. 5 (June, 1954), p. 5.

CHAPTER III

THE ROLE OF THE SEVENTH-DAY ADVENTIST SECONDARY SCHOOL PRINCIPAL

General Responsibilities

The purpose of administration in general is to get something done. When the field of education is considered, the question may be asked, What is the job to be done by the educational administrator? A. C. Nelson, until recently Educational Superintendent of the Pacific Union Conference of Seventh-day Adventists, has given a concise statement of this job.

Education is increasingly concerned with more and better teaching preparation, improved methods, better administrative organization, solution of financial problems, more and better teaching and learning tools, and improvement of the students' learning incentives and environment. All these are the concern of the administrator, and worthy of time and effort, and are essential to the realization of basic objectives. Yet their true value is measured by their contribution to the subjects of our educational effort.¹

Regardless of our definition of education, "the quantity and diversity of human and material elements involved is probably unsurpassed in any other enterprise."²

¹A. C. Nelson, "The People for Whom We Work," The Journal of True Education, XVIII, No. 4 (April, 1956), p. 3.

²Grieder, Calvin and William E. Rosenstengel, Public School Administration (New York: The Ronald Press Company, 1954), p. 81.

One reason why the job is so complex is that the educational process itself is so complex. Grieder points out that this human element involves children, parents, teachers, citizens, board members, educational officials; the material elements include money, buildings, grounds, equipment, supplies.³ He also enumerates factors such as ideas, curricula, courses of study, methods, principles, laws, regulations, and community needs.⁴

Luther Gulick has listed seven important phases of school administration.

1. Planning: working out broad outlines of things to be done and methods to accomplish them.
2. Organizing: establishing the formal structure of authority through which work is arranged, defined, and coordinated for the defined objective.
3. Staffing: the whole function of bringing in and training the staff and maintaining favorable conditions of work.
4. Directing: the task of making decisions and embodying them in specific and general orders and instructions.
5. Coordinating: the interrelating of various aspects of the work.
6. Reporting: keeping oneself, one's superiors, and one's subordinates informed through records, research, and inspection.
7. Budgeting: fiscal planning, accounting, and control.⁵

³Ibid., p. 81. ⁴Ibid.

⁵Luther Gulick, "Notes on the Theory of Organization," Papers on the Science of Administration, (New York Institute of Public Administration, 1937), p. 13.

These seven activities have been further condensed by Grieder and Rosenstengel into "planning, organizing, directing, coordinating, and controlling."⁶ Edmonson, Roemer, and Bacon have organized an outline of administrative duties under four main headings.

1. Problems of organization: selection and administration of teaching staff, selection and administration of administrative assistants, administration of the school plant, office organization, accounting-educational, accounting-business, school schedule.⁷
2. Problems of pupil personnel: discipline, guidance and counselling, health, student organizations, coordinating extra-curricular activities, school citizenship, student learning.⁸
3. Improvement of instruction: curriculum, selection of instructional materials, supervision of instruction.⁹
4. Problems of school relationships: community and public relations, evaluation and accrediting, college relationships.¹⁰

These summaries give a picture of the general responsibilities that the school principal would encounter in both public and parochial education. They show the diversity and complexity of the task. Before discussing in detail the

⁶Grieder, Op. cit., pp. 84-86.

⁷J. B. Edmonson, Joseph Roemer, Francis S. Bacon, The Administration of the Modern Secondary School (New York: MacMillan Company, 1948), 3rd ed., pp. 61-179.

⁸Ibid., pp. 201-332. ⁹Ibid., pp. 357-450.

¹⁰Ibid., pp. 473-512.

duties of a Seventh-day Adventist school principal, perhaps an organizational chart of the educational system would be valuable. The following chart, Figure 1, is taken from the Principal's Handbook of Administrative Procedures¹¹ of the Seventh-day Adventist Department of Education.

Secondary School Organization

A portion of the section entitled Administration and Staff is reproduced here as outlined in the Handbook as an explanation of Figure 1, and to show how the duties of the secondary school principal are integrated into the educational organization.

A. THE BOARD OF CONTROL

1. Election, Function, and Membership

- a. The Board of Control is elected at stated times by the constituency served by the school. It represents the constituency..., the real owners of the institution, who, because of their numbers and their scattered locations, are necessarily inarticulate.
- b. The function of the Board of Control is, therefore, to learn the needs and wishes of the constituency, and to formulate such policies, make such provisions for support, and elect such officers and teachers as will meet their approval.

¹¹Principal's Handbook of Administrative Procedures for Seventh-day Adventist Secondary Schools (Department of Education, General Conference of Seventh-day Adventists, Takoma Park, Washington 12, D. C., 1951), p. 29.

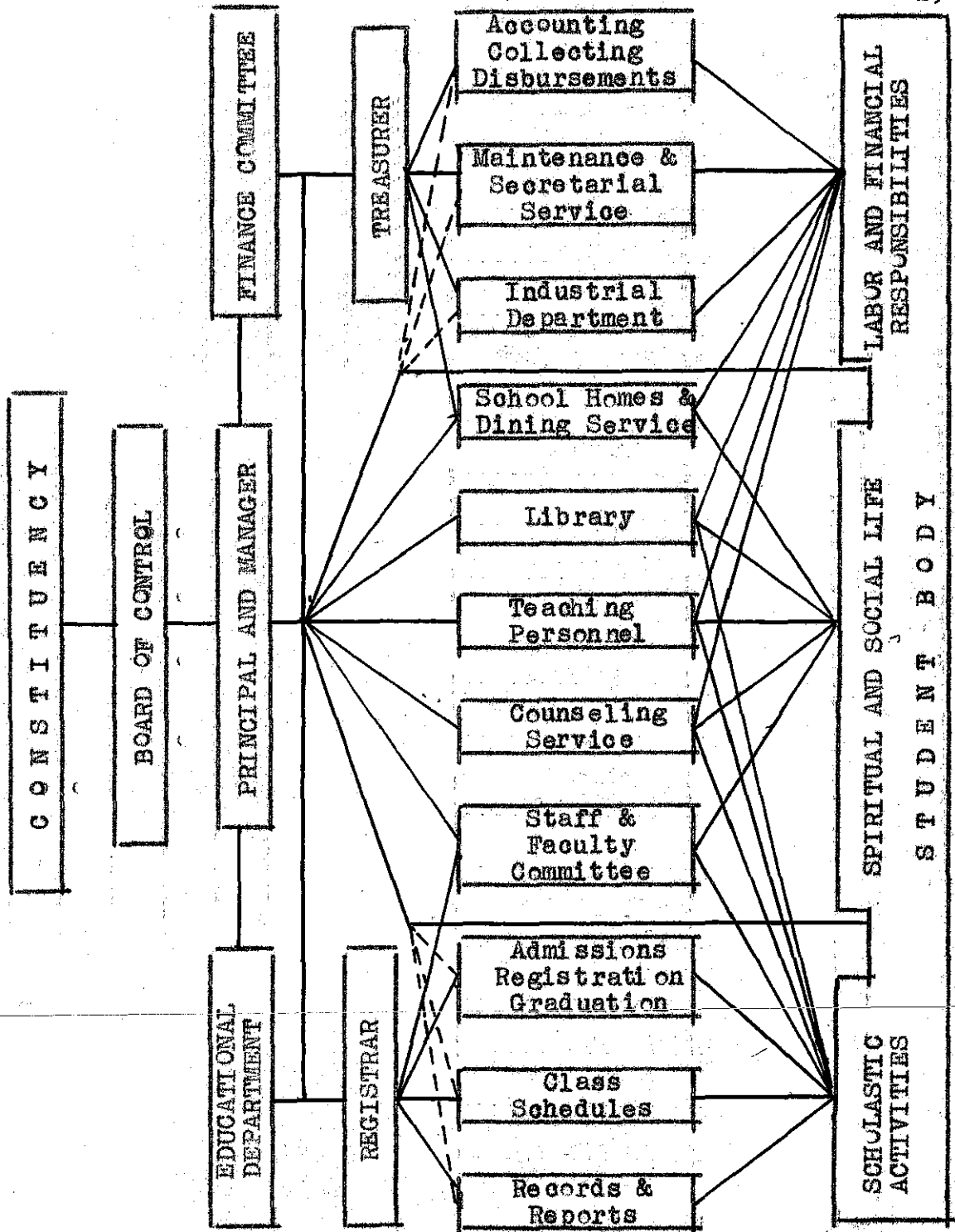


FIGURE 1

ORGANIZATIONAL CHART OF A SEVENTH-DAY ADVENTIST
SECONDARY SCHOOL

- c. The minimum voting membership of the Board of Control shall be seven, including the academy principal and the union conference educational secretary.

2. Powers and Procedures

- a. Although the Board of Control is autonomous, it sets up limitations of its own functions and policies.
 - (1) Power is lodged in the board as a group only, and no individual member has any legal right to act for the board unless designated by board action to do so.
 - (2) The actual administration of the institution is delegated to the principal and manager and, through him, to other subordinate officers and employees who act for the board according to board policies.
 - (3) While the Board of Control has final responsibility for the academic and disciplinary affairs of the school, the details of studying these problems and of legislating in regard thereto are delegated by the board to the principal and the faculty, except in matters concerning which definite board actions have been taken.
 - (4) The Board of Control may act either directly or through its committee on any question in which its legal responsibilities are involved or on matters affecting the administration of invested funds; but on other matters it acts through its executive officers.
- b. The board, or an executive committee of the board, shall meet at regular intervals, with not less than three meetings of the full board during the school year. Whenever possible, board meetings shall be on the campus.

- c. Proceeding of the board shall be kept in complete, accurate minutes of every meeting, and distributed to all board members. A complete file of these minutes shall be kept in the office of the principal.

3. Specific Functions

- a. Formulate general policies for the control of the school in harmony with principles of Christian education as understood by Seventh-day Adventists.
- b. Select a chief administrative officer (principal and manager) for the school.
- c. In counsel with the principal, employ, authorize, transfer, and/or discharge members of the school staff.
- d. Build and maintain a school plant adequate for the needs of the constituency and for meeting the requirements of accreditation.
- e. Provide adequate financial support for the school in all essential phases of its work, including salaries for all staff members, within the wage-scale policies of the General Conference of Seventh-day Adventists.
- f. Formulate policies concerning business administration.
- g. Require independent auditing of financial accounts.
- h. Approve policies concerning maintenance and use of buildings and grounds.
- i. Approve the principal's operating, equipment, and improvement budgets.
- j. Bear full legal responsibility.

B. THE EXECUTIVE COMMITTEE

1. Authorization

The Executive Committee is authorized by the Board of Control to act for it in the interim between meets of the full board.

2. Membership

- a. President of the Board of Control, chairman;
- b. Principal and manager of the school, vice-chairman;
- c. Treasurer of the school, secretary;
- d. Secretary-treasurer of the conference, if a conference institution; otherwise a designated member of the Board of Control;
- e. Educational superintendent of the conference in which the school is located.

3. Duties

- a. To survey the financial status of the institution.
- b. To make provision for all financial items not specifically arranged for in the institution's budget.
- c. To counsel on the expenditure of funds as need may arise.
- d. To arrange for emergency expenditures as need arises.
- e. To advise the administrator on financial matters which he may present.¹²

These are the two official groups with which the

¹²Ibid., pp. 1-3.

principal is directly concerned. The administration of a Seventh-day Adventist secondary school is organized on the basis of unitary control, in which plan the principal and manager alone, as he is called, is directly responsible to the board of control and all other employees of the school, as shown in the organizational chart, are either directly or indirectly responsible to him. The following are duties and responsibilities of a Seventh-day Adventist school administrator as prescribed by the Principal's Handbook of Administrative Procedures.

Specific Duties

The principal shall--

- a. Execute the policies and regulations of the board and of the faculty.
- b. Assign teaching and other duties to the members of the staff.
- c. Be indirectly responsible for all duties assigned on the Organization Chart to the treasurer and to the registrar.
- d. Be directly responsible for the duties assigned under his own office in said chart, which would include:
 - (1) Budget planning and control.
 - (2) Chairman of the following committees:
 - (a) Administrative Council.
 - (b) Admissions and registration.
 - (c) Government (or discipline).
 - (3) Chairman of all staff and faculty meetings.
 - (4) Chief admissions officer.
 - (5) Vice-chairman of Executive Committee.
 - (6) Librarian (responsible for the work of).
 - (7) All homes on school campus.
 - (8) As spiritual leader of school, promote vigorous religious program.

- (9) Publicity--direct preparation of all material for publication.
- (10) School homes and dining service.
- (11) School nurse.
- (12) Teaching personnel.
- e. Supervise the instructional program.
- f. Approve departmental requisitions within provisions of budget.
- g. Locate desirable candidates for positions on the staff, and recommend same to the board.
- h. Recommend faculty advisors and counselors.
- i. Plan for inservice training of staff members.
- j. Recommend salary changes to the board.
- k. Plan the school calendar.
- l. Arrange schedule for classes, chapel exercises, and other school activities.
- m. Arrange for graduation exercises.
- n. Bear responsibility to the board of control for satisfactory administration and government of the school.
- o. Appoint some member of the staff to be in charge of the school when he must be absent from the campus.
- p. Maintain student morals and discipline on a plane in keeping with denominational standards.
- q. Fix penalties for violation of standards of conduct and see that they are enforced.
- r. Prepare annual budget and present it to the board of control.
- s. Collect student and other accounts.
- t. Maintain and inspect the plant, grounds, equipment, supplies, and all school property for maximum efficiency.
- u. Plan major repairs and alterations, in collaboration with other staff members.
- v. Present to the board of control and/or its subcommittee the needs of the school and direct preparation of plans for new buildings, installations, and equipment that may be required.
- w. Set up an adequate system of records; and when occasion demands prepare or have prepared essential reports concerning the school, and present these reports to the board of control, to the constituency, and to appropriate educational bodies.

- x. Represent the school to constituent churches and the general public, and before accrediting associations.
- y. Serve as executive secretary for the board of control.
- z. Serve as ex-officio member of all committees concerned with administration and management of the school.¹³

Budgeting and Finance

The securing and compiling of information for a well-prepared operating budget rests with the responsible principal of the institution. The extent of the detailed information should be sufficient to enable a clear understanding of financial losses or gains involved in operating each department. A well-prepared budget should contain

- "a. An estimate of the regular and legitimate revenue that may safely be counted on from the various departments of the institution.
- b. An estimate of all expenditures for the year--
 - (1) In each department of the school.
 - (2) All established overhead expenses.
 - (3) Emergency or unforeseen expenditures that may be reasonably expected.
- c. The amount of appropriations, if any, necessary to overcome the possible deficit in operations as revealed by the estimate of revenue and expenditure.
- d. A plan to secure these needed appropriations."¹⁴

The following are some special financial considerations to which the principal of a school must give attention.

- "1. Fiscal year from July 1 to June 30.

¹³Ibid., pp. 4-6. ¹⁴Ibid., p. 32.

2. At least ten financial statements during the fiscal year.
3. Entrance deposit, covering registration and special fees and one month's estimated expenses, should be charged at the time of the student's entrance into the institution.
4. Collection of all accounts at the beginning of each calendar month.
5. Payment of all bills within the discount or due date.
6. All purchases to be made by requisition through the business office.
7. No capital expenditures to be made from operating funds without special action by the board of control or its executive committee.
8. Depreciation reserves to be carried in separate account in the bank, deposited each month, and used only for replacement of equipment or major repairs of buildings, and then only by vote of the board of control or its executive committee.
9. When funds are necessary for capital investments the board of control should provide them.
10. Total charged to instructional salaries should receive special study; in most instances, these salaries should not exceed 65% of the tuition income.
11. Administrative salaries and other administrative and indirect expenses should be distributed among the several departments according to the time spent by each individual or the percentage of expense made in the interest of said departments.
12. Very special study should be made of indirect charges, to see that some struggling department otherwise paying all its expenses and therefore an asset to the institution, is not "choked" by expenditures over which it has no control and from which it receives no benefit."¹⁵

Discipline

The principal is also the chief disciplinary officer

¹⁵Ibid., pp. 33, 34.

of the school. The deans are responsible for general supervision of student conduct and for investigation of reported cases of misconduct. Minor irregularities are handled as counselling problems. In the case of serious misconduct or persistent offense, however, the principal must be consulted for action.

General Qualifications

Now that both general and specific responsibilities for the Seventh-day Adventist school principal have been presented, what are the qualifications that one should possess to meet these responsibilities? General qualifications which would make for a successful school administrator may be separated for convenience into two main groups: personal qualifications and professional qualifications. The following list of personal qualifications are those presented by Harl Douglass.

1. Culture: this is made up of one's age, appearance, manner, language, tact, appreciations, and ideals.
2. Leadership and administrative abilities: ability to organize and plan, to supervise, and to obtain cooperation from subordinates.
3. Resourcefulness and vision.
4. Interest in people.
5. Ideals higher than the average.
6. Ability to write and speak forcefully.
7. Virtues of honesty, fairness, patience, optimism.
8. Open-minded.

9. A sound philosophy of education.
10. Good health and energy."¹⁶

The second category, that of professional qualifications, is listed by Wahlquist. An efficient and well prepared administrator should

- "1. have a broad, general education,
2. be informed in current events, social opinion, and historical perspective,
3. know facts and techniques of sociology, government, politics, and economics,
4. understand the philosophical foundations and historical direction of the school,
5. be well grounded in educational psychology, tools of research, science of education, and professional techniques,
6. have a broad interest in people and be familiar with techniques in understanding, motivating, and guiding them,
7. be competent in speaking, writing, listening, interviewing--in other words, in communication."¹⁷

Wahlquist goes on to say that the administrator should also be competent in at least one subject matter area, and he should have had teaching experience. His professional activities should include refresher courses as well as professional conferences, lectures, and workshops. Membership in professional associations and community activities is important. An administrator's reading and study habits

¹⁶Harl R. Douglass, Modern Administration of Secondary Schools (Ginn & Company, 1954), p. 24.

¹⁷John T. Wahlquist, The Administration of Public Education (The Ronald Press, 1952), p. 27.

should include professional journals and books, current papers, and magazines, and an acquaintance with the classics in literature and music.¹⁸

Specific Qualifications

Some specific qualifications as outlined for administrators by the Principal's Handbook for Seventh-day Adventist secondary school administrators are shown below.

"The principal shall

- a. Be an earnest Christian, loyal to the doctrines and purposes of the Seventh-day Adventist church, and a member of the same in good and regular standing.
- b. Be a graduate of an accredited Seventh-day Adventist college or its equivalent, and his training, in undergraduate or graduate work, shall include the following, listed in order of their importance:
 - (1) At least one course in each of the following Bible fields or its equivalent:
 - (a) Bible Survey, or Backgrounds of Old and New Testament;
 - (b) Advanced Bible Doctrines; and
 - (c) Daniel and the Revelation.
 - (2) At least 20 hours of educational subjects, which shall include:
 - (a) Principles or philosophy of education-- he shall give evidence of a knowledge and acceptance of the teachings of the Spirit of prophecy in the principles and philosophy of education as taught in the books Education, Counsels to Teachers, Fundamentals of Christian Education, and volume six of the Testimonies

¹⁸Ibid., p. 27.

- for the Church.
- (b) Techniques of teaching, methods, and participation or practice teaching.
 - (c) Principles of secondary school supervision and/or school management.
 - (d) Guidance.
 - (e) Tests and measurements.
- (3) A wide enough distribution of majors and minors and/or teaching fields to insure a sympathetic understanding of the problems of the several teachers.
 - (4) Business administration and/or accounting.
 - (5) Public speaking.
- c. Have had a minimum of two years of successful teaching, preferably in a school similar to the one he is called to administer and, if possible, under the guidance of an able principal.
 - d. Give evidence of possessing the qualities of leadership, aptness to teach, tact, initiative, fairness, open-mindedness, sense of humor, and sound judgment.
 - e. Possess health and physical strength sufficient for the strenuous program a principal is expected to carry on.
 - f. Be energetic, enthusiastic, well-balanced, poised, cooperative.
 - g. Be careful of his personal appearance, environment, and reputation; and of his associations in social, educational, business and religious circles.¹⁹

These qualifications are essential for the accomplishment of the scholastic requirements and basic goals of the academy which may be listed as follows:

"A. Goals for the Academy

- 1. Spiritual Faith
To develop in the students faith, trust, love,

¹⁹Principal's Handbook of Administrative Procedures for Seventh-day Adventist Secondary Schools (Department of Education, General Conference of Seventh-day Adventists, Takoma Park, Washington 12, D. C., 1951), pp. 3, 4.

and confidence in God, and in the Second Advent Movement, and an earnest desire for the simple Christian way of life.

2. Character

To encourage the development of a noble Christian character, so that the ideals of right, self-control, honesty, reverence, purity, integrity, and moral stamina shall become dynamic habits of conduct.

3. Health

To teach the principles of healthful living and the development and maintenance of a healthy body, with wholesome, balanced mental and emotional attitudes and habits.

4. Intellectual

To arouse and stimulate intellectual curiosity, and to develop the highest intellectual attainment possible in accordance with native ability.

5. Ability to Think

To teach how to think independently and constructively, to reason accurately, and to analyze and evaluate evidence skilfully.

6. Interest, Appreciation, Attitudes

To encourage the development of an understanding interest, enjoyment, and appreciation of the best in literature, art, music, history, and nature, and by participation produce a measure of skill in at least one of these fields.

7. Dignity of Labor and Vocational Efficiency

To provide the specific knowledge, basic skills, and effective work habits necessary for proficiency in at least one trade; to aid the student in discovering his own aptitudes, talents, and occupational disposition.

8. Social and Civic Relationships

To develop a sense of personal responsibility for the happiness and welfare of the home, the school, the community, the nation, and the common world brotherhood of man, and thus to foster understanding, peace, harmony, justice, and good will.

9. Culture and Personality

To assist in the formation of a desirable personality through the development of those cultural attitudes which are revealed in

the student's person, his belongings, his conversation, his friendships, and his choices in all realms of association.

10. Initiative, Zeal, Enthusiasm

To stimulate that spirit of initiative which will generate a zeal and enthusiasm for some worthy cause or endeavor, with particular emphasis on carrying the gospel to all the world."²⁰

Summary

The role of a Seventh-day Adventist secondary school administrator as outlined by the Principal's Handbook of Administrative Procedures, is a complicated and difficult one. It requires the highest type of moral and ethical characteristics, the ability to gain the cooperation of students and the financial support of parents without compromise of principles or standards, the ability to combine the high ideals of Christian education with the every-day problems of administration so that the goals of character development and scholastic achievement are attained by the students, the ability to coordinate the activities and personalities of the staff. It requires a high degree of professional training and the ability to put this training to practical use on the job. It requires a rare combination of personality traits that result from a combination of

²⁰Ibid., pp. 25, 26.

applied Christianity and unusual executive ability. The Seventh-day Adventist school principal must place dedication to an ideal above any personal reward, financial or otherwise.

With these points in mind, the next chapter deals with the reporting and analysis of the responsibilities and qualifications of twenty successful Seventh-day Adventist secondary school principals.

CHAPTER IV

A REPORT AND ANALYSIS OF THE SURVEY DATA

The purpose of this survey is to present information concerning the current status of a representative group of Seventh-day Adventist secondary school principals, sufficiently summarized and analyzed to be of practical value for the preparation, selection, and guidance of administrative personnel and the improvement of their working environment. In order to obtain this information, a detailed questionnaire of nine pages was prepared (see appendices).¹ Two sections of five parts each survey the basic qualifications and responsibilities as discussed in the previous chapters. Section one deals with personal and family background, natural abilities, religious background, education and experience, and professional activities. Section two deals with administrative duties covering organizational problems, pupil problems, instruction, school relationships, and personal comments and observations.

The questionnaire was sent to all Seventh-day Adventist secondary school administrators in the area included by California, Oregon, Washington, Idaho, Arizona,

¹Page 87.

and Hawaii. This was done to obtain a more homogeneous grouping as to type of school plant, transportation problems, climatic conditions, student attitudes, and teacher and administrative supervision. This is the area known as the Pacific Union and North Pacific Union conferences of Seventh-day Adventists. Each of these unions has its own education department which supervises directly the secondary schools of that area.

Letters of transmittal (see appendices)² were sent with the questionnaire to explain its purpose and to show official sponsorship by the education departments of the College of the Pacific and the Pacific Union Conference of Seventh-day Adventists. A response resulted with twenty replies out of a total of twenty-seven questionnaires mailed. This was an encouraging response considering the length and complexity of the questionnaire, and the fact that they were sent at the close of the school year when most school principals are quite busy. Not all the questionnaires returned were completely filled out so that in some parts of the analysis averages cannot be based upon the total twenty responses.

The analysis of the data will proceed generally in

²Page 87.

the same order as they occur in the questionnaire. There will be an attempt to summarize each section independently to determine the professional qualifications and job responsibilities of the test group. In Chapter V these results are compared with the standards as presented in Chapter II and Chapter III. By following this systematic analysis and comparison, it should be possible to determine areas of strength and weakness which will form a basis for conclusions and recommendations in Chapter VI.

I. QUALIFICATIONS

Personal and Family Background

In order to investigate such factors as age, marital status, and number of children for each principal, as well as the wife's training and father's occupation, data were collected and have been tabulated in Table I.

Table I shows that all twenty principals are thirty years of age or older, with the largest grouping of ten responses in the 40-49 age group. All twenty are married and seventeen have children. Eight out of the twenty report a family of two children with four reporting one child and four reporting three children. Only one reported more than three children. The ages of these children ranged from one to thirty-seven years, with an average age of twelve years.

TABLE I

A SUMMARY OF VITAL STATISTICS
OF TWENTY SECONDARY SCHOOL PRINCIPALS

<u>Age</u>	<u>Response</u>
20-29	0
30-39	2
40-49	10
50-59	6
60-over	2

<u>Number of Children</u>	<u>Response</u>
0	3
1	4
2	8
3	4
4 or over	1

<u>Wife's Training</u>	<u>Response</u>
Secretary	5
Home Economics	4
Nursing	3
Education	2
Music	2
None	1
Not reporting	3

<u>Father's Occupation</u>	<u>Response</u>
Farmer	10
Doctor	1
Business	1
Educator	1
Laborer	2
Not reporting	5

The training and occupation of the principals' wives were rather evenly divided between the fields of secretarial, home economics, and nursing, with more than half the group reporting in these three areas. Other areas reported were music and education. With five not reporting on the father's occupation, ten of the remaining fifteen came from the farm. Other areas reporting one each were educator, business, laborer, doctor, and carpenter.

Natural Abilities - A Self-Analysis

The purpose of this part was to establish certain physical and personality factors which might be important to an administrator. Since it was a self-analysis, some principals did not feel inclined to respond and therefore there was not a complete report on any of the categories.

Table II is a summary of the self-analysis check sheet which is divided into nine psychological areas-- leadership, tactfulness, making friends, public speaking, writing ability, getting along with young people, progressive attitude, emotional stability, and health. The correspondents were asked to rate themselves as outstanding, superior, acceptable, or inferior in each of the nine areas.

The response was conservative with many correspondents checking themselves as acceptable or average in all nine areas. With eighteen reporting under leadership, there

TABLE II

A SELF-ANALYSIS OF THE NATURAL ABILITIES
OF TWENTY SECONDARY SCHOOL PRINCIPALS

	<u>Outstanding Cases</u>	<u>Superior Cases</u>	<u>Acceptable Cases</u>	<u>Inferior Cases</u>	<u>Not Reporting</u>
Leadership	1	6	11	0	2
Tactfulness	3	1	14	0	2
Making Friends	2	6	9	1	2
Public Speaking	0	1	16	1	2
Writing	0	0	15	3	2
Getting Along with Young People	3	6	9	0	2
Progressive Attitude	1	6	9	1	3
Emotional Stability	2	6	10	0	2
Health	0	10	9	0	1

were eleven average and seven above average; under tactfulness there were fourteen average and four above average; under making friends there were nine average, eight above average, and one below average; under public speaking there were sixteen average, one above average, and one below average; under writing ability, there were fifteen average and three below average; under getting along with young people, there were nine average and nine above average; and under emotional stability there were ten average and eight above average. With seventeen reporting under progressive attitude there were nine average, seven above average, and one below average, and with nineteen reporting on health there were nine average and ten above average.

Religious Background

It was felt that in a church operated school, the religious background would be important data to obtain; thus the questionnaire included an investigation of this area. These data are summarized in Tables III and IV.

One of the prerequisites to being a principal in a Seventh-day Adventist school is church membership in "good standing." The principal must be the spiritual leader of the school, and his religious experience and the sincerity of its daily application will determine the spiritual life of the school. This in turn will be a major factor in the

TABLE III

FAMILY RELIGIOUS BACKGROUND
OF TWENTY SECONDARY SCHOOL PRINCIPALS

<u>Affiliation</u>	<u>Father</u>	<u>Mother</u>
Seventh-day Adventist	15	20
Catholic	1	
Lutheran	1	
None	3	

TABLE IV

PERSONAL RELIGIOUS BACKGROUND AND ACTIVITIES
OF TWENTY SECONDARY SCHOOL PRINCIPALS

<u>Number of Years a Seventh-day Adventist</u>	<u>Cases</u>
15 years	1
20 years	8
30 years	6
40 years	3
50 years	1

Average - 31 years

Church Offices Held

Ordained minister	10
Church elder	19
Deacon	13
Youth leader	4
Missionary leader	1
Sabbath School superintendent	8
Music director	2
Treasurer	1

accomplishment of certain basic educational objectives. All members of the test group came from homes in which either the mother or both parents were Seventh-day Adventists. All have been baptized members of the church for at least fifteen years, with the average time being around thirty-one years. Local church offices are held by all members of the group with 50 per cent being ordained as ministers of the church, 95 per cent ordained as local church elders, and 65 per cent as church deacons.

Education and Experience

Part IV of the questionnaire gives important information concerning the degree of professional preparation. Table V is a summary of the first two questions dealing with undergraduate study. Majors and minors are grouped into eight subject fields. Bible and science show a predominant interest as majors with history, education, language, and science being favored as minors. There seems to be a

TABLE V

UNDERGRADUATE MAJOR AND MINOR STUDIES OF TWENTY SECONDARY SCHOOL PRINCIPALS

	<u>Hist.</u>	<u>Bible</u>	<u>Ed.</u>	<u>Lang.</u>	<u>Speech</u>	<u>Sci.</u>	<u>Math.</u>	<u>Bus.</u>	<u>None</u>
Major	2	6	3	3	0	7	0	3	0
Minor	5	3	5	5	4	5	3	0	1

definite tendency toward preparation for a career in education on the undergraduate level with three majoring and five minoring in education resulting in an average of twenty-one semester credit hours in the subject. This is six credit units in excess of the usual liberal arts graduation requirement. The data also reveals that sixteen received a Bachelor of Arts degree, and four received a Bachelor of Science degree upon graduation. This indicates a predominant interest on the side of a liberal arts education.

In turning to the graduate level as revealed in Table VI, education as a subject field has by far the predominant interest with fourteen majors and six minors out of the twenty cases. Without doubt many of these were already in educational work during their schooling. Seventy-five per cent show professional preparation with graduate degrees. Ten report Master of Arts degrees, two report Master of Science degrees, and three report Master of Education degrees.

TABLE VI

GRADUATE MAJOR AND MINOR STUDIES
OF TWENTY SECONDARY SCHOOL PRINCIPALS

	<u>Hist.</u>	<u>Bible</u>	<u>Educ.</u>	<u>Lang.</u>	<u>Science</u>	<u>Sociology</u>	<u>None</u>
Major	2	1	14	0	1	0	2
Minor	2	2	6	1	3	2	4

Table VII is designed to determine the extent of graduate study in certain fields irrespective of the type of degree. Correspondents were asked to report the number of semester credit hours of graduate study in each of the fifteen categories. An analysis of the data reveals over fifty per cent reporting in each of the fields of philosophy of education (fourteen responses), curriculum (twelve responses), guidance and counseling (thirteen responses), and principles of administration (thirteen responses). Those areas which appear low on the list are studies in community life and needs (three responses), professional relationships (five responses), legal and financial aspects (six responses), public relations (one response), statistics (three responses), and comparative education (one response). These fifteen categories may be grouped into the four major divisions: methods of teaching and guidance, administration of education, supervision and improvement of instruction, and foundations of education.

TABLE VII

SCOPE OF GRADUATE STUDIES IN EDUCATION
OF TWENTY SECONDARY SCHOOL PRINCIPALS

Undergraduate average semester hours credit in education - 21

Graduate average semester hours credit in education - 28

	<u>No.</u> <u>Reporting</u>	<u>Total Hrs.</u> <u>Credit</u>	<u>Ave. Hrs.</u> <u>Credit</u>
1) Methods of Teaching and Guidance			
Curriculum and Methods	12	50	3.2
Community Life and Needs	3	7	0.5
Guidance and Counseling	13	67	4.2
2) Administration of Education			
Professional Relationships	5	16	1.0
Principles of Administration	13	52	3.2
Legal and Financial Aspects	6	17	1.0
Public Relations	1	2	0.1
3) Supervision and Testing			
Supervision	7	26	1.6
Methods of Research	8	20	1.3
Statistics	3	8	0.5
Tests and Measurements	9	25	1.5
Other	3	28	1.8
4) Foundations of Education			
Philosophy of Education	14	57	3.6
Nature and Needs of Youth	9	51	3.2
Historical Development	9	35	2.2
Comparative Education	1	3	0.2

Table VIII shows the results of this grouping.

TABLE VIII

A SUMMARY OF GRADUATE STUDY GROUPS IN EDUCATION
OF TWENTY SECONDARY SCHOOL PRINCIPALS

	<u>Responses</u>	<u>Total Credit Hours</u>	<u>Average Credit Hours per Person Reporting</u>
1. Methods of teaching and guidance	28	124	7.9
2. Administration of education	25	87	5.3
3. Supervision and improvement of instruction	30	107	6.8
4. Foundations of education	33	146	9.2

Twenty eight responses in various aspects of teaching methods and guidance total 124 graduate credit hours, 25 responses in courses listed under administration of education total 87 graduate credit hours, 30 responses in the field of supervision and improvement of instruction total 107 graduate credit hours, and 33 responses in the various subjects under foundations of education total 146 graduate credit hours. This yields a total of 464 hours of graduate credit in these three phases of education by the sixteen principals reporting, or an average of 29 credit hours per person.

Data from the questionnaire concerning teaching

experience are organized as to subject field, grade level, and number of years of experience. All of the correspondents reported some teaching experience varying from one to thirty years. Table IX is a summary of these data separated into the various fields of teaching. Bible, science, mathematics, and history have been taught by more than half the group, and the over-all average for number of years experience is found to be about seven years.

TABLE IX

FIELDS OF TEACHING EXPERIENCE
FOR TWENTY SECONDARY SCHOOL PRINCIPALS

<u>Subject Taught</u>	<u>No. Reporting</u>	<u>Average No. Years Teaching Experience</u>
Science	14	8
Bible	13	8
Mathematics	13	8
History	13	4
Vocational	5	8
Language	5	4
Commercial	4	13
Physical Ed.	3	7
Speech	1	1

Fourteen out of the twenty principals have taught science with an average of eight years experience; thirteen have taught Bible, mathematics, and history, averaging four to eight years experience; five have taught vocational and language, averaging four to eight years experience, four have taught commercial averaging thirteen years experience; three have taught physical education, averaging seven years

experience; and only one has taught speech for a year.

Figure 2 is an attempt to bring together the related data from Tables V, VI, and IX. Here, side by side, training and experience in various teaching fields are graphically compared. Those reporting a major or minor of undergraduate study in the subject are counted as responses on the training graphs, and those reporting any teaching experience are counted as responses on the experience graphs. The figure reveals that four of the thirteen teaching Bible, six of the thirteen teaching history, two of the fourteen teaching science, ten of the thirteen teaching mathematics, and one of the four teaching business have less than a minor of undergraduate study in their teaching fields. Only in the fields of language and speech do the number adequately trained exceed those teaching the subject.

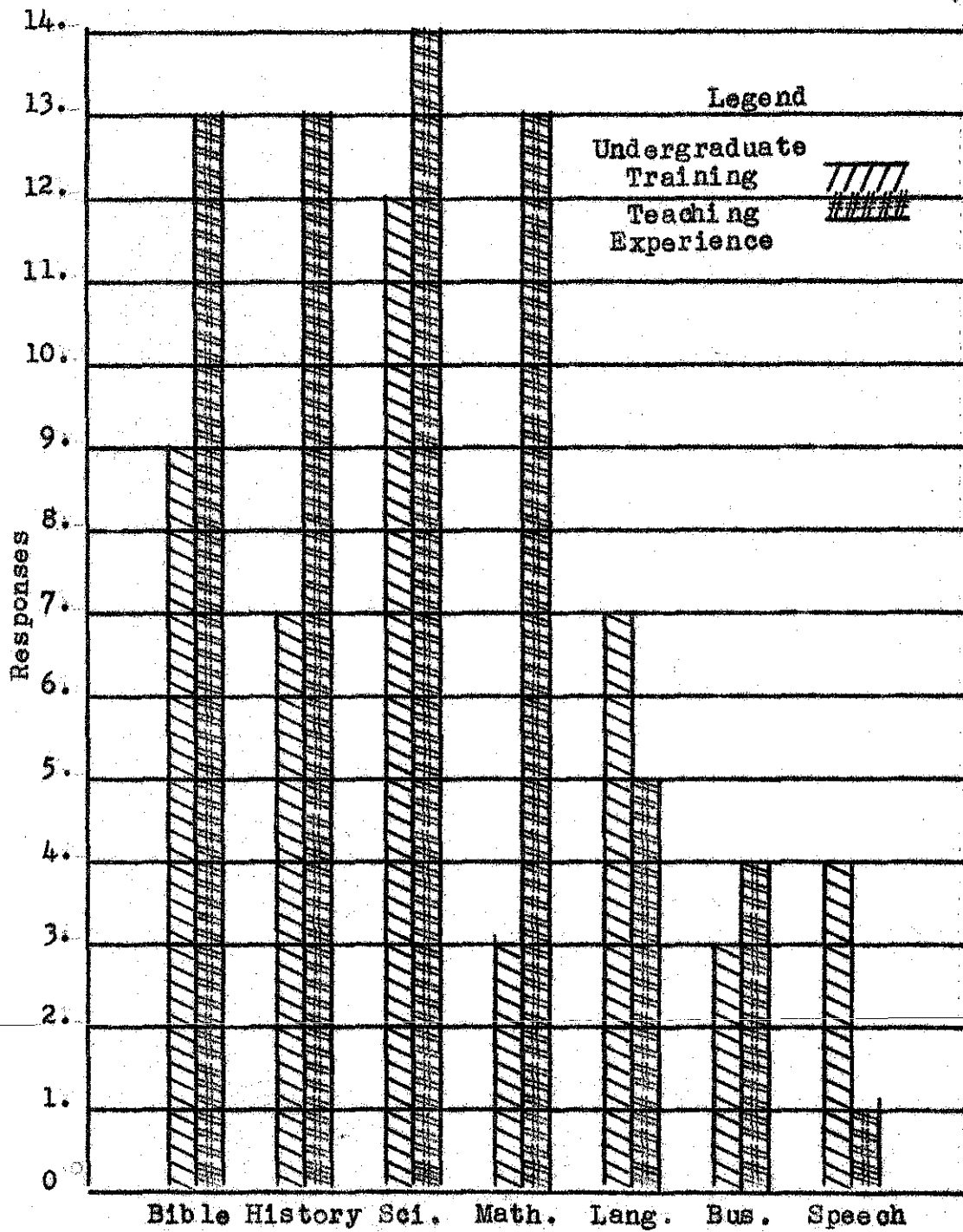


FIGURE 2

A COMPARISON OF TRAINING AND EXPERIENCE
 IN VARIOUS TEACHING FIELDS
 FOR TWENTY SECONDARY
 SCHOOL PRINCIPALS

Previous administrative experience is reported as to the position held and the number of years served in each. Table X is a summary of the responses. The average principal of the test group has had over seven years of previous administrative experience; seventeen have been principals for an average of eleven years or more; five have been deans of boys for an average of over five years; and one reported for each of the remaining positions with the following years of experience: college president - four years, educational superintendent - eighteen years, vice-principal - four years, elementary supervisor - eight years, and business manager - three years.

TABLE X

PREVIOUS ADMINISTRATIVE EXPERIENCE
OF TWENTY SECONDARY SCHOOL PRINCIPALS

<u>Position</u>	<u>Cases</u>	<u>Total Years</u>	<u>Average Years</u>
Principal	17	187	11
Dean of Boys	5	28	5.6
College President	1	4	4
Educational Superintendent	1	18	18
Vice-Principal	1	4	4
Elementary Supervisor	1	8	8
Business Manager	1	3	3
Not Reporting	1	0	0

Other questions concerning advanced training show that most of the twenty principals have had inservice graduate study within the last six years. The test group presents a picture of an administrator with seven to eight years of

executive work, about an equal amount of teaching experience, and twenty-eight credit hours of graduate educational studies.

Professional Activities

Part of the questionnaire is made up of thirteen questions which are designed to reveal activities and habits that would indicate progressiveness and a general spirit of professional self-improvement. Specifically, the questions have to do with recent educational activities such as summer school; correspondence courses; and attendance at professional conferences, lectures, or workshops; membership in professional organizations; professional reading habits; and miscellaneous information regarding speaking engagements, membership in service organizations, and extent of travel.

Table XI is a summary of this information and reveals that sixteen have attended summer school or have taken extension courses, ten have attended professional conferences, four have attended professional workshops, and two have taken correspondence studies. This reveals a high incidence of inservice training and efforts toward self-improvement.

TABLE XI
PROFESSIONAL ACTIVITIES
OF TWENTY SECONDARY SCHOOL PRINCIPALS

	<u>Number Reporting</u>
Attended summer school or extension courses	16
Attended professional conferences within the last year	10
Attended professional workshops within the last year	4
Enrolled in correspondence course	2
Member of N.E.A.	6
Member of N.A.S.S.P.	5
Member of A.A.S.A.	1
None	12

Table XII shows that 75 per cent of the test group are reading one or more of the professional journals listed, with The Nation's Schools, Educational Digest, and California Journal of Secondary Education being the most popular. There was a 100 per cent response on current publications with newspapers, news magazines, and The Reader's Digest being the most widely read. Others mentioned but not listed were American Organist, Stamp Weekly, Life, and various religious publications.

TABLE XII

PROFESSIONAL READING HABITS
OF TWENTY SECONDARY SCHOOL PRINCIPALS

	<u>Number Reporting</u>
<u>Professional Journals</u>	
The Clearing House	4
The School Review	4
California Journal of Secondary Education	6
The High School Journal	1
Educational Digest	7
The American School Board Journal	1
The Nation's Schools	7
The Journal of Educational Research	2
School Activities	2
School Executive	1
N.E.A. Journal	3
Croft Publications	1
Phi Delta Kappan	1
None	5
<u>Current Publications</u>	
A High-grade Daily	18
U.S. News	11
Newsweek	10
Coronet	6
Time	14
Reader's Digest	20
Atlantic Monthly	1
Other s	4
<u>Books</u>	
Edmonson, Roemer, and Bacon, <u>The Administration of the Modern Secondary School</u>	4
French, Hull, and Dodds, <u>American High School Administration</u>	2
Jacobson, Reavis, Logsdan, <u>Duties of School Principals</u>	5
Reavis, Woellner, <u>Office Practices in Secondary Schools</u>	1
Grieder, Rosenstengel, <u>Public School Administration</u>	2
Hagman, <u>The Administration of American Public Schools</u>	1
Moehlmann, <u>School Administration</u>	4
Reeder, <u>Fundamentals of School Administration</u>	2
Other	5

Every correspondent also responded to the question concerning professional books. The three most popular of the group of eight listed were The Administration of the Modern Secondary School by Edmonson, Roemer, and Bacon, Duties of School Principals by Jacobson, Reavis, Logsdan, and School Administration by Moehlman. Others added were The Principal at Work by Kyte, Improving Human Relations in School Administration by Vauch, General School Administration by Pittenger, Public School Finance by Mort and Russell, and The Small High School at Work by Langfelt, Cyr, Newsome.

Table XIII is a summary of the responses to questions on non-professional activities. This summary shows that fifty per cent of the group have public speaking engagements at least every six months, and the other half has such engagements seldom or not at all. Also about one-half the group is active in service clubs.

The correspondents were asked for suggestions as to areas in which they felt inadequately prepared for their work and responsibilities. These are listed here as follows: public speaking, curriculum organization, guidance and counseling, accounting, secondary administration, nursing, meeting the needs of youth.

TABLE XIII
NON-PROFESSIONAL ACTIVITIES
OF TWENTY SECONDARY SCHOOL PRINCIPALS

<u>Public Speaking</u>	<u>Number Reporting</u>	<u>Per Cent Reporting</u>
Once a week	1	5
Twice a month	5	25
Once a month	1	5
Every six months	3	15
Seldom	8	40
No response	2	10
 <u>Service Organization Membership</u>		
Rotary	3	15
Chamber of Commerce	2	10
Kiwanis	4	20
Miscellaneous	2	10
None	10	50
 <u>Travel</u>		
Extensively in U.S.	16	80
Mexico	5	25
Canada	5	25
Europe	1	5
Asia	2	10
Other	3	15

II. ADMINISTRATIVE DUTIES

Another purpose of the questionnaire is to investigate the actual responsibilities of the twenty administrators. The analysis again follows the outline of the questionnaire which is divided into five parts as follows: part I is concerned with problems of organization, part II deals with pupil and faculty personnel, part III deals with problems of improving instruction, part IV has to do with inter-school and community relationships, and part V gives opportunity for the personal observations of each correspondent concerning his work in general.

Problems of Organization

This part of the questionnaire consists of twenty questions with thirteen being yes-no responses and seven being number responses. The first type are summarized in Table XIV, which reveals about 40 per cent delegating some authority and responsibilities to an assistant or to department heads. This would indicate a lack of organizational planning which may vary with the size of school. Fifty-five per cent of the group also teach, and this information is further broken down in tables XV and XVI as to subjects and size of classes. Generally there seems to be direct contact with students in the classroom, and this contact is further

extended through personal teacher supervision by 90 per cent of the administrators.

Improvement of instruction is aggressively pursued by a 55 per cent yes response on inservice training of teachers and a 95 per cent yes response to a systematic testing program. About half the group feel that their instructional and non-instructional space is adequate with 60 per cent reporting a plan for building improvements and expansion.

Transportation does not seem to be a major problem even in the case of day school where it would tend to be more acute. Information concerning the age of school plants reveals that the average age is twenty years ranging from a maximum of forty-seven years to a minimum of one year. Eighty per cent report a recent remodeling program within the last two years.

TABLE XIV

MISCELLANEOUS PROBLEMS OF ORGANIZATION
AMONG TWENTY SECONDARY SCHOOL PRINCIPALS

	<u>Yes Responses</u>
1. Do you have an assistant principal?	8
2. Do you have department heads?	9
3. Do you also teach?	11
4. Do you supervise teachers?	18
5. Do you have inservice training?	11
6. Do you have systematic testing?	19
7. Is your instructional space adequate?	11
8. Is your non-instructional space adequate?	9
9. Have there been recent plant additions?	13
10. Is a building program planned?	12
11. Do you have dormitory facilities?	10
12. Are transportational facilities adequate?	13

TABLE XV

TEACHING LOAD IN ADDITION TO ADMINISTRATIVE DUTIES
OF TWENTY SECONDARY SCHOOL PRINCIPALS

<u>Teaching Load</u>	
No classes	9
1 class	6
2 classes	3
3 classes	2

TABLE XVI

TEACHING RESPONSIBILITIES BY SUBJECTS
OF TWENTY SECONDARY SCHOOL PRINCIPALS

<u>Teaching Subject</u>	
Bible	1
History	7
Science	3
Mathematics	2
Business	3
Physical Ed.	1
None	9

Problems of personnel and supervision are summarized in Table XVII. This concerns miscellaneous items which might affect the duties of an administrator. The average clerical staff of two seems low, but would depend on the size of the school. Teacher turnover seems high with an 8 per cent yearly average which makes teacher procurement a problem.

TABLE XVII

PROBLEMS OF PERSONNEL AND SUPERVISION
OF TWENTY SECONDARY SCHOOL PRINCIPALS

<u>Item</u>	
Average hours of supervision per week	2.5
Average size of clerical staff	2
Average number of teachers	11
Per cent yearly replacement	8
Average class load per teacher per day	5
Average number faculty meetings per month	5.5

Problems of Pupil Personnel

Eighteen items were rated as major or minor responsibilities and the response is tabulated in Table XVIII. These data may be further summarized into major and minor categories as shown in Table XIX.

The majority of the test group is concerned with the four administrative problems of discipline, counseling, assembly programs, and recruiting students. The administrators seem to be taking the main burden of the guidance

TABLE XVIII

PROBLEMS OF PUPIL PERSONNEL
OF TWENTY SECONDARY SCHOOL PRINCIPALS

<u>Responsibility</u>	<u>Major Problem Response</u>	<u>Minor Problem Response</u>	<u>No Response</u>
1. Attendance	8	11	1
2. Discipline	18	1	1
3. Counseling	16	3	1
4. Athletics	1	12	7
5. Musical Groups	0	14	6
6. Yearbook	1	17	2
7. School Paper	2	13	5
8. School Assemblies	15	2	3
9. Special Entertainment	8	9	3
10. Clubs and Organizations	3	13	4
11. Student Government	5	9	6
12. Field Trips, Picnics, etc.	7	9	4
13. Church Related Activities	9	2	9
14. Visiting and Recruiting Students	15	3	2
15. Student Transfers	12	3	5
16. Registration	8	10	2
17. Slow Pupils	7	9	4
18. Transportation	7	7	6

program along with discipline as a major problem. Since most of the assembly programs are of a religious worship type, one would expect the principal to lead out in this activity with students and faculty assisting.

Under minor responsibilities are found most of the student activities and their supervision is no doubt in the hands of teachers or student leaders.

The responsibility for such activities as attendance, student transfer, registration, and transportation are usually shared by principal and business office. These and other activities listed in the middle column are ones with which the administrator felt partially responsible or else only occasionally responsible.

TABLE XIX

A SUMMARY OF PUPIL PERSONNEL PROBLEMS
OF TWENTY SECONDARY SCHOOL PRINCIPALS

<u>Major Problems</u>	<u>Average Problems</u>	<u>Minor Problems</u>
Discipline	Attendance	Athletics
Counseling	Student Transfer	Musical Groups
Assemblies	Entertainment	Yearbook
Recruiting	Field Trips	School Paper
Students	Church Related	Clubs and
	Activities	Organizations
	Registration	Student
	Slow Pupils	Government
	Transportation	

Problems of Improving Instruction

Part III is a continuation of the rating chart listing

ten responsibilities dealing with the improvement of instruction. The summary of these data is first presented in tabular form in Table XX and then further summarized in Table XXI as to major or minor responsibilities.

The percentage response is high in the areas of curriculum planning, class scheduling, improving scholarship, providing instructional space, assigning teacher load, supervision, and faculty meetings. In fact, an almost unanimous response indicates that the improvement of instruction is a major responsibility of the group with eight of the ten items chosen as major responsibilities.

TABLE XX

PROBLEMS OF IMPROVING INSTRUCTION
OF TWENTY SECONDARY SCHOOL PRINCIPALS

<u>Responsibility</u>	<u>Major Problem Response</u>	<u>Minor Problem Response</u>	<u>No Response</u>
Textbook Selection	5	13	2
Curriculum Planning	19	0	1
Scheduling Classes	19	0	1
Improving Scholarship	14	5	1
Providing Materials	10	8	2
Providing Space	16	0	4
Teaching Load	18	1	1
Supervision	15	0	5
Inservice Training	12	1	7
Faculty Meetings	15	0	2

TABLE XXI

A SUMMARY OF INSTRUCTION IMPROVEMENT PROBLEMS
OF TWENTY SECONDARY SCHOOL PRINCIPALS

<u>Major Problems</u>	<u>Average Problems</u>	<u>Minor Problems</u>
Curriculum Planning	Providing Materials	Textbook Selection
Scheduling Classes		
Improving Scholarship		
Providing Space		
Teaching Load		
Supervision		
Inservice Training		
Faculty Meetings		

Problems of School Relationships

Part IV is also a continuation of the rating sheet begun in part II and presents four responsibilities dealing with problems of school relationships. These data are tabulated in Table XXII and further summarized in Table XXIII.

TABLE XXII

PROBLEMS OF SCHOOL RELATIONSHIPS
OF TWENTY SECONDARY SCHOOL PRINCIPALS

<u>Responsibility</u>	<u>Major Problem Response</u>	<u>Minor Problem Response</u>	<u>No Response</u>
School Publicity	17	1	2
Public Relations	17	1	2
Accreditation	18	0	2
College Entrance	11	4	5

TABLE XXIII

A SUMMARY OF SCHOOL RELATIONSHIPS PROBLEMS
OF TWENTY SECONDARY SCHOOL PRINCIPALS

<u>Major Problems</u>	<u>Average Problems</u>
School Publicity	College Entrance
Public Relations	
Accreditation	

It is readily seen that school relationships are a major responsibility of administration. Only one item, that of college entrance requirements, has a percentage low enough to be considered average, due probably to a sharing of this responsibility with the registrar.

Personal Observations

Part V consists of two questions involving personal observations and recommendations. Each correspondent was asked to list various phases of his work which he considered unnecessary as a principal. He was also asked what he would wish to do to improve his work if given the time and opportunity. These responses are itemized in Table XXIV.

TABLE XXIV

PERSONAL OBSERVATIONS
BY TWENTY SECONDARY SCHOOL PRINCIPALS
CONCERNING THEIR WORK

1. What seems unnecessary in your work?

Too much detail work
Financial worries
Classroom discipline
Plant repair and maintenance
Solicitation of students
Finding and keeping competent teachers

2. What would you like to do to improve yourself or your job?

Better public relations
Travel
More counseling
Visiting other schools
Read more
Study and research

Those items considered unnecessary involve too much detail work, financial worries, classroom discipline, plant repair and maintenance, recruiting students, and finding competent teachers. Ways in which members of the group

would like to improve themselves included better public relations, travel, more counseling, visiting other schools, and more reading, study, and research. The data will be used in the final conclusions and recommendations of Chapter VI.

Summary

The questionnaire survey data have been presented and analyzed. The information can be divided into two main groupings, one concerning the responsibilities and the other the qualifications of Seventh-day Adventist secondary school principals.

Qualifications investigated were personal and professional. Personal qualifications concerned information as to religious background, marital status, age, church activities, father's occupation, wife's vocation, if any, and natural abilities. Professional qualifications investigated were educational background and experience, administrative training and experience, reading and writing habits, and other activities.

Responsibilities investigated were concerned with general administrative problems and specific problems encountered in Seventh-day Adventist schools. General problems included were organization, pupil personnel, employee

personnel (staff), improving instruction, and school relationships. Specific problems concerned spiritual leadership and exercises, church related activities, problems of private financing, shortage of teachers due to low salary levels, teaching, and plant facilities.

Interpretation of these data in Chapter V will be used as a basis for conclusions and recommendations later.

CHAPTER V

SUMMARY AND INTERPRETATION OF DATA

This survey would be incomplete without an attempt to draw together the statements of various authorities and the data into an over-all summary which will not only answer the problem but will result in useful conclusions and recommendations for improvement. This can be done by detecting areas of strength or weakness through comparison of the tabulated data in Chapter IV with those requirements and standards presented in Chapters II and III.

What are the major responsibilities of Seventh-day Adventist secondary school principals, and what qualifications do they need to meet these responsibilities? This study is an endeavor to answer the question by presenting the requirements as determined by leading educators. Responsibilities including such factors as planning, organizing, staffing, directing, coordinating, reporting, and budgeting are common to educational administration in general. According to the literature surveyed, the school principal must be an individual who can cope successfully with problems of school organization, pupil personnel, employee personnel, improvement and supervision of instruction, and school relationships.

In addition there are at least two major functions of the Seventh-day Adventist school principal that are not encountered in public school administration. First of all, he must be the spiritual leader of the school and promote a vigorous religious program. He must be familiar with and sincerely believe in the doctrines and standards of the church, and he must be ready and able to uphold these standards even though they may be higher than that generally accepted by the constituency. This is a major responsibility since one of the main objectives of the school is character development based on the establishment of moral principles in line with Christian teachings.

Second, the Christian school is privately financed, since public funds are not available to them. This means that the financial support and operation of the school is either directly or indirectly placed upon the shoulders of the administrator. Of course, the board of control is obligated to provide adequate financial support for the school in all essential phases of its work, but these funds are provided by means of tuition charges and by subscription subsidies on the church bodies. The administrator must prepare and control the budget and is expected to keep the school financially sound. Many Seventh-day Adventist secondary schools or academies are boarding schools with all,

or in some instances a portion, of the students living in dormitories on the school grounds. This, of course, places an added administrative problem on the principal both in financial and organizational ways.

Data collected on the duties and responsibilities of the survey group of twenty Seventh-day Adventist principals are summarized below as to major, average, and minor problems.

<u>Type of Problem</u>	<u>Major</u>	<u>Average</u>	<u>Minor</u>
1. Organization	finance budgeting facilities building teaching	delegation of authority student records	bookkeeping filing
2. Personnel	teacher turnover discipline counseling assemblies recruiting students faculty meetings	attendance student transfer entertainment church activities registration slow pupils transportation	athletics school clubs and organi- zations student government
3. Improving instruction	curriculum scheduling improving scholarship testing teaching load supervision inservice training	providing teaching materials	textbooks
4. School relation- ships	publicity public relations accreditation	college entrance	

This summary revealed a majority of effort and time being given to teacher supervision and procurement; teaching; plant improvement, maintenance, and expansion; and faculty meetings. The major responsibilities in connection with pupil personnel seemed to be concerned with problems of discipline, counseling and guidance, recruiting students, and school assemblies. About half the group seemed to have major responsibilities in attendance, entertainment, registration, transportation, student transfers, and church related activities.

Practically every item listed under school relationships was considered a major responsibility.

The qualifications of the Seventh-day Adventist school principal include those recognized by educational authorities as necessary for successful school administration. Those personal qualities of culture, leadership, resourcefulness and vision, interest in people, high ideals, writing and speaking ability, honesty, fairness, patience, optimism, open-mindedness, a sound educational philosophy, and good health are considered essential along with certain professional qualifications. These would include a broad general educational background; a knowledge of current events, social opinion, and historical perspective; understanding the philosophical foundations of the school; being well

grounded in educational psychology, tools of research, and professional techniques; and familiarity with techniques of understanding, motivating, and guiding people. He should be competent in at least one subject area and have had teaching experience. His professional activities should include professional conferences, lectures, and workshops; membership in professional associations; reading and study habits that include professional journals, books, papers, and magazines.

✓ In addition to these general qualifications, the opinions of the twenty principals surveyed indicated that the Seventh-day Adventist school principal must be an earnest Christian, loyal to the doctrines and purposes of the church, and be a graduate of an accredited Seventh-day Adventist college or equivalent. He must have spiritual faith to inspire in students faith, trust, love, and confidence in God. He must be able to encourage in parents a willingness to cooperate in financial support without compromise of principles or standards.

The data on the qualifications of the principals in the survey group are summarized below as personal qualifications and professional qualifications; various items are rated as superior, average, or poor. Certain information concerning the working conditions of these principals is also given.

QUALIFICATIONS

	<u>Superior</u>	<u>Average</u>	<u>Poor</u>
1. Personal	spiritual leadership emotional stability dedication to service healthy marital status health progressive- ness	natural ability tactfulness public speaking ability writing ability	
2. Professional	graduate studies teaching experience administrative experience self-improve- ment	professional activities public rela- tions	financial training
3. Non-profes- sional activities	travel	public speak- ing to school groups	service club activity and member- ship

WORKING CONDITIONS

<u>Superior</u>	<u>Average</u>	<u>Poor</u>
staff relationships classroom teaching load student contact local prestige class of student	plant facilities student transfer financial support inservice training	clerical help teacher availa- bility financial support teacher turn- over opportunity for advancement

An analysis of this summary revealed that the survey group was strong in some areas and weak in others specified by educational and religious leaders. There seemed to be weakness in public relations, meeting the public, public speaking, writing, professional activities, and financial training. Working conditions were superior in areas which involved staff, student contact, teaching load, and prestige, but they were poor in areas which dealt with financial support, teacher procurement and turnover, clerical help, and opportunity for advancement.

Teaching experience was reported by most of the principals in the fields especially of Bible, science, mathematics, and history, but there was evidence that training in these fields was inadequate.

Administrative experience was reported by all twenty principals; the range is from one to seventeen years, with an average for the group of about seven years each. The picture presented is an administrator with seven to eight years experience and about the same amount of teaching experience, with twenty-eight hours of graduate credits in education and an advanced professional degree.

Professional activities reveal that a high percentage of the correspondents have had inservice training and at least half of them have recently attended a professional

conference or workshop. Sixteen of the twenty availed themselves of the opportunity for summer school study. Seventy-five per cent of the group read one or more professional journals, and 100 per cent responded to having recently read professional books. Although most of the principals reported having read professional journals, the number that reported having read the N.E.A. Journal, School Executive, California Journal of Secondary Education was below the number that would be expected of an average group of secondary school principals. Also, many reported occasional reading rather than regular reading. Another area of weakness was that of lack of membership and participation in professional organizations. Twelve of the group reported none at all which means that the majority have not been participating in this important phase of professional growth and association.

Non-professional activities were grouped under public speaking, service club membership, and travel. A majority of the principals reported public speaking only seldom, or twice a year at most, which indicates a deficiency in this area. Half of the group claimed no membership in local service clubs. This may be understandable when it is realized that many times the objectives and activities of these organizations do not correspond with the religious convictions of Seventh-day Adventists. Sixteen of the group of

twenty have traveled extensively in this country; travel in Mexico, Canada, Europe, and Asia was also reported.

In Chapter VI, conclusions and recommendations will be made, based on the summary and interpretations of this chapter.

CHAPTER VI

CONCLUSIONS AND RECOMMENDATIONS

I. CONCLUSIONS

Requirements

According to the literature surveyed, the Seventh-day Adventist secondary school principal must be

1. An individual who can cope successfully with problems of school organization, pupil personnel, staff personnel, improvement and supervision of instruction, and school relationships. There is a need for specialized training in curriculum planning, class scheduling procedures, supervision of instruction, classroom design and construction, and an up-to-date knowledge of instructional materials and supplies. These duties call for training in publicity and public relations, and an acquaintance with the work of the registrar.
2. Able to prepare and control the budget and keep the school financially sound. Since the schools are privately financed because public funds are not available to them, the principal must maintain the support and approval of the constituency

- without compromise of principles or standards.
3. The spiritual leader of the school and therefore possess a combination of natural abilities and personality traits that fuse together executive ability and applied Christianity. A low salary level, compared to the public school equivalent, places dedication to an ideal above personal reward, and service above personal success.

Qualifications

The survey of twenty Seventh-day Adventist secondary school principals shows that they possess the following qualifications to meet these requirements:

1. Superior spiritual leadership and participation in church activities.
2. Natural qualities such as professional leadership, executive ability, tactfulness, making friends, getting along with young people, progressiveness, emotional stability, and health.
3. A desire for professional competence and improvement.
4. Adequate training in the fields of education, curriculum, guidance, and principles of administration.
5. A record of past successful administrative

experience.

6. Participation in professional activities such as inservice training, attendance at conferences and workshops, and studies in correspondence schools, and summer sessions.
7. Teaching experience and maintaining student contact.
8. Cultural development through travel and reading.

Deficiencies

The survey also reveals the following items as deficiencies in the qualifications of the group which will be used as a basis for recommendations.

1. Public speaking training and experience.
2. Writing ability.
3. Preparation in teaching fields, particularly Bible, science, mathematics, and history.
4. Membership in professional organizations.
5. Reading of professional journals and other literature.
6. Membership in service clubs and participation in community affairs.
7. Preparation in meeting community needs, professional relationships, and public relations.
8. Preparation in areas of legal, financial, and

statistical aspects of education.

9. A knowledge of comparative education.
10. Counseling and guidance procedures.

II. RECOMMENDATIONS

The value of a study of this type must be measured by the validity of the problem and the need for its solution, by the reliability of data both in method of collection and in content, by the conclusions which can be drawn from the evidence, and finally by a set of recommendations which can be used as a springboard for improvement of conditions and a basis for further research. The following recommendations are suggested with the hope that they might be used by Seventh-day Adventists for the improvement in the education and training of administrative personnel in their schools and in the conditions under which they are to labor.

It is recommended for secondary school principals in Seventh-day Adventist schools

1. That high standards of training and experience for principals be maintained.
2. That standards for morality and character be continued on a high level.
3. That opportunities for inservice training and self-improvement be given and participation

encouraged, stressing such fields as curriculum organization, guidance and counseling, health education, public relations.

4. That prospective administrators be given special training in public speaking and in writing.
5. That all secondary school administrators be encouraged to take part in professional activities such as service organizations, professional societies, and reading of professional journals and books. This could be encouraged by subsidizing such expenses similarly to the plan followed for ministers.
6. That training in financial administration have greater emphasis in the preparation of principals for their work.
7. That incentives of financial or professional advancement be provided to encourage qualified young men in educational administration as a career.
8. That adequate clerical assistance be provided to relieve the principal of routine, non-administrative work.
9. That the time required for student discipline be reduced through an organized system of counseling,

- guidance, and parent and teacher cooperation.
10. That maintenance and repair services be provided with a minimum of administrative supervision.
 11. That recognition be made that the financial status of most Seventh-day Adventist secondary schools is a serious problem with the majority of principals. Due to already high tuition charges and the rising cost of salaries, maintenance and supplies, a serious reappraisal by educational leaders is needed to investigate new financial resources.
 12. That prospective teachers be more carefully interviewed and screened to reduce the large turnover problem.
 13. That a teacher shortage and procurement problem be alleviated by a program of career promotion, subsidized training, and raising of the wage scale.
 14. That enrollment of pupils continue to be selective in order to maintain high moral standards.

Recommended Research

The scope of this survey has been a broad one, too broad to offer a detailed study of any one phases of school administration. Therefore the following recommendations are

presented as a guide to more concentrated treatment.

1. A survey of Seventh-day Adventist colleges be made leading to the development of a program of subsidized teacher education.
2. A study be undertaken of the financial status of Seventh-day Adventist secondary schools to investigate ways of improving facilities and salaries without raising tuition rates.
3. A survey of Seventh-day Adventist secondary schools is desirable to determine the effectiveness of indoctrination of standards and ideals as reflected in the subsequent life of students.

BIBLIOGRAPHY

BIBLIOGRAPHY

- Douglass, Harl R. Modern Administration of Secondary Schools. New York: Ginn and Company, 1954. 589 pp.
- Edmonson, J. B., Joseph-Roemer, and Francis S. Bacon. The Administration of the Modern Secondary School. New York: Macmillan Company, 1948. 676 pp.
- Gaebelein, Frank E. "Christian Education in a Democracy," The Report of the N.A.E. Committee. New York: Oxford University Press, 1951. 298 pp.
- Grieder, Calvin, and William Rosenstegel. Public School Administration. New York: Ronald Press Company, 1954. 603 pp.
- Gulick, Luther. "Notes on the Theory of Organization," Papers on the Science of Administration. New York: Institute of Public Administration, 1937. p. 13.
- Principal's Handbook of Administrative Procedures for Seventh-day Adventist Secondary Schools. Washington D. C.: Department of Education of the General Conference of Seventh-day Adventists, 1951.
- Reynolds, Keld J. "Why Seventh-day Adventists Conduct Schools," The Journal of True Education, XVI (June, 1954), pp. 4,5.
- Wahlquist, John T., et al. The Administration of Public Education. New York: Ronald Press Company, 1952. 594 pp.
- White, E. G. Counsels to Parents, Teachers, and Students. Mountain View, California: Pacific Press Publishing Association, 1943. 556 pp.
- White, E. G. Education. Mount ain View, California: Pacific Press Publishing Association, 1903. 309 pp.
- White, E. G. Steps to Christ. Washington, D. C.: Review and Herald Publishing Association, 1908. 126 pp.

APPENDICES

Appendix	Page
Letters of Transmittal	88
Administrators Responding to Questionnaire	90
Questionnaire.	91

PACIFIC UNION CONFERENCE
of Seventh-day Adventists

1545 North Verdugo Road
Post Office Box 146
Glendale, California

May 24, 1956

ACADEMY PRINCIPALS

Dear Principals:

You are receiving herewith a letter and questionnaire from John W. McConnell, science and math teacher at Modesto Academy as a part of his graduate project. He has arranged with me to do this survey project in connection with our endeavor for inservice training of administrative and supervisory personnel as well as of classroom teachers. The recent Kansas City Council of Educational Secretaries, Superintendents and Supervisors and Training Directors, stepped up the teacher certification standards and Elder Rasmussen indicated that at the Principals' Council in the summer of 1957 a similar stand would be taken and the certification would be synchronized in title and requirement somewhat with the elementary and intermediate standards adopted recently.

Lee Taylor, who is joining the education staff at Pacific Union College is working on his doctoral degree at Columbia University and I have just received a letter from him stating that he would like to work on a project on inservice growth and training for administrative and supervisory personnel while he is at Pacific Union College, in connection with the completion of his doctoral thesis. The whole picture of increase of professional standards leads me to believe that Brother McConnell's project is worthwhile to us as administrators and supervisory personnel. So your cooperation in this particular project and also the one Lee Taylor will be carrying on, should he ask any help from you, will be appreciated because it serves a common purpose of strengthening our educational work. Thank you for your cooperation.

Sincerely yours,

/s/ A. C. Nelson

A. C. Nelson, Secretary
Department of Education

ACN: lb

MODESTO UNION ACADEMY
Route 7, Box 1473
Modesto, California

May 29, 1956

Dear Friend:

You will find enclosed a rather lengthy questionnaire regarding your work and your background of education and experience. This survey is sponsored jointly by the Department of Education of the College of the Pacific, Stockton, and the Department of Education of the Pacific Union Conference of Seventh-day Adventists.

Its immediate purpose is to determine directly from our academy administrators a job analysis of their responsibilities and duties, and to establish what personal, educational, and experiential qualifications our successful administrators possess. The ultimate objective of course is the improvement of administration in our academies by determining needs and conditions, by inservice training of present personnel, and by improving the training of new personnel.

The plan is to complete the survey and its summary by the end of June, so we are asking that all questionnaires be filled out and returned by June 15. It is hoped that all secondary principals in the Pacific area will cooperate. If you wish to receive a summary of the report, please indicate this on the questionnaire. A stamped self-addressed envelope is enclosed for your convenience. Thank you.

Sincerely,

John W. McConnell

JWM/mm
Enc.

ADMINISTRATORS RESPONDING
TO QUESTIONNAIRE

NAME	SCHOOL	LOCATION
Bieber, D. J.	Monterey Bay Academy	Watsonville, Calif.
Dart, W. B.	Lynwood Academy	Lynwood, Calif.
Denman, M. J.	San Diego Union Academy	San Diego, Calif.
Digneo, E. J.	Hawaiian Mission Academy	Honolulu, T. H.
Fischer, F. D.	Golden Gate Academy	Oakland, Calif.
Grover, K. E.	Portland Union Academy	Portland, Ore.
Koenig, V. H.	Mountain View Academy	Mountain View, Calif.
Kurtz, B. M.	Gem State Academy	Caldwell, Ida.
Miklos, J. C.	P.U.C. Preparatory	Angwin, Calif.
Olson, A. J.	Modesto Union Academy	Modesto, Calif.
Parker, N. L.	Glendale Union Academy	Glendale, Calif.
Roth, L. W.	Lodi Academy	Lodi, Calif.
Russell, L. E.	Milo Academy	Milo, Ore.
Schwartz, H. D.	Walla Walla Academy	Spangle, Wash.
Smith, M. E.	Mt. Ellis Academy	Bozeman, Montana
Stone, R. O.	Thunderbird Academy	Scottsdale, Ariz.
Weaver, W. T.	San Pasqual Academy	Escondido, Calif.
Will, W. T.	Fresno Union Academy	Fresno, Calif.
Williams, M. M.	LaSierra Academy	Arlington, Calif.
Witzel, C. L.	Auburn Academy	Auburn, Wash.

A SURVEY OF THE QUALIFICATIONS AND RESPONSIBILITIES
OF SEVENTH-DAY ADVENTIST SECONDARY SCHOOL ADMINISTRATORS

-- A Detailed Questionnaire --

Name of Administrator _____

Name of School _____

Address of School _____

Section 1 - Qualifications

I. Personal and Family Background

1. Age: 20-29____, 30-39____, 40-49____, 50-59____, over____
2. Birth: U.S.____, European____, other____
3. Marital status: married____, single____, divorced or
widowed____, separated____, remarried____
4. Number of children: girls____, boys____
5. Age of each: _____, _____, _____, _____, _____
6. Field of wife's vocational training, if any: _____
7. Father's occupation: _____

II. Natural Abilities - Self Analysis

Outstanding Superior Acceptable Inferior

	<u>Outstanding</u>	<u>Superior</u>	<u>Acceptable</u>	<u>Inferior</u>
1. Leadership ability	_____	_____	_____	_____
2. Tactfulness	_____	_____	_____	_____
3. Ability to make friends	_____	_____	_____	_____
4. Public speaking ability	_____	_____	_____	_____
5. Writing ability	_____	_____	_____	_____

IV. Education and Experience

1. What was your undergraduate major? _____
minor? _____
2. What baccalaureate degree do you hold? _____
3. What subjects have you taught?

<u>Subject</u>	<u>Grade Level</u>	<u>No. of Years</u>	<u>If certified, please check</u>
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____

4. Do you have a public school secondary certificate?
Yes _____, No _____
5. What administrative credentials do you have? _____

6. What graduate degrees do you have? _____, _____
If no degree, how many graduate units do you have? _____
7. Graduate major _____, minor _____
8. What year or years did you last take graduate studies?

9. Your total undergraduate semester hours credit in
education courses _____
10. Please indicate approximate extent of graduate study
in the following:

philosophy of education	_____	semester hours
nature and needs of youth	_____	
curriculum and methods	_____	
community life and needs	_____	
guidance and counseling	_____	
professional relationships	_____	
historical development of education	_____	
comparative education	_____	
principles of administration	_____	
legal and financial aspects	_____	
public relations	_____	
supervision	_____	
methods of research	_____	
statistics	_____	
tests and measurements	_____	
other	_____	

11. Give chronology of past administrative positions.

<u>Position</u>	<u>From</u>	<u>To</u>
_____	_____	_____
_____	_____	_____
_____	_____	_____

V. Professional Activities

1. Summer school attendance: _____ sessions

2. Extension courses: Year

3. Correspondence Courses:

<p>4. List professional conferences or lectures attended last year:</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p>	<p>5. List professional workshops attended last year:</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p>
---	---

6. Please check if you are a member of either of the following organizations or subscribe to their bulletins.

National Educational Association _____

National Association of Secondary School Principals _____

Other: _____

7. Check any of the following professional journals which you read regularly.

<p>_____ The Clearing House</p> <p>_____ The Junior College Journal</p> <p>_____ The School Review</p> <p>_____ Calif. Journal of Secondary Ed.</p> <p>_____ The High School Journal</p> <p>_____ Educational Digest</p> <p>_____ The American School Board Journal</p>	<p><u>Others</u></p> <p>_____</p> <p>_____</p> <p>_____</p>
---	---

The Nation's Schools
 Progressive Education
 The Journal of Educational Research
 Educational Leadership
 Personnel and Guidance Journal
 School Activities
 School Executive
 N.E.A. Journal

8. Check the following current publications you read regularly.

<input type="checkbox"/> a high-grade daily newspaper	<u>Others</u>
<input type="checkbox"/> U.S. News and World Report	
<input type="checkbox"/> Newsweek	_____
<input type="checkbox"/> Nation	_____
<input type="checkbox"/> Coronet	_____
<input type="checkbox"/> Harper's	_____
<input type="checkbox"/> Time	_____
<input type="checkbox"/> Reader's Digest	_____
<input type="checkbox"/> Atlantic	_____

9. Check books with which you have a reading acquaintance.

Edmonson, Roemer, and Bacon, The Administration of the Modern Secondary School.

French, Hull, and Dodds, American High School Administration.

Jacobson, Reavis, Logsdon, Duties of School Principals.

Reavis, Woellner, Office Practices in Secondary Schools.

Grieder, Rosenstengel, Public School Administration.

Hagman, The Administration of American Public Schools.

Moehlmann, School Administration.

Reeder, Fundamentals of School Administration.

Others: _____

10. How often do you speak to community groups or clubs in a week?____, in a month?____, in six months?____, seldom?____
11. To what community or service organizations have you belonged?

<u>Organization</u>	<u>Date (Year)</u>	<u>Office (if any)</u>
_____	_____	_____
_____	_____	_____
_____	_____	_____

12. How extensively have you travelled?
U.S. _____
Foreign _____
13. Suggest areas of your responsibilities for which you feel inadequately prepared. _____

Section 2 - Administrative Duties

I. Problems of Organization

- Do you have an assistant principal? Yes____, No____
- Do you have department heads? Yes____, No____
- Do you teach any classes? Yes____, No____
If so, what? _____ Enrollment _____
_____ Enrollment _____
- Do you personally supervise your teaching staff?
Yes____, No____

- How many hours would you estimate per week? _____
5. How large is your clerical staff aside from teachers?

 6. How many teachers does your school employ? _____
 7. What would you say is the average teacher replacement per year?
 8. What is the typical teacher load? _____ classes
 9. How often do you have faculty meetings? _____
 10. Do you have inservice training for teachers? Yes _____
No _____
 11. Do you use a marking period of 6 weeks _____ or 9 weeks
_____? Other _____
 12. Do you carry on a systematic testing program (I.Q., achievement, etc.)? Yes _____, No _____
 13. What is the approximate age of the school plant?
_____ years
 14. Is your instructional space adequate? Yes _____, No _____
 15. Is your non-instructional space adequate? Yes _____,
No _____
 16. Have there been any recent additions or remodeling?
Yes _____, No _____ If so, when? _____
 17. Is there a building program planned? Yes _____, No _____
 18. Is your school a day _____, boarding _____, or combination
type? _____

19. Is your school accredited by a recognized association? Yes____, No____
20. Does your school have a transportation problem? Yes____, No____

II. Problems of Pupil Personnel - Please check the column which best fits your work.

	<u>Major Responsibility</u>	<u>Minor Responsibility</u>
1. Attendance	_____	_____
2. Discipline	_____	_____
3. Counseling and guidance	_____	_____
4. Student activities		
athletics	_____	_____
musical groups	_____	_____
yearbook	_____	_____
school newspaper	_____	_____
school assemblies	_____	_____
special entertainment	_____	_____
clubs and organizations	_____	_____
student government	_____	_____
field trips, picnics, outings	_____	_____
church related activities	_____	_____
5. Visiting and recruiting students	_____	_____
6. Student transfer	_____	_____
7. Registration	_____	_____
8. Slow pupil problem	_____	_____
9. Transportation	_____	_____

III. Problems in Improving Instruction

1. Textbook selection	_____	_____
2. Curriculum planning	_____	_____
3. Scheduling classes	_____	_____
4. Improving scholarship	_____	_____
5. Providing instruction materials:		
visual education	_____	_____
shop equipment		
laboratory equipment		
teaching tools		

