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Personnel Study Of The High School Principals In Texas

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PERSONNEL STUDY OF THE HIGH SCHOOL
PRINCIPALS IN TEXAS

by

Bertha M. Spriggs

An Undergraduate Thesis Submitted to the
Faculty of the
College of Arts and Sciences

PRAIRIE VIEW STATE NORMAL & INDUSTRIAL COLLEGE

Prairie View, Texas

In Partial Fulfillment of the Requirement of the Degree
of

Bachelor of Science in Education

April 15, 1931

and

Accepted on the Recommendation

of

Henry Alston
Professor of Education

Introduction:

This study has been made in order to bring to light facts regarding the personnel of the high school principals of Texas. It is the writer's desire to include everything connected with that particular phase; but it is the aim of the writer to touch upon some of the potent factors of the subject.

It is also an attempt to portray the actual existing situation involving the professional training, experience and details in the field of pedagogy in

DEDICATED

There are many principals in Texas, however, the writer has made a study of only a few of the principals. It is, therefore, a limited study and cannot be considered as a detailed fact of existing conditions only in Texas. It covers out of the fifty principals investigated.

to

My Darling Mother

Mrs. A. E. Spriggs

April 15, 1931
Prairie View State College
Prairie View, Texas

Introduction:

This study has been made in order to bring to light facts concerning the personnel of the high school principals of Texas. It is not the writer's desire to include everything connected with that particular phase; but it is the aim of the writer to touch upon some of the potent factors of the subject.

It is also an attempt to portray the actual existing situation involving the professional training, experience and details in the field of pedagogy in Texas.

There are many principals in Texas, however, the writer has made a study of only forty-three principals. It is, therefore, a limited study and cannot be considered as a decided fact of existing conditions only in regards to the forty-three out of the fifty principals investigated.

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- | | |
|--|--|
| <p>1. Abilene, Texas</p> <p>2. Amarillo, Texas</p> <p>3. Childress, Texas</p> <p>4. Cleburne, Texas</p> <p>5. Dalhart, Texas</p> <p>6. El Paso, Texas</p> <p>7. Elgin, Texas</p> <p>8. Euless, Texas</p> <p>9. Dallas, Texas</p> | <p>10. Fort Worth High School</p> <p>11. Jones High School</p> <p>12. Childress High School</p> <p>13. Cleburne High School</p> <p>14. George Washington High School</p> <p>15. Garfield High School</p> <p>16. Forest Avenue High School</p> <p>17. North Dallas High School</p> <p>18. Oak Cliff High School</p> |
|--|--|

Table I

Number of Principals Returning Questionnaire

Number of Principals receiving questionnaire	Per cent receiving questionnaire
50	100%
Number of Principals answering questionnaire	Per Cent answering questionnaire
43	80.6%
Number of Principals not answering questionnaire	Per cent not answering questionnaire
7	14%

<u>Location</u>	<u>Name of School</u>
1. Athens, Texas	1. Athens Public School
2. Austin, Texas	2. Austin High School
3. Ballinger, Texas	3. Ballinger High School
4. Breckenridge, Texas	4. Senior High School
5. Brenham, Texas	5. Brenham High School
6. Brownville, Texas	6. Brownville High School
7. Brownwood, Texas	7. Brownwood High School
8. Bryan, Texas	8. Technical High School
9. Bynum, Texas	9. Bynum High School
10. Childress, Texas	10. Childress High School
11. Cleveland, Texas	11. Cleveland High School
12. Corsicana, Texas	12. Cuero Senior High School
13. Cuero, Texas	13. Corsicana High School
14. Dallas, Texas	14. Forest Avenue High School
15. Dallas, Texas	15. North Dallas High School
16. Dallas, Texas	16. Oak Cliff High School

- | | |
|-------------------------|--------------------------------------|
| 17. Dallas, Texas | 17. Sunset High School |
| 18. Dallas, Texas | 18. Woodrow Wilson High School |
| 19. Del Rio, Texas | 19. Del Rio High School |
| 20. Edinburg, Texas | 20. Edinburg High School |
| 21. Elhart, Texas | 21. Elhart High School |
| 22. El Paso, Texas | 22. El Paso High School |
| 23. El Paso, Texas | 23. Bowie High School |
| 24. El Paso, Texas | 24. Stephen F. Austin High School |
| 25. Falfurrias, Texas | 25. Falfurrias High School |
| 26. Fort Worth, Texas | 26. Fort Worth Central High School |
| 27. Fort Worth, Texas | 27. N. Fort Worth High School |
| 28. Fort Worth, Texas | 28. Polytechnic High School |
| 29. Fort Worth, Texas | 29. W. C. Stripling High School |
| 30. Galveston, Texas | 30. Ball High School |
| 31. Handley, Texas | 31. Handley High School |
| 32. Houston, Texas | 32. J. H. Reagan Senior High School |
| 33. Houston, Texas | 33. Sam Houston Senior High School |
| 34. Lorenzo, Texas | 34. Lorenzo High School |
| 35. Palestine, Texas | 35. Palestine High School |
| 36. San Antonio, Texas | 36. Geo. W. Breckenridge High School |
| 37. San Antonio, Texas | 37. Main Avenue High School |
| 38. Sherman, Texas | 38. Sherman High School |
| 39. Temple, Texas | 39. Temple High School |
| 40. Stephenville, Texas | 40. McIlhany Academy |
| 41. Texarkana, Texas | 41. Texas Senior High School |
| 42. Tyler, Texas | 42. Tyler High School |
| 43. Waxahachie, Texas | 43. Waxahachie High School |

Date replies were receivedName of Principals

- | | |
|--------------------|----------------------|
| 1. March 12, 1931 | 1. Adamson, W. H. |
| 2. March 12, 1931 | 2. Apton, P. W. |
| 3. March 13, 1931 | 3. Ashburn, G. L. |
| 4. March 11, 1931 | 4. Anthony, A. L. |
| 5. March 15, 1931 | 5. Bailey, John T. |
| 6. March 17, 1931 | 6. Betts, F. G. |
| 7. March 18, 1931 | 7. Brooks, G. H. |
| 8. March 13, 1931 | 8. Burk, S. B. |
| 9. March 15, 1931 | 9. Comstock, E.R. |
| 10. March 13, 1931 | 10. Carlton, A. L. |
| 11. March 13, 1931 | 11. Davis, T. B. |
| 12. March 13, 1931 | 12. Davis, W. C. |
| 13. March 13, 1931 | 13. Dodd, E. C. |
| 14. March 18, 1931 | 14. DuBose, C. L. |
| 15. March 16, 1931 | 15. Fort, Horace B. |
| 16. March 15, 1931 | 16. Gardner, Carl A. |
| 17. March 16, 1931 | 17. Gary, Enor |
| 18. March 18, 1931 | 18. Head, J. L. |
| 19. March 17, 1931 | 19. Herndon, R. J. |
| 20. March 19, 1931 | 20. James, W. A. |
| 21. March 12, 1931 | 21. Lawson, B. B. |
| 22. March 18, 1931 | 22. Ligon, Arvy T. |
| 23. March 13, 1931 | 23. Mayer, W. J. |
| 24. March 16, 1931 | 24. Meachan, W. A. |
| 25. March 16, 1931 | 25. Munden, Enard |
| 26. March 13, 1931 | 26. Norwood, W. H. |

Chapter I

The High School Principal

27. March 12, 1931
28. March 12, 1931
29. March 13, 1931
30. March 13, 1931
31. March 14, 1931
32. March 17, 1931
33. March 18, 1931
34. March 16, 1931
35. March 12, 1931
36. March 13, 1931
37. March 13, 1931
38. March 13, 1931
39. March 13, 1931
40. March 13, 1931
41. March 13, 1931
42. March 12, 1931
43. March 15, 1931

27. Paschal, Robert Lee
28. Readan, G. H.
29. Rogers, T. Guy
30. Selman, C. M.
31. Smith, B. P.
32. Smith, G. S.
33. Speir, R. L.
34. Stalemp, J. R.
35. Tucker, J. R.
36. Thompson, W. C.
37. Vestal, T. W.
38. Waltrop, S. P.
39. Warren, H. L.
40. Wells, G. H.
41. Wilson, J. A.
42. Williams, R. T.
43. Zimmerman, O. A.

Chapter I

The High School Principal

The principal was once a teacher among teachers who carried certain responsibilities and performed certain duties that were added, which justified the larger salary that he received.

There are certain responsibilities that the principal should look after as a leader of a school. First, he should have a clear conception of the aims of secondary education; and he should see that his teachers understand these aims, and are guided by them in the performance of their several duties. Second, he should organize the formal routine and the more informal social activities of the school to develop in the pupil right ideals, attitudes, and habits of work and of conduct which will be effective in mature life. Third, he should have intimate knowledge of the work of the lower schools from which his pupils come and should see that the work of the high school and that of the elementary school are closely coordinated.

Fourth, he should be acquainted with the requirements for admission and the character of the higher institution which will be entered by those pupils whose education will continue beyond the high school.

Fifth, he should see to it that parents have such an understanding of the general aim of the work and discipline of the school as will secure their active cooperation in securing the fulfillment of these aims and in promoting the further development of the school.

Sixth, and last: he should keep the superintendent and board of education informed of the achievements of his school, and should make recommendations for improvements whenever their approval or cooperation is necessary to bring about improvements desired.

The principal's responsibility for leadership will be best met by securing the formulation of standards through group discussion.

The principal himself should be acquainted with the material and methods of the upper grades of the elementary schools and should see to it that the early work of the high school is conducted in such a way as to secure a sequential development at the period of transition to the higher school.

The principal should conduct conference with his teachers of first year classes for the purpose of acquainting them with the work of the lower grade school and of securing a better adjustment of high school instruction to the needs of first year pupils. It would be advantageous to secure the participation of principal or teacher of the upper grades of the elementary schools in these conferences.

It is very important that the principal should be acquainted with the work of the elementary school than that of college. The curriculum and content of high school courses have been influenced all too much by college requirements.

It is still important that the principal should have complete knowledge of the requirements of higher institutions in order to meet the needs of the very considerable number who will continue their education beyond the high school.

He should also know enough about the character of the different colleges, to advise pupils in their choice. He should also give to college officers such personal information as will assist them in dealing with each pupil who goes on from his school and should follow up the work of each pupil, at least during his first year in college both for purpose of discovering how well the work of his school prepares for the higher institution and for the help that he may be able to give his pupils in their adjustment to college work.

We can further state that the principal's first responsibility is within his school, and to its internal organization and direction he must devote himself primarily; but if these interests and activities of his stop at this point, he will fall short of the achievement of the highest success. The most natural point of contact is with the parents of his pupils and with these he will have relations of a more or less personal nature.

The wise principal will strive to develop among the parents such an understanding of, and sympathy with the aims and methods of his school as will secure their active cooperation and support. He should himself conceive of the school as a cooperative enterprise in which teachers and parents are engaged in securing certain desirable ends for children, and he should take every possible measure to secure the conception on the part of parents.

He should not think of himself, nor should he allow the community to think of him, as an employee hired simply to administer certain prescribed treatment, disciplinary and instructional, to a group of children within the school building during an eight-hour day.

When we contract with the smaller community, the complex social life of a large city renders it more difficult in some respects for the principal to meet his responsibility in this regard. However, the wide variation in social experience and vocational needs represented by pupils of a large city high school greatly increases the importance of the principal's leadership in this particular.

Table Number II

Total Professional Training

Total Number of years	Number of principals	Percent
45 - 50	1	2.4%
40 - 44	1	2.4%
35 - 39	2	4.8%
30 - 34	3	7.1%
25 - 29	4	9.5%
20 - 24	6	14.0%
15 - 19	9	21.4%
10 - 14	8	19.0%
5 - 9	8	19.0%
Total Number	42	100.0%

1 or 2.4% of the principals has received from 45 - 50 years of professional training; 1 or 2.4% received from 40 - 44 years; 2 or 4.8% received from 35 - 39 years; 3 or 7.1% received from 30 - 34 years; 4 or 9.5% received from 25 - 29 years; 6 or 14% received from 20 - 24 years; 9 or 21.4% received from 15 - 19 years; 8 or 19% received from 10 - 14 years; 8 or 19% received from 5 - 9 years. All principals have received at least five years of experience.

Table Number III

Amount of Work Above Master's Degree

Kind of Work	Number of Principals
Master's and 12 weeks over	1
Master's and 24 hours over	1
Master's and some on Ph. D.	1
Total	3

22 or 44% of the principals received A. B. degrees; 1 or 2% received B. B. A.* degrees; 13 or 26% received B. S. degrees; 14 or 28% received M. A. degrees. Some of the principals held more than one degree.

* One principal received a B. B. A. degree from University of Texas in 1930.

Table Number VI
Amount of Major Work Done

Major Subjects	Number of Principals	Percent
Education	5	9.8%
History	7	13.7%
Latin	1	1.9%
Psychology	1	1.9%
English	8	15.8%
French	1	1.9%
Business Administration	1	1.9%
Administration	1	1.9%
Sociology	2	3.9%
Economics	3	5.8%
Mathematics	8	15.8%
Greek	1	1.9%
Science	3	5.8%
German	1	1.9%
Chemistry	4	7.8%
Social Science	2	3.9%
Physics	1	1.9%
Philosophy	1	1.9%
Total Number	51	100%

5 or 9.8% of the principals majored in Education; 7 or 13.7% majored in History; 1 or 1.9% in Latin; one or 1.9% in Psychology; 8 or 15.8% in English; 1 or 1.9% in French; 1 or 1.9% in Business Administration; 1 or 1.9% in School Administration; 2 or 3.9% in Sociology; 3 or 5.8% in Economics; 8 or 15.8% in Mathematics; 1 or 1.9% in Greek; 1 or 1.9% in German; 4 or 7.8% in Chemistry; 2 or 3.9% in Social Science; 1 or 1.9% in Physics; 1 or 1.9% in Philosophy. Many of the principals obtained more than one field.

Table Number VII
Amount of Minor Work Done

Minor Subjects	Number of Principals	Percent
Mathematics	8	19%
History	8	19%
English	6	14.2%
Science	6	14.2%
Education	4	9.5%
Economics	3	7.1%
Sociology	1	2.3%
Physics	1	2.3%
Chemistry	1	2.3%
Latin	1	2.3%
Social Science	1	2.3%
Zöology	1	2.3%
Manual Training	1	2.3%
Total Number	42	100%

From the principals studied, 8 or 19% minored in mathematics; 8 or 19% minored in history; 6 or 14.2% minored in English; 6 or 14.2% minored in science; 4 or 9.5% minored in education; 3 or 7.1% minored in economics; 1 or 2.3% minored in sociology; 1 or 2.3% minored in physics; 1 or 2.3% minored in chemistry; 1 or 2.3% in Latin; 1 or 2.3% in social science; 1 or 2.3% in zoology; 1 or 2.3% in manual training. Three of the principals did not minor in any field due to the fact that neither up to the present time has a degree. Two of the principals minored in two entirely different fields.

Table Number VIII
Total Experience of Principals at Present Position

Number of Years at Present Position	No. of Principals	Percent
35 - 39	1	2.4%
30 - 35	2	4.8%
25 - 29	1	2.4%
20 - 24	2	4.8%
15 - 19	0	--
10 - 14	4	9.5%
5 - 9	14	33.3%
0 - 4	18	42.8%
Total Number	42	100%

1 or 2.4% of the principals has remained at his present position from 35 - 39 years; 2 or 4.8% have remained from 30 - 35 years; 1 or 2.4% has remained from 25 - 29 years; not any principals have remained from 15 - 19 years; 4 or 9.5% have remained from 10 - 14 years; 14 or 33.3% have remained from 5 - 9 years; 18 or 42.8% have remained at their present position less than four years.

Table Number IX
Salary Distribution Found Monthly

Number Reported	43	Total
Highest	\$489.00	\$489.00
Lowest	125.00	125.00
Range	364.00	364.00
First Quartile	235.00	235.00
Median	325.00	326.00
Middle 50 per cent	210.00 - 409.00	210.00 - 409.00
Third Quartile	372.00	372.00
Quartile Deviation	68.50	68.50

Table read thus: Highest salary paid to a principal is \$489.00; lowest salary paid to a principal is \$125.00; range is \$364.00; quartile deviation is \$68.50.

The salaries in this table are a total of all salaries given, including the male sex.

The range of salaries is comparatively wide. The lowest is \$125.00; the highest salary is \$489.00; the range is \$364.00.

Table Number X
Salary Distribution Found Yearly

Number Reported	43	Total
Highest	\$5000.00	\$5000.00
Lowest	1125.00	1125.00
Range	3875.00	3875.00
First Quartile	2351.00	2351.00
Median	3400.00	3400.00
Middle 50 per cent	2201.00 to 4600.00	2201.00 to 4600.00

Third Quartile	4318.00	4318.00
Quartile Deviation	733.50	733.50

Read table thus: Highest salary paid to a principal is \$5000.00; lowest salary paid to a principal is \$1125.00; range is \$3875.00; quartile deviation is \$733.50.

The salaries in this table are a total of all salaries given, including the male sex.

The range of salaries is comparatively wide. The lowest is \$1125.00; the highest salary is \$5000.00; the range is \$3875.00. The median salary of all principals is \$3400.00 and the middle fifty per cent received from \$2201.00 to \$4600.00 with a quartile deviation of \$733.50. The median salary of all principals is \$326.00 and the middle fifty per cent received from \$210.00 to \$409.00 with a quartile deviation of \$68.50.

Table Number XI
Distribution of Age

Total Number of Ages	Number of Principals	Percent
65 - 59	2	5.1%
60 - 64	1	2.5%
55 - 59	1	2.5%
50 - 54	4	10.2%
45 - 49	1	2.5%
40 - 44	10	25.5%
35 - 39	10	25.5%
30 - 34	4	10.2%
25 - 29	6	15.0%
Total Number	39	100%

2 or 5.1% of the principals are from 65 - 69 years of age; 1 or 2.5% from 60 - 64 years; 1 or 2.5% from 55 - 59 years; 4 or 10.2% from 50 - 54 years; 1 or 2.5% from 45 - 49 years; 10 or 25.5% from 40 - 44 years; 10 or 25.5% from 35 - 39 years; 4 or 10.2% from 30 - 34 years; 6 or 15.0% from 25 - 29 years.

Four of the principals failed to give their ages thus this table only represents a certain number of principals.

I Administrative Duties

- a. Surveys and enrollment (forms often placed monthly)
- b. Promotions and transfer classes
- c. Individual promotions
- d. Dismissing new pupils
- e. Checking up permanent records
- f. Reports to the superintendent
- g. Commencement exercises
- h. Schedules

II Daily Routine

- a. Inspecting building and grounds
- b. Inspecting janitor service
- c. Care for pupils before school opens
- d. Excluding pupils
- e. Attendance
- f. General and special discipline
- g. Care for lunchroom pupils

III Miscellaneous

- a. Fire drills
- b. School-enterprises and activities
- c. Parent-teacher organizations
- d. Teacher's meeting
- e. School exhibits
- f. General

IV Organization Duties

As an organizer a principal will be given great liberty in some school systems than another, even of the same size and type, but

Chapter II

Duties of Principal

The range of duties devolving upon a building principal is determined somewhat by the size of the school system in which he works. If the system is a small one and the superintendent is teaching part time in the high school, or if the system is a large one and the superintendent is engrossed with problems of policy and procedure and can give but little time to supervision there, in either case the work of the principal must include many duties and responsibilities in both school organization and administration, which do not come to a principal working in a school system of medium size.

I Administrative Duties

- a. Supplies and equipment (orders often placed monthly)
- b. Promotion and transfer classes
- c. Individual promotions
- d. Classifying new pupils
- e. Checking up permanent records
- f. Reports to the superintendent
- g. Commencement exercises
- h. Schedules

II Daily Routine

- a. Inspecting building and grounds
- b. Inspecting janitor service
- c. Care for pupils before school opens
- d. Excluding pupils
- e. Attendance
- f. General and special discipline
- g. Care for luncheon pupils

III Miscellaneous

- a. Fire drills
- b. School enterprises and activities
- c. Parent-teacher organizations
- d. Teacher's meeting
- e. School exhibits
- f. General

IV Organization Duties

As an organizer a principal will be given great liberty in some school system than another, even of the same size and type, but

in all school systems a certain amount of organizing will have to be done.

The principal will be called upon to think out his peculiar local problems and to organize his school in the best manner possible for effective cooperative service.

V Supervisory Duties

The encroachment of petty duties is insidious. The many little demands upon the principal's time call for books or supplies, cases of discipline, long visitations with callers, answering the telephone, and reports always reported are so insistent that, unless he is very watchful more and more time will be given to them until he becomes that most ineffectual, that dearest of pedagogues, the office principal.

Every superintendent knows him. Seldom can he be surprised away from his customary sport and if he is, he apologizes.

Social Duties:

Under this heading must be included the playground and athletics of the pupils, inter-school games and sports, school entertainments, thrift work, scout work, junior red cross work, and similar student activities which now demand supervisory oversight.

The principal can render a very important service by working with the Parent-Teacher Association, looking after the out-of-school programs, cooperating with the public library and important civic movements and assisting his community in an intelligent, wider use of his school plant.

The principal acts as an interpreter to the people of the meaning and importance of their own schools.

Chapter III

Relationship of Principal to Teacher Staff

I The principal is the responsible leader of the school. Second, the principal is responsible for the direction of all the activities of the school. Third, the principal should delegate to others, so far as feasible, the details of administration and should hold them responsible for the proper performance of the duties assigned.

I will attempt to discuss the methods of dealing with the teaching staff, designed effectively to carry out this thesis. In the principal's relations with his staff, he should have certain definite principles, not announced necessarily but controlling all his actions and giving stability to the entire organization. These methods may be as following:

The relations of the principal to his staff and to him should be on a basis of reciprocal cooperation. First under this head, there are two radically different types of attitude assumed by principals: (1) autocratic type, (2) democratic.

The autocratic type, the principal plays the part of an executive officer, issuing orders to be obeyed. From his office there are mandatory bulletins sent out. His faculty meetings furnish further opportunity for exercising his directive control. In the democratic type the principal assumes that all are coworkers seeking the same ends. He realizes that the contact which his teachers have with the detailed work of the school enables them to make valuable contributions in shaping its policies. He encourages initiative and welcomes proposals from every source.

This type of principal meets his responsibility for leadership by stimulating his teachers to make their utmost contributions to further the common enterprise.

II The principal should promote in every possible way the development of the individual members of his staff. He should be alert to notice new ideas or devices which teachers are employing and should not fail to commend evidences of originality. He should be accessible and ready to discuss with his teachers any plans looking toward an improvement of their work. In his reading of the educational journals or professional books he should have in mind the interests and needs of the individual members of his staff and should occasionally send a memorandum calling the attention of some teacher or group of teachers to an article or book which he makes available for their reading, at the same time asking for their opinion of the matter discussed. He should give his teachers to understand that he wishes them to outgrow their present position and if he cannot promote them to higher positions in his school, he will seek to secure for them better positions elsewhere.

The principal who looks upon the improvement of his teachers with a fear that he may lose them, lacks a quality essential to the development of the fullest spirit of cooperation of his staff.

III The principal should give credit to his teachers for results accomplished. The principal should not himself claim credit for the worthy achievements of his teachers. It has often happened in articles published in educational journals and in papers read before professional groups that he describes experiments or practices of members of his staff which he has not originated and which he has had little to do as if they were his own.

When I think of the principal I think of him as being the spokesman of his school, and he is often called upon to perform his function where one of his teachers would not be asked to do so, but even then he can

find opportunity to give recognition of the contribution made by members of his staff.

In some cases the principal had better meet his responsibility by encouraging the teacher himself to write the article or prepare the paper.

The principal who is seeking publicity for the sake of his own promotion is not likely to have the confidence of his faculty, which is necessary if he is to secure their full cooperation.

Sometimes a principal has a most unfortunate quality which causes him to be jealous of the attainments of individual teachers. I have known a principal of unusual strength in some respects who was unable to conceal his jealousy when ever a teacher acquired any considerable popularity with the pupils of the school. Evidences of popularity were to be discouraged by any teacher who desired to live comfortably in his school.

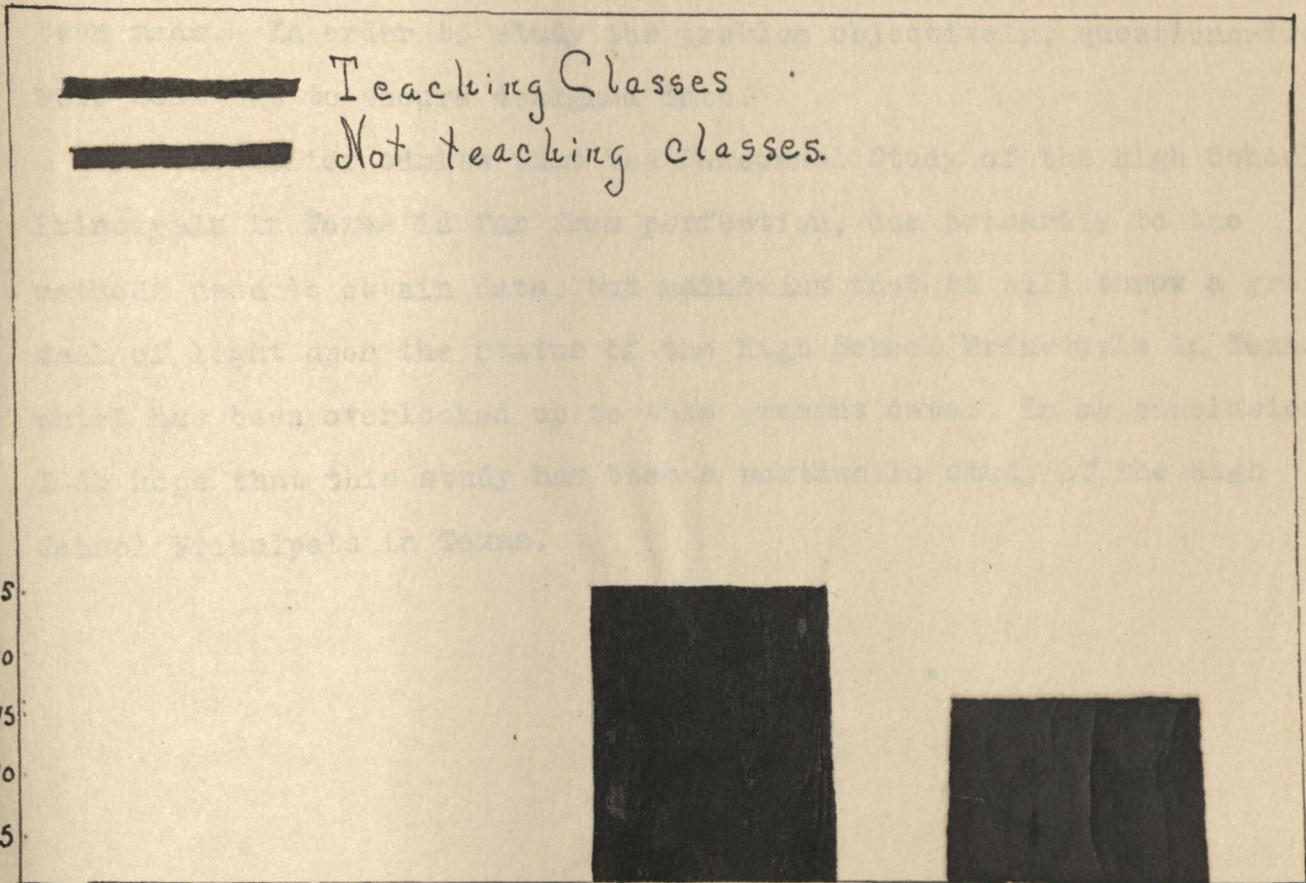
It goes without saying that recognition of genuine worth either by the general public or by the principal in the case of any of his teachers is of importance. He should go farther than this, however, and by personal note or word of mouth, commend any striking achievements of his teachers.

IV The principal should give his full backing to his teachers in the performance of duties for which he has made them responsible. The delegation of duties to other members of his staff does not relieve the principal of responsibility for their acts as his agents. He should hold them strictly accountable to him, but he should not forget and let the whole responsibility rest on him. It is true that a teacher cannot always be relied upon to act wisely and dispassionately, but only rarely should a principal fail to uphold any position taken by one of his teachers.

In matters of minor importance in which an appeal is made from a teacher's decision, the principal should support the teacher, though at the same time he may tell her that she was wrong and advise her against a recurrence of a similar situation. In a case where the principal feels that a decision should be reversed, then he should try to convince the teacher and allow her to adjust the situation instead of arbitrarily asserting his authority in the case.

When his teachers have come through experience to rely upon the principal's sincerity and strong support, they will yield to his judgment in an emergency even at the cost of their own discomfort.

Table Showing Number of Principals Teaching and not Teaching.



General Conclusion:

In this study, the effort has been made to a Personnel Study of the High School Principals in Texas.

Available data failed to show that any previous studies had been made. In order to study the problem objectively, questionnaires were sent out to secure designed data.

The writer admits that the Personnel Study of the High School Principals in Texas is far from perfection, due primarily to the methods used to obtain data, but maintains that it will throw a great deal of light upon the status of the High School Principals in Texas, which has been overlooked up to this present date. In my conclusion, I do hope that this study has been a worthwhile study of the High School Principals in Texas.

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