

The Woman's College of  
The University of North Carolina  
LIBRARY



CO  
no. 116

COLLEGE COLLECTION

Gift of  
Margaret Gerwin Finch

#### ACKNOWLEDGMENTS

The writer gratefully acknowledges the constant guidance and encouragement of Dr. Franklin H. McNutt, Associate Dean of the Graduate School of the University of North Carolina, in the preparation of this study. Advice on the many problems encountered in the study, was given generously by Miss Ruth Fitzgerald, Professor of Education, Woman's College of the University of North Carolina, and Mrs. Mary A. Hunter, Instructor, Curry Demonstration School. The writer is particularly indebted to Miss Anna Reger for her untiring and valuable technical assistance.

The patience and understanding of her Aunt Laura and her son, Jim, were a constant inspiration throughout the weeks of writing this thesis, and the loyalty of her friends will long be remembered.

More mention than is possible here is deserved by the ten members of the validation committee and the one hundred school personnel who gave their opinions in the check-lists.

M. G. F.

## TABLE OF CONTENTS

CHAPTER	PAGE
I. INTRODUCTION. . . . .	1
Need for Study of the Problem . . . . .	1
Statement of the Problem. . . . .	4
The Scope of the Study. . . . .	5
Method. . . . .	5
II. PROFESSIONAL ETHICS . . . . .	8
Survey of the Literature 1939-1949. . . . .	8
Need for a Code of Ethics. . . . .	8
Codes of Ethics. . . . .	10
The Teacher and the Principal. . . . .	15
Summary . . . . .	29
III. PROFESSIONAL RIGHTS AND DUTIES OF THE TEACHER . . . . .	31
Introduction. . . . .	31
Evaluation of Attributes. . . . .	32
Personal Qualifications. . . . .	32
Professional Growth. . . . .	35
School Activities. . . . .	37
Community Activities . . . . .	44
Participation in Professional Organizations. . . . .	46
Summary. . . . .	48
IV. PROFESSIONAL RIGHTS AND DUTIES OF THE PRINCIPAL . . . . .	50
Introduction. . . . .	50
Evaluation of Attributes. . . . .	50
Personal Qualifications. . . . .	50
Professional Growth. . . . .	56
School Activities. . . . .	58
Community Activities . . . . .	65
Participation in Professional Organizations. . . . .	67

TABLE OF CONTENTS

CHAPTER	PAGE
Summary . . . . .	70
V. SUMMARY AND RECOMMENDATIONS. . . . .	72
Summary . . . . .	72
Findings on the Rights and Duties of the Teacher . . . .	72
Findings on the Rights and Duties of the Principal . . . .	76
Recommendations . . . . .	79
BIBLIOGRAPHY . . . . .	81
APPENDIXES . . . . .	83
A. A COPY OF THE CHECK-LIST OF TEACHERS' DUTIES . . . . .	83
B. PERSONNEL OF COMMITTEE ON VALIDATION OF THE CHECK-LIST . . .	86
C. A COPY OF THE CHECK-LIST OF PRINCIPALS' DUTIES . . . . .	87
D. A COPY OF THE LETTER SENT TO SCHOOL PERSONNEL. . . . .	91



LIST OF TABLES

TABLE	PAGE
I. Evaluation of Certain Attributes of the Teacher as Indicated by 20 Principals and 80 Teachers--Personal Qualifications . . . . .	33
II. Evaluation of Certain Attributes of the Teacher as Indicated by 20 Principals and 80 Teachers--Professional Growth . . . . .	36
III. Evaluation of Certain Attributes of the Teacher as Indicated by 20 Principals and 80 Teachers--School Activities . . . . .	39
IV. Evaluation of Certain Attributes of the Teacher as Indicated by 20 Principals and 80 Teachers--Community Activities . . . . .	44
V. Evaluation of Certain Attributes of the Teacher as Indicated by 20 Principals and 80 Teachers--Participation in Professional Organizations. . . . .	46
VI. Evaluation of Certain Attributes of the Principal as Indicated by 20 Principals and 80 Teachers--Personal Qualifications . . . . .	51
VII. Evaluation of Certain Attributes of the Principal as Indicated by 20 Principals and 80 Teachers--Professional Growth . . . . .	56
VIII. Evaluation of Certain Attributes of the Principal as Indicated by 20 Principals and 80 Teachers--School Activities . . . . .	59
IX. Evaluation of Certain Attributes of the Principal as Indicated by 20 Principals and 80 Teachers--Community Activities . . . . .	65
X. Evaluation of Certain Attributes of the Principal as Indicated by 20 Principals and 80 Teachers--Participation in Professional Organizations. . . . .	67

## CHAPTER I

### INTRODUCTION

"Charity suffereth long, and is kind;  
Charity envieth not;  
Charity vaunteth not itself,  
Is not puffed up."<sup>1</sup>

#### Need for Study of the Problem

The New Century Dictionary defines the word "charity": "good will to others; leniency in judging others or their actions." If "Charity", as applied in school relationships, could be broadened to include "sympathetic understanding", much of the friction which has been growing up between principals and teachers, during the past few years, would cease to be. Friction among individuals, groups, or even organizations, is largely an outgrowth of a lack of understanding. If principals and teachers each understood the others' problems, if they recognized the desire for appreciation of a task well done, if they could envision the ambitions of their co-workers, the teaching profession would make great strides towards living up to the ideals set forth in its codes of ethics.

But, as William S. Taylor has said, ". . . codes of ethics, like other things, begin in the minds of men."<sup>2</sup> And, as fragments in the minds of men, thoughts are formed and crystalized into words and actions.

John H. Fadenrecht expresses a similar opinion:

---

1. I. Corinthians 13:4.

2. William S. Taylor, "How Contagious Is Ethics?" The Journal of the National Education Association 38:357, May, 1949.

A code is not a law, but rather a creed that identifies standards of practice. . . a professional code cannot of itself establish right habits. It can, however, focus attention upon important standards and problems. It will contribute to the development of professional attitude only when its content is definitely taught and made known.<sup>3</sup>

In the statement, "a code is not a law, but rather a creed that identifies standards of practice", is revealed the need for a study of current practices and concepts relating to the rights, duties, and relationships that principals and teachers, as professional groups, have toward each other. Much thought has been given to this subject, evidence of which will be presented in Chapter II, "Professional Ethics: A Survey of the Literature."

Because of the recognized importance of professional ethics and understanding of the co-worker's point of view, student teachers are being instructed in ethics as a part of their teacher training. Laymen have recognized the importance of directing the ideals of teachers. Clyde R. Hoey, United States Senator from North Carolina, speaking to a group of teachers made the following statement:

Education is a public matter. . . . The school room is the one place where we must teach the IDEALS that have made this country great. . . . Leaders of thought, those who mold the thinking of young people, must keep America as it is.<sup>4</sup>

In Education for ALL American Children is found a similar thought:

The quality of a nation depends upon the quality of its

---

3. John H. Fadenrecht, "One Code of Ethics Understood and Enforced," Nations' Schools 42:53, October, 1948.

4. From a lecture by Clyde R. Hoey, Professional Banquet of the North Carolina Education Association, Greensboro, North Carolina, November 7, 1949.

citizens. The quality of its citizens depends, not exclusively, but in a critical measure, upon the quality of their education. The quality of their education depends, more than any other factor, upon the quality of their teachers.<sup>5</sup>

Upon what, then, does the quality of teachers depend? In a large measure, it depends upon a constructive attitude toward the job and the relationship between teachers and their fellow professional workers.

In Successful Retail Salesmanship, the authors emphasize the importance of this point of view:

The right point of view is the first fundamental of success in any job. An individual's attitude is the foundation of his personality; it shapes his desires for self-improvement and affects vitally the quality of his job performance. . . . Attitude is the result expressed in action of the feelings of an individual towards himself, his work, and his surroundings. It is the pattern of thought and feeling created in the worker by the total job situation.<sup>6</sup>

The Professional Ethics Committee of the National Education Association recognizes this "pattern of thought and feeling created in the worker by the total job situation", evidenced by such statements as:

So much depends upon harmony and sympathy between teachers and school officers (principals) that every effort should be made on both sides to secure such a hopefulness and faith in one's own work that can come only with cordial effort. Teachers have a right to expect from school officers (principals) not the harsh methods that hamper efficiency and dishearten efforts, but a friendly guidance that will call forth their best energies. On the other hand, school officials (principals) may rightly expect a cordial cooperation with their own plans and purposes, and a willingness to abide by their decisions. The securing of harmony and sympathy is peculiarly promoted by fairness on both sides. . . .

---

5. National Education Association, Educational Policies Committee, Education for ALL American Children, Washington, D. C.: The Association, 1948, p. 157.

6. O. Preston and Christine H. Robinson, Successful Retail Salesmanship, New York: Prentice-Hall, 1942, p. 41.

Cooperation, loyalty, and sincerity should characterize all relations between supervisory officers (principals) and teachers.

The good teacher deserves: The cooperation of administrators and classroom teachers founded upon sympathy for each other's point of view.<sup>7</sup>

The "Code of Ethics of the Teaching Profession", as presented by the National Education Association, states:

There should be cooperation between administrators and classroom teachers, founded upon sympathy for each other's point of view and recognition of the administrator's right to leadership and the teacher's right to self-expression. Both teachers and administrators should observe professional courtesy.<sup>8</sup>

A powerful singleness of purpose is the greatest asset a school system can have. If through sympathetic understanding and respect for the rights and duties of others, principals and teachers could work together harmoniously, the constructive forces of the teaching staff, closely welded, would unite for the attainment of a common goal; namely, educating the whole child.

Clearly then, there is a need for a study and organization of materials to present the current practices and concepts relating to the rights, duties, and relationships that principals and teachers, as professional groups, have to each other.

#### Statement of the Problem

The study was an attempt to determine the rights and duties on which cordial and effective professional relationships may be based.

The orderly development of the study required adequate answers

---

7. National Education Association, Professional Ethics Committee, 1948 Report, Washington, D. C.: The Association, 1948, pp. 65, 73-75.

8. National Education Association, Code of Ethics, Article 3, Section 3, Washington, D. C.: The Association, 1948.



to the following questions:

1. What has been written on the rights, duties, and relationships of principals and teachers?
2. What do teachers and principals conceive to be the rights and duties in the relationship of teachers toward their principals?
3. What do principals and teachers conceive to be the rights and duties in the relationship of the principal toward his teachers?
4. What recommendations can be made as a result of this study?

#### The Scope of the Study

The literature on this subject reveals that practices and opinions of the rights, duties, and relationships of principals and teachers are paralleled throughout the nation. The scope of the problem, therefore, was so far-reaching that it was deemed necessary to set certain limitations to the study.

The first delimitation was the exclusion of superintendents and supervisors from the study. The second delimitation was the restriction of the study to white schools in the Northwestern District of the North Carolina Education Association. The third and last delimitation was the exclusion of all relationships, rights, and duties except those which exist between principals and teachers.

#### Method

First, a careful survey was made to eliminate the possibility of duplicating previous work done in this field and to discover related supporting studies. The following reference works were used:



Palfrey, Thomas R. and Coleman, Henry E. Guide to Bibliographies of Theses. United States and Canada. Second Edition, Chicago: American Library Association, 1940.

United States Library of Congress. A List of American Doctoral Dissertations. Washington, D. C.: Government Printing Office, 1927-1938.

Doctoral Dissertations Accepted by American Universities. Compiled for National Research Council and the American Council of Learned Societies by the Association of Research Libraries. New York: The H. W. Wilson Co., 1938-1947.

Good, Carter Victor. "Doctor's Thesis under Way in Education". Journal of Educational Research. January, 1931 - January, 1949.

Gray, Ruth A. "Recent Theses in Education", School Life. 1933-1949.

The survey of the professional literature was conducted with the help of the Education Index working through Volume V, 1939 to Volume XX, 1949.

Comparatively little research has been done on the professional relationship of principals and teachers. No study bearing on this subject was found by the writer.

In order to arrive at some definite conclusions concerning rights and duties in the principal-teacher relationship, it was necessary to ascertain the opinions of those who have written on the subject as well as the opinions of the principals and teachers themselves. The procedure necessary to secure answers to these questions involved three clearly defined steps:

1. The writer made a survey of the professional literature of 1939-1949 to determine the thinking of educational leaders in the field of professional ethics. To present their thoughts and ideas, extracts from the literature are given in Chapter II.
2. To determine the opinions of principals and teachers concerning what is involved in their professional relationship, check-lists were formulated and sent to representatives of these groups. Their replies were tabulated, analyzed, and evaluated. This information is presented in Chapters III and IV.
3. The final phase of this study was to draw conclusions and make specific recommendations regarding the rights, duties, and relationships of principals and teachers.

## CHAPTER II

### PROFESSIONAL ETHICS

"O wad some power the giftie gie us  
To see oursel's as ithers see us."<sup>1</sup>

Survey of the Literature 1939-1949

Need for a code of ethics.--This chapter is concerned with a study of the literature of the decade 1939-1949 on the professional ethics which affect the rights, duties, and relationships of principals and teachers toward each other. Through this analysis an attempt will be made to show the need for a recognized code of ethics, and the advantage of imbuing future teachers with a respect for the profession.

When a loosely drawn distinction is made between professions and trades, teaching is placed in the professional group. If principals and teachers would remember the implication of "to see oursel's as ithers see us"<sup>2</sup> and apply the thought to professional relationships, perhaps teaching would begin to be a homogeneous profession and lose that lack of cohesion which is the result of the all but irreconcilably wide differences among its members.

A profession is defined in the National Dictionary as "a calling or vocation, especially one that requires a learned education."

A brief statement of what a profession implies may at the same time suggest the degree to which teaching is attaining full professional status.

---

1. Robert Burns, "To a Louse." The Complete Poetical Works, Boston: Houghton, 1897, p. 44.

2. Ibid.

1. A profession presupposes a body of scientific knowledge and corresponding skill in practice.

2. The knowledge and skill can be acquired only by extended study and practice by persons who have the necessary native endowment.<sup>3</sup>

Pursuing the idea of teaching as a profession, several authors have expressed their opinions thus:

Teaching is a profession, not a trade. It is a loosely organized profession because of the great diversities of training, culture levels, kinds of work, and permanency of vocational interest among its million members. . . . It is an obligation of all teachers to work for greater group or craft consciousness among members of their profession. . . . Strict observance of profession ethics by all teachers is enjoined upon all who wish increased recognition of teaching as a profession. . . . Teachers are able to solve alone some of their technical educational problems . . . but . . . satisfactory solutions will come soonest where teachers are best agreed.<sup>4</sup>

The Professional Ethics Committee emphasizes the need for loyalty and devotion to the profession:

Teaching is a profession that merits our utmost loyalty and devotion. We will undertake our work wholeheartedly and enthusiastically as a profession worthy of the best efforts of the most capable--a commendable life's work and not a temporary stepping stone.<sup>5</sup>

Nearly every professional group has a code for the guidance of its members. Though these codes usually have no legal recognition, their provisions have all the force of law. "The purpose of professional codes is to inform the many and restrain the few."<sup>6</sup>

---

3. A. R. Brubacher, The Path of Learning, New York: Little, 1926, pp. 441-454.

4. Sheldon Emmor Davis, The Teacher's Relationships, New York: Macmillan, 1930, pp. 330-331.

5. National Education Association, Professional Ethics Committee, 1949 Report, Washington, D.C.: The Association, 1949, p. 71.

6. Davis, op. cit., p. 324.

The rank and file of any professional organization expect to do the right thing; and so they welcome the code, both as a guide in their practice and as a defense against those who might selfishly request departures from the accepted standards. However, "no code of ethics, regardless of the insight and skill which went into its preparation, will be effective until the profession as a whole recognizes the need for such a code."<sup>7</sup>

Codes of ethics.--In articles from three current newspapers and magazines the trend of thought is thus expressed:

The work of the profession on the matter of ethics will not be complete until adequate means are taken for actually training all initiates in the principles of professional ethics. Such matters ought to be required of candidates as definitely as other matters now included in teacher's examinations, many of which are much less important. Training schools, normal schools, and teachers' colleges certainly should make it a part of their business to educate in these matters as well as in other phases of the principles, history, and philosophy of education.<sup>8</sup>

Frank R. Graves made the following statement in the New York Herald-Tribune, January 26, 1930:

During the period of preparation a prospective teacher should be familiarized with the content of codes and the particular conditions surrounding the profession through critical discussions and practical experiences in the normal schools and teachers colleges.<sup>9</sup>

A plea for training of future teachers is expressed in this excerpt from William S. Taylor:

---

7. Ibid., p. 324.

8. "Editorial," The Journal of the National Education Association 13:66, February, 1924.

9. National Education Association, Professional Ethics Committee, 1948 Report, Washington, D. C.: The Association, 1948, p. 70.

Since the public demands that teachers of the nation's children shall be men and women with high ideals and good standards of conduct, with rare exceptions, only those are admitted to the profession whose standards of conduct are high. . . . Whose responsibility is it to see that every teacher becomes familiar with the ethics of our profession? We can never be sure that all teachers will be properly informed about desirable professional relationships until every teacher-education institution accepts as its obligation the teaching of the standards of our profession to every prospective teacher. . . .<sup>10</sup>

It is indicative of the feeling of high regard for the teaching profession that the Future Teachers of America have adopted the following as their pledge:

The good teacher requires:

- |                               |  |
|-------------------------------|--|
| <u>Physical Vitality.</u>     | I will try to keep my body well and strong.  |
| <u>Mental Vigor.</u>          | I will study daily to keep my mind active and alert.   |
| <u>Moral Discrimination.</u>  | I will seek to know the right and live by it.  |
| <u>Wholesome Personality.</u> | I will cultivate in myself good will, friendliness, poise, upright bearing, and careful speech.  |
| <u>Helpfulness.</u>           | I will learn the art of helping others by doing helpful things daily in school and home.   |
| <u>Knowledge.</u>             | I will fill my mind with worthy thoughts by observing the beautiful world around me, by reading the best books, and by association with the best companions. |
| <u>Leadership.</u>            | I will make my influence count on the right side of right, avoiding habits that weaken and destroy.  |

---

10. William S. Taylor, "Whose Code of Ethics? --Ours," The Journal of the National Education Association 37:228, April, 1948.



These Things Will I Do Now That I May Be Worthy the High Office of Teacher.<sup>11</sup>

Is there the great need for an ethical renaissance as suggested in This Man's World, appearing in the Reader's Digest?

I am the first to make rude noises when sour pussers point accusing fingers as the younger generation has its fling. But I must likewise believe that a society which abandons all ethical principles, which fails to distinguish between black and white, right and wrong, honor and cheating, decency and indecency is headed for catastrophe. Unless there is an ethical and spiritual renaissance of the good, the great, and the dignified that live in man, we will all be back in the primal slime from which we came. The atom blast won't get here a minute too soon.<sup>12</sup>

Perhaps this is too pessimistic an attitude to take, but it is a self-evident fact that ethics and codes of ethics would profit from revision. But revision is not enough! Professional people must strive to live up to the codes they profess to believe.

In "Antioch Notes," February 1, 1930, an unknown author has written:

Ethical sense is awareness of beauty, economy, fitness and proportion in conduct. Ethical discrimination, a sense of obligation, and disciplined will power make character. Keen ethical sense requires intelligence and experience. Lacking these, conduct must rest on codes, presumably formulated by those with greater ethical sense for guidance of those with less. In ethics as in every field, genius sets standards which become authority to those who recognize excellence, even when they cannot create it.<sup>13</sup>

Nearly all codes stress personality and high moral character as essentials in teaching service. Six general rules of conduct are so

---

11. N.E.A. Professional Ethics Committee, 1949 Report, p. 14.

12. Paul Gallico, "This Man's World," The Reader's Digest 51:37, December, 1947.

13. N.E.A. Committee on Professional Ethics, 1948 Report, p. 76.

universally accepted and included so frequently in codes of ethics that they may be regarded as axioms of professional behavior.

The teacher's conduct should be such as will

- keep him physically and mentally fit.
- be a worthy example for his pupils.
- bring no reproach upon himself.
- bring no reproach upon his profession.
- conform, in general, to the accepted standards in the community.
- contribute to harmony and mutual advantage in all professional relationships.<sup>14</sup>

Two factors associated with the profession of teaching obligate its members to a somewhat higher standard of personal conduct than members of many other occupational groups in the same community.

In the first place, character building, for the pupils under his direction, is one of the teacher's definite responsibilities. . . . In the second place, since teachers are public employees, selected to do a particular task, reasonable conformity to the moral and social standards of the community will be expected of them.<sup>15</sup>

The high moral standards that teachers must maintain are emphasized by Herbert Hoover:

The public school teacher cannot live apart; he cannot separate his daily teaching from his daily walk and conversation. He lives among his pupils during school hours, and among them and their parents all the time. He is peculiarly a public character under the most searching scrutiny of watchful and critical eyes. His life is an open book. His habits are known to all. His office, like that of a minister of religion, demands of him an exceptional standard of conduct.<sup>16</sup>

So nearly perfect is the application, that the English critic Junius might have been talking to a group of teachers, explaining their need for a code of ethics, when he said, "it is not that you do wrong by

---

14. National Education Association, Department of Classroom Teachers and Research Division, Ethics for Teachers, Discussion Pamphlet No. 5, Washington, D. C.: The Association, 1945, p. 9.

15. Ibid., p. 10.

16. N.E.A. Professional Ethics Committee, 1949 Report, p. 17.

design but that you should never do right by mistake."<sup>17</sup>

With only a few exceptions, teachers do not "do wrong by design" in their dealing with fellow workers, employers, pupils, patrons, and the general public. In the absence of definite, recognized standards of professional conduct to guide them, however, errors in judgment are likely to occur. Even when pitfalls are avoided, perhaps many times teachers "do right by mistake", or at least by happy chance! On the other hand, a code of professional ethics lights the way. Where personal judgment might be in error, a code of ethics often helps the teacher to do the correct thing deliberately and intelligently by design.

Teachers' organizations have two compelling reasons for active study of the problems of professional ethics:

First of all, because of a legitimate pride and loyalty in their work, professional teachers concur with Francis Bacon in believing that "as men of course do seek to receive countenance and profit from their profession, so ought they of duty to endeavor themselves, by way of amends, to be a help and ornament thereunto." Second, there is a valid legal reason. Beginning with a California decision in 1924, the courts have held from time to time that "unprofessional conduct" is just cause for dismissal. Certain tenure laws so specify. It is important for the profession, therefore, to define professional conduct as specifically and clearly as possible as a basis for equitable treatment before the law.

The pattern of ethical conduct is not something which can be determined once for all. An acceptable code of ethics must be a living, growing statement of professional conduct standards, subject to continuous evaluation and revision in the light of experience.<sup>18</sup>

One may well ask, "of what value are codes?" Some skeptics sniff at codes of ethics and insist that they are of little if any value--

---

17. N.E.A. Department of Classroom Teachers and Research Division, Ethics for Teachers, p. 1.

18. Ibid., p. 2.

"merely platitudinous ideals which can never be realized!" Others believe with Franklin D. Jones that "the ideals of men best project themselves into reality when crystallized into written documents."<sup>19</sup>

Douglas E. Lawson pays tribute to the great privilege that belongs to every teacher in the following lines:

A teacher with genuine interest and true love for his work will make of it a religion as well as a profession; for he is in such a position that, be it a good act or a wrong one, the thing he does may be copied by one of his pupils whose guide he is. His own heart is the first primer, and his actions become a textbook for them. The thing he says lightly, they may take to heart without his knowing. Surely no man has a higher privilege: and even a Caesar had no power transcendent to this, whose only creed must be the measure of his service.<sup>20</sup>

But the teacher must have more than love for her work; she must have the co-operation of the administrators. In the opinion of the Education Policies Commission:

The amount of co-operative action between the administrator [principal] and the teachers has a direct relationship on the excellence of the school. . . . Teachers, as especially prepared members of the school staff, have much to offer the school program. . . . Where teachers have an active and positive part in developing the program of the school, they are more able to secure good results.<sup>21</sup>

The teacher and the principal.--Every teacher is eager to succeed in her chosen profession; she desires to give satisfaction and to please those for whom she works and with whom she comes in contact. The average classroom teacher works under supervision, and the first person she wishes

---

19. N.E.A. Professional Ethics Committee, 1948 Report, p. 29.

20. Ibid., p. 33.

21. N.E.A. Education Policies Commission, op. cit., pp. 237, 177.

to please is the principal who supervises her work.

Surveys show that the four qualities principals most desire in their "ideal" teachers are (1) willingness to co-operate, (2) community interest, (3) teaching skill, and (4) pleasing personality.<sup>22</sup>

Fitzgerald, Professor of Education at the Woman's College of the University of North Carolina, sums up the qualifications of teachers thus:

The teacher should be one who has chosen to teach; who loves and trusts children; who will share with the community; and who will continue to grow. The teacher should have a happy personality. She must have an abiding faith in the improvability of mankind. . . . The good teacher strives to leave her personal life apart from her job; she is secure and responsible and free within herself. She belongs! The good teacher must be intelligent, co-operative, tolerant, and understanding. A good teacher enjoys teaching; she has chosen it because she was interested in it. A teacher must have a broad education. She must read good books and try to grow.

. . . . .

The teacher has the right to be an INDIVIDUAL--a right to live her own life so long as she does not bring her work into ill repute. She has a right to security. She has a right to in-service training. It is the obligation of the teacher to continue to grow; however there should be stimulation, encouragement, and extra pay. The teacher is responsible for her own growth, but the school authorities are responsible for the stimulus.

Fitzgerald continues her views concerning the place of the administrator [principal] in the scheme of the school:

The principal is the educational leader who knows his teachers and his pupils. He tries to make things run smoothly; to give help where it is needed; and to assist in any way he can to make it easier for teachers to teach and pupils to learn. He knows what is going on all over the school. He understands his teachers and encourages faith and trust in himself. He coordinates the school and the community; he understands human

---

22. Frederick Lamson Whitney, The Growth of Teachers In Service, New York: Century, 1927, pp. ix-xi.



growth and development. The principal must study continually and try to improve. He must be alert to new things, new ideas.

Concerning the relationship of principals and teachers, Fitzgerald emphasized this point:

There should be co-operative understanding between principals and teachers; an atmosphere of collegueship; and a continuous working together toward the same goal.<sup>23</sup>

In this same vein, Traver C. Sutton points out nine "things" teachers expect of principals:

1. Teachers do not like the ordinary teachers' meetings.
2. Every teacher desires to be noticed, to be important, to be considered as an individual [by her principal]. . . .
3. Teachers dislike the principal who attempts in public to correct or criticize them.
4. Teachers like to be praised. . . .
5. Many principals are in constant danger of assuming that they are important because they have been put in a supervisory position. Such principals like to impress their teachers with the importance of administrative work. . . .
6. Little things and little actions on the part of the principal may cause a great deal of teacher-principal irritation. . . .
7. Teachers want their principals to be completely honest. . . . A teacher has the right to gossip--but a principal is not so privileged. . . .
8. Teachers would like to have their principals remember that just because a person has been elected or appointed to an executive position, he has not through some miraculous action been endowed with all the knowledge in the universe regarding every subject taught in school. . . . Teachers are very obstinate regarding this matter. They feel that they are the experts so far as subject matter is concerned. . . .
9. In conclusion, we may say that teachers do not want their

---

23. From a class lecture by Miss Ruth Fitzgerald, The Woman's College of the University of North Carolina, Greensboro, North Carolina, March 26, 1949.



principals wasting too much time trying to figure out good alibis for the administrative errors they have made. . . . Teachers will be loyal to the principal who is willing to realize that there is a lesson to be learned in every mistake. . . . Teachers distrust the principal who feels that it is necessary for him to make it appear that he is never in error.<sup>24</sup>

Still another list of "things" teachers desire of their principals is summed up by M. Bucher as follows:

1. To bolster my morale.
2. To say a deserved "well done."
3. To remember that I, too, am interested in the school.
4. To realize that comparisons are odious.
5. To share with me human interest stories.
6. To discuss current events with me.
7. To treat me as a lady--with the respect due.
8. To be well-groomed and courteous.<sup>25</sup>

A similar list may be formulated from an article by Estelle Sellie:

1. To be informed of my abilities.
2. To realize I am an individual.
3. To give "due" praise.
4. To give constructive criticism.
5. To hold well-planned teachers' meetings, beginning with a social hour.
6. To seek to bring out my strong points.
7. To inspire professional growth.
8. To be informed on recent books.<sup>26</sup>

Hunnicut, in "What Teachers Wish of Their Principals," lists the following points:

Teachers want their principals:

1. To lead.

---

24. Traver C. Sutton, "9 Things Teachers Expect of Principals," Clearing House 18:208-9, December, 1943.

25. M. Bucher, "What I Want of My Principal," Clearing House 16:29-30, September, 1941.

26. Estelle Sellie, "Supervisory Helps," Clearing House 15:451-5, April, 1941.

2. To read professional books and sift out helpful ideas.
3. To make it possible for them to visit other schools.
4. To encourage membership in professional organizations.
5. To encourage teachers to try out new methods or practices.
6. To help, not inspect.
7. To visit them often enough and long enough to see their work in its entirety.
8. To act and observe the courtesies of a guest when visiting.
9. To have democratic faculty meetings, using faculty committees whenever possible.
10. To co-operate, not expect implicit obedience.
11. To give praise due for a job well done.
12. To act as a "psychological sounding board," not listen impatiently.
13. To include in their personal relationships: tact, tolerance, consideration, sympathetic understanding, mutual co-operation, and faith.
14. To be well-groomed, cordial, and poised.

Hunnicuttt continues:

They [teachers] wanted a mutual co-operation that went beyond the realm of formal courtesy. They felt that there must be faith and understanding in each other if the confidence and security necessary to a psychological, healthy climate are to prevail. Uneasiness on the part of teachers is reflected in tense classrooms. They were, of course, opposed to such gross discourtesies as discussing one teacher with another or making odious comparisons. . . . The administrator [principal] who must be protected against unpleasantness or who gives the impression of waiting patiently for the other person to pause so that he may say "something worthwhile" soon has isolated himself from valuable contacts with the faculty. Teachers wanted to be able to laugh together with the principal over humorous incidents of the day and to talk around the lunch table, discussing world affairs on a basis of intellectual equality devoid of male condescension. . . . Finally, teachers reported wishing the principal to be well-groomed, poised, cordial, and, in general, a leader of whom they can be proud. Principals will agree that their chief responsibility lies in their relationship with teachers. Lack of mutual understanding often makes this relationship unnecessarily difficult and prevents the most effective co-operation.<sup>27</sup>

A superintendent issued the following "cautions," in printed form, to the principals of his city:

---

27. C. W. Hunnicutt, "What Teachers Wish of Their Principals," Educational Administration and Supervision 29:23-6, January, 1943.

## MAY I REMIND YOU:

1. That the teachers are the real operators of the school plant.
2. That your chief function is to clear the way for them.
3. That their comfort, their self-respect, their potentiality, are to be safeguarded at every turn. The wise principal not only guards but nourishes these three.

## LET ME COUNSEL YOU:

1. To show respect unflinchingly for the judgment and abilities of the teachers.
2. To judge them not too soon nor too late.
3. To hear their side through patiently.
4. To use the question five times to the declaration once.
5. To encourage every one in your corps to find her way of doing her job better.
6. To seek out unfulfilled capacity in both your teachers and yourself.<sup>28</sup>

The principal should have clearly in mind what basic human relationships he wants to exist between himself as a person and his teachers as persons.

One of the important duties of the school executive [principal] is to reduce personal and group maladjustments, petty grievances, and human frictions. This can be done most effectively through a careful study of the loyalty, personality, attitude, personal habits, emotional stability, and physical health of his teachers. The school executive should seek to invest the entire school system with an atmosphere in which animosity cannot thrive; he will regulate the terms and conditions of employment so as to occasion a minimum of dissatisfaction. . . . Truly no school executive is any better than the morale of his teaching staff.

. . . The principal who is successful in managing his teachers has the utmost confidence in them. But he is the one to take the initiative in expressing his faith and belief in his teachers. . . . Teachers are willing to work hard and long for the principal's commendation, provided that commendation be sincere and critical. . . . Critical and competent appraisal of work is an important attribute to leadership.<sup>29</sup>

---

28. Ellwood P. Cubberley, The Principal and His School, Boston: Houghton, 1923, p. 434.

29. Dennis H. Cooke, Administering the Teaching Personnel, Chicago: Sanborn, 1940, pp. 12-13.

Cooke continues the discussion:

For the principal to believe in his teachers it is first necessary for him to believe in himself; he must have confidence in his own judgment. . . . Teachers are attracted by executives who stand ready to accept responsibility. . . . The administrator [principal] must contribute a part of himself, of his individual personality. He must make himself helpful to the extent that his teachers will want above everything else to share his professional services.<sup>30</sup>

Teachers offer these suggestions to principals:

1. Do not announce in a faculty meeting "we are going to do 'this or that' because I feel that we need it most."
2. Do not make hard and fast plans without giving weight to the ideas of those who will be most concerned in carrying them out. . . .
3. Emphasize with teachers the need to have a wide variety of methods and approaches.
4. Show teachers that you are vitally interested in what they are doing.
5. Never directly reprove a teacher before another teacher [or his class].
6. Never tell a teacher he has to teach by a certain method or use certain specific approaches to learning.
7. Do not tell teachers what to do, but ask them to help you make plans to meet the needs in your school.
8. Do not try to do all the thinking for your teachers and pupils.
9. Avoid being a dictator.
10. Confer with and respect the opinions of teachers.
11. Give particular weight to the opinions of teachers who have made a special study of problems.
12. Speak to teachers pleasantly.
13. Encourage teachers who have little confidence in their ability to progress.
14. Make your practices democratic always.
15. Do not endeavor to "build Rome in a day."
16. In supervisory work, ask questions and do not pretend to know all the answers.<sup>31</sup>

Desirable qualifications for successful principals are pointed out in the following excerpt of Howard W. Hightower:

---

30. Ibid.

31. Roy H. Simpson, "Teachers Offer Suggestions to Principals," Educational Administration and Supervision 30:560-5, December, 1944.

Teachers are more apt to follow the leadership of a principal who is dynamic in action, enthusiastic about education, and has an optimistic attitude toward the future of humanity. Teachers like to be proud of their principal. They want him to dress neatly; be dignified, but not pompous, and appear friendly, but not forbidding.

A principal who has had successful experience as a teacher will have the practical "know-how" necessary to create teacher confidence in his supervisory abilities.

Hightower urges that principals continue to study and become leaders in their profession. He justifies his plea in the following manner:

Teachers look to their principal as a leader in lay and educational affairs--not only locally, but in the state and union.

A good principal realizes that every teacher has some ability in educational planning and uses this ability.

The principal should be the first line of "offense" for the welfare of his staff. If the principal can laugh with his teachers at some of his and their peculiarities; if he uses common sense in the sense that he can overlook some human frailties in his staff members; and if he consistently shows evidences of balanced judgment in meeting situations which are not covered by formal rules and regulations, he is in line to be rated as a "human" principal.

. . . The principal must stand by his teacher's decision. However, if her decision is in error, the mistake should be pointed out in private.<sup>32</sup>

Leadership is often confused with command, but command is concerned with power over people, while leadership is concerned with power over problems. A principal must be a leader of whom his staff can be truly proud. He must curb any temptation he may have to make use of power, for, as Herrick reminds principals:

. . . power always weakens leadership. . . . Real power so far as a leader is concerned arises through an integration of the desires of several people so that there is group loyalty to

---

32. Howard W. Hightower, "How Do You Rate with Your Teachers, Mr. Principal?" The Journal of the National Education Association 38:343, May, 1949.



the collective objective or desire. . . .

. . . . .

A principal is not a leader merely because he is principal. . . . He becomes a leader when he aids the staff in seeing common problems and in making contribution to their solution. He becomes a leader by what he does, not by right of his title and office.

Herrick continues his candid remarks to principals by suggesting five qualifications which any principal, who is at all concerned about leadership, should strive to develop; namely,

(1) the ability to accept individual teachers as worthwhile members of the staff, (2) a willingness and desire for learning, (3) the ability to carry on individual discussions and give direction to group work, (4) the ability to carry on individual counseling, and (5) the ability to develop and use a personal and professional philosophy of life and education.

As a further caution, Mr. Herrick reminds principals that every one must have a feeling of worthiness; that teachers will best interpret the policies and objectives if they can see that the interests and desires close to their lives are being given consideration; that a feeling of importance, so necessary to every staff member, is directly related to the feeling one feels he has in the eyes of his fellow workers and that he [the principal] has an opportunity to lay the foundation for that prestige by accepting the members of his staff as worthwhile members.

A last reminder to principals: ". . . A philosophy grows out of one's work, study, and thinking."<sup>33</sup>

A teacher points out these facts:

The principal cannot be a jelly fish. . . . When a principal takes a strong stand under opposition, he must be sure to make

---

33. Virgil E. Herrick, "The Principal Looks At Himself," Educational Leadership 4:442-8, April, 1947.



it clear why such a stand is being taken and his points must be convincing.<sup>34</sup>

Thomas H. Briggs, nationally known writer and educator, has prepared a rating scale for principals who are ambitious for their own professional growth, which includes:

1. To extend one's conception of the dignity and responsibility of the principalship.
2. To bring to one's attention qualities and duties that may have been overlooked in practice.
3. To stimulate one to improve the program of the principalship and to perform better and more consistently the duties necessary to make it effective.
4. To aid one to estimate his own competence in performing the most important duties of the principalship.
5. To serve as a basis for rating by others.
6. To support an application for principalship.
7. To assist a group of principals set up standards for professional efficiency.

Briggs continues with a more detailed and personal check-list to help principals rate their own personal qualifications. Such pertinent questions are asked as:

1. Do I feel and manifest a genuine sympathy for the problems of others?
2. Do I stimulate my co-workers to work consistently at their best?

---

34. Sally Nohelty, "Educational Leadership From the Standpoint of a Classroom Teacher," Educational Supervision and Administration 25:443, September, 1939.

3. Do I understand and promote the mental health of my teachers?
4. Do I make a point of giving credit where credit is due?
5. Do my colleagues consider me open-minded?
6. Do I make people feel free to express themselves?
7. Am I approachable, accessible, and helpful so that teachers do not hesitate to come to me?<sup>35</sup>

Robert Hoppock, Professor of Education at New York University, submitted a questionnaire to his graduate students including the question, "If you could tell your boss how to be a better boss, what would you tell him?" From the replies came such suggestions as these:

1. Give teachers the feeling that they have a part in determining school policies. (Not one person suggested that the boss [the principal] should abdicate or allow teachers to overrule his best judgment.)
2. Take time for more supervision. (This precaution was added: that the principal be forthright in his observations; that he never snoop nor sneak in and out back doors; that he make his criticisms helpful and constructive.)
3. Give his staff more leadership. (Attend fewer out-of-town meetings and conferences and establish a procedure of meetings and conferences with his own staff.)
4. Recognize and give praise for a job well done.
5. Be democratic in relationships.
6. Do not harangue an entire faculty for the shortcomings of a few.

---

35. Thomas H. Briggs, "Self Rating Scale for Principals," The Bulletin of the National Association of Secondary School Principals 27:49-64, December, 1943.

7. Refrain from correcting or criticizing teachers in public.
8. Respect all confidences.
9. Respect the teacher's time. (Do not demand teacher's time without consideration of previous commitments; do not interrupt classes too frequently.
10. Request; smile, say a friendly word.

One teacher wrote this tribute to her boss [principal]:

In the years that I have taught, there is no one for whom I have greater respect and admiration. The principal is kind, sympathetic, and most helpful. He is progressive, yet old-fashioned enough to keep even balance.

He allows his teachers to proceed in such a way that initiative is never dulled. He believes in his teachers, consequently, his teachers give their best. . . .<sup>36</sup>

Dennis H. Cooke stresses this point concerning the principal's relationship to teachers:

To a great extent, the principal's success depends upon what his teachers think about him as well as what he is. . . . The executive [principal] should be a personal friend to each of his teachers, yet maintain a certain esthetic distance.<sup>37</sup>

Because the success of a school program depends more upon the principal than upon any other person in the whole school organization, he is very eager to surround himself with a corps of well-qualified teachers who will work with him in carrying to completion his plans and ideals for the school. Since being well informed on subject matter is not sufficient criteria for a successful teacher, what should principals expect of teachers?

Gorman expresses his views in this manner:

---

36. Robert Hoppock, "As Teachers See Them," The Journal of the National Education Association 38:534-5, October, 1949.

37. Cooke, op. cit., p. 14.

Principals have a right to expect teachers to:

(1) spread themselves intellectually, rather than crawl into a hard shell of their own subject matter and resent any opportunity to break through this shell.

(2) strive to become at least almost as scientific and exacting in their approach to the problems of education as a whole as they are in connection with the problems presented in their own teaching field. . . . The average teacher is much too hide-bound by tradition.

(3) recognize not only the mental development of the pupil, but his emotional, spiritual, and social development as well--and to try to act and teach as if they recognized these other phases of child development.

(4) judge the work of administrators as a whole--not simply on the basis of one or two little things which happen to displease that teacher.

(5) recognize their limitations and shortcomings and try to do something about them. No teacher ought to have a disturbing inferiority complex. . . . Administrators have a right to expect teachers to participate in retraining both in subject matter and educational techniques.

(6) have pride and interest in the school as a unit, i.e., to move and think in terms of the total school. . . .

(7) give the principal a fair chance to meet his share of the responsibility for the smooth school procedure before the crisis arrives. Teachers often fail to make their needs known until things go wrong. The principal has a right to expect the teacher to give him the advantages of his foresight, which, from the teacher's vantage point, often reaches further than does the teacher's.

(8) The work of the principal is many-sided and intricate at best. No teacher has a right to expect his "office-boy tasks" to be performed by the principal. Teachers violate this principle in two ways: (a) by failing to do their clerical work completely and accurately, so that the principal often has to "pick up after them;" (b) by directly requesting the principal to do some little task which requires no administrative skill or authority. . . . Principals have a right to expect each teacher to carry his share of the load at all times.

(9) get along with one another; bury their petty jealousies and whims--in short, to be "big" people, a living proof that education does ennoble.<sup>38</sup>

Where teachers participate in administration and in formulating the plans for their school, they are familiar with the educational

---

38. B. W. Gorman, "Nine Things Principals Expect of Teachers," Clearing House 19:27-8, September, 1944.

problems upon which they would probably do no careful thinking. They . . . need an interest in educational problems involving the work of others, theoretical problems which may assume practical phases. Many classroom artists are so engrossed with their own important specialized work that they spend little thought upon current social changes in their relation to education until, perhaps by administrative regulation, the teacher must assume new responsibilities. Davis states:

Teachers of 'old line' subjects often resent the encroachments of new subjects. They regard them as a cheapening of education. . . . This academic attitude is never the same when teachers are familiar with the social and economic forces that compel administrative changes in the curriculum, not as a whim of some superintendent but because social justice to boys and girls of the community demands change.<sup>39</sup>

The principal has the right to expect teachers to be fully cognizant of educational trends and social changes. In the words of W.H.P. Faunce: "The world is held back chiefly, not by bad men and women, but by good ones who stopped growing."<sup>40</sup>

Concerning the relation of principals and teachers, Cubberley says:

While the principal must of necessity handle most of the general and more serious cases of discipline that arise on the playground and about the school, he must not be expected to do the entire disciplinary work. The infractions of order and the branches of discipline which occur in the classrooms and in the presence of the teacher elsewhere should be handled largely by the teachers themselves, and without bothering the principal about it or taking him away from some more important service.

. . . teachers should try, with advice as needed, to handle as many of the cases of discipline that arise under their jurisdiction as they can, and sending a pupil to the principal's office

---

39. Davis, *op. cit.*, p. 105.

40. *Ibid.*, p. 170.



ought to be in the nature of a last resort.<sup>41</sup>

In an editorial Joy Elmer Morgan reminds his readers, "Teaching is the most important task in the world. . . ."42

William S. Taylor, Chairman of the National Education Committee on Professional Ethics, throws out this challenge to all teachers:

. . . Teachers can build professional standards so fair and so fine that teaching will attract and hold the quality of personnel necessary to insure the perpetuation of democratic government.

When we do this, the code of ethics will become a "floor" rather than a ceiling for professional standards. The responsibility is ours. Shall we assume it.<sup>43</sup>

#### Summary

To recapitulate, teaching is a profession which requires a learned education, skill, and natural endowment. Since high moral standards and strict educational requirements are exacted, only well-qualified persons should be admitted to the profession. There is a definite need for a code of professional ethics with "standards so fair and so fine"<sup>44</sup> that the profession will attract and hold the quality of leadership necessary to foster and continue our democratic way of life. It is essential that all initiates be imbued with respect and zeal for their chosen profession which they will make a life's work and not use as a stepping stone. Sympathetic understanding and constant co-operation is necessary

---

41. Cubberley, op. cit., p. 284.

42. Joy Elmer Morgan, "Editorial," The Journal of the National Education Association 38:647, December, 1949.

43. Taylor, op. cit., p. 357.

44. Ibid.

between principal and teachers in order to keep alive harmony, and loyalty for each other; and to accomplish their common goal--educate the child.

Teachers expect their principals to be leaders, to set and maintain high standards of excellence; they want their leaders to be impartial in judgment, fair-minded, co-operative, willing to help them with their problems and ready to give them praise for a job well-done.

Principals want their teachers to see the over-all school program, to be open-minded, to keep informed on the social trends and educational changes, and to be willing to carry a fair share of the load at all times. They want teachers to work co-operatively with each other, to see and understand the principal's responsibilities, and to give loyal support to his leadership.

To achieve the aim of education, the purpose for which schools were established, "there should be co-operative understanding between principals and teachers; an atmosphere of collegueship; and a continuous working together toward the same goal."<sup>45</sup>

---

45. Fitzgerald, Class Lecture.

## CHAPTER III

### PROFESSIONAL RIGHTS AND DUTIES OF THE TEACHER

"Blessed is the teacher who hath a loyal heart and who worketh for the success of superintendent, principal, and fellow teacher as for herself."<sup>1</sup>

#### Introduction

The purpose of this chapter is two-fold: first, to present what teachers conceive to be their professional rights, duties, and relationships with respect to principals; second, to present what principals conceive to be the professional rights, duties, and relationships of teachers with respect to principals.

To determine the opinions of this group concerning the professional rights and duties in the principal-teacher relationship, the writer formulated a check-list<sup>2</sup> based upon suggestions taken from current literature in the field and from Charter's check-list<sup>3</sup>, as well as those submitted by principals and teachers.

The professional rights, duties, and relationships of the teacher included in the list were assigned, in as far as it was possible, to five categories; namely, (1) Personal Qualifications, (2) Professional Growth, (3) School Activities, (4) Community Activities, and

---

1. "Kansas Teacher," The Journal of the National Education Association 37:479, October, 1948.

2. See Appendix A for a copy of the Check-List and Appendix B for Personnel of Committee on Validation of the Check-List.

3. W. W. Charters and Douglas Waples, The Commonwealth Teacher-Training Study, Chicago: The University of Chicago Press, 1929, pp. 257-303.

(5) Participation in Professional Organizations.

This check-list was then submitted to a group of one hundred school personnel, representing both the elementary and secondary groups, from schools throughout the northwestern district of the North Carolina Education Association. The group included eighty teachers (forty from grades one through six, twenty from grades seven through nine, twenty from grades ten through twelve) and twenty principals who indicated their opinions concerning the requirements of the teacher in the principal-teacher relationship.

Their opinions, as indicated by the respondents, were tabulated and analyzed.

Evaluation of Attributes

Personal qualifications.--Examination of the results of the check-list as submitted by one hundred school personnel revealed many interesting facts which are presented in Table I--a picture of the evaluation of personal qualifications. It was significant to note that as a group 98 per cent recognized the importance of "punctuality" and placed it first in the personal qualifications. Ninety-two per cent regarded as only slightly less in importance "be open-minded" and gave it second place in the rating; while 91 per cent considered of equal importance "be courteous and pleasant" and "be consistent and fair" and ranked these two in third place. Three qualifications--"be approachable and cordial", "work harmoniously with other teachers", "respect all confidences"--were stressed by 90 per cent of the group. Placed lowest in the group were "refrain from destructive criticism" and "take time for recreation other than school activities," each rated in this place by 76 per cent of the

TABLE I  
 EVALUATION OF CERTAIN ATTRIBUTES OF THE TEACHER  
 AS INDICATED BY 20 PRINCIPALS AND 80 TEACHERS

PERSONAL QUALIFICATIONS  Attribute	Number by group, indicating each attribute		
	Prin. (20)	Teachers (80)	Total (100)
Be tactful	17	65	82
Be punctual	19	79	98
Be open-minded	17	75	92
Be well-groomed	18	68	86
Be consistent and fair	16	75	91
Be definite and impartial	16	70	86
Be courteous and pleasant	17	74	91
Be approachable and cordial	17	73	90
Refrain from gossip	18	70	88
Refrain from being petty	15	63	78
Refrain from destructive criticism	14	62	76
Cultivate a sense of humor	16	61	77
Respect all confidences	16	74	90
Tell all the facts in reporting	16	64	80
Develop a constructive attitude	19	68	87
Show appreciation for services	17	72	89
Recognize and give praise	17	68	85
Understand and appreciate	17	71	88
Work harmoniously with teachers	18	72	90
Keep physically fit	18	67	85
Take time for recreation	18	58	76
Live as normally as possible	18	64	82

respondents. Slightly higher rating was given "cultivate a sense of humor" and "refrain from being petty" with 77 per cent and 78 per cent respectively stressing their importance. All other qualifications were rated by 80 to 89 per cent of the school personnel with the median score falling on "develop a constructive attitude toward work."

In rating their own personal qualifications 79 of the 80 teachers also placed "punctuality" first in importance; and for second rating considered "be open-minded" equally as important as "be consistent and fair." In third place, "be courteous and pleasant" and "respect all



confidences" rated the same score (74 of a possible 80). Fourth in the rating scale was "be approachable and cordial."

Strange as it may seem, 58 teachers placed "take time for recreation other than school affairs" lowest in the scale and "cultivate a sense of humor" in the next lowest place.

Between these two extremes (79 and 58) came all other personal qualifications, with the median of opinion falling on "be definite and impartial."

It is significant to note how nearly agreed the 20 principals are in their estimate of the personal qualifications of teachers in this area. Nineteen of them are unanimous in their opinion of the importance of "punctuality" rating it in first place, and place equal stress upon a "constructive attitude toward work." Second in the scale, 18 principals placed the same emphasis on (1) "be well-groomed", (2) "refrain from gossip", (3) "work harmoniously with other teachers", (4) "keep physically fit", (5) "take time for recreation", and (6) "live as normally as possible." Fourteen of the twenty placed "refrain from destructive criticism" last on the list, with "refrain from being petty" in the next to the lowest position. All other qualifications were rated by 17 and 16 out of a possible 20, with the median falling on "be approachable and cordial."

In comparing the importance of these personal qualifications for teachers as teachers see them for themselves and as principals rate them the results are as follows:

Principals

Be punctual  
 Develop a constructive attitude  
 toward work  
 Be well-groomed  
 Refrain from gossip  
 Work harmoniously with other  
 teachers  
 Keep physically fit  
 Take time for recreation  
 Live as normally as possible

Be tactful

Be open-minded  
 Be courteous and pleasant  
 \*Be approachable and cordial  
 Show appreciation for services

Recognize and give praise for job  
 well-done  
 Understand and appreciate prin-  
 cipal's job  
 Be consistent and fair  
 Be definite and impartial  
 Cultivate a sense of humor  
 Respect all confidences  
 Tell all the facts  
 Refrain from being petty  
 Refrain from destructive criticism

\*Median

Teachers

Be punctual

Be open-minded  
 Be consistent and fair  
 Be courteous and pleasant

Respect all confidences  
 Be approachable and cordial  
 Show appreciation  
 Work harmoniously with other  
 teachers  
 Understand and appreciate prin-  
 cipal's job  
 Refrain from gossip  
 Be well-groomed  
 \*Be definite and impartial  
 Develop a constructive attitude  
 toward work  
 Recognize and give praise for job  
 well-done

Keep physically fit  
 Be tactful  
 Tell all the facts  
 Live as normally as possible  
 Refrain from being petty  
 Refrain from destructive criticism  
 Cultivate a sense of humor  
 Take time for recreation

Professional growth.--Upon examination of the area, Professional Growth as revealed in Table II, it became quite evident that both principals and teachers considered the requirements included in Professional Growth obligatory to the profession rather than duties to the principal. Seventy-seven of the one hundred school personnel regarded "read professional literature" as most important and 73 placed "keep informed on current literature" second in importance. There was general agreement among 67 that teachers "attend clinics and work shops." Only 50 per cent of the entire group felt that teachers should attend summer school as often

TABLE II  
EVALUATION OF CERTAIN ATTRIBUTES OF THE TEACHER  
AS INDICATED BY 20 PRINCIPALS AND 80 TEACHERS

PROFESSIONAL GROWTH Attribute	Number by group, indicating each attribute		
	Prin. (20)	Teachers (80)	Total (100)
See the new movies	6	28	34
Keep informed on current events	16	57	73
Read current literature	13	39	52
Read professional literature	17	60	77
Take at least one education course	14	33	47
Attend concerts	10	36	46
Attend educational lectures	13	38	51
Attend good current plays	9	31	40
Attend clinics and workshops	17	50	67
Attend summer school	13	37	50

as every five years, although 52 per cent were of the opinion that teachers should read current literature and 51 per cent recommended attending educational lectures. Other activities ranged downward to the 34 per cent (the lowest score) who considered "seeing the new movies" a worthwhile means of professional growth. The median score for the total group indicated "attend educational lectures" as the choice of the group.

Teachers, too, placed "read professional literature" at the top of the list, with "keep informed on current events" taking the second place. Fifty of the 80 teachers felt that it is their duty to the principal "to attend workshops and clinics"; but only 37 thought that "attending summer school" a similar obligation. All other activities ranged between the scores of 31 to 39 with the exception of "seeing the new movies" which rated only 28 out of the possible 80. The median score again fell on "attending educational lectures" indicating that 38 teachers recommend this activity as being worthwhile.

The opinions of 17 of the 20 principals were much the same as those of the teachers. They placed "reading professional literature" and "attending workshops" first in importance; "keep informed on current literature" second; and, "take at least one educational course each year", third. Thirteen of the twenty principals (65 per cent) gave equal stress to (1) "read current literature", (2) "attend educational lectures", (3) "attend summer school every five years." Lowest in the scale of activities was "see the new movies" with a vote of only 6. The principals were unanimous in their choice, "attend educational lectures" as contributing to professional growth, giving this requirement the median score.

Comparing the rating of this area, the results are:

<u>Principals (20)</u>	<u>Teachers (80)</u>
Read professional literature	Read professional literature
Attend clinics and workshops	Keep informed on current events
Keep informed on current events	Attend clinics and workshops
Take at least one educational course	Read current literature
*Attend educational lectures	*Attend educational lectures
Read current literature	Attend summer school
Attend summer school	Attend concerts
Attend concerts	Take at least one educational course
Attend good current plays	Attend good current plays
See the new movies	See the new movies
*Median	

School activities.--Parents probably emphasize "school activities" as being the major part of the school personnel's duties; and it is natural that they should since this is the phase with which they are most familiar. A school is organized that it may be administered, and administered smoothly in order that their children can have the best atmosphere for learning. Quite naturally, too, school personnel places

the greatest emphasis on this part of their duties and responsibilities to each other; though they are very divided in their opinions concerning some of them, as is shown in Table III.

As a group, they indicated with from 95 to 97 votes that they considered foremost among the teacher's duties as related to school activities the following: (1) "work co-operatively in formulating school policies and attend faculty meetings", (2) "notify the principal as early as possible when it is necessary to be absent", (3) "be on time with all records and reports" and "assume her share of extra-curricula activities."

Receiving a vote from 90 to 93 per cent were: (1) "uphold school policies", (2) "be accurate in record keeping and treat the principal with the respect due his position", (3) "profit from constructive criticism."

In keeping with the loyalty of school personnel to its high standards of ethics, only 2 per cent thought a teacher should express her opinions freely to the general public, and only 3 per cent considered the possibility of "grading to gain parental approval." Indicative of the teacher's desire to handle her own problems as nearly as possible, only 11 per cent checked "send her discipline problems to the principal."

Other activities rated from 20 to 80 votes with the group median resting on "handle her own discipline problems."

Teachers unanimously agreed that "working co-operatively with the principal in formulating school policies" was of prime importance; 78 of the 80 felt that it was their duty to attend faculty meetings and 77 were of the opinion that they should notify the principal as soon as possible when it was necessary to be absent. Taking fourth place in the teacher's



TABLE III

EVALUATION OF CERTAIN ATTRIBUTES OF THE TEACHER  
AS INDICATED BY 20 PRINCIPALS AND 80 TEACHERS

SCHOOL ACTIVITIES  Attribute	Number by group, indicating each attribute		
	Prin. (20)	Teachers (80)	Total (100)
Make any complaints to the principal	15	49	64
Report to the principal things he should know	17	70	87
Offer helpful suggestions about school	17	63	80
Work co-operatively in formulating school policies	17	80	97
Take part in developing school program	16	68	84
Be considerate of principal's time	17	72	89
Respect the principal's free time	17	66	83
Treat principal with respect due	16	76	92
Notify principal concerning her absence	19	77	96
Secure official approval	16	60	76
Recommend new teachers to principal	17	28	45
Be a good public relations agent	16	58	74
Build community approval toward school	17	67	84
Give implicit obedience to principal	10	34	44
Obeys only democratic instructions	5	36	41
Give obedience only if she approves	1	26	27
Profit from constructive criticism	18	72	90
Assist with discipline wherever needed	19	60	79
Handle her own discipline problems	15	62	77
Send discipline problems to principal	4	7	11
Confer with principal concerning discipline	18	59	77
Read the bulletin board every morning	16	70	86
Be accurate in record keeping	18	74	92
Be on time with all records and reports	19	76	95
Attend faculty meetings	19	78	97
Express her opinions freely in faculty meetings	11	40	51
Express opinions freely to general public	0	2	2
Express only opinions in keeping with school policies	6	35	41
Uphold school policies	17	76	93
See over-all school program	20	60	80
Assume share of extra-curricula activities	19	76	95
Anticipate needs well in advance	18	70	88
Do a good day's work every day	16	69	85
Plan work well in advance	15	60	75
Observe organized schedule in teaching	16	59	75
Keep records and lesson plans up-to-date	18	66	84
Keep an attractive classroom	17	68	85

TABLE III (Continued)

EVALUATION OF CERTAIN ATTRIBUTES OF THE TEACHER  
AS INDICATED BY 20 PRINCIPALS AND 80 TEACHERS

SCHOOL ACTIVITIES  Attribute	Number by group, indicating each attribute		
	Prin. (20)	Teachers (80)	Total (100)
Maintain class discipline	18	71	89
Do hall duty	14	53	67
Do bus duty	13	41	54
Do cafeteria duty	13	51	64
Do playground duty	16	52	68
Keep detention halls	14	26	40
Grade according to adopted plan	18	61	79
Grade to gain parental approval	1	2	3
Grade according to her own system	0	25	25
Attend school athletic games	7	13	20
Attend school plays and contests	13	36	49
Attend band, orchestra, and glee club concerts	10	38	48
Visit the homes of pupils	16	47	63

estimation came "be on time with all records and reports", "uphold school policies", "assume her share of school activities", and "give the principal the respect due his position."

Only two of the 80 teachers thought that teachers should either "express opinions freely to the general public" or "grade to gain parental approval." In high favor with teachers ranked "be accurate with record keeping", "be considerate of the principal's time" and "report to the principal things he should know." Seventy of them felt it was their duty to "read the bulletin board every morning." Fewer than half of the teachers felt that they should "give implicit obedience to the principal", though they had indicated a willingness to work with him co-operatively in almost any capacity; seventy-two thought they should profit from constructive criticism; and 60 wanted his approval before undertaking any

new plan.

Teachers indicated by 26 votes a particular aversion to "keeping detention halls", and only half the group felt it incumbent upon them to "do bus duty", though they had professed a willingness to assume their share of extra-curricula activities. Fifty-three, 52, and 51, respectively, were in favor of hall duty, playground and cafeteria duty as a part of their obligation to the principal.

The teacher median score fell on "see the over-all school program" with a rating of 75 per cent.

The principals unanimously agreed that it was the teacher's first duty to "see the over-all school program." Ninety-five per cent rated in second place as being equally essential: "assume her share of extra-curricula activities", "attend faculty meetings", "be on time with all records and reports", "assist with discipline wherever needed", "notify the principal as soon as possible if necessary to be absent." Eighteen of the 20 principals wanted the teachers to: "profit from constructive criticism", "be accurate in record keeping", "anticipate well in advance need for materials and supplies", "keep records and lesson plans up-to-date", "grade according to an adopted plan", "maintain class discipline", "confer with the principal concerning discipline problems."

No principal thought teachers should "express their opinions freely to the public" nor "grade according to their own system", though one principal excuses "grading to gain parental approval."

The point of widest variance in principal and teacher's opinions lies in the range of extra-curricula activities. From 65 per cent to 80 per cent of the principals believed it is the teacher's obligation to do

hall, bus, playground and cafeteria duty; while only 32 per cent to 66 per cent of teachers included them. Definitely teachers do not feel that attending athletic games is their duty to the principal. Only 16 per cent (as compared with 35 per cent of the principals) checked this activity, while 70 per cent of the principals (as compared with 32 per cent of the teachers) considered detention hall duty a necessary requirement. Seventy-five per cent of each group thought that the teacher should "plan her work well in advance" and almost the same number were in agreement concerning "handle her own discipline problems."

It is noteworthy that 50 per cent of the principals as compared with 42 per cent of the teachers considered that teachers should "give implicit obedience to the principal."

The median score for principal indications fell on "read the bulletin board every morning."

The following list will show the opinions of principals and teachers concerning school activities given in the order of their importance:

<u>Principals (20)</u>	<u>Teachers (80)</u>
See the over-all school program	Work co-operatively in formulating school policies
Assume her share of extra-curricula activities	Attend faculty meetings
Attend faculty meetings	Notify principal concerning her absence
Be on time with records and reports	Treat principal with respect due his position
Assist with discipline wherever needed	Be on time with all records and reports
Notify the principal concerning her absence	Uphold school policies
Profit from constructive criticism	Assume her share of extra-curricula activities
Be accurate in record keeping	Be accurate in record keeping

- Anticipate her needs well in advance
- Keep records and lesson plans up-to-date
- Grade according to an adopted plan
- Maintain class discipline
- Confer with principal concerning discipline
- Report to principal things he should know
- Offer helpful suggestions about school
- Work co-operatively in formulating school policies
- Be considerate of the principal's time
- Respect the principal's free time
- Recommend new teachers to the principal
- Build community approval toward school
- Uphold school policies
- Keep an attractive classroom
- Be a good public relations agent
- \*Read the bulletin board every morning
- Do a good day's work every day
- Do playground duty
- Secure official approval for proposed plans
- Observe organized schedule in teaching
- Visit the homes of pupils
- Take part in developing school program
- Treat the principal with respect due
- Make any complaints to principal
- Handle her own discipline problems
- Plan work in advance
- Do hall duty
- Keep detention halls
- Do bus duty
- Do cafeteria duty
- Be considerate of the principal's time
- Profit from constructive criticism
- Maintain class discipline
- Report to the principal things he should know
- Anticipate needs well in advance
- Read the bulletin board every morning
- Do a good day's work every day
- Keep an attractive classroom
- Take part in developing school program
- Build community approval toward school
- Respect principal's free time
- Keep records and plans up-to-date
- Offer helpful suggestions about school
- Handle her own discipline problems
- Grade according to an adopted plan
- \*See the over-all school program
- Secure official approval for proposed plans
- Assist with discipline wherever needed
- Plan work well in advance
- Confer with principal concerning discipline
- Observe organized schedule in teaching
- Be a good public relations agent
- Do hall duty
- Do playground duty
- Do cafeteria duty
- Make any complaints to principal
- Visit the homes of pupils
- Do bus duty
- Express her opinions freely in faculty meetings
- Attend band, orchestra, and glee club concerts



Attend school plays and contests	Obey only democratic instructions
Express her opinion freely in faculty meetings	Attend school plays and contests
Attend band, orchestra, and glee club concerts	Express opinions only in keeping with policies
Give implicit obedience to the principal	Give implicit obedience to the principal
Attend school athletic games	Recommend new teachers to the principal
Express opinions only in keeping with policies	Give obedience only if she approves
Obey only democratic instructions	Keep detention halls
Send discipline problems to principal	Grade according to her own system
Give obedience only if she approves	Attend school athletic games
Grade to gain parental approval	Send discipline problems to principal
	Grade to gain parental approval
	Express opinions freely to the general public

\*Median

Community activities.--As shown in Table IV, school personnel did not associate community activities too closely with the teacher's duties to the principal.

TABLE IV

EVALUATION OF CERTAIN ATTRIBUTES OF THE TEACHER  
AS INDICATED BY 20 PRINCIPALS AND 80 TEACHERS

COMMUNITY ACTIVITIES	Number by group, indicating each attribute		
	Prin. (20)	Teachers (80)	Total (100)
Live in the community	8	36	44
Take an active part in the community	13	32	45
Affiliate with civic clubs	9	30	39
Attend Sunday School	9	29	38
Teach Sunday School	3	5	8
Attend church	12	45	57
Collect contributions	4	35	39
Co-operate actively with all drives	4	18	22
Co-operate only when related to school	17	31	48
Co-operate only when public opinion demands	2	9	11

The highest group score (57 per cent) was given to "attend church", while the lowest (8 per cent) was given to "teach Sunday School." "Co-operate with drives only when they are related to the educational program of the school" was checked by 48 per cent; "take an active part in community life" was recommended by 45 per cent; but only 44 of the 100 thought it was in line with the teacher's duty to the principal to "live in the community where she teaches." In the opinion of the group all other activities pertaining to community life ranged from 11 per cent to 39 per cent. Forty-five of the 80 teachers indicated that they were in accord with the group by putting "attend church" in first place and "teach Sunday School" in the last. Eighteen felt that it was their duty to co-operate with all drives; but only nine deemed it necessary to "co-operate only when public opinion demands it." Other activities were checked by a frequency of 29 to 36.

The opinions of the principals did not coincide with those of the teachers. Seventeen of the 20 (85 per cent) rated "co-operate with drives only when related to the educational program of the school" first on the list of duties; 13 put "take an active part in the community" in second place; and 12 placed "attend church" as third. Only 10 per cent and 15 per cent respectively considered as important "co-operate with drives only when public opinion demands" and "teach Sunday School." Other activities were deemed necessary by 4 to 9 principals.

The following presents a comparative picture of the opinions of principals and teachers concerning community activities:

<u>Principals (20)</u>	<u>Teachers (80)</u>
Co-operate only when related to school	Attend church

Take an active part in community life	Co-operate only when related to school
Attend church	Take an active part in community life
Affiliate with civic clubs	Live in the community
Attend Sunday School	Affiliate with civic clubs
Live in the community	Collect contributions
Collect contributions	Attend Sunday School
Co-operate actively with all drives	Co-operate actively with all drives
Teach Sunday School	Co-operate only when public opinion demands
Co-operate only when public opinion demands	Teach Sunday School

Participation in professional organizations.--As a group, (see Table V) the 100 members of school personnel gave 73 votes to "affiliate with the NCEA and 72, each, to "join the PTA and attend the PTA meetings; but, strangely, only 67 per cent were of the opinion that teachers' obligations to the principal included belonging to the local NCEA. Other professional duties ranged downward to 38 votes cast in favor of membership in the CTA.

TABLE V

EVALUATION OF CERTAIN ATTRIBUTES OF THE TEACHER  
AS INDICATED BY 20 PRINCIPALS AND 80 TEACHERS

PARTICIPATION IN PROFESSIONAL ORGANIZATIONS	Number by group, indicating each attribute			
	Attribute	Prin. (20)	Teachers (80)	Total (100)
Join the PTA		17	55	72
Attend the PTA		15	57	72
Take an active part in the PTA		13	35	48
Affiliate with the NEA		14	39	53
Affiliate with the NCEA		15	58	73
Affiliate with the local NCEA		15	52	67
Affiliate with the CTA		10	28	38
Affiliate in her special field		15	50	65
Take an active part in professional organizations		12	34	46

As in the case of Professional Growth, teachers indicated that their participation in professional organizations was not necessarily a duty related to the principal. Fifty-eight of the 80 teachers thought it was their duty to affiliate with the NCEA but only 52 included the local NCEA in this category; and only 39 thought belonging to the NEA had any relation to their duties to the principal. Fifty-seven felt they should attend the PTA, but only 55 thought it was necessary to join this organization, while 35 considered taking an active part as their duty to the principal. "Affiliation with organizations in her special field" received 50 checks but "taking an active part after becoming a member" received only 34 votes. Teachers very definitely felt that belonging to the CTA was not a duty to their principals, but rather an obligation to their profession. Only 28 checked that as a duty.

Principals registered their feeling more strongly about teacher's membership in the PTA. Seventeen of the 20 (85 per cent) considered it a duty to join, though only 15 (75 per cent) checked "attending" as a duty.

Seventy-five per cent of the principals deemed "membership in both the State and local NCEA" and also "in her own special field" as the teacher's duty with respect to the principal, but only 14 (70 per cent) included affiliation with the NEA. Thirteen thought teachers should "take an active part in the PTA" while twelve (60 per cent) considered "active participation in professional organizations" as a duty.

Half of the principals concurred with teachers in their belief that "belonging to the CTA" was not a duty with respect to the principal.

The rating of "participation in professional organizations" takes this order of importance:

<u>Principals (20)</u>	<u>Teachers (80)</u>
Join the PTA	Affiliate with the NCEA
Attend the PTA	Join the PTA
Affiliate with the NCEA	Attend the PTA
Affiliate with the local NCEA	Affiliate with the local NCEA
Affiliate in her special field	Affiliate in her special field
Affiliate with the NEA	Affiliate with the NEA
Take an active part in the PTA	Take an active part in the PTA
Take an active part in professional organizations	Take an active part in professional organizations
Affiliate with the CTA	Affiliate with the CTA

The median for both principals and teachers falls on "affiliate with organizations in her special field."

#### Summary

An examination of the information tabulated from the check-lists revealed that 30 attributes were rated 90 to 100 per cent as essentials for teachers in the principal-teacher relationship.

The attributes for teachers as seen by the group of school personnel contained the following duties--in the order of their importance:

1. Be punctual
2. Work co-operatively in formulating school policies
3. Attend faculty meetings
4. Notify the principal concerning necessary absences
5. Be on time with all records and reports
6. Assume their share of extra-curricula activities
7. Uphold school policies
8. Be open-minded
9. Be accurate in record keeping
10. Be consistent and fair



11. Be courteous and pleasant
12. Be approachable and cordial
13. Respect all confidences
14. Work harmoniously with other teachers
15. Profit from constructive criticism

Principals included only eight of these attributes in their requirements, but added twelve others which they considered valuable; while teachers included all fifteen attributes but considered as unimportant many of those included in the principals' selection.

## CHAPTER IV

### PROFESSIONAL RIGHTS AND DUTIES OF THE PRINCIPAL

"Leadership  $\neq$  Unity = Success."<sup>1</sup>

"To be an effective manager of teachers a man must be a man, and he must be a great deal of a man. . . a leader of teachers must be more than a man; he must be a man plus a cause."<sup>2</sup>

#### Introduction

The purpose of this chapter is two-fold: first, to determine by means of check-lists<sup>3</sup> what principals conceive to be their professional rights, duties, and relationships with respect to teachers; second, to determine by the same means what teachers conceive to be the professional rights, duties, and relationships of principals with respect to teachers.

The same group of 100 school personnel, who rated the duties and rights of teachers as indicated in Chapter III, also expressed their opinions concerning the duties and rights of principals in the principal-teacher relationship.

#### Evaluation of Requirements

Personal qualifications.--In evaluating the personal qualifications of principals, as shown in Table VI, the group of school personnel considered of equal importance for first rating four duties; namely,

---

1. Gladys Lomax, "Leadership  $\neq$  Unity = Success," The Journal of the National Education Association 38:496, October, 1949.

2. Johnson O'Connor, "School Difficulties of the Man with Executive Characteristics," Harvard Teachers Record 3:81-90, April, 1933.

3. See Appendix C for a copy of the check-list.

TABLE VI  
 EVALUATION OF CERTAIN ATTRIBUTES OF THE PRINCIPAL  
 AS INDICATED BY 20 PRINCIPALS AND 80 TEACHERS

PERSONAL QUALIFICATIONS Attribute	Number by group, indicating each attribute		
	Prin. (20)	Teachers (80)	Total (100)
Be tactful	18	65	83
Be punctual	17	68	85
Be cordial	16	62	78
Be approachable	18	76	94
Be consistent and fair	18	76	94
Be courteous and pleasant	18	73	91
Be well-groomed and poised	18	64	82
Be definite in instructions	18	74	92
Be impartial in judgment	17	75	92
Be considerate of his teachers	20	50	70
Play no favorites	16	66	82
Request rather than command	20	70	90
Treat his teachers as individuals	19	75	94
Uphold his teachers	18	78	96
Respect all confidences	19	72	91
Respect the teachers' free time	16	63	79
Respect the right of teachers to their own opinions	18	72	90
Recognize and admit his limitations	17	53	70
Recognize and give praise for a job well done	19	72	91
Listen patiently and sympathetically	18	61	79
Refrain from odious comparisons	17	63	80
Refrain from making teachers feel "inferior"	20	68	88
Refrain from criticizing or correcting a teacher in public	17	73	90
Know and appreciate ability	20	74	94
Accept full responsibility for his mistakes	18	62	80
Establish and maintain definite school policies	16	65	81
Make opportunities for his teachers to advance	19	68	87
Regard teachers as co-workers	18	74	92
Act as a guest when visiting a classroom	12	32	44
Discourage anything "petty"	12	62	74
Develop a sense of humor	18	60	78
Keep physically fit	17	62	79
Take time for recreation	19	62	81
Live as normally as possible	18	63	81

(1) be consistent and fair, (2) be approachable, (3) treat his teachers as individuals, and (4) know and appreciate the ability of his teachers.

Any principal who is wise enough to meet these four requirements has taken the first important steps in welding the teaching force of his school into a powerful unit that works happily and constructively. If he is approachable, consistent and fair, his teachers will gladly cooperate with him and strive to do their best work.

Next in order of importance this group considered that it was the duty of the principal to "be definite in instructions", "impartial in judgment", and to "treat his teachers as co-workers." Traits such as these would intensify the feeling of harmony and understanding among the teaching personnel.

Third in importance, as evaluated by the group, were "be courteous and pleasant", "well-groomed and poised", "respect all confidences", and "recognize and give praise for a job well done." As revealed in the survey of the literature from all parts of the nation, these same personal qualifications for principals ranked high in all lists. The principal must be a person of whom his staff can feel proud; they also must know that he, in turn, respects and appreciates the loyalty and support of his staff.

Receiving least consideration from the group was "act as a guest when visiting a classroom." It is very evident that a group which feels so strongly about the principal "treating his teachers as co-workers" also considers that, by the same token, the principal should be at liberty to come into a classroom without assuming the role of a guest.

The group median in this evaluation of the principal's duties rested on "be punctual." Though the same group rated this qualification in the first place for teachers, half the school personnel evidently assumed without questions that this is a qualification for principals.

Seventy-eight of the eighty teachers throughout the schools of the northwest district of the North Carolina Education Association felt that the most important duty of the principal was "to uphold his teachers." Knowing that the person in authority is supporting them, gives teachers not only added confidence and a sense of security, but also tends to increase their loyalty toward that person. Perhaps this one trait does more to foster a feeling of good will than anything a principal can do for his teachers.

Second in importance, teachers want principals "to be approachable", "consistent and fair"; and, following closely in third place, they indicated that he should "be impartial in judgment" and "treat them as individuals." Usually, when teachers are respected and regarded as individuals, each with something good to contribute to the school program, the principal has the hearty co-operation of his staff. Add to these qualifications "be definite in instructions", "know and appreciate the ability of his teachers" and "treat his teachers as co-workers"--traits placed fourth in importance--and teachers will then have a principal who is "a great deal of a man. . .a real leader of teachers."

Last in order of importance, teachers, too, considered "act as a guest when visiting a classroom." The teaching staff wants the help of the principal, not the courtesies of a guest who visits the classroom occasionally.

The median score, as indicated by teachers, fell on "make opportunities for his teachers to advance." Principals who are cognizant of the special talents and unusual ability of the teaching staff can often provide opportunities for the recognition of such talents in civic or



professional meetings. They may recommend outstanding teachers for advancement in their work.

Having seen the principal through the eyes of his teachers, it was interesting to note what the principal thinks his role in this relationship should be. Careful examination of the check-lists showed that principals unanimously placed first in importance for themselves these qualifications: "be considerate of teachers", "request rather than command", "refrain from making teachers feel inferior", and "know and appreciate the ability of his teachers."

Nineteen of the twenty principals indicated that next in importance were: (1) "treat his teachers as individuals", (2) "respect all confidences", (3) "recognize and give praise for a job well done", (4) "make opportunities for teachers to advance", (5) "take time for recreation other than school affairs."

It was interesting to note that teachers place "take time for recreation" in twelfth position in their rating.

Among the qualifications for themselves which the principals considered third in order of importance were: "listen patiently and sympathetically to the teacher's problems", "regard teachers as co-workers", "live as normally as possible", and "develop a sense of humor." Principals placed much more emphasis on the last two of these traits than did teachers, who rated them twelfth and fourteenth on their check-lists.

Principals gave least importance to "discourage anything petty", thus indicating their belief that teachers will rarely be guilty of childish behavior.

Receiving median score was "respect the rights of teachers to

their own opinions." Groups working together are in much greater accord when each allows to the other the right to form and express opinions.

Next lowest in evaluation was "principals act as a guest when visiting." The comment of one principal checking the questionnaire was indicative of the general feeling of the rest of his group: "A principal should be so much a part of the classroom that he is a contributing member in the minds of teacher and pupils."

The following is a comparison of the personal traits of the principal shown in order of their importance, as estimated by both teachers and principals:

<u>Principals</u>	<u>Teachers</u>
Be considerate of his teachers	Uphold his teachers
Request rather than command	Be approachable
Refrain from making teachers feel "inferior"	Be consistent and fair
Know and appreciate ability	Be impartial in judgment
Treat his teachers as individuals	Treat his teachers as individuals
Respect all confidences	Be definite in instructions
Recognize and give praise for a job well done	Know and appreciate ability
Make opportunities for teachers to advance	Regard teachers as co-workers
Take time for recreation	Refrain from criticizing. . . in public
Be approachable	Be courteous and pleasant
Be consistent and fair	Respect all confidences
Be courteous and pleasant	Recognize and give praise for a job well done
Be well-groomed and poised	Respect the right of teachers to their own opinions
Be definite in instructions	Request rather than command
Uphold his teachers	Be punctual
*Respect the right of teachers to their own opinions	*Make opportunities for teachers to advance
Listen patiently and sympathetically	Refrain from making teachers feel "inferior"
Accept full responsibility for his mistakes	Play no favorites
Regard teachers as co-workers	Be tactful
Develop a sense of humor	Establish and maintain. . . policies
Live as normally as possible	Be well-groomed and poised

Be tactful	Respect teachers' free time
Be punctual	Refrain from odious comparisons
Be impartial in judgment	Live as normally as possible
Recognize and admit his limitations	Be cordial
Refrain from odious comparisons	Accept full responsibility
Refrain from criticizing. . . in public	Discourage anything "petty"
Keep physically fit	Keep physically fit
Be cordial	Take time for recreation
Play no favorites	Listen patiently and sympathetically
Respect teachers' free time	Develop a sense of humor
Establish and maintain. . . policies	Recognize and give praise for a job well done
Act as a guest when visiting	Be considerate of his teacher
Discourage anything "petty"	Act as a guest when visiting

\*Median

Professional growth.--In the area of professional growth as shown in Table VII, 88 per cent of the school personnel group placed "grow professionally" first in the order of importance for principals.

TABLE VII

EVALUATION OF CERTAIN ATTRIBUTES OF THE PRINCIPAL  
AS INDICATED BY 20 PRINCIPALS AND 80 TEACHERS

PROFESSIONAL GROWTH Attribute	Number by group, indicating each attribute		
	Prin. (20)	Teachers (80)	Total (100)
Read current literature	13	42	55
Read professional literature	16	51	67
Keep informed on current events	15	61	76
Grow professionally	19	69	88
Attend concerts	8	21	29
Attend educational lectures	12	37	49
Attend good current plays	9	20	29
Promote clinics and workshops	16	54	70
Lead curriculum revisions	16	41	57
Encourage teachers to use initiative	17	70	87
Encourage in-service growth	19	58	77

No school organization will continue to broaden its professional horizon unless the principal strives to improve his own standards and

encourages in-service growth for his teaching corps. Eighty-seven per cent of the group placed in second place "encourage teachers to use their initiative."

Rating lowest in the opinion of the group was "attend concerts and plays." Possibly the reason for this low rating (29 per cent) was that school personnel did not consider it a professional duty of the principal with respect to the teachers, although the principal might consider it necessary for personal growth.

The median score of the group, the teachers, and the principals, fell on "read professional literature."

It was evidenced by the check-lists that teachers believed professional growth more of a personal consideration for the principal than his duty to teachers. Seventy of the teacher group thought that he should "grow professionally" himself.

Other duties were rated in a descending scale from 61 to 20 teachers who considered that the principal should "attend current plays" as a duty to his teachers.

Ninety-five per cent of the principals believed it was their duty to teachers not only to "grow professionally" themselves, but also to "encourage in-service growth for teachers." Eighty per cent of the principal group deemed it their duty to "lead curriculum revisions", "promote clinics and workshops", and "read professional literature." The performance of all of these duties would tend to stimulate teachers to follow the example of their leadership.

Other duties ranged downward from 75 per cent who considered it the principal's duty to "keep informed on current literature" to the low

score of 40 per cent who felt that as a duty to his teachers, the principal should "attend concerts."

Comparative estimates of the requirements for principals in the professional growth area are indicated in the tabulated list which follows:

<u>Principals</u>	<u>Teachers</u>
Grow professionally	Encourage teachers to use initiative
Encourage in-service growth	Grow professionally
Encourage teachers to use initiative	Keep informed on current events
Promote workshops and clinics	Encourage in-service growth
Lead curriculum revisions	Promote clinics and workshops
*Read professional literature	*Read professional literature
Keep informed on current events	Read current literature
Read current literature	Lead curriculum revisions
Attend educational lectures	Attend educational lectures
Attend good current plays	Attend concerts
Attend concerts	Attend current plays
*Median	

School activities.--Because of their nature, many of the principal's duties as related to the teacher, were included in "school activities" rather than in any other classification. These duties are shown and evaluated in Table VIII. It was interesting to note that the frequency of mention by the group, as a whole, placed "assist teachers with difficult discipline problems" first in order of importance, while following closely, with a frequency of 92 per cent, came "keep the teaching staff informed about required records and reports." So many and so varied are the records and reports required from the schools, that it is not only a necessary duty of the principal to keep his staff informed about them, but also to give clear instructions concerning methods of keeping them.



TABLE VIII

EVALUATION OF CERTAIN ATTRIBUTES OF THE PRINCIPAL  
AS INDICATED BY 20 PRINCIPALS AND 80 TEACHERS

SCHOOL ACTIVITIES Attribute	Number by group, indi- cating each attribute		
	Prin. (20)	Teachers (80)	Total (100)
Interview and recommend applicants for teaching positions	16	55	71
Recommend promotions. . .	19	66	85
Recommend dismissals. . .	17	62	79
Rate teachers for salary	4	8	12
Discipline teachers for infractions of duty	11	28	39
Act as "buffer" for teachers to superintendent and school board	14	29	43
Encourage teachers to help in formulating school policies	18	62	80
Confer with teachers in planning school programs	18	67	85
Keep teaching staff informed about required records and forms	20	72	92
Make faculty meetings democratic	17	62	79
Use faculty committees when possible	17	56	73
Restrict faculty meetings to important items	18	62	80
Give information. . .through bulletins	16	66	82
Organize teacher committees for curriculum studies	14	31	45
Make available. . . up-to-date school records	19	69	88
Hold office hours for teachers. . .	19	54	73
Act as a "buffer". . . angered parents	17	48	65
Make teacher assignments	17	43	60
Assist teachers. . . discipline problems	18	75	93
See the work of teachers in its entirety	17	63	80
Make possible rest periods. . .	15	60	75
Make possible visitations of other teachers and schools	17	54	71
Make pupil placements	16	38	54
Head guidance program. . .	14	28	42
Help, not just inspect, his teachers	17	74	91
Know at all times what is going on. . .	16	61	77
Head committee on. . . textbooks	12	28	40
Assist teacher librarians in selection of books	11	25	36
Organize audio-visual materials	16	41	57
Seek out and organize instructional aids. . .	16	40	56
Provide instructional material. . .	19	61	80
Direct and supervise teaching personally	14	20	34
Do demonstration teaching	6	13	19

TABLE VIII (Continued)  
 EVALUATION OF CERTAIN ATTRIBUTES OF THE PRINCIPAL  
 AS INDICATED BY 20 PRINCIPALS AND 80 TEACHERS

SCHOOL ACTIVITIES Attribute	Number by group, indicating each attribute		
	Prin. (20)	Teachers (80)	Total (100)
Direct observation of teachers	11	21	32
Exhibit examples of good classroom work	12	33	45
Prepare daily time schedule for each grade	7	14	21
Prepare daily schedule for high school	17	33	50
Select tests to be administered	8	26	34
Interpret data obtained through testing programs	11	31	42
Direct case studies	10	28	38
Formulate rules regulating playgrounds	13	47	60
Formulate rules regulating halls	13	53	66
Formulate rules regulating classrooms	10	31	41
Formulate rules regulating auditorium	11	55	66
Formulate rules regulating athletic games	11	47	58
Provide adequate cafeteria. . . facilities	13	50	63
Provide adequate... playground facilities	17	49	66
See that buildings are always ready for school	19	62	81
See that building is ready for school activities	18	59	77
See that building is ready for community activities	14	46	60
Prevent difficulties through anticipation	16	43	59
Act as a liason between school and community	18	48	66
Direct interpretation of school to. . . organizations	15	48	63
Furnish "press" with interpretation of school	15	52	67
Attend all school functions	11	35	46

In third place, this group listed, "help, not just inspect his teachers." Most teachers need the help of the principal, either through suggestion, instruction, or encouragement. Beginning teachers especially need instruction and encouragement from the principal, while teachers who have been in the profession for a number of years may need a different point of view about their work.

It is very necessary in the opinion of school personnel that the

principal "make available to teachers up-to-date school records." This duty was placed fourth according to frequency mention.

Last on the check-lists as indicated by the group of principals and teachers was "rate teachers for salaries." Only 12 per cent of the group considered this duty a requirement of the principal. The group median fell on "direct the interpretation of schools to the P.T.A. and lay organizations."

The eighty teachers had very definite opinions concerning certain duties which they considered incumbent upon the principal, with almost the same frequency they rated as his first three duties, "assist teachers with difficult discipline problems", "help, not just inspect, his teachers", and "keep the teaching staff informed about required records and forms."

Next, in order of importance, teachers wanted principals to "make available up-to-date school records" and "confer with teachers in planning the school program."

Other duties were listed in a descending scale of frequency from 66 who checked "give information when possible through bulletins" to 8 who considered that it was the principal's duty to "rate teachers for salary."

The median score in the teacher group indicated that 63 of the 80 teachers considered as a requirement among the principal's duties to "act as a liaison between the school and the community."

Principals were unanimously in accord concerning the duty which they felt should come first; namely, "keep the teaching staff informed about required records and forms." The principal's final records and

reports concerning the school are dependent upon those of his teaching staff; so it is of prime importance that he keep his teachers informed about them.

Second only to this duty, 95 per cent of the principal group, with equal emphasis, placed five requirements for themselves:

recommend promotions for teachers  
 make available to teachers up-to-date records  
 hold office hours for teachers seeking help  
 provide instructional material and supplies  
 see that the buildings are always ready for school

It was interesting to note that, whereas teachers rated first in importance "assist teachers with difficult discipline problems", principals placed this duty in third place along with five other requirements which they considered as their duties; also, as compared with a second place frequency assigned by teachers "help, not just inspect, teachers", was included by principals among nine other requirements in fourth position.

The opinion of the principals concurred with the teacher group concerning the three requirements which they deemed of least importance in the area of school activities; namely, (1) "prepare daily schedule for each grade", (2) "do demonstration teaching", and (3) "rate teachers for salary." The fact that "do demonstration teaching" was so low in the frequency scale would seem to indicate that teachers, along with principals, recognize that the duties of the principal incline more and more toward administration rather than toward classroom teaching.

A frequency of 80 per cent indicated the median score of the principal group--"know at all times what is going on in the school."

A comparative estimate showing teachers' and principals'

attitude toward the principal's duties relating to school activities is shown in the following:

Principals

Keep teaching staff informed about required records and forms  
 Recommend promotions for teachers  
 Make available. . . up-to-date records  
 Hold office hours for teachers...  
 Provide instructional material...  
 See that building is ready for school. . .  
 Encourage teachers to help in formulating school policies  
 Confer with teachers in planning school program  
 Restrict faculty meetings to important items  
 Assist teachers. . . discipline problems  
 See that building is ready for school activities  
 Act as a liaison between school and community  
 Recommend dismissals of teachers  
 Make faculty meetings democratic  
 Use faculty committees when possible  
 Act as "buffer". . . angered parents  
 Make teacher assignments  
 See the work of teachers in its entirety  
 Make possible visitations. . .  
 Help, not just inspect, his teachers  
 Prepare daily schedule for high school  
 Provide adequate playground. . . facilities  
 Interview and recommend teachers  
 Give information through bulletins  
 Make pupil placements

Teachers

Assist teachers. . . discipline problems  
 Help, not just inspect, his teachers  
 Keep teaching staff informed about required records and forms  
 Make available. . . up-to-date records  
 Confer with teachers in planning school program  
 Give information through bulletins  
 Recommend promotions for teachers  
 See the work of teachers in its entirety  
 Recommend dismissals of teachers  
 Encourage teachers to help in formulating school policies  
 Make faculty meetings democratic  
 Restrict faculty meetings to important items  
 See that building is ready for school. . .  
 Know at all times what is going on  
 Provide instructional material...  
 Make possible rest periods. . .  
 See that building is ready for school activities  
 Use faculty committees when possible  
 Interview and recommend teachers  
 Formulate rules. . . auditorium  
 Hold office hours for teachers. . .  
 Make possible visitations. . .  
 Formulate rules. . . halls  
 Furnish press with interpretation .  
 Provide adequate cafeteria. . . facilities



Principals

Organize audio-visual material

Seek out and organize instructional aids. . .

\*Know at all times what is going on

Prevent difficulties through anticipation

Make possible rest periods

Direct interpretation of school to . . . organizations

Furnish "press" with interpretation of school

Act as "buffer" for teachers to superintendent and school board

Organize teacher committees for curriculum studies

Head guidance program. . .

Direct and supervise teaching personally

See that building is ready for community activities

Head committee on. . . textbooks

Exhibit examples of good classroom work

Formulate rules. . . playground

Formulate rules. . . halls

Provide adequate cafeteria. . . facilities

Discipline teachers for infractions of duty

Assist librarians. . . books

Direct observation of teachers

Interpret data obtained

Formulate rules. . . auditorium

Formulate rules. . . athletic games

Attend all school functions

Direct case studies

Formulate rules. . . classrooms

Select tests to be administered

Prepare daily schedule for each grade

Do demonstration teaching

Rate teachers for salary

\*Median

Teachers

Provide adequate playground. . . facilities

Direct interpretation of school to . . . organizations

\*Act as liaison between school and community

Act as "buffer". . . angered parents

Formulate rules. . . playground

Formulate rules. . . athletic games

See that building is ready for community activities

Make teacher assignments

Prevent difficulties through anticipation

Organize audio-visual materials

Seek out and organize instructional aids. . .

Make pupil placements

Attend all school functions

Exhibit examples of good classroom work

Prepare daily schedule for high school

Organize teacher committees

Interpret data obtained

Formulate rules . . . classrooms

Act as "buffer" for teachers to superintendent and school board

Discipline teachers for infractions of duty

Head guidance program. . .

Head committee. . . textbooks

Direct case studies

Select tests to be administered

Assist librarians. . . books

Direct observation of teachers

Direct and supervise teaching personally

Prepare daily schedule for each grade

Do demonstration teaching

Rate teachers for salary

Community activities.--In the area of community activities the check-list for this study included only nine requirements for the principal. Table IX reveals the opinions.

TABLE IX  
EVALUATION OF CERTAIN ATTRIBUTES OF THE PRINCIPAL  
AS INDICATED BY 20 PRINCIPALS AND 80 TEACHERS

COMMUNITY ACTIVITIES Attribute	Number by group, indicating each attribute		
	Prin. (20)	Teachers (80)	Total (100)
Live in the community	10	43	53
Take an active part in community life	15	35	50
Affiliate with civic organizations	12	31	43
Take an active part in civic organizations	11	31	42
Encourage teachers to take an active part in community life	16	47	63
Assist teachers in getting places to live	18	56	74
Attend Sunday School	8	27	35
Teach Sunday School	3	5	8
Attend church	10	39	49

Although it was evident that the entire school personnel felt that "community activities" were more of a personal choice than a duty of the principal to the teachers, the group, by a frequency of 74 per cent, placed first in order of importance "assist teachers in getting places to live." Fifty-three per cent thought that he (the principal) should live in the community where he "teaches."

Despite the fact that only 50 per cent felt that he should take an active part in community life, 63 per cent were of the opinion that it was the principal's duty to "encourage his teachers to be active in the community."

Other duties ranged from 43 per cent to 8 per cent, who thought the principal, as a duty to his teachers, "should teach Sunday School."

Forty-nine per cent indicated the median, "attend church."

Ranking first in importance in the teachers' opinions, with a score of 70 per cent, came "assist teachers in getting places to live." Less than 60 per cent thought that the principal should "encourage teachers to take an active part in community life", while only 43 of the 80 thought it was the principal's duty to teachers to "live in the community where he 'teaches'."

As evidenced by the low frequency of votes, teachers did not take a positive stand on the other duties, indicating that they considered these community activities a matter of personal choice to the principal. Only 6 per cent considered that to "teach Sunday School" had any relationship with the principal's duty to his teachers. With a vote of 31 out of 80, the median score was "take an active part in community life."

The principals were unanimous in the choice of "assist teachers in getting places to live" for first choice. Eighty per cent thought that principals should "encourage teachers to take an active part in community life", though only 75 per cent felt that it was the principal's duty to do the same thing.

Coinciding with the teacher's opinions, principals consider very strongly that other activities in the community were not related to their duties toward teachers. Least of all did they deem it a duty to teach Sunday School. Only 15 per cent gave this requirement any consideration. With a score of 55 per cent, the median in the principal's check-list rested on "take an active part in civic organizations."

The similarity of opinions of both principals and teachers concerning the principal's duties is clearly shown in this comparative

listing:

<u>Principals</u>	<u>Teachers</u>
Assist teachers in getting places to live	Assist teachers in getting places to live
Encourage teachers to take an active part in community life	Encourage teachers to take an active part in community life
Take an active part in community life	Live in the community
Affiliate with civic organizations	Attend church
*Take an active part in civic organizations	*Take an active part in community life
Live in the community	Affiliate with civic organizations
Attend church	Take an active part in civic organizations
Attend Sunday School	Attend Sunday School
Teach Sunday School	Teach Sunday School
*Median	

Participation in professional organizations.--Requirements involving participation in professional organizations included eleven duties, which are evaluated in Table X.

TABLE X

EVALUATION OF CERTAIN ATTRIBUTES OF THE PRINCIPAL  
AS INDICATED BY 20 PRINCIPALS AND 80 TEACHERS

PARTICIPATION IN PROFESSIONAL ORGANIZATIONS	Number by group, indicating each attribute		
	Prin. (20)	Teachers (80)	Total (100)
Attribute			
Join the PTA	15	55	70
Attend the PTA	15	58	73
Take an active part in the PTA	14	44	58
Encourage teachers to belong to the PTA	15	57	72
Hold in check overly ambitious PTA	13	40	53
Affiliate with the NEA	14	40	54
Affiliate with the NCEA	15	52	67
Affiliate with the local NCEA	15	48	63
Affiliate with professional organizations in his own special field	17	48	65
Take an active part in professional organizations	13	47	60
Encourage teachers concerning professional organizations	18	57	75

Again the check-lists, as indicated by the one hundred school personnel, revealed that, though this area may be of special interest to the principal, and though he may consider it a personal duty to his profession, it was not necessarily his duty to his teachers to meet the requirements as specified. As estimated by the group, "encourage teachers to belong and take an active part in professional organizations", checked by 75 per cent, and "encourage teachers to belong to the Parent-Teacher Association, checked by 72 per cent were first and second in importance. It seemed unusual that 73 per cent thought that principals should attend the Parent-Teacher Association, but only 70 per cent considered it necessary "to join the organization."

With respect to membership in the professional organizations, 67 per cent checked "affiliate with the NCEA"; 63 per cent "affiliate with the local NCEA"; but only 54 per cent voted for "affiliate with the NEA", though more interest was indicated by 65 per cent who considered it the principal's duty to "affiliate with professional organizations in his own field." This was the median score.

As seen through the eyes of teachers, all requirements relating to professional organizations ranged from 58 (of a possible 80) who voted that the principal should "attend the PTA" to 40 who felt that he should "hold in check an overly ambitious PTA" and "affiliate with the NEA."

Teachers indicated by their low voting that, in their opinion, participation in professional organizations is not too closely related to the principal's duties to teachers. The median score of the teacher group also fell on "affiliate with professional organizations in his special field."



Examining the check-list of the principals a different picture is revealed. Principals checked these eleven requirements for themselves as duties to teachers by a frequency of 65 to 90 per cent. In first place, (as indicated by the entire group and by teachers) principals placed "encourage teachers to belong to and attend professional organizations."

Second in importance, by a score of 85 per cent, they checked "affiliate with professional organizations in his special field." Seventy-five per cent indicated as a duty:

join the Parent-Teacher Association  
 attend the Parent-Teacher Association  
 encourage teachers to belong to the Parent-Teacher Association  
 affiliate with the North Carolina Education Association  
 affiliate with the local North Carolina Education Association

Only 70 per cent thought the principal's duty to teachers included "affiliate with the NEA" and "take an active part in the PTA", while 65 per cent--the lowest score--went to "hold in check an overly ambitious PTA" and "take an active part in professional organizations." The median score (75 per cent) was "affiliate with the NCEA."

The difference of opinion between principals and teachers concerning the principal's duties in this area is revealed in the following comparison:

<u>Principals</u>	<u>Teachers</u>
Encourage teachers concerning professional organizations	Attend the PTA
Affiliate with professional organizations in own special field	Encourage teachers to belong to the PTA
Join the PTA	Encourage teachers concerning professional organizations
Attend the PTA	Join the PTA
Encourage teachers to belong to PTA	Affiliate with the NCEA
*Affiliate with the NCEA	*Affiliate with professional organizations in own special field

Principals

Affiliate with the local NCEA  
Take an active part in the PTA

Affiliate with the NEA  
Hold in check overly ambitious  
PTA  
Take an active part in pro-  
fessional organizations

\*Median

Teachers

Affiliate with the local NCEA  
Take an active part in pro-  
fessional organizations  
Take an active part in the PTA  
Hold in check overly ambitious  
PTA

Affiliate with the NEA

## Summary

On the basis of information secured from the check-lists there were 37 requirements for the principal involved in the principal-teacher relationship. Considering only those duties checked by 90 to 100 per cent, the school personnel group agreed on twelve essential attributes:

The most important duties for the principal as seen by the entire school personnel group are:

1. Uphold his teachers in all reasonable situations
2. Be approachable
3. Be consistent and fair
4. Treat teachers as individuals
5. Know and appreciate the ability of teachers
6. Regard teachers as co-workers
7. Recognize and give praise for a job well done
8. Refrain from correcting or criticizing a teacher in public
9. Assist teachers with difficult discipline problems
10. Keep teaching staff informed about required forms and records
11. Help, not just inspect, teachers
12. Request rather than command

The teachers included all but one of these requirements in their rating with five additional duties; while the principals included ten of the twelve, but added twenty-seven attributes which they considered essential.

## CHAPTER V

### SUMMARY AND RECOMMENDATIONS

The superior situation exists when the group [principal and teachers] of its own initiative and for its own purposes. . . divides labor, shares experiences, evaluates. . . and leaves a worthwhile. . . record.<sup>1</sup>

#### Summary

At this point a brief resume of the character of this study is in order. In Chapter I answers to four basic questions were required; namely,

1. What has been written on the rights, duties, and relationships of teachers and principals?
2. What do teachers and principals conceive to be the rights and duties in the relationship of teachers toward their principals?
3. What do principals and teachers conceive to be the rights and duties in the relationship of the principal toward his teachers?
4. What recommendations can be made as a result of this study?

Findings on the rights and duties of the teacher.---Examination of information tabulated from the check-lists and discussed in Chapter III revealed that 30 attributes were rated 90 to 100 per cent as essentials for teachers in the principal-teacher relationship. Using these

---

1. From a class lecture by Dr. Franklin H. McNutt, The Woman's College of the University of North Carolina, Greensboro, North Carolina, November 9, 1948.

duties as a basis for consideration, school personnel included 15 requirements; teachers agreed on only 18 duties for themselves, but principals listed 20 essential duties for teachers with respect to principals.

Attributes for teachers as seen by the group included the following duties given in order of importance:

1. Be punctual
2. Work co-operatively in formulating school policies
3. Attend faculty meetings
4. Notify the principal concerning necessary absences
5. Be on time with all records and reports
6. Assume their share of extra-curricula activities
7. Uphold school policies
8. Be open-minded
9. Be accurate in record keeping
10. Be consistent and fair
11. Be courteous and pleasant
12. Be approachable and cordial
13. Respect all confidences
14. Work harmoniously with other teachers
15. Profit from constructive criticism

Principals included only eight of the attributes found on the school personnel list. These, in order of their importance, are:

1. Be punctual
2. Notify the principal concerning absence
3. Be on time with records and reports
4. Attend faculty meetings



5. Assume her share of extra-curricula activities
6. Work harmoniously with other teachers
7. Profit from constructive criticism
8. Be accurate in record keeping

They added the following:

9. See the over-all school program (rated by 100 per cent)
10. Develop a constructive attitude toward work
11. Assist with discipline wherever needed
12. Refrain from gossip
13. Keep physically fit
14. Take time for recreation other than school affairs
15. Live as normally as possible
16. Confer with principal concerning discipline
17. Anticipate well in advance need for materials and supplies
18. Keep records and lesson plans up-to-date
19. Maintain classroom discipline
20. Grade according to the adopted plan

It was significant to note that the principals did not consider as essential for the teacher seven of the duties listed by the group. Five of these requirements were in the personal qualifications area: (1) "be open-minded", (2) "be consistent and fair", (3) "be approachable and cordial", (4) "be courteous and pleasant", (5) "respect all confidences." The remaining two were classified among school duties: "uphold school policies" and "work co-operatively in formulating school policies."

Teachers were agreed that all of the fifteen attributes listed by the school personnel should be included in the category as they saw

duties for themselves with respect to the principal; however, they added three other attributes; namely, "treat the principal with the respect due his position", "be considerate of the principal's time", "show appreciation for courtesies and services."

Examination of the tabulated check-lists revealed that teachers failed to consider as necessary duties for themselves 60 per cent of the requirements listed by the principals. In the order of importance, as seen by principals, these duties were:

1. See the over-all school program
2. Develop a constructive attitude toward work
3. Assist with discipline wherever needed
4. Refrain from gossip
5. Keep physically fit
6. Take time for recreation other than school affairs
7. Live as normally as possible
8. Confer with principal concerning discipline problems
9. Anticipate well in advance needs for materials and supplies
10. Keep records and lesson plans up-to-date in case she should need a substitute
11. Maintain class discipline
12. Grade according to the adopted plan

Probably the most significant facts revealed in the teacher relationships are these: (1) whereas the principals were unanimously agreed that teachers should "see the over-all school program", this requirement was not included by the teacher group; (2) that although teachers were unanimously of the opinion that they should "work co-operatively in formulating school policies", this duty was not considered

essential by principals; (3) whereas principals considered as important "develop a constructive attitude toward work", teachers did not agree; and, although teachers felt it was the principal's right to expect them to "be open-minded", "consistent and fair," "show appreciation for courtesies and services received," principals did not deem these attributes important.

Principals and teachers were not in accord concerning the teacher's responsibilities about certain school activities, as shown by the preceding list.

Findings on the rights and duties of the principal.--On the basis of information secured from check-lists, as indicated in Chapter IV, there are 37 requirements for the principal involved in the principal-teacher relationship. Considering only those duties checked by 90 to 100 per cent, the school personnel group agreed on 12 essential attributes; the teachers included 16 duties in their list; but the principals saw 37 requirements as their duties with respect to teachers.

The most important duties for the principal as seen by the entire school personnel group are:

1. Uphold his teachers in all reasonable situations
2. Be approachable
3. Be consistent and fair
4. Treat teachers as individuals
5. Know and appreciate the ability of teachers
6. Regard teachers as co-workers
7. Recognize and give praise for a job well-done
8. Refrain from correcting or criticizing a teacher in public
9. Assist teachers with difficult discipline problems

10. Keep teaching staff informed about required forms and records
11. Help, not just inspect, teachers
12. Request rather than command

With the exception of the last, "request rather than command," the teachers included these same duties in their list. They added five other requirements:

1. Be courteous and pleasant
2. Be definite in instructions
3. Be impartial in judgment
4. Respect all confidences
5. Respect the rights of teachers to their own opinions

The principals included ten of the twelve duties listed by school personnel, omitting "refrain from correcting or criticizing teachers." They added to the group list of requirements the following, listed in order of their importance:

1. Be considerate of teachers
2. Refrain from making teachers feel inferior
3. Make opportunities for teachers to advance
4. Take time for recreation other than school affairs
5. Grow professionally
6. Encourage in-service growth for teachers
7. Recommend promotions for teachers
8. Make available up-to-date records
9. Hold office hours for teachers seeking help
10. Provide instructional material and supplies
11. See that the building is always ready for school

12. Be tactful
13. Be definite in instructions
14. Be courteous and pleasant
15. Be well-groomed and poised
16. Listen patiently and sympathetically to teachers' problems
17. Accept full responsibility for his mistakes
18. Develop a sense of humor
19. Live as normally as possible
20. Encourage teachers to help in formulating school policies
21. Restrict faculty meetings to important items
22. See that buildings are ready for school activities
23. Act as a liaison between school and community
24. Assist teachers in getting places to live
25. Encourage teachers to belong to and take an active part in professional organizations
26. Respect all confidences
27. Respect rights of teachers to their own opinions

It was interesting to note that the principals were unanimously agreed that these five requirements are their duties with respect to teachers:

1. Request rather than command
2. Know and appreciate the ability of teachers
3. Be considerate of teachers
4. Refrain from making teachers feel "inferior"
5. Keep teaching staff informed concerning required records and forms

However the principals did not include in their list three



requirements which teachers considered of prime importance: (1) "be impartial in judgment", (2) "refrain from criticizing or correcting teachers in public", and (3) "help, not just inspect."

In the light of existing opinions of school personnel from all parts of the nation, the writer offers certain recommendations concerning the professional rights, duties, and relationships of both teachers and principals in the principal-teacher relationship.

#### Recommendations

Since the same issues and the same general attitudes probably exist throughout the state and nation, it is in keeping with professional ethics to say that both principals and teachers owe professionally to each other any consideration that will make the school organization operate more smoothly.

It is not enough to list for themselves and each other certain attributes and give only "lip service" to their own.

There should be a two-way current of loyalty and respect for each other; the spirit of co-workers with a common goal should prevail throughout all school relations; each group should endeavor in so far as possible, to see the other's position; each group should consistently grow professionally and should make a conscientious effort to keep all work on the highest possible level.

Both teachers and principals should try to develop a sense of humor to add to the enjoyment of their work; they should remember that teachers are human and should take time for recreation that has no connection with school affairs; they should "live"--live normal lives as other persons in the community are entitled to lead. This

recommendation applies especially to women who often take their profession so seriously that they fail to keep physically fit and live normal lives.

Forgetting all petty jealousies and irritations, school personnel should work together harmoniously that they may more effectively achieve their common goal--the education of children.

BIBLIOGRAPHY

## BIBLIOGRAPHY

- Briggs, Thomas H. "Self Rating Scale for Principals." The Bulletin of the National Association of Secondary School Principals, 27:49-64, December, 1943.
- Brubacher, A. R. The Path of Learning. New York: Little, Brown and Company, 1926.
- Bucher, M. "What I Want of My Principal." Clearing House, 16:29-30, September, 1941.
- Charters, W. W. and Waples, Douglas. The Commonwealth Teacher-Training Study. Chicago: The University of Chicago Press, 1929. 666 pp.
- Cooke, Dennis H. Administering the School Personnel. Chicago: Benjamin H. Sanborn and Company, 1940. 348 pp.
- Cubberley, Ellwood P. The Principal and His School. Boston: Houghton Mifflin Company, 1923. 571 pp.
- Davis, Sheldon Emmor. The Teacher's Relationships. New York: The Macmillan Company, 1930. 407 pp.
- Fadenrecht, John H. "One Code of Ethics Understood and Enforced." Nation's Schools, 42:52-53, October, 1948.
- Gallico, Paul. "This Man's World." The Reader's Digest, 51:37-40, December, 1947.
- Gorman, B. W. "Nine Things Principals Expect of Teachers." Clearing House, 19:27-28, September, 1944.
- Herrick, Virgil E. "The Principal Looks at Himself." Educational Leadership, 4:442-448, April, 1947.
- Hightower, Howard W. "How Do You Rate with Your Teachers, Mr. Principal?" The Journal of the National Education Association, 38:343, May, 1949.
- Hoppock, Robert. "As Teachers See Them." The Journal of the National Education Association, 38:534-535, October, 1949.
- Hunnicut, C. W. "What Teachers Wish of Their Principal." Educational Administration and Supervision, 29:23-26, January, 1943.
- Jacobson, Paul B. and Reavis, William C. Duties of the School Principal. New York: Prentice-Hall, Inc., 1941. 812 pp.

- Lomax, Gladys. "Leadership / Unity = Success." The Journal of The National Education Association, 38:496, October, 1949.
- McNutt, Franklin H. Supervision. Class Lecture. Greensboro, North Carolina: Woman's College of the University of North Carolina. November, 1948. Mimeographed.
- Morgan, Joy Elmer. "Editorial." The Journal of the National Education Association, 13:64-67, February, 1924.
- \_\_\_\_\_. "John Dewey's World Wide Influence." The Journal of the National Education Association, 38:647, December, 1949.
- National Education Association. Department of Classroom Teachers and Research Division. Ethics for Teachers. Discussion Pamphlet No. 5. Washington, D. C.: The Association, 1945. 24 pp.
- \_\_\_\_\_. Educational Policies Commission. Education for All American Children. Washington, D. C.: The Association, 1948. 292 pp.
- \_\_\_\_\_. Professional Ethics Committee. 1948 Report. Washington, D. C.: The Association, 1948. 80 pp.
- \_\_\_\_\_. 1949 Report. Washington, D. C.: The Association, 1949. 23 pp.
- Nohelty, Sally. "Educational Leadership from the Standpoint of a Classroom Teacher." Educational Supervision and Administration, 25: 443-455, September, 1939.
- Robinson, O. Preston and Robinson, Christine H. Successful Retail Salesmanship. New York: Prentice-Hall, Inc., 1942, 292 pp.
- Sellie, Estelle. "Supervisory Helps." Clearing House, 15:451-455, April, 1941.
- Simpson, Ray H. "Teachers Offer Suggestions to Principals." Educational Administration and Supervision, 30:560-565, December, 1944.
- Sutton, Traver C. "9 Things Teachers Expect of Principals." Clearing House, 18:208-209, December, 1943.
- Taylor, William S. "How Contagious Is Ethics?" The Journal of the National Education Association, 38:356-357, May, 1949.
- \_\_\_\_\_. "Whose Code of Ethics?--Ours." The Journal of the National Education Association, 37:228, April, 1948.
- Whitney, Frederick Lamson. The Growth of Teachers In Service. New York: The Century Company, 1927. 308 pp.



APPENDIXES

## APPENDIX A

## A COPY OF THE CHECK-LIST OF TEACHERS' DUTIES

The Duties of the Teacher, as related to the Principal, are to:

be punctual	be consistent and fair	be definite and impartial	be tactful
be approachable and cordial	be courteous and pleasant	cultivate a sense of humor	develop a constructive attitude towards her work
refrain from gossip	refrain from being "petty"	be open-minded	refrain from destructive criticism
make any complaints to the principal	offer helpful suggestions about school affairs	report to the principal matters he should know	tell all the facts in reporting an incident
work co-operatively with the principal in formulating school policies	take positive and active part in developing school program	be considerate in her demands on the principal's time	respect the principal's free time
profit from constructive criticism	show appreciation for courtesies and services	understand and appreciate the principal's problems	recognize and give praise for a job well done
treat the principal with the respect due his position	secure official approval of any proposed plans	notify the principal as early as possible when it is necessary to be absent	anticipate well in advance needs for materials and supplies
keep an attractive classroom	maintain good class discipline	plan work well in advance	do a good day's work every day
read bulletin board every morning	be accurate in record keeping	be on time with all records and reports	work harmoniously with other teachers
uphold school policies	be a good public relations agent	build community opinion of approval toward the principal and school	recommend new teachers to the principal

Comments:

## APPENDIX A (Continued)

## A COPY OF THE CHECK-LIST OF TEACHERS' DUTIES

The Duties of the Teacher, as related to the Principal, are to:

see the over- all school program	observe or- ganized schedule in teaching	keep records and lesson plans up- to-date in case she should have a substitute teacher	respect all confidences
assume hershare of extra-curric- ula activities	do hall duty	do bus duty	do cafeteria duty
do playground duty	keep detention halls	attend faculty meetings	handle her own discipline problems
send her dis- cipline prob- lems to the principal	confer with the principal con- cerning dis- cipline problems	grade her pupils according to the adopted standard	grade her pupils to gain parental approval
grade her pupils according to her own system	express her opinions freely in faculty meetings	express her opinions freely to the general public	express her opinions only if they are in keep- ing with school policies
give implicit obedience to the principal's instructions	give obedience only if the instructions are democratic	give obedience only if she approves	keep informed on current events
read profes- sional liter- ature	attend clinics and workshops	assist with dis- cipline anywhere it is needed	take at least one educational course each year
join the PTA	attend PTA meetings	take an active part in the PTA	attend summer school every five years
collect con- tributions (Junior Red Cross, Christmas seals, etc.)	co-operate ac- tively with all drives and projects	co-operate with drives and pro- jects only when they are relat- ed to the educa- tional policies of the school	co-operate with drives and pro- jects only when public opinion demands it

Comments:

## APPENDIX A (Continued)

## A COPY OF THE CHECK-LIST OF TEACHERS' DUTIES

The Duties of the Teacher, as related to the Principal, are to:

affiliate with the NEA	affiliate with the NCEA	affiliate with the local NCEA	affiliate with the CTA
affiliate with professional organizations in her special field	take an active part in professional organizations	attend all school athletic games	attend school plays and contests
attend band, orchestra, and glee club concerts	keep physically fit	be well-groomed	visit the homes of her pupils
live in the community where she teaches	take an active part in community life	affiliate with civic clubs	attend Sunday School
attend church	attend educational lectures	attend concerts	attend good current plays
see the new movies	read current literature	live as normally as possible	take time for recreation other than school affairs

Comments:

## APPENDIX B

## PERSONNEL OF COMMITTEE ON VALIDATION OF THE CHECK-LIST

1. Mrs. Hallie Sykes Bacelli, Librarian, Central Junior High School, Greensboro, North Carolina.
2. Miss Mozelle Causey, English Teacher, Senior High School, Greensboro, North Carolina.
3. Miss Ruth Fitzgerald, Professor of Elementary Education, Woman's College of the University of North Carolina, Greensboro, North Carolina.
4. Miss Ruth Gunter, Second Grade Teacher, Curry Demonstration School, Greensboro, North Carolina.
5. Miss Mary Hobbs, First Grade Teacher, Curry Demonstration School, Greensboro, North Carolina.
6. Mrs. Martha Johnson, Elementary Teacher, Lindley Elementary School, Greensboro, North Carolina.
7. Dr. Alice McCartha, Director of Instruction, Guilford County Schools, Greensboro, North Carolina.
8. Dr. Franklin H. McNutt, Associate Dean of the Graduate School of the University of North Carolina, Greensboro, North Carolina.
9. Mr. A. Paul Routh, Principal of Senior High School, Greensboro, North Carolina.
10. Mr. Ben L. Smith, Superintendent of Public Schools, Greensboro, North Carolina.

## APPENDIX C

## A COPY OF THE CHECK-LIST OF PRINCIPAL'S DUTIES

The Duties of the Principal, as related to Teachers, are to:

be punctual	be consistent and fair	be definite in instructions	be impartial in judgment
be tactful	play no favorites	be approachable	be cordial
listen patiently and sympathetically to teachers' problems	be courteous and pleasant	be well-groomed and poised	request rather than command
accept full responsibility for his mistakes	recognize and admit his limitations	respect all confidences	treat his teachers as individuals
refrain from making his teachers feel "inferior"	refrain from odious comparisons of teachers	uphold his teachers in all reasonable situations	encourage teachers to use initiative in teaching methods
respect the right of teachers to their own opinions	establish and maintain definite school policies	encourage teachers to help in formulating the school policies	confer with teachers in planning school programs
discourage anything "petty"	refrain from criticizing or correcting a teacher in public	assist teachers with difficult discipline problems	act as a "buffer" between teachers and angered parents
develop a sense of humor	regard his teachers as co-workers	restrict faculty meetings to important items	give information, when possible, through bulletins
make faculty meetings democratic	use faculty committees when possible	help, not just inspect, his teachers	make possible rest periods for teachers
make possible visitations of other teachers and schools	be considerate of his teachers	respect the teachers' free time	affiliate with the NEA

Comments:



## APPENDIX C (Continued)

## A COPY OF THE CHECK-LIST OF PRINCIPAL'S DUTIES

The Duties of the Principal, as related to Teachers, are to:

affiliate with the NCEA	affiliate with the local NCEA	affiliate with professional organizations in his own special field	join the PTA
take an active part in professional organizations	attend PTA meetings	take an active part in PTA	hold in check overly ambitious PTA
encourage his teachers to belong to and to attend professional organizations	encourage teachers to belong to and to attend PTA	encourage teachers to take an active part in community life	direct the interpretation of schools to the PTA and lay organizations
furnish the "press" with interpretation of the school	encourage in-service growth and travel for teachers	act as a liaison between school and community	grow professionally himself
keep informed on current events	read professional literature	lead curriculum revisions	promote clinics and workshops
see the work of his teachers in its entirety	recognize and give praise for a job well done	make opportunities for his teachers to advance	act as a guest when visiting a classroom
interview and recommend applicants for teaching positions	recommend promotions for teachers	recommend dismissal of incompetent teachers	rate teachers for salary
discipline teachers for infractions of duty	act as a "buffer" for his teachers to the superintendent and school board	know and appreciate the ability of his teachers	formulate rules regulating playgrounds

Comments:

## APPENDIX C (Continued)

## A COPY OF THE CHECK-LIST OF PRINCIPAL'S DUTIES

The Duties of the Principal, as related to Teachers, are to:

formulate rules regulating halls	formulate rules regulating classrooms	formulate rules regulating auditoriums	formulate rules regulating athletic games
provide instructional materials and supplies	see that the buildings are always ready for school	see that the building is ready, when necessary, for school activities	see that the building is ready, when necessary, for community activities
make teacher assignments	make pupil placements	keep teaching staff informed about required records and forms	make available to teachers up-to-date school records
provide adequate cafeteria or lunchroom facilities	provide adequate health and playground facilities	know at all times what is going on in the school	direct and supervise teaching personally
do demonstration teaching	direct observation of teachers	exhibit examples of good classroom work	head guidance program for teachers and pupils
hold office hours for teachers seeking help	organize audio-visual materials	prepare daily time schedule for each grade	organize teacher committees for curriculum studies
assist teacher librarians in selection of books	seek out and organize instructional aids for general use	prepare a daily schedule for high school	head committee on selection of supplementary textbooks
select tests to be administered	interpret data obtained through testing programs	direct case studies	prevent difficulties through anticipation
protect himself from unnecessary conferences	live in the community where he "teaches"	take an active part in community life	attend Sunday School

Comments:

## APPENDIX C (Continued)

## A COPY OF THE CHECK-LIST OF PRINCIPAL'S DUTIES

The Duties of the Principal, as related to Teachers, are to:

teach Sunday School	attend church	affiliate with civic organizations	take an active part in civic organizations
attend all school functions	assist his teachers in getting places to live	attend educa- tional lectures	attend concerts
attend good current plays	read current literature	keep physically fit	live as normally as possible
take time for recreation other than school affairs			

Comments:

## APPENDIX D

## A COPY OF THE LETTER SENT TO SCHOOL PERSONNEL

Dear \_\_\_\_\_:

I am making a study of the rights and duties of the principal and the teacher in their professional relationship under the guidance of Dr. Franklin H. McNutt, Associate Dean of the Graduate School of the University of North Carolina.

Attached hereto are two check-lists which are self-explanatory. I shall be deeply appreciative if you will check the lists and return them to me.

Sincerely yours,