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**Analysis of the Characteristics, Training, and In-Service Status of  
130 Negro School Principals Who Graduated from Prairie View  
Agricultural and Mechanical College**

Millard C. Pigford

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ANALYSIS OF THE CHARACTERISTICS, TRAINING, AND IN-SERVICE  
STATUS OF 130 NEGRO SCHOOL PRINCIPALS WHO GRADUATED FROM  
PRAIRIE VIEW AGRICULTURAL AND MECHANICAL COLLEGE



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ANALYSIS OF THE CHARACTERISTICS, TRAINING, AND IN-SERVICE  
STATUS OF 130 NEGRO SCHOOL PRINCIPALS WHO GRADUATED  
FROM PRAIRIE VIEW AGRICULTURAL AND MECHANICAL  
COLLEGE

By

Millard C. Pigford

A Thesis in Educational Administration and Supervision  
Submitted in Partial Fulfillment of the Requirements  
for the Degree of

Master of Science  
in the  
Graduate Division

of

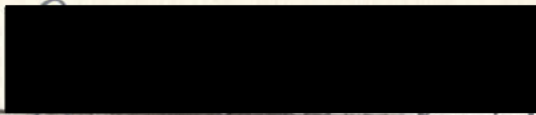
Prairie View Agricultural and Mechanical College

Prairie View, Texas

August, 1952

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APPROVED BY:

  
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DEDICATION

To: Mrs. Jessie David Pigford

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## CHAPTER I

### INTRODUCTION

#### Purpose of the Study

The purpose of this study is to formulate some generalization about 130 Prairie View graduates who are now employed as public school principals; to compare the salaries of these principals, their years in the teaching profession, their length of service in the school district in which they work, the hours they devote to administration, and the number of teachers they supervise to that of the Negro principals in the state as a whole; and to correlate their training in professional education courses with other important areas of their work in the field of education.

#### Delimitation of the Study

This study is concerned with 130 full time and part time principals who graduated from Prairie View, whose names and places of employment are listed in the Public School Directory, Texas Education Agency Bulletin

Number 525, 1951-1952.<sup>1</sup> The same principals are listed on the Unpublished Personnel Roster of the Texas Education Agency for 1952, which lists 165 full-time principals and 607 part-time principals in the Negro schools of the state.<sup>2</sup>

### The Problem Stated

In view of the work which the Negro principal must do and the type of professional leadership expected of him, this study seeks to point out those characteristics which the 130 principals studied exhibit; to compare the status factors of these 130 principals with those of principals in the state as a whole; and to ascertain the relationship of the 130 principals' individual grade point scores in professional education courses studied at Prairie View to the salary the principal earns, his years in the profession, his years in his present school district, the hours he devotes to administration, and the number of teachers in his school.

### The Procedure Used

The initial task in making this study was to list

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<sup>1</sup>Public School Directory, Texas Education Agency Bulletin, No. 525, Austin, Texas, 1951-52.

<sup>2</sup>Unpublished Personnel Roster, Texas Education Agency, 1952.

the names and places of employment of the Negro principals contained in Texas Education Agency Bulletin 525. The second task was to list those professional education courses studied at Prairie View by the 130 principals in the study. The grades received in education courses were then converted into grade point scores and transcribed to the professional personnel roster in such fashion that the grade point score replaced the principals' names as an identification symbol for the study. The 130 principals studied were then divided into three categories in order to facilitate the process of noting their similarities and differences, and fitting them into an integrating scheme. Table I shows the distribution of the principals studied by category.

TABLE I

## DISTRIBUTION OF 130 PRINCIPALS WHO GRADUATED FROM PRAIRIE VIEW BY CATEGORY

	Number	Per Cent
A. Graduated from the Under-Graduate School	54	0.42
B. Graduated from the Graduate School	12	0.09
C. Graduated from both under-Graduate and Graduate School	64	0.49
Total	130	100

The Spearman Rho Formula:<sup>1</sup>

$$r = 1 - \frac{6 \times \sum D^2}{N(N^2 - 1)}$$

was employed in the statistical treatment of our data.

### The Hypotheses

1. The characteristics and extent of the academic background of the Negro principal graduating from Prairie View tends to qualify him for the public school principalship.
2. The Negro principal in Texas may rely upon factors other than grade point scores in professional education courses both in securing his principalship position, and in retaining his position.
3. There tends to be no relationship between the grade point score in professional education courses, and a principal's salary, the number of years spent in his present school district as a principal, the number of years he has been in the teaching profession, the number of hours he devotes to administration, and the size of the school he

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<sup>1</sup>E. B. Van Ormer and C. O. Williams, Elementary Statistics for Students of Education and Principalship, Bruce Publishing Company, New York, 1950, p. 39.

administers.

4. There appears to be some bias in top administrative circles against the female principal who equals or surpasses the male principal in composite grade point score during the pre-service preparation period, and in the important areas of the principalship once she is hired.
5. The Negro principal is the principal of a small school.

## CHAPTER II

## RELATED LITERATURE STUDIES

Much of what has been written relative to the public school administrator appears in textbook form. Cubberley<sup>1</sup> points out the fact that "the principal of a school and the superintendent of a school system hold somewhat complementary positions in the administration of a system of public instruction."

Otto<sup>2</sup> states:

The kind of education which is actually provided children through classroom instruction is dependent upon the way a school is organized and administered. The superintendent of schools is primarily responsible to the school board and the people for the successful conduct of the whole school system, while the principal is responsible for the successful operation of a single school or a group of related schools. It is largely the principal who must assume responsibility for applying in local units the educational policies and theories which have been adopted for the system as a whole and which it is hoped will find expression in the classroom of the city.

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<sup>1</sup>E. P. Cubberley, The Principal and His School, Houghton-Mifflin Company, New York, 1929, p. 19.

<sup>2</sup>H. J. Otto, Elementary School Organization and Administration, D. Appleton-Century Company, New York, 1944, pp. 609-620.



Thelen, et al.,<sup>1</sup> state "group climate and group learning are aspects of an inter-related and unified experiences. The part played by administrator-teacher-pupil relations is extremely significant; for, to a great extent, these relations shape the climate of the classroom."

Pierce<sup>2</sup> in his study of the principal's preparation, states "unless the quality of the leadership is high, the modern school, regardless of its striking promise, will fail as a significant force in our educational and social life. To lead his staff in extending educational theory and practice, the administrator must be a convincing consultant and teacher of teachers."

Miller<sup>3</sup> in his study of fifty-four junior high school principals found them to be "between forty or forty-six years of age, married, and with an annual salary of \$2,777.78. The average of the group had been in public school work 17.43 years, and possessed 5.39 years of institutional training which enabled him to supervise an average of 600 pupils."

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<sup>1</sup>H. A. Thelen, et al., "Group Climate Affects Learning," Journal of Educational Research, Volume 45, October, 1951, p. 119.

<sup>2</sup>Paul R. Pierce, The Challenge of the High School Principals, Macmillan Company, New York, 1939, p. 740.

<sup>3</sup>B. F. Miller, The Junior High School Principals, Harper Bros., New York, 1940, p. 14.

Berry<sup>1</sup> states:

Of 418 white elementary school principals studied only two per cent had established public school administration or their vocational goal prior to their senior college year; five per cent had chosen this field while sophomores, eleven per cent, while juniors and nineteen per cent, while studying for the master's degree. He also found that many of the group did not prepare for their job prior to entering upon duty in it from war employment backgrounds as radio announcer, oil worker and classer.

Scott<sup>2</sup> studied the Negro principal in the public schools of Florida with respect to his activities as a principal, his background and experience, tenure, training and salary. He found "the better trained principals, administered the better and larger schools, and received higher salaries."

Austin<sup>3</sup> made a comparative study of the training, experience, responsibilities and duties of 86 East Texas Negro principals in 1944. He concluded that "elementary and junior high school principals were poorly trained,

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<sup>1</sup>L. H. Berry, The Vocational Careers of Elementary School Principals, Unpublished Dissertation, The University of Texas, 1951, p. 29.

<sup>2</sup>J. I. E. Scott, "The Professional Function of Negro Principals in the Public School of Florida in Relation to States," Journal of Negro Education, Volume XIII, April, 1944, pp. 168-173.

<sup>3</sup>R. S. Austin, "A Comparative Study of the Training, Experience, Responsibilities and Duties of 86 East Texas Negro Principals." Thesis, Prairie View, Texas, 1942, pp. 31-39.

failed to support their professional organization." He recommended the establishment of higher standards for principalship positions.

Woolfolk and Singletary<sup>1</sup> studied the Negro principal in Texas and presented their findings in the Twenty-Third Annual Conference on the Education of Negroes in Texas at Prairie View in March, 1952. This study found the Negro administrator "to be most effective in those areas that are relative to his personal motivation and least effective in professional know-how areas."

This review of the literature emphasizes the vitality of the administrator's role and lends some value to attempts made to evaluate that role in seeking a more precise insight into the functional aspects of public school administration.

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<sup>1</sup>George R. Woolfolk and James D. Singletary, The Negro Administrator in the Public Schools of Texas, Unpublished Document, Prairie View, Texas, 1952, p. 86.

## CHAPTER III

## CHARACTERISTICS OF THE NEGRO PRINCIPAL

The matter of the age and sex of the principal, however routine to all such studies of this nature are important. The age of the principal may reveal whether or not the Negro principalship receives beginners who can develop careers as principals. Moreover, one's academic preparation for the principalship may be influenced by his chronological age in terms of family responsibility. The median age, 42, of the 130 principals studied approximates the state median age of principals as well as the N. E. A. median age for elementary principals. Table II shows the distribution by age categories and sex of 130 principals with median for same. The state median age for Negro principals is 43 years.<sup>1</sup> The National Education Association lists the median age of principals in the nation as 46.5 years.<sup>2</sup>

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<sup>1</sup>Ibid., p. 15.

<sup>2</sup>National Education Association, The Elementary School Principal, Twenty-Seventh Yearbook, September, 1948.

TABLE II

PERCENTAGE DISTRIBUTION BY AGE CATEGORIES  
AND SEX OF 130 PRINCIPALS WITH  
MEDIAN SALARIES FOR SAME

Age	Male	Female
20-24	2.0	-
25-29	6.4	-
30-34	12.8	2.8
35-39	20.2	16.0
40-44	22.6	38.2
45-49	15.6	39.4
50-54	13.4	3.6
55-59	7.0	-
	100.0	100.0

The Negro principalship embraces those principals who are employed on a full time administrative basis, and those who are employed on a part time administrative basis. This fact accounts for the rather sharp dichotomy in the salaries paid these two groups of principals for the administration of their schools as will be evidenced later in the study. The pattern of the 130 principals studied follows the state pattern as a whole when both full-time principals and part-time principals are distributed according to sex. As would, of course, be expected, male principals far outnumber female principals. A comparative study of tables III and IV reveals that there are approximately four and one half times as many male principals as there are female principals both in the study and in the state. Significantly the female principal enjoys a longer period of in-service training for the principalship, as classroom teaching is an important stepping stone to the principalship. The average female principal has been a classroom teacher for a longer period of time than the average male principal. This may have important implications for the supervision task in the Negro schools of the state, and may desire further research.

TABLE III

DISTRIBUTION OF 130 PRINCIPALS BY CATEGORY  
TYPE OF PRINCIPALSHIP AND SEX

	A(Graduated from the under- graduate school)		B(Graduated from the graduate school)		C(Graduated from the under- graduate school)		Total	
	Number	Per Cent	Number	Per Cent	Number	Per cent	Number	Per Cent
(Full Time) Male	4	7.4	8	66.6	10	15.7	22	16.9
(Part Time) Male	38	70.4	3	25.0	46	71.9	87	66.9
(Full Time) Female	1	1.8	1	8.4	4	6.2	6	4.7
(Part Time) Female	11	20.4	-	-	4	6.2	15	11.5
Total	54	100.0	12	100.0	64	100.0	130	100.0

TABLE IV

DISTRIBUTION OF 937 NEGRO PRINCIPALS  
IN TEXAS BY TYPE OF PRINCIPALSHIP  
AND SEX

	Number	Per Cent
(Full Time) Male	134	14.3
(Part Time) Male	589	62.8
(Full Time) Female	31	3.3
(Part Time) Female	183	19.6
Totals	937	100.0

The Texas Education Agency lists several types of certificates which license an individual to teach in Texas schools or to administer those schools; Table V shows the type of certificates filed in 1951 for the principals encompassed in the study. The high school permanent certificate predominates among both male and female principals. Eighty-five and one half per cent of the 130 principals studied have a permanent certificate; however, only thirteen and one half per cent have a high school permanent certificate based on their degree. It seems logical to infer that in many instances these principals neglected to apply for the latter type certificate; the incidence of



administrators' certificates was noticeably low in 1951. Only seventeen or thirteen per cent of the principals studied had an administrator's certificate recorded.

TABLE V

DISTRIBUTION OF 130 PRINCIPALS BY SEX AND TYPE OF CERTIFICATE HELD

Certificate	A		B		C		Total
	Male	Female	Male	Female	Male	Female	
Permanent Elementary	1	2	0	0	1	2	6
Permanent High School	29	8	26	4	41	3	111
Permanent (Degree)	6	1	5	1	4	1	18
Permanent (Normal)	1	0	0	0	0	1	2
Administration	2	3	4	2	5	1	17

NOTE: Many principals have more than one type certificate.

A diversity of academic paths were pursued by the principals studied in qualifying for their present position. However the variegated pattern of major and minor course combinations become less diversified as the

principal progresses upward from the baccalureate level. This, of course, is quite in keeping with the philosophy and objectives of undergraduate and graduate preparation. The clear dominance of the non-professional study areas at the baccalureate level stand out in sharp contrast to the restricted course pattern at the graduate level. The humanities, social science, natural science, and general education courses at the undergraduate level are superseded in priority by administration and supervision, elementary education and psychology at the graduate level. Table VI is reflective of this reversal in trend, which applies with equal force to the principals graduating from Prairie View, and the principals for the state as a whole. There appears to be a diminishing incidence of home economics, agriculture, and industrial arts major and minor graduates above the baccalureate level. The incidence of specific courses listed in the professional study areas shown in table VI among Prairie View graduate students is shown in chart 1. This chart is based on 116 of the 130 transcripts of principals.

Courses of study are the vehicles employed by principals in reaching their certification destination and degree status. The degree held by principals represents not only the composite number of hours devoted to courses of study in an institution of higher learning, but generally represents a level of academic attainment recognized

TABLE VI

PERCENTAGE DISTRIBUTION OF UNDERGRADUATE AND GRADUATE  
MAJOR AND MINOR

Fields	Prairie View Undergraduate		State Undergraduate		Prairie View Graduate		State Graduate	
	Major	Minor	Major	Minor	Major	Minor	Major	Minor
Humanities	12.4	18.2	15.8	20.2	2.0	1.6	1.8	1.4
Natural Science	13.2	13.4	12.0	11.2	2.1	1.4	2.9	
Social Science	15.5	17.8	12.9	8.6	2.6	1.5	.6	1.4
Home Economics	6.0	1.6	5.4	2.1	1.1	1.9	1.8	1.4
Agriculture	5.5	2.6	7.1	.4	1.0	1.0	1.8	.81
Industrial Arts	6.6	4.8	8.3	7.7	1.2	1.0	.6	1.4
Education	30.0	30.1	29.9	33.9	24.4	23.8	15.2	8.1
Administration and Supervision	5.6	5.3	4.5	8.6	50.4	21.2	61.9	28.8
Elementary Education	5.2	6.2	4.1	7.3	15.2	46.6	14.6	56.2

Percentage of Graduate Registrants

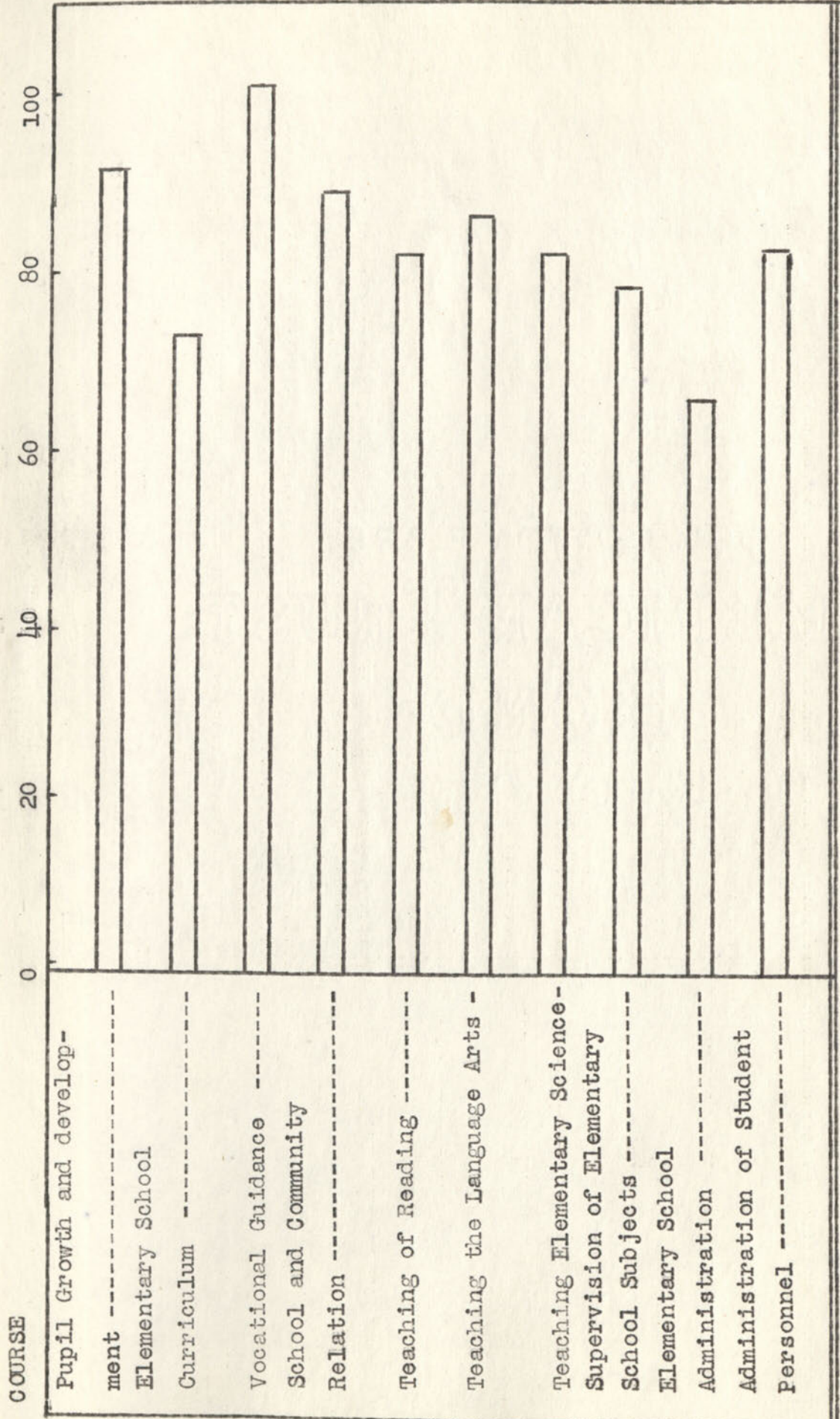


Fig. 2. PERCENTAGE DISTRIBUTION OF COURSE INCIDENCE AMONG GRADUATE STUDENTS, 1951-1952  
 (Based on 116 of 130 Transcripts)

by the public. Table VII shows the kinds of degrees held by 130 Negro principals in the study, and the kind of degrees held by principals of Negro schools in the state.

TABLE VII  
KINDS OF DEGREES HELD BY NEGRO PRINCIPALS

Degree	Prairie View Per Cent	State Per Cent
A. B.	21.8	28.5
B. S.	18.1	17.5
A. B. - M. S.	12.1	9.4
A. B. - M. A.	10.0	11.8
A. B. - M. Ed.	8.5	10.5
B. S. - M. S.	8.5	10.9
B. S. - M. A.	8.9	5.1
B. S. - M. Ed.	12.1	5.1
Bachelors, Masters, and Doctorate	0	1.21

The Negro principal trained at Prairie View presents characteristics similar to those of principals in the state as a whole. The extent of his academic preparation reflected in the type of principalship held, his certification, and his degree status tend to qualify him for the

principalship of a public school or a group of schools in  
a school system.

## CHAPTER IV

THE RELATIONSHIP OF TRAINING TO OTHER FACTORS IN  
THE PRINCIPAL'S STATUS

The training which an individual has is sometimes looked upon as the gateway to advancement and success in a given field of endeavor. Now training is only one of the several factors that may influence the inter-personal relations of the principal and his staff, the principal and other school officials, the principal and laymen in the community. The status or professional standing of the principal encompasses, in addition to training, such factors as the salary he receives, the number of years he has been employed in the school district in which he now works, the number of years he has been in the teaching profession, the number of hours he devotes to the administration of his school each day, and the number of teachers in his school. We know that these several factors in the principal's status interweave and interact one upon the other. For example, the salary of a principal is influenced both by the degree held, the number of teachers in the school, and the number of years he has been in the teaching profession. When it is remembered that educational leadership demands public competence of a high order we become concerned that such competence may depend upon

hidden factors requiring additional research. Statistical measurement of the training received by principals in professional education courses designed to promote the administrative effectiveness of the principal in his work shows that there tends to be no correlation between the principal's pre-service competence in these courses and other basic factors in his professional status. Table VIII supports this conclusion. Further evidence that factors other than pre-service preparation influence a principal's status is apparent when the sex of the principal as a causal factor in status is considered. While female principals equal or surpass male principals in the number of professional education courses and grade points in those courses they tend to administer smaller schools, receive lower salaries, and devote fewer hours to administration both as full time and as part time principals. Table IX shows sex differences in grade point scores while tables X and XI show sex differences in the salaries of full time principals graduating from Prairie View, compared with sex differentials in salaries of principals in the state as a whole. While  $66 \frac{2}{3}$  per cent of the full time female principals who graduated from Prairie View have salary ranges from \$3000-\$4499; ninety-five per cent of the male principals in this category have a salary range of \$3000-\$5999. The average salary of the female principal is \$3744. The average salary of the male principal studied



is \$4499. Seventy-four per cent of the full time female principals in Texas earn salaries ranging from \$2500-\$3999. Fifty-two per cent of the male principals earn salaries ranging from \$4000-\$7000 per annum. The average salary of the females is \$3860, while that of the male principal is \$4960 per annum.

TABLE VIII

RANK ORDER CORRELATION BETWEEN GRADE POINT SCORE IN PROFESSIONAL EDUCATION COURSES AND STATUS FACTORS

Grade Point Score	Annual Salary	Years in Present School District	Years in Profession	Hours Devoted to Administration	Number of Teachers
A	0.03	0.07	0.04	0.15	0.02
B	0.16	0.16	0.17	0.21	0.25
C	0.02	0.15	0.14	0.13	0.18

TABLE IX

SEX DIFFERENCES IN GRADE POINTS IN EDUCATION COURSES FOR 130 PRINCIPALS  
WHO GRADUATED FROM PRAIRIE VIEW

Grade Points	A				B				C				Totals and Per Cent of Totals				Grand Total	
	Male		Female		Male		Female		Male		Female		Male		Female		Num-Per Cent	ber Per Cent
	Num-Per ber	Cent	Num-Per ber	Cent	Num-Per ber	Cent	Num-Per ber	Cent	Num-Per ber	Cent	Num-Per ber	Cent	Num-Per ber	Cent	Num-Per ber	Cent		
1-9	16	38.0	-	-	-	-	-	-	-	-	-	-	16	12.4	-	-	16	12.4
10-19	15	35.7	-	-	-	-	-	-	-	-	-	-	15	11.6	-	-	15	11.6
20-29	10	24.0	8	66.7	-	-	-	-	-	-	-	-	10	7.6	8	6.1	18	13.8
30-39	1	2.3	3	25.0	10	91.0	-	-	6	10.7	-	-	17	13.0	3	2.3	20	15.3
40-49	-	-	1	8.3	1	9.0	1	100.0	14	25.0	-	-	15	11.6	2	15	17	13.1
50-59	-	-	-	-	-	-	-	21	37.5	-	-	-	21	16.2	-	-	21	16.1
60-69	-	-	-	-	-	-	-	14	25.0	4	50	14	10.7	4	3.1	18	13.8	
70-Over	-	-	-	-	-	-	-	1	1.8	4	50	1	0.8	4	3.1	5	3.9	
Total	42	100.0	12	100.0	11	100.0	1	100.0	56	100.0	8	100	83.9	21	16.1	130	100.0	

TABLE X

SEX DIFFERENCES IN SALARY OF 28 FULL TIME PRINCIPALS  
WHO GRADUATED FROM PRAIRIE VIEW

Salary	A		B		C		Total Per Cent of Total		Grand Total	
	Male Num-Per ber Cent	Female Num-Per ber Cent	Male Num-Per ber Cent	Female Num-Per ber Cent	Male Num-Per ber Cent	Female Num-Per ber Cent	Male Num-Per ber Cent	Female Num-Per ber Cent	Male Num-Per ber Cent	Female Num-Per ber Cent
\$2500-	-	-	-	-	-	-	-	-	-	-
2900	-	-	-	-	-	-	-	-	-	-
\$3000-	-	-	-	-	-	-	-	-	-	-
3499	1	25.0	-	-	-	-	1	3.5	-	-
\$3500-	-	-	-	-	-	-	-	-	-	1
3999	1	25.0	1	12.5	-	-	1	25.0	2	7.2
\$4000-	-	-	-	-	-	-	-	-	1	3.5
4499	1	25.0	3	37.5	1	100.0	6	60.0	3	10.9
\$5000-	-	-	-	-	-	-	-	-	10	35.8
5499	1	25.0	4	50.0	-	-	2	20.0	7	25.0
\$5500-	-	-	-	-	-	-	-	-	2	7.1
5999	-	-	-	-	-	-	1	10.0	-	-
\$6000	-	-	-	-	-	-	1	3.5	-	-
6499	-	-	-	-	-	-	-	-	-	-
\$6500-	-	-	-	-	-	-	-	-	-	-
6999	-	-	-	-	-	-	1	10.0	-	-
\$7000-	-	-	-	-	-	-	1	3.5	-	-
Over	-	-	-	-	-	-	-	-	-	-
Total	4	100.0	1	100.0	8	100.0	10	100.0	4	100.0
					22	78.5	6	21.5	28	100.0

TABLE XI

SEX DIFFERENCES IN SALARY OF 165  
FULL TIME PRINCIPALS IN NEGRO  
OF THE STATE

Salary	Male Per Cent	Female Per Cent
2500-2900	11	18
3000-3499	22	36
3500-3999	15	20
4000-4499	18	9
4500-4999	11	2
5000-5499	13	5
5500-5999	3	7
6000-6499	5	-
6500-Over	2	2

While there appears to be no sharp divergence in the salaries of male and female principals who graduated from Prairie View as is seen in Table XI; there is a sharp divergence in the salaries of male and female part time principals in the state. Table XII shows that the bulk of both male and female principals are concentrated in the salary interval \$400-\$499. This represents an average salary of \$432 for the part time administrator of an eight teacher school. Some male principals, five and nine tenths per cent, however, earn from \$500 to \$699 for the administration of a school on a part time basis, while no female principal earns in excess of \$499. When we turn our attention to part time principals in the state as a whole, we find that forty-seven per cent of the male principal earn less than \$400 per year as compared to seventy nine per cent of the female principals. Only twenty one per cent of the female principals earn in excess of \$400, while fifty three per cent of the male principals earn \$400 or more as is shown in Table XIII. Since our evidence leads us away from the acceptance of training in professional education courses as an index of compensation let us examine some other factors in the principals' status which may have a causal relationship between salary and the sex of the principal. Two factors suggest themselves immediately. The one is the length of time the principal has served in his present school district. The implication

TABLE XII

SEX DIFFERENCES IN SALARY OF 102 PART TIME PRINCIPALS  
WHO GRADUATED FROM PRAIRIE VIEW

Salary	A		B		C		Total Per Cent of Total		Grand Total						
	Male Num-Per ber Cent	Female Num-Per ber Cent	Male Num-Per ber Cent	Female Num-Per ber Cent	Male Num-Per ber Cent	Female Num-Per ber Cent	Male Num-Per ber Cent	Female Num-Per ber Cent	Male Num-Per ber Cent	Female Num-Per ber Cent					
100-199	6	2	20.0	25.0	-	-	3	6.2	9	8.8	2	1.9	11	10.8	
200-299	4	3	13.4	37.5	-	-	11	22.4	15	14.8	3	2.9	18	17.7	
300-399	2	1	6.6	12.5	1	12.5	7	14.3	10	9.8	1	0.9	11	10.8	
400-499	17	2	56.6	25.0	5	62.5	28	57.1	7	49.3	9	8.8	59	57.9	
500-599	1	-	3.4	-	1	12.5	-	-	2	1.9	-	-	2	1.9	
600-699	-	-	-	-	1	12.5	-	-	1	0.9	-	-	1	0.9	
Total	30	8	100.0	100.0	8	100.0	-	49	100.0	87	85.5	15	14.5	102	100.0

here is that after a period of time inter-personal relationships will be reflected in the salary of the principal. The other is the length of time in the profession. The implication here is that annual salary increments based on tenure will be reflected in the salary of the principal regardless of sex. Table XIV and XV show these implications to be more apparent than real. In considering Table XII, if we break a line straight across the base of the interval 15-19, we find that eighty-four or seventy-seven per cent of the male principals have been employed in their present school districts fewer than twenty years, while twenty-five or twenty-three per cent have been employed therein for a period of twenty or more years. By contrast nine or forty-two and eight tenths per cent of the female principals have been employed in their present school district fewer than twenty years, with twelve or fifty-seven and two tenths per cent having been employed therein twenty years or more. This pattern is reflective of the state as a whole where forty-two and eight tenths per cent of the female principals are found to have been in their present school districts twenty years or less with fifty-seven and two tenths exceeding the twenty year mark. Much the same can be said regarding the total number of years devoted by the principal to the teaching profession. Among the principals included

TABLE XIII

SEX DIFFERENCES IN SALARY OF 772  
NEGRO PRINCIPALS IN THE STATE

Salary	Male Per Cent	Female Per Cent
100-199	13	11
200-299	13	36
300-399	21	32
400-499	47	20
500-599	4	1
600-699	2	-

in the study and among the principals in the state proper the male principal is the better paid principal, while the female principal seems better trained and more stable. Two remaining factors might influence the salary differential between male and female principals. We hasten to measure the relational aspects of the hours devoted to administration each day to the salaries received by male and female principals employed in the Negro schools of the state. Of the 109 males principals studied forty-four or forty and three tenths per cent devote three hours or fewer than three hours to school



TABLE XIV

SEX DIFFERENCES IN YEARS IN PRESENT SCHOOL DISTRICT  
FOR 130 PRINCIPALS WHO GRADUATED  
FROM PRAIRIE VIEW

Years in School District	A		B		C		Total and Per Cent of Total		Grand Total Num-Per Num-Per Cent Per Cent
	Male Num-Per ber Cent	Female Num-Per ber Cent	Male Num-Per ber Cent	Female Num-Per ber Cent	Male Num-Per ber Cent	Female Num-Per ber Cent	Male Num-Per ber Cent	Female Num-Per ber Cent	
0-4	8 19.0	1 8.3	1 9.1	-	12 21.4	1 12.5	21 16.1	2 1.5	23 17.7
5-9	10 24.0	1 8.3	1 9.1	-	10 17.8	1 12.5	21 16.1	2 1.5	23 17.7
10-14	4 10.0	2 16.7	2 18.1	-	17 30.3	1 12.5	23 17.6	3 2.3	26 20.1
15-19	8 19.1	1 8.3	1 9.1	-	11 20.0	1 12.5	20 15.3	2 1.5	22 16.9
20-24	9 21.0	3 25.0	1 9.1	-	4 7.0	1 12.5	14 10.7	4 3.0	18 13.9
25-29	1 2.3	2 16.7	1 9.1	-	2 3.5	2 25.0	4 3.0	4 3.0	8 6.2
30-34	1 2.3	1 8.3	2 18.1	-	-	1 12.5	3 2.3	2 1.5	5 3.9
35-39	-	1 8.3	-	1 100.0	-	-	-	2 1.5	2 1.5
40-44	-	-	1 9.1	-	-	-	1 0.7	-	1 0.7
45-49	-	-	1 9.1	-	-	-	1 0.7	-	1 0.7
50-Over	1 2.3	-	-	-	-	-	1 0.7	-	1 0.7
Total	42 100.0	12 100.0	11 100.0	1 100.0	56 100.0	8 100.0	109 83.2	21 16.8	130 100.0

TABLE XV

SEX DIFFERENCES IN YEARS IN PRESENT SCHOOL  
DISTRICT FOR 772 NEGRO PRINCIPALS  
IN THE STATE

Years in School District	Male Per Cent	Female Per Cent
0- 4	44	25
5- 9	14	29
10-14	12	10
15-19	9	16
20-24	6	14
25-29	4	1
30-34	5	1
35-39	2	2
40-44	2	1
45-49	1	-
50-Over	1	-

TABLE XVI

SEX DIFFERENCES IN YEARS IN PROFESSION FOR 130 PRINCIPALS  
WHO GRADUATED FROM PRAIRIE VIEW

Years in Profes- sion	A		B		C		Total and Per Cent of Totals		Grand Total									
	Male	Female	Male	Female	Male	Female	Male	Female	Num-Per	Num-Per								
	Num-Per ber Cent	Num-Per ber Cent	Num-Per ber Cent	Num-Per ber Cent	Num-Per ber Cent	Num-Per ber Cent	Num-Per ber Cent	Num-Per ber Cent	ber Cent	ber Cent								
0-4	5	12.0	-	-	1	9.1	-	-	9	16.2	1	12.5	15	11.5	1	0.9	16	12.4
5-9	14	33.3	-	-	-	-	-	-	12	21.4	1	12.5	26	20.0	1	0.9	27	20.8
10-14	3	7.2	3	25.0	3	27.4	-	-	16	28.5	1	12.5	22	16.9	4	3.0	26	20.1
15-19	10	23.8	2	16.6	1	9.1	-	-	10	18.0	1	12.5	21	16.1	3	2.3	24	18.4
20-24	7	16.6	4	33.3	1	9.1	-	-	5	8.9	1	12.5	13	10.0	5	3.9	18	13.9
25-29	-	-	2	16.6	1	9.1	-	-	3	5.3	2	25.0	4	3.0	4	3.0	8	6.2
30-34	2	4.7	1	8.5	2	18.0	-	-	1	1.7	1	12.5	5	3.8	2	1.5	7	5.4
35-39	-	-	-	-	-	-	1	100.0	-	-	-	-	-	-	1	0.7	1	0.7
40-44	-	-	-	-	1	9.1	-	-	-	-	-	-	1	0.9	-	-	1	0.7
45-49	-	-	-	-	1	9.1	-	-	-	-	-	-	1	0.9	-	-	1	0.7
50-Over	1	2.4	-	-	-	-	-	-	-	-	-	-	1	0.9	-	-	1	0.7
Total	42	100.0	12	100.0	11	100.0	1	100.0	56	100.0	8	100.0	109	84.0	21	16.0	130	100.0

TABLE XVII

SEX DIFFERENCES IN YEARS IN PROFESSION FOR  
772 NEGRO PRINCIPALS IN THE STATE

Years in Profession	Male Per Cent	Female Per Cent
0- 4	22	1
5- 9	21	47
10-14	18	51
15-19	12	-
20-24	2	-
25-29	8	1
30-34	6	-
35-39	6	-
40-44	1	-
45-49	3	-
50-Over	1	-

administration each day as is shown in Table XVIII.

A large number of this group, sixteen or fourteen and six tenths devote twenty hours to administration. The bulk of the 44 principals above mentioned devote two hours per day to the administration of their schools. Sixty-five or fifty-nine and seven tenths per cent of the male principals devote four or more hours to administration daily with the greatest frequency shown at the seven hour interval. Thirteen or sixty-one and nine tenths per cent of the females studied devote three hours or fewer than three hours to administration each school day. The bulk of this group is concentrated at the one hour per day interval. Thirty-one and eight tenths per cent of the females devote four or more hours to administration with their greatest concentration at the seven hour per day interval. In the state as a whole fifty-eight per cent of the males devote three hours or fewer than three hours to administration, while forty-two per cent devote four or more hours daily to their administrative duties. A larger percentage of the females, seventy-six per cent devote three hours or fewer than three hours to administration each day with twenty-four per cent devoting more than four hours daily to their administrative duties. Thus it can be seen that of those principals who devote three or fewer than three hours to administration a

TABLE XVIII

SEX DIFFERENCES IN HOURS DEVOTED TO ADMINISTRATION  
DAILY BY 130 PRINCIPALS WHO GRADUATED  
FROM PRAIRIE VIEW

Hours	A		B		C		Total Per Cent of Totals		Grand Total	
	Male Num-Per ber Cent	Female Num-Per ber Cent	Male Num-Per ber Cent	Female Num-Per ber Cent	Male Num-Per ber Cent	Female Num-Per ber Cent	Male Num-Per ber Cent	Female Num-Per ber Cent	Male Num-Per ber Cent	Female Num-Per ber Cent
0	11 26.2	2 33.3	-	-	5 8.9	1 12.5	16 12.4	3 2.4	19 14.6	
1	4 9.6	3 25.0	-	-	6 10.7	2 25.0	10 7.7	5 3.9	15 11.5	
2	2 4.7	4 16.8	1 9.0	-	9 16.1	-	12 9.3	4 3.0	16 12.3	
3	1 2.3	1 8.3	1 9.0	-	4 7.1	-	6 4.6	1 0.7	7 5.3	
4	2 4.7	1 8.3	1 9.0	-	11 19.6	1 12.5	14 10.8	2 1.5	16 12.3	
5	2 4.7	-	1 9.0	-	2 3.6	1 12.5	5 3.9	1 0.7	6 4.6	
6	10 23.9	-	3 27.5	-	9 16.1	1 12.5	22 16.9	1 0.7	23 17.6	
7	10 23.9	1 8.3	4 36.5	1 100.0	10 17.9	2 25.0	24 18.5	4 3.0	28 21.5	
Total	42 100.0	12 100.0	11 100.0	1 100.0	56 100.0	8 100.0	109 84.1	21 15.9	130 100.0	

larger percentage are female than male, while of those principals devoting four or more hours to administration each day a larger percentage are male. Inasmuch as male and female principals appear to break approximately even in their administrative scores and chores some basis less elusive must yet be sought in illuminating salary differentials in term of the sex of the principal. When the size of the school, reflected in the number of teachers, is considered we again find a similarity in pattern for eighty nine and nine tenths per cent of the males have twenty six or fewer than twenty six teachers under their supervision, while twenty six teachers or fewer than twenty six teachers comprise the staff of nineteen or ninety and four tenths per cent of the female principals studied. One female principal has twenty nine teachers in her school and one female principal, in a metropolitan area, has forty one teachers on her staff. Three male principals in the study supervise a teaching staff of thirty eight, and four male principals supervise a teaching staff of forty four. Here again the pattern of principalships in the study and in the state as a whole show no significant difference. Close study of tables

XX and XXI not only reveals this similarity in pattern, but importantly so, these tables are supportive of the proposition that the Negro principal in Texas is the principal of a small school.



TABLE XIX

SEX DIFFERENCES IN HOURS DEVOTED  
DAILY TO ADMINISTRATION BY  
772 NEGRO PRINCIPALS IN  
THE STATE

Hours	Male Per Cent	Female Per Cent
0	14	6
1	12	10
2	12	18
3	20	42
4	26	4
5	3	5
6	4	7
7	2	8
8	5	-
9	2	-

TABLE XX

SEX DIFFERENCES IN NUMBER OF TEACHERS FOR 130 PRINCIPALS  
WHO GRADUATED FROM PRAIRIE VIEW

Number of Teachers	A		B		C		Total and Per Cent of Totals		Grand Total	
	Male Num-Per Cent	Female Num-Per Cent	Male Num-Per Cent	Female Num-Per Cent	Male Num-Per Cent	Female Num-Per Cent	Male Num-Per Cent	Female Num-Per Cent	Male Num-Per Cent	Female Num-Per Cent
2-6	12 28.6	3 25.0	1 9.1	-	19 33.9	-	32 24.6	3 2.4	35	
7-11	16 38.1	3 25.0	3 27.3	-	32 57.1	7 87.5	51 39.2	10 7.6	61	
12-16	5 12.1	-	1 9.1	-	-	-	6 4.6	-	6	
17-21	2 4.7	6 50.0	2 18.1	-	-	-	4 3.0	6 4.7	10	
22-26	4 9.5	-	1 9.1	1 100.0	-	-	5 3.8	-	5	
27-31	2 4.7	-	1 9.1	-	-	1 12.5	3 2.3	1 0.9	4	
32-36	1 2.3	-	-	-	-	-	1 0.7	-	1	
37-41	-	-	1 9.1	-	3 5.4	-	4 3.0	1 0.9	5	
42-46	-	-	1 9.1	-	2 3.6	-	3 2.3	-	3	
47-51	-	-	-	-	-	-	-	-	-	
Total	42 100.0	12 100.0	11 100.0	1 100.0	56 100.0	8 100.0	109 83.5	21 16.5	130	

TABLE XXI

SEX DIFFERENCES IN NUMBER OF TEACHERS  
FOR 772 NEGRO PRINCIPALS  
IN THE STATE

Number of Teachers	Male Per Cent	Female Per Cent
2- 6	36	28
7-11	40	36
12-16	4	22
17-21	4	12
22-26	4	1
27-31	-	-
32-36	2	-
37-41	2	1
42-46	2	-
47-51	2	-
Over 51	2	-

## CHAPTER V

## SUMMARY AND CONCLUSION

The average Negro principal in the public schools of Texas is a part time principal. The number of male principals outnumber the female principals, however, the female principals appear to have more professional education courses listed on their transcripts. The female principal is older than the male and receives a lower salary for the principalship. The Negro principal in the state has a master's degree. He or she also holds a permanent high school certificate which is not based on the degree. Not all of the group have the administrator's certificate. The undergraduate training of the principal has been diversified, falling largely within the study areas of the humanities, natural science, social science, and general education; while his graduate training shows greatest emphasis in administration and supervision, and elementary education. His average annual salary is \$3,800. Whether trained at Prairie View or elsewhere in the state or in other states the Negro school principals seem to be more alike than unlike in characteristics which qualify them for the positions they hold. On the basis of the evidence presented in the foregoing chapters, it seems safe to conclude that there tends to be no relationship between the training of a principal, as reflected in the number of grade points earned in professional education courses, and

the number of years he has been in the teaching profession, the length of his service in his present school district, the number of hours he devotes each day to the administration of his school, the size of the school he administers, as reflected in the number of teachers under his supervision, or the salary he earns.

While female principals receive lower salaries than male principals they appear to be better prepared for their principalship responsibilities in terms of pre-service preparation in professional education courses.

The Negro principal is the principal of a small school.

It is recommended that:

1. Research be undertaken to determine the functional value of the following to the Negro principalship in Texas:
  - (a) Professional education courses required of principals during their institutional pre-service preparation period.
  - (b) Other courses required of principals during their pre-service preparation period.
2. Research effort be directed toward a determination of what local boards of education and superintendents value most in the principal of a Negro school.
3. Since the Negro principal is the principal of a small school a comparative study of school consolidations in all districts of the state be made.
4. A comparative study of the Negro female principals and the white female principals be made in order to establish or rebut the apparent bias against female principals in the state as is reflected in salary differentials.
5. It recommended that a comparative study of Negro and white principals in Texas be undertaken for the purpose of evaluating their respective principalship roles.

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