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A Comparative Study Of The Training, Experience, Duties, And Responsibilities Of East Texas Negro School Principals

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A COMPARATIVE STUDY OF THE TRAINING, EXPERIENCE, DUTIES
AND RESPONSIBILITIES OF EAST TEXAS NEGRO SCHOOL PRINCIPALS



AUSTIN

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A COMPARATIVE STUDY OF THE TRAINING, EXPERIENCE,
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TEXAS NEGRO SCHOOL
PRINCIPALS

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By

Roger Samuel Austin

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 State Normal and Industrial College

Prairie View, Texas

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DEDICATION

To my wife, Effie Bowles Austin,
my best companion, at
work or at play.

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CHAPTER I

INTRODUCTION

The principalship of a modern school represents a vital place in the machinery of present day education. To have in charge of the ship of education a captain trained for his work, experienced in the field, and cognizant of his duties and responsibilities, is as important as to have an experienced and capable skipper in control of a ship in a stormy sea. With present day education in a highly changeable state it is fundamental that there be a steady guiding hand to direct the activities in the scheme of education. The troubled sea of learning for the great masses cannot be navigated by novices in the art of educational strategy.

Kemp makes the following statements:

These modern leaders of our school systems hold what is probably one of the most responsible positions as the gift of the public. We may be sure it is hazardous. 'Service and more service,' cry the people; and 'See that you don't increase school cost,' cry the taxpayers. It takes outlook and courage to be a school executive. You have to make plans and you have to take chances.¹

¹Kemp, W. W. "Some Urgent Problems Facing School Administrators," Educational Administration and Supervision, 26:561-71, November, 1940.

A statement made by Bryant Smith, of Texas, applies aptly to this official:

The future, though never so uncertain as to be a menace, is never so secure as not to be a challenge, and the lure of adventure, let us hope, will always beckon to the strong in heart.¹

Much has been done in the last decade by both educational institutions and state departments of education to make the principalship a position of esteem and trust. This has been accomplished by raising and maintaining standards which experience has shown to be desirable. These standards have been adequately expressed in the formulation of required programs of study for teacher certification and advanced degrees. This phase of the problem is not the question for consideration in this study, although reference will be made at times to such standards.

Without statement of the problem, knowledge of the training and experience needed for the duties and responsibilities of the principals in their fields, an accurate picture of factors involved in the principalship can not be obtained. It is not unusual at professional gatherings to hear comments that lead one to believe that many principals of both the elementary and the secondary schools of Texas were appointed to their positions without having

¹Smith, Bryant. "The Menace of the Years." Political Science Quarterly, 44:174, 1898.

had specific training for such an esteemed place of leadership.

Statement of the Problem

The writer's problem is to determine what relationship exists between the training and experience possessed and the responsibilities and duties performed by a selected group of Negro principals of East Texas.

Purpose and Limitations

Purpose. -- Expressed simply, the purpose of this study is to discover the extent of the training, experience, duties, and responsibilities of the principals in East Texas; present a set of qualifications for the principalship in the light of data furnished by workers now in the field, and to make available to colleges and the State Departments of Education a picture of what may be expected of present day graduates who are entering the field of educational Administration.

Limitations. -- This study is limited to information concerning the principals of East Texas, in both elementary and secondary schools. Through analysis of the problem, these questions seem to be of greatest importance:

1. What titles do the administrators of these schools have?
2. What types of certificates do these principals

- hold in order to qualify them for their positions?
3. What types of schools do they control?
 4. What has been their training and where obtained?
 5. How broad is their experience in school teaching?
 6. How large were the schools over which they first became principal?
 7. What degrees do they hold?
 8. How do the principals apportion their time in school activities?
 9. What are their concepts of their duties and responsibilities as principals?

Procedure

Our State Legislature has set minimum requirements for the certification of teachers and administrators.¹

The administrative certificate requires along with college graduation, the completion of twelve semester hours in the field of advanced administration and supervision, and six semester hours in the field of advanced methods.²

All data used in this study were obtained from a two-page questionnaire sent to 240 public school principals, selected at random, of East Texas. A stamped self-addressed envelop and a personal letter which described the

¹Texas State Department of Education. Public School Law of the State of Texas, pp. 173-84.

²Informal (but affirmed) statement to the writer.

the purpose of the study were sent with each questionnaire. The writer also secured valuable information through visits and personal contact with many of the principals in the area covered in this study.

Review of the Previous Related Studies

The field of educational administration is a comparatively new one. As a study in college, or as a science, it is less than one hundred years old. It is no wonder that there were times, in its first years of existence, when it was impossible to obtain a thoroughly trained executive for an important administrative position. However, that condition does not prevail today. There are many institutions of higher learning now, and a variety of courses in almost every field for those who will prepare themselves for the task which they are to perform.

Much has been written on the professional training and experience of administrative heads of our public schools, the most of which appear in text book form.

Because of the rising tide in scientific study and growing demands that are taking place in the profession, only a limited number of related studies are available in the limits of this study. In reviewing the literature on the selected subject, and for the particular area of this study, very little was found that treated the subject directly. The most comprehensive treatments found on princi-

palship are cited.

In considering the training of administrators in the public schools, Moore points out in his study that, "In 1934 there were still many school executives who had never studied school administration in any professional university course."¹

Nelson, in commenting on the training of school administrators, makes the following observation:

Such a condition when brought to our attention seems to jar our sense of justice considerably. It has become a nationally accepted principle that the teacher of natural science, of English, and social science, and the other academic subjects, be thoroughly learned in the subject matter of his field. Such a person is responsible for an average of only twenty-five or thirty pupils a day. It is equitable for the executive who is responsible for the entire school system, to have had less preparation for the duties that confront him, than it is for one of these subordinates?²

Pierce, in his study of the principal's preparation states that, "unless the quality of its leadership is high, the modern high school, regardless of its striking promise, will fail as a significant force in our educational and social life."³ The high school principal should be as carefully selected, and have training as ex-

¹Moore, Clarence Carl. Educational Administration and his Opportunities, p. 622.

²Nelson, Jessie H. Educational Administration as a Social Policy, p. 84.

³Pierce, Paul R. The Challenge of the High School Principalship, p. 740.

tensively as the professor of education. The doctor of philosophy degree in education, in view of summer and extension services of schools of education, and sabbatical leaves in many school systems, is well within the reach of principals in service and candidates in preparative training. With numbers of high school teachers now acquiring the master's degree, and many the doctorate, it approaches a matter of necessity for their leader, the principal, to become as well equipped as is any member of his staff. Pierce continues:

To lead his staff in extending educational theory and practice, the high school principal must be a convincing consultant and teacher of teachers. Possessing training as thorough going as that of the professor of education, he cannot abdicate his responsibilities for in-service training of his teachers. Though much of his teaching of teachers is devoted to such broad concepts as well-rounded pupil personalities, the total school point of view, and the core curriculum, he should also be an intelligent consultant for teachers in the details of constructing and conducting units of learning. Teachers as individuals and in groups unceasingly seek the advice and assistance of a professionally alert principal.¹

Bonar attempts to determine how well qualified the principal is for his job, and the opportunities accorded him for exercise of his professional responsibilities, based on replies to a questionnaire received from 203

¹Ibid., p. 740.

principals of first class high schools and approved junior high schools. He indicates that improvements in their qualifications have been rapid in recent years; and that in many administrative and supervisory matters the status of the principal is not very clearly defined, but it depends largely on the attitude of the county board of education and the county superintendent.

Harris¹ investigated eight elementary principals in their daily activities of professional work by means of interviews with the principals and diaries kept by them. He discusses their activities; relations with the community, and with the superintendent and the supervisors; relations with the teachers and clerical work; and the relations with pupils; administration of in-service training of the teachers and the relations of the principals to the curriculum. The purpose of his study is simply to present a picture of the activities of these busy school officials.

Landon² in his study, attempted to determine the major jobs of rural high school principals and what constituted good practice in performing them. Thirty rural principals were sent check lists for their replies. It was interesting to note the similarity of jobs performed by these rural principals as compared with those done by city

¹Harris, Robert. The Elementary Principalship of Corpus Christi Schools.

²Landon, Gordon Shelton. An Analysis of the Major Jobs of Rural High School Principal.

principals. Many similar jobs were performed by rural principals in spite of the great distances traveled. Nine principals traveled an average of 110 miles each week and seven traveled a average of 160 miles. While no mention was made of the exact distance of travel done by 14 principals, it was logical to assume that some time in travel was necessary to performing many of the same jobs since they are typical of the rural communities. City principals were credited with a possibility of less necessary travel and better opportunity for a wider range in function.

Koos says, "Administrative heads are admittedly vital factors in the efficiency of the school systems with which they are connected."¹ According to Koos:

The proportion of principals holding the master's degree is much larger than that of high-school teachers and increases with the size of the communities represented. For cities with populations of from 25,000 to 100,000 the percentage with the master's degree was 35.3; with the master's or doctor's degree, only slightly less than two-fifths . . . the work in education taken by high-school principals includes typically that which is required of school teachers in amount and scope, showing a tendency to secure professional equipment suited to leadership of a teaching staff.²

Eikenberry states that, "in the modern secondary school the principal becomes a social engineer, directing

¹Koos, Leonard V. The American Secondary School, p. 682.

²Ibid., p. 684.

the activities of his school in the direction of pupil growth, rather than in the direction of formal mastery of traditional subject matter."¹ He states further that:

The goal toward which the training institutions and State Departments of Education should strive is complete training before the principalship is entered. In America, the time has long passed when doctors were permitted to practice without adequate preparation. The young medical student is not permitted to study two, or three years, practice medicine a year or two, study another year or two, practice two or three more years, and then complete his medical training. Even at the completion of his six or seven years of training, the doctor is not permitted to practice until he has given satisfactory evidence by passing a comprehensive examination, that he is completely qualified. At some time it will be realized that directing the destinies of adolescent boys and girls is as important as treating them for measles, mumps, and whooping cough. When the teachers in college and universities, state authorities and principals realize the importance of the high school-principalship, all will work together for a program of professional training, that will elevate the position to the place it deserves among the major professions.²

Scott,³ in his survey of the professional functions of Negro principals in the public schools of Florida, in relation to status, studied the Negro principal in the

¹Eikenberry, D. H. The Professional Training of Secondary School Principals, p. 498.

²Ibid., p. 509.

³Scott, J. Irving E. "The Professional Functions of Negro Principals in the Public Schools of Florida in Relation to Status." The Journal of Negro Education. 30:169-173, Spring, 1944.

public schools of Florida with respect to his major activities as a principal, so as to show what he does and how his work is related to his age, preparation, experience, tenure, salary, and size of school. He studied the historical and legal background of the principal's office; his age and sex; his academic and professional preparation; number of years of teaching experience; his experience as a principal, and his salary, tenure, and relation of some other factors to salary. The study determined (1) the distribution of time of Negro principals, (2) the extent to which the major professional functions of supervision, administration and clerical duties are performed and finally, (3) related the extent of performance of each major professional function to age, preparation, experience, tenure, salary, and size of school.

According to this investigation, the better trained principals received the better salaries and, at the same time, were at the head of the better schools. The age, sex, salary, and historical background of the principals are not included in the writer's study.

Scott¹ says that his findings imply that Negro secondary schools and the larger Negro public schools of Florida are headed up by a more superior type of administrator than the smaller elementary schools and the elementary schools. The analysis made clear that Negro prin-

¹Scott, loc. cit.

principals in the public schools of Florida are usually teaching principals, devoting more time to teaching than to all other functions combined; and that by virtue of his position, represents the educational leadership of his race.

Miller, in a study of 54 junior high school principals in Texas attempted to answer the following questions:

1. What is the status of the principal's personal affairs as measured by age, marital status, and economic condition?
2. Are the junior high school principals of Texas properly trained for the work?
3. Do they have adequate educational experience for the most effective work as junior high school principals.
4. What are the major duties of the junior high school principals?
5. How many pupils, teachers, and grades are under the supervision of the junior high school principals?
6. To what extent does the junior high school principal participate in community life?¹

¹Miller, B. Franklin. The Junior High School Principal in Texas, pp. 14-5.

Among Miller's¹ conclusions are the following: median age, 40 to 63 years; median salary \$2277.78; median college attendance, 5.39 years; median number of years experience, 17.43 years; median number of pupils under the principal's supervision, 600; 82.2 per cent of the principals had membership in civic organization; and only 95 per cent held membership in the Texas State Teachers Association.

In 1931 Southall,² completed a study on the status of white high school principals of classified and accredited public schools of Texas for the year 1929-30.

The writer did not find any studies on Negro principals of Texas.

¹Ibid., pp. 110-22.

²Southall, Oscar C. The Status of the High School Principal of the Classified and Accredited Public High Schools of Texas.

CHAPTER II

TYPES OF PRINCIPALS

As mentioned in the previous chapter, 240 questionnaires were sent to the principals of East Texas. Of the number sent out 86 or 35.08 per cent were returned. From the questionnaire it is observed that the principals fall into separate groups or that they administer several different kinds of schools. Placing these administrators in the category of their service appears to be most logical for a true picture of their titles. By grouping the principals, we see not only their titles, but the kind of schools they serve, and the number of principals in each group.

In this investigation, the principals are classified according to the type of schools in which they are employed. It is difficult to classify some administrators, for their schools may include all the grades or combination of grades that would constitute separate divisions in some school systems. However, the writer has accepted the classifications as designated by principals when they filled out the questionnaire. Table I shows the number of principals in each type of school.

TABLE I. TYPES OF SCHOOLS AND THE NUMBER OF PRINCIPALS REPLYING.

Types of Principals	Number of Principals
Elementary	34
Junior High Schools	12
High Schools	38
Rural Superintendents	2
Total	86

The largest number of replies, 44 per cent, was received from principals who checked themselves as high school principals. Forty per cent of the replies were checked as elementary school principals. The elementary schools of the nation serve about eighty per cent of the total population.¹ Hence, the writer feels that many principals classified themselves according to the highest division of the schools in which they serve; some of the high schools are probably combinations of elementary and high schools or elementary and junior high schools. Twelve of the replies were from principals who checked themselves as junior high school principals. Only two per cent of the replies come from rural superintendents;

¹Reavis, W. C.; Pierce, P. R.; and Stullken, E. H. The Elementary School, p. 5.

these are considered in the treatment of principals because the duties of the rural superintendents are similar to those of the principals. In fact, the rural superintendent is subordinate to the county superintendent.

The Elementary School

The elementary school system is defined in terms of number of grades. Butler defines the elementary school as the division of the system to which is assigned the general training in the rudiments of knowledge needed by a pupil from the age of six or seven to the period of adolescence.¹ Butler's concept led to the adoption of the six- or seven-year elementary school.²

In Texas, it is the duty of the county board of school trustees to classify the schools of the county, including those of independent school districts, "in accordance with such regulations as the State Superintendent may prescribe into elementary schools and high schools for the purpose of promoting the efficiency of the elementary schools and of establishing and promoting high schools at convenient and suitable places."³

¹Butler, N. B. "The Scope and Function of Secondary Education." Educational Review. 16:17, June, 1898.

²Reavis, Pierce, and Stullken, op. cit., p. 5.

³State Department of Education. Public School Law of The State of Texas; Art., 2678a, p. 35.

According to the Public School Laws of Texas, the elementary schools are created by the district to provide for instruction embracing "not more than the first seven grades or years of work as outlined in the course of study by the State Superintendent and approved by the county superintendent."¹ It is obvious that Texas legally provides for the classification of its schools.

Goodykoontz and Lane comment on the development of the elementary principalship:

The early schools of this country were one - room schools presided over, no matter what the size, by one teacher. As cities grew and the enrollment of individual schools increased past the possibility of efficient management by a single teacher, various expedients were used. Assistant teachers were added; the Lancasterian system with its monitors flourished; additional rooms and teachers were added to the initial unit; a large school was divided into primary, intermediate, and grammar grades. Some where along the line - no one knows exactly when - it became the practice to designate one of the teachers as "principal," and to give him responsibility for making such adjustments as were required and for coordinating the activities of the "assistant teacher."²

Goodykoontz and Lane further state:

Elementary-school principals are by far the largest group of administrative and supervisory school officials in this country. It is

¹Ibid., Art. 2811, p. 118.

²Goodykoontz, B. and Lane, J. A. The Elementary School Principal, p. 2.

estimated that there are 3,000 city school superintendents, 3,000 county superintendents, 16,000 high school principals, 1,700 college and university presidents. Compared with these, approximately 21,000 elementary school principals in charge of several administrative units of public education represent a large proportion of the school administrators. From the standpoint of numbers, elementary school principals are an important group. In the terms of their field of activity also they carry large responsibilities. Of the 27 million students attending public elementary and secondary schools and colleges in this country in 1936, 21 million, or more than three-fourths, were elementary schools. Of 900,000 teachers, two-thirds were employed in elementary schools.¹

More children come in contact with the elementary school principal than any other type of school administrator. He occupies an important role in the organization of any school system.

The Junior High School

The junior high school is a product of the twentieth century. The first junior high schools were established in Columbus, Ohio, 1909, and Berkeley, California, 1910.² The McKinley School at Berkeley housed only grades seven, eight, and nine; however, there seems to be some doubt as to whether the junior high school of Columbus housed only

¹Ibid., p. 1.

²Miller, op. cit., pp. 2-3.

grades seven, eight and nine.¹ The public school system of Houston was the first system of Texas to adopt the junior high school plan; this was in 1911.² Miller states:

The establishment of eight junior high schools in San Antonio in 1923 marks the greatest single step taken in the junior school movement in Texas, although various other cities had attempted reorganization on junior high school basis prior to that date.³

The San Antonio project was unique. Dr. Jeremiah Rhodes, then superintendent of schools in San Antonio, had a professor from the University of Texas to give a series of lectures on the junior high school movement. The principals and teachers who were to be employed in the junior high school spent the summer of 1923 in higher institutions of learning where the junior high school was being stressed; they also visited cities which had pioneered in the new school organization.⁴ Dr. Rhodes' approach attracted the attention of educated leaders.

The number of junior high schools has increased greatly. In 1930, the National Survey of Secondary Education revealed 5,777 junior high schools in this country.⁵

¹Ibid.

²Keller, H. K. A History of Public Education in Houston, Texas, pp. 59-60.

³Miller, op. cit., p. 4.

⁴Ibid.

⁵Spaulding, F. T.; Frederick, O. I.; and Koos, L. V. The Reorganization of Secondary Education, p. 27-28.

Texas has kept the pace in the junior high school movement. For the academic year 1941-42, 86 cities of Texas had State Approved Junior High Schools; Houston, Fort Worth, and San Antonio led in the number of such schools.¹ The only Negro schools listed were Douglas and Dunbar, both of San Antonio.

The State Department of Education has set up standards for the recognition of junior high schools. Two of these pertinent to this study are:

(2) A teaching staff composed exclusively of college graduates, headed by a principal who has special training in the junior high school field.

(3) The junior school should be composed in its organization of what is now known as the seventh, eighth and ninth grades of a twelve-grade system.²

In order for a school to be placed on the State's approved list, it must comply with the above two criteria and eight other criteria. The State recognizes the junior high school as a district type of organization.

The High School

The secondary school of today was preceded by the Latin grammar school and the academy. However, the public

¹Texas State Department of Education. Standards and Activities of the Division of Supervision, pp. 158-59.

²Ibid., p. 157.

high school has existed for more than a century. Jacobson and Reavis state, "The high school principal is the oldest administrative position in American education. It antedates both the superintendency and the elementary school principalship."¹ Today, the high school principal is looked upon as more than a disciplinarian or head teacher.

Present day literature indicates that more and more high schools are requiring efficient and constructive leadership. Such leadership can be secured only through efficient and thorough training for specific job.

The strategic point in the secondary school system of the United States is the high-school principalship. It has become a trite saying that as the principal is, so is the school. In spite of its triteness the saying is just as true today as when first coined. The best high schools are apt to be those having at the head principals with sound and thorough academic and professional training, who have visions of the possibilities of secondary education under the leadership of a professionally trained principalship. Schools that have never risen above the level of mediocrity, or that have sunk from a position of importance to the level of mediocrity or worse, are nearly always found to have principals lacking professional training.²

In Texas, public high schools are ranked by the State Department of Education as first class, second class and

¹Jacobson, P. B. and Reavis, W. C. Duties of School Principal. p. 754.

²Eikenberry, D. H. Status of the High School Principal. p. 7.

third class. However, the State school laws do not prohibit the operation of unclassified high schools. Classified high schools are issued a certificate of classification.¹ The criteria for ranking high schools are:

1. A high school of the first class shall be one which maintains at least four years or grades of work above the first seven grade or years, may include in its curriculum the first seven grades or years of work, shall employ at least two teachers to teach high school subjects, who shall each hold a State first grade certificate or certificate of higher grade, and shall be maintained for not less than eight scholastic months during each school year.

2. A high school of the second class shall be one which maintains at least three years or grades of work above the seventh grade or year, and shall otherwise conform to the requirements for the first class.

3. A high school of the third class shall be a high school which maintains at least two years or grades of work above the seventh grade or years, may include in its curriculum the first seven years or teach high school subjects, who shall hold a State first grade certificate of higher grade, and shall be maintained for not less than seven scholastic months during each school year.²

In addition to having State accreditation, some schools are accredited by the Southern Association of Colleges and Secondary Schools. Although this study makes no effort to determine the accreditation of the high schools,

¹Texas State Department of Texas. Public School Laws of Texas, p. 38.

²Ibid., pp. 37-38.

the writer found from conferences with some of the principals that at least four of the schools are accredited by the Southern Association. Since accrediting agencies insist upon specific standards which involve the personnel as well as the physical plant, accreditation is an index to the professional status of the principal.

The chapters which follow discuss certain aspects of the status of the Negro Principals of East Texas.

Jacobson and Kevlin

If a young man seeks a career in the principalship, he must secure the necessary training. The first requisite is a Bachelor's degree in any institution of recognized standing, with a broad basic training rather than specialization in some narrow field of knowledge. In addition to his basic training a prospective principal should have some room teaching experience so that he will have teaching problems of first hand. He should demonstrate his ability as a superior teacher before seeking an appointment to a principalship.

How are the East Texas principals trained to meet the standards and obligations of the principalship? How do they see the proper amount and the type of training that

CHAPTER III

THE TRAINING OF PRINCIPALS

There is a general recognition that many public school administrators have not been thoroughly trained for their work either generally or specifically. The personal equation is important. The school executive should possess pleasing personal qualities, but beyond these native qualities the principal of the school should possess a broad liberal education. The obligations of the principalship demands a specific preparation to meet the growing problems of importance in his office.

Jacobson and Reavis:

If a young man seeks a career in the principalship, he must secure the necessary training. The first requisite is a bachelor's degree in any institution of recognized standing, with a broad basic training rather than specialization in some narrow field of knowledge. In addition to his basic training a prospective principal should have some room teaching experience so that he will know teaching problems at first hand. He should demonstrate his ability as a superior teacher before seeking an appointment to a principalship.¹

Here are the East Texas principals trained to meet the standards and obligations of the principalship? Have they had the proper amount and the type of training best

¹Jacobson and Reavis, op. cit., pp. 777-78.

fitted for their particular needs? What degrees do they hold? In what major subject matter fields did these principals receive their training? What recent books have they read in the field of administration? What professional publications do they subscribe to or read? What courses did they study in administration? Did they have courses in tests and measurements? In what professional organizations do they hold memberships? By what means did they obtain their present positions?

The present chapter presents the findings concerning the extent of collegiate preparation, the professional training, and their efforts at professional growth.

Degrees and Certificates Held

Degrees. -- Fifty-one of the 86 administrators, 59.3 per cent hold degrees. Table I shows the distribution and type of degrees held by the various types of administrators. The writer has recorded only the higher degree in cases where the principal held two degrees. Two principals held a bachelor of divinity degree, but they also had the other degrees and the bachelor of divinity degrees were not considered in the tabulations. Thirteen of the 34 elementary school principals held degrees; none had been awarded the Master's degree. The A. B. degree was more popular than the B. S.; eight held the former

and five held the latter. It is recommended that the elementary school principal have "four years of college plus a graduate year with a minor in education."¹ Deffenbaugh's² study of more than 8,000 elementary school principals shows that the scholastic qualifications of elementary principals increase with the size of the city or community in which they work. He found that 60.7 per cent of the men elementary principals and 31.0 per cent of the women elementary principals had four or more years of college work.³ This study does not classify the principals on the basis of sex. Thirty-eight per cent of the reporting elementary school principals had the bachelor's degree. The largest city covered by this study was one with a population of slightly more than 59,000; hence, in the light of Deffenbaugh's study, it is not surprising to find a small percentage of the elementary school principals holding the bachelor's degree.

TABLE II. DEGREES AND CERTIFICATES OF EAST TEXAS PRINCIPALS

Classification of Principals	Degrees					Certificates				
	AB.	BS.	MA.	MS.	To- tal	Elementary 4 yr.	Elementary 6 yr.	High School Perm. 2 yr.	High School Perm. tal	
Elementary	8	5			13	8	7	1	5	21
Junior-High School		4			4	2	2		4	8
High School	8	17	4	3	32	1	1	2	2	6
Rural Super- intendent		1	1		2					
Total	16	27	5	3	51	11	10	2	11	35
Per Cent	6									

¹Deffenbaugh, W. S. Elementary School Principals. p. 1.²Ibid., p. 2.³Ibid.

Four, 33 per cent, of the junior high school principals had the B. S. degree; the others had no degree. Touton and Struthers¹ recommended the bachelor's and the master's degrees for the junior high school principal. The Texas State Department of Education insists upon the staff of "approved" junior high schools being college graduates and principal being specially trained in the junior high school field.²

Miller's³ study on white junior high school principals of Texas revealed that about 82 per cent of them had received their degrees within the past ten years. None of the junior high schools in this study is on the list of State approved junior high schools.

Table II shows that 32, about 84 per cent, of the high school principals held degrees. Of the number holding degrees more than half of them had been awarded the bachelor of science degree. Only 18 per cent of the reporting principals held the master's degree; four of the seven master's degrees were the M. A. Eikenberry's⁴ study of 1,510 high school principals of the United States showed the median number of years of training above high school

¹Touton, C. F. and Struthers, A. B. Junior High School Procedures. p. 13.

²Texas State Department of Education. Standards and Activities of the Division of Supervision. p. 157.

³Miller, op. cit., p. 50.

⁴Eikenberry, op. cit., p. 13.

preparation to be 4.8 years. Shannon¹ found from a study of 2,075 high school principals of the country in 1933-34, that 4.24 per cent had no degrees; 42.31 per cent had the bachelor's degree only; 51.04 per cent had the master's degree; and 2.41 per cent the doctor's degree. It is obvious in this study that the training of the high school principals of East Texas is not comparable to Shannon's findings; however, the high school principals reported a greater amount of training than the elementary and junior-high school principals.

Each of the rural superintendents had degrees; one had been awarded the master's degree, and the other had only the bachelor's degree. The position of rural superintendency is relatively new, and the writer was able to find nothing in the literature about it.

Most administrators who had degrees had the bachelor of science degree; 50 per cent of the 86 administrators had bachelor's degree. Only 9.3 per cent of them had the master's degree.

Certificates. -- Table II shows that 35, or 40.7 per cent of the 86 principals had no degrees, but only certificates. The Texas Legislature has provided for the certification of teachers; however, the school laws do not

¹Shannon, J. R. Bulletin of the Department of Secondary School Principals. p. 11.

provide for separate certificates for principals.¹ Some states have regulations governing the certification of school administrators.

In September of 1937 there were 21 states which had special certificates for elementary school principals.² The Texas Department of Education issues three classes of elementary certificates; second class, first class, and permanent. The requirements for the highest elementary certificate, the elementary permanent, do not demand a degree.

An applicant who has satisfactorily completed the second year of college work in a Texas State Normal College, and who has specialized in the materials of elementary education including a minimum of thirty-six recitation hours of practice teaching in the elementary grades under the supervision of a critic teacher shall be entitled to receive a permanent elementary certificate.³

The above quoted requirement is not applicable to persons who have attended any institution other than a Texas State Teachers College.⁴ Eight, about 39.0 per cent, of the non-degree holding elementary school principals had elementary four-year certificates which are

¹Texas State Department of Education. Public School Law of Texas. pp. 178-84, arts. 2885-2898A.

²Goodykoontz, and Lane, op. cit., p. 3.

³Texas State Department of Education. Laws, Rules, and Regulations Governing State Teachers Certificates. p. 25.

⁴Ibid.

"issued upon the completion of five college courses¹ leading to a degree; one course must be in English, one course in elementary education, and not more than two courses may be in any one subject."² Seven of the elementary principals held the elementary six-year certificate which requires ten college courses, two of which must be in education.³ One elementary principal had a high school two-year certificate which is issued upon completing five college courses which include one course in English and one course in Education.⁴ Five or slightly less than one-fourth of the elementary principals held high school permanent certificates. Today, the high school permanent certificate is issued upon two conditions:

Upon a standard Bachelor's degree and two courses in Education, one of which shall bear upon training for high school teaching, plus twenty-seven months of successful teaching done subsequent to the conferring of the degree.⁵

The principals who hold a high school permanent certificate and do not hold degrees received the certificate before the law requiring a degree became effective; the law was enacted by the Fortieth Legislature, 1927.⁶

¹A "Course" is equivalent to six semester or nine term hours.

²Texas State Department of Education. "Texas certificates issued upon college credits." Mimeographed Sheet.

³Ibid.

⁴Ibid.

⁵Ibid.

⁶Texas State Department of Education. Public School Law. p. 179.

Texas demands no special certificate for teaching in the junior high school. To teach above the seventh grade, junior high school teachers must have the same certificates as senior high school teachers.¹ Table II shows that two or 25 per cent of the principals who listed themselves as junior high school principals had the elementary four-year certificate; an equal number had the elementary six-year certificate; and four, or 50 per cent, had the high school permanent certificate. The elementary six-year and the elementary permanent certificates permit one to teach through the first year of high school. However, if a teacher has been teaching a subject ten years "in a city or town of 2,000 inhabitants or more" such teachers may be employed "in a city or town of 2,000 or more" though such teacher has no certificate.²

Of the principals who listed themselves as high school principals six had certificates but no degrees. One of these principals had the elementary four-year certificate and one had the elementary six-year. Two had been awarded the elementary permanent and two, the high school permanent. The percentage of the non-degreed principals having the elementary four-year certificate and the high school

¹Texas State Department of Education. Laws, Rules and Regulations Governing the State Teachers Certificates. p 39.

²Texas State Department of Education. Public School Law. p. 174. art. 2885A.

permanent was equal.

The Board Of Examiners, State Department of Education, will issue administrative certificates to administrators who meet certain requirements.¹ However, this certificate is not required by the State; in fact, it is called the "Administrator's Certificate of Approval."²

TABLE III. CLASSIFICATION OF PRINCIPALS WITH SOURCE OF HIGHEST DEGREE

Types of Principals	In Texas		Outside of Texas	
	Publicly Supported	Non-Publicly Supported	Publicly Supported	Non-Publicly Supported
Elementary	4	8	0	1
Junior High	2	2	0	0
High School	17	9	4	1
Rural Superintendent	1	0	0	1
Total	24	19	4	3

Sources of Highest Degree. -- Table III reveals that most of the degrees are from institutions within the State. One high school principal who reported a master's degree did not give the source of the degree. The analysis of the questionnaire showed that two of the master's degrees

¹Texas State Department of Education. "Texas certificate issued upon College Credit." Mimeographed Sheet.

²Texas State Department of Education. Laws, Rules and Regulations, Governing the State Teachers Certificates. p. 39.

were received at Prairie View State Normal and Industrial College. The other master's degrees were conferred by institutions outside of the state; two of these were by non-publicly supported institutions and the other two were by state institutions.

Most of the elementary principals, eight or about 62 per cent, attended privately supported institutions within the state. The junior high school principals represented equally the public and private institutions, and no one had received degrees outside of the state. Most of the high school principals, 17, had received their degrees from Prairie View; five held degrees from outside of the state. Table III shows that most of the degrees, twenty-four or nearly 50 per cent, were awarded by the state institution while the next largest number, 19, were awarded by private institutions within the State. Only seven degrees were awarded by institutions outside of the State.

Years in which degrees or certificates were awarded.--

Table IV shows the years in which the degrees or certificates were awarded. Certificates are considered only for those who do not hold degrees. The highest degree or certificate was tabulated.

TABLE IV. YEARS IN WHICH DEGREES OR CERTIFICATES WERE AWARDED

Years	Number of Degrees	Number of Certificates
1904-1908	1	0
1909-1913	0	1
1914-1918	0	0
1919-1923	0	3
1924-1928	9	4
1929-1933	12	2
1934-1938	13	2
1939-1943	16	19
Total	51	31 ⁺

⁺ Four principals did not report this datum.

From 1904 until 1924 only one of the administrators who reported had a degree. About 31 per cent of the degrees have been earned since 1938. Nineteen, about 61 per cent, of the administrators who have no degrees have received their certificates since 1938. Prior to 1920, one would not expect to find many degrees since it does not appear that the institutions within the State were granting degrees.¹ The one person reporting a degree in 1904 received it outside of the State.

From 1920 to 1939, Prairie View Normal and Industrial College conferred 2,388 degrees.² Exact dates at which

¹See Table III, p. 32.

²Marsh, C. S. American Universities and Colleges. p. 750.

other colleges within the State began conferring degrees were not available; however, until 1939, Bishop College had conferred about 1,251 degrees,¹ Wiley College had conferred 1,012 degrees,² and Texas College had conferred 557 degrees.³ The State institution has led in the preparation of teachers.

Fields in which degrees were obtained.-- In Table V it is shown that all elementary principals received their degrees in education. Three of the junior high school principals, 75 per cent, received their degrees in education and one received his degree in vocational agriculture. Among the school principals, 22 or 68 per cent, were awarded their degrees in education; three majored in the social sciences, and seven majored in vocational agriculture. Both rural superintendents reported education as their major fields.

TABLE V. MAJOR FIELDS OF PREPARATION OF THE PRINCIPALS HOLDING DEGREES

Classification of Principals	Major Fields			Total
	Education	Social Science	Vocation- al Agri- culture	
Elementary	13	-	-	13
Junior High School	3	-	1	4
High School	22	3	7	32
Rural Superintendents	2	-	-	2
Total	40	3	8	51

¹Ibid., p. 231.

²Ibid., p. 986.

³Ibid., p. 187.

Forty or 78 per cent of all the principals had majored in education; eight majored in vocational agriculture, and three majored in the social sciences. These data indicate that the majority of the principals who took degrees had prepared for the field.

Professional Preparation and Growth

Recent books read in the field of administration. --

It was impossible for the writer to tabulate the responses to the questionnaire item, "List the names of four recent books that you have read in the field of administration and the author of each book." Some of the replies gave only authors, some gave only books, and some listed books that could not be classified as professional. Hence, to avoid confusion the writer has not considered this item table. Ignoring the facts that the responses were confusing and many books listed could hardly be considered "recent," the largest number of books were reported by the high school principals; the junior high school principal ranked next; then came the elementary principals; and the least number of books was reported by rural superintendents. Some boards of education allow a small sum of money to be used to purchase recent professional books.¹ This practice would probably encourage professional reading by ad-

¹Jacobson and Reavis, op. cit., p. 532.

ministrators and teachers.

Professional periodicals. -- Table VI shows the professional publications which the principals reported that they read often. The Normal Instructor was the most widely read magazine; 33 principals listed it. It is surprising to find that the Texas Outlook was reported read by more, than the Texas Standard. The Texas Standard is sent to all members of the colored Teachers' State Association of Texas; probably many interest is shown for publications designed primarily for the elementary level (Normal Instructor, Grade Teacher, and Elementary School Journal). The largest organization of the teachers of this country is the National Education Association, but only one person reported the National Education Association Journal. School Executive which is even by title, planned for school administrators was read by 14 or 16 per cent of the 86 administrators.

Forty-three principals listed as professional periodicals such magazines as Reader's Digest, Literary Digest, Readers Guide, and Good Housekeeping. These magazines were not included in Table IV, for they are not devoted to educational articles, in the professional sense. Nineteen principals did not answer this questionnaire item of the professional periodical.

TABLE VI. PROFESSIONAL PERIODICALS REPORTED BY THE PRINCIPALS AS BEING READ OFTEN

Periodical	Number of Principals
Normal Instructor	33
Grade Teacher	15
School Executive	14
Nation's Schools	8
Texas Outlook	7
Education for Victory	6
Clearing House	5
Educational Digest	4
School and Society	4
School Review	4
American Science Journal	3
Elementary Science Journal	3
Teachers Digest	3
Texas Standard	2
English Journal	1
N. E. A. Journal	1
American School Board Journal	1

Courses in administration. -- The State Department of Education recognizes the import of professional preparation. The State Board of Education in 1933 passed the following regulation:

Beginning the session of 1934-1935, teachers employed in the state aid school shall be required to have a minimum of two years of college training or the equivalent thereof, and shall be required to hold a Texas' Certificate of no lower standing than a six-year elementary or a four-year high school grade, provided that those teachers now in State Aid Schools not measuring up to this standard may continue their work in State Aid Schools, if they attend a standard - - - college or university each summer until such standard shall have been attained. Insofar as it is possible, teachers in the State Aid Schools shall secure special

preparation in the subjects or grades wherein they are employed to teach.¹

In 1934, the State Department made the requirement that:

Principals and superintendents of standard high schools must each hold at least a bachelor's degree from a reputable college, and must have credit for at least twenty-seven quarter hours in educational administration.

Principals and superintendents who do not meet the above requirements are to work toward fulfilling them by earning at least twenty-seven quarter hours in a standard college every three years.²

Table VII shows the number of principals who have taken courses in administration. More principals had had a course in high school administration than in any other subject; 18 had taken this course. The next course, in order of the number who had taken it, is secondary education; 13 reported having had it. Supervision was reported as having been studied by 11 principals. More high school principals than any other group consistently reported courses as having been studied. Fifty-eight, about 67 per cent, of the principals did not report any courses in administration; this hardly seems possible in the light of the previously quoted regulations.

¹Quoted in "Announcements, 1942-1943." The Wiley Reporter. 41:27-28, May 1, 1942.

²Ibid., p. 28.

TABLE VII. THE NUMBER OF PRINCIPALS WHO REPORTED COURSES IN ADMINISTRATION

Courses	Elementary Principals	Junior High School Principals	High School Principals	Rural Superintendents	Total Number of Principals
High School Administration	2	4	12	0	18
Modern Secondary Education ⁺	3	2	8	0	13
Supervision	2	3	6	0	11
Vocational Guidance	1	1	4	0	6
Principals of Curriculum Building	1	1	3	0	5
None Reported	28	2	26	2	58

+

The writer was dubious whether to include this as administration.

Standardized tests are so widely used that the writer asked a specific question planned to find how many principals had taken a course in test and measurements. Sixty-one principals reported having had a course in tests and measurements; of these, only 27 reported that they were making use of it. Nine did not report whether they had such courses. Every administrator should be interested in the technique of evaluating the progress of his pupils.

Membership in organization. -- Table VIII shows the

organizations in which the principals hold membership. More principals 53 were members of the Colored Teachers State Association of Texas than any other organization. Miller's¹ study reveals that 52 of the 54 principals who answered his questionnaire were members of the Texas State Teachers Association and 55.6 per cent were members of the National Education Association. Forty-one of the principals reported membership in the East Texas Teachers Association. Ten were members of the National Education Association. Although the National Association for the Advancement of Colored People is not a professional educational organization, it has manifested an interest in education; two principals listed membership in it.

TABLE VIII. NUMBER OF PRINCIPALS HOLDING MEMBERSHIP IN PROFESSIONAL ORGANIZATIONS

Organizations	Number of Principals
Colored State Teachers Association	53
East Texas Teachers Association	41
Local County Association	12
National Education Association	10
Interscholastic League	3

Some principals reported membership on the Red Cross, Y. M. C. A., Negro Chamber of Commerce, etc., but these

¹Miller, op. cit., p. 119.

were not tabulated because they are not professional organizations. Nevertheless membership in them is desirable. The principals should hold membership in at least three professional organizations; these are the National Education Association, the Department of Secondary or Elementary Principals, and the local organizations.¹ According to this suggestion, the principals of East Texas do not rank high. Nineteen did not report membership in any organization.

¹Douglas, H. R. Organization and Administration of Secondary Schools. p. 563.

CHAPTER IV

PRINCIPALS EXPERIENCE

Size of Their First Schools

Each principal was asked to give the enrollment of the first school in which he was principal. Table IX shows most of the first principalships were in small schools. Sixteen or about 47 per cent of the elementary principals began their administrative careers in the schools of less than 50 pupils. Eleven of the elementary principals began in schools with enrollments of 50 to 99 pupils. Only seven began as elementary principals in schools of 150 or more pupils. The largest beginning elementary principalship reported was in a school with an enrollment of 400 to 499 pupils. Twenty-seven, approximately 79 per cent, of the elementary principalships began in schools of less than 100 pupils.

The junior high school principalships follow a similar pattern. None of the junior high school principals began in schools of more than 249 pupils; only one began in a school with an enrollment of 200 to 249. Eight or two-thirds of them had their first principalships in schools of less than 100 pupils.

Only two of the high school principals began as principals in schools of less than 50 pupils. Nineteen or 50 per cent had their first principalships in schools of

less than 150. The first high school principalships show a wider distribution than any other classification. One high school principal began his administrative work in a high school with an enrollment of 900 to 949. Two high school principals did not report their first principalships.

TABLE IX. THE ENROLLMENT OF THE SCHOOL IN WHICH THE FIRST PRINCIPALSHIP WAS HELD

Enrollment:	Classification of Principals				Total Number of Principals
	Elementary	Junior High Schools	High School	Rural Superintendents	
1- 49	16	4	2	1	23
50- 99	11	4	7	1	23
100-149	3	1	10		14
150-199	1	2	4		7
200-249	2	1	5		8
250-299					
300-349			1		1
350-399			3		3
400-449	1		1		2
450-499					
500-549			1		1
550-599					
600-649			1		1
650-699					
700-749					
750-799					
800-849					
850-899					
900-949			1		1
Not Reported			2		2
Total	34	12	38	2	86

Both rural superintendents began in schools with an enrollment of less than 100. Forty-six, about 55 per cent, of all the reporting principals had their administrative beginnings in schools having less than 100 pupils. Of course, the writer is aware that some of the principals have had only one principalship. The principals who began in the two largest schools are still employed in those schools.

Number of Years of Educational Experience

The writer included the administrative experience and teaching experience as educational experience, in order to eliminate confusion, for some principals are also teachers. Table X gives the number of years of educational experience of each class of administrator.

TABLE X. TOTAL YEARS OF EDUCATIONAL EXPERIENCE OF THE PRINCIPALS

Years of Experience	Elementary Principals	Junior High Principals	High School Principals	Rural Superintendents	Total Number of Principals
1- 3	5	4	2		11
4- 6	9	1	6		16
7- 9	3	2	2		7
10-12	4		7		11
13-15	6	3	12		21
16-18	1	1	5		7
19-21	1	1			2
22-24	2			1	3
25-27	1		1		2
28-30	1		2		3
31-33	1		1	1	3
Total	34	12	38	2	86

Seventeen or 50 per cent of the elementary principals have been employed in school work less than 10 years. The mode for the distribution of elementary principals is four to six years. Only three elementary principals have been teaching for a quarter of a century or longer; the greatest number of years was 33.

Four, one-third, of the junior high school principals have been engaged in school work for less than four years. None has taught more than 21 years; seven have taught less than 10 years; and four have taught from 13 to 21 years.

Seventeen of the high school principals, about 43 per cent, have taught less than 13 years. The mode from the distribution on high school principals is 13 to 15 years. Four have taught less than 24 years.

Twenty-one or about 24 per cent of the principals have taught from 13 to 15 years. Eleven, about 13 per cent have taught less than four years; also 11 have taught over 21 years. Three have taught from 31 to 33 years.

Deffenbaugh's¹ study in 1932 estimated the median teaching experience (included administrative experience) of elementary school principals to be about 12 years. Eikenberry,² who considered only administrative experience,

¹Deffenbaugh, op. cit., p. 5.

²Eikenberry, op. cit., p. 30.

found that 25 per cent of the 1,510 high school principals who answered his questionnaires had been principals less than 2.5 years and the per cent 7.2 years or more.

Jacobson and Reavis made the following comment:

Principals are usually recruited chiefly from the ranks of the teaching after long years of experience. The usual line of promotion has been from teaching to building principalship, and then to the supervising principalship. In the large cities men who have demonstrated competence as superintendents of small cities are sometimes brought in as supervising elementary principals. The elementary school principalship has been the stepping stone to the junior high school principalship, since approximately 40 per cent of the junior high school principals have held elementary principalships immediately preceding their present position. Other educational positions which junior high school principals have held preceding appointments are senior high school teaching, 20 per cent, senior high school principalship, 10 per cent, superintendent, 8 per cent. The vice principalship has been held by a relatively insignificant percentage preceding appointment to the principalship.¹

The Number of Principalships Held

Table XI shows the number of principalships, including the present, which the various principals have held. Ten elementary principals, about 32 per cent, of those who reported have had administrative experiences in only one school and six as principals of three schools;

¹Jacobson and Reavis, op. cit., p. 769.

hence, about 67 per cent of the reporting elementary principals had not served in more than three schools. Only one elementary principal reported serving in 10 schools. Three did not answer the item.

TABLE XI. THE NUMBER OF PRINCIPALSHIPS HELD, INCLUDING THE PRESENT

Classification of Principals	Number of Schools										Total Number of Principals
	One	Two	Three	Four	Five	Six	Seven	Eight	Nine	Ten	
Elementary	10	5	6	4	2	1	1	1	1	3	34
Junior High	3	2	2	1			1			3	12
High School	4	11	11	6	5					1	38
Rural Superintendent										2	2
Total	17	18	19	11	7	1	2	1	1	9	86

Three junior high school principals reported having served in one school. One reported having served in seven schools; this was the highest number for any junior high school principal. Three did not reply to the item. Seven or about 77 per cent of the reporting junior high school principals had administered more than three schools.

Four of the high school principals had presided over

one school. Twenty-six of 72 per cent of the high school principals who reported have not been principals in more than three schools. Five had been principals in five schools. One high school principal did not answer the item. The rural superintendents gave no replies.

Seventy-seven principals reported the number of principalships which they had held. The experience of the elementary principals showed the highest number of changes and that of the high school principal showed the least. About 46 per cent of all the reporting principals have not administered more than two schools; only about six per cent of those who reported have administered more than five schools. Deffenbaugh¹ found that 43 per cent of the 1,510 high school principals were in their first principalships. About 22 per cent of the principals who reported were in their first principalships.

Number of Years in Present Position

Caliver² found that the tenure of Negro principals was greater than that of white principals. However, he says, "caution should be exercised in concluding that this excess of experience and length of tenure is always constructive in influence."³

¹Deffenbaugh. *op. cit.*, p. 31.

²Caliver, A. Secondary Education Of Negroes, p. 82.

³Ibid.

Table XII shows that the elementary school principals have been in their present positions from less than one year to 29 years. Only two elementary principals have been in their present positions a year or less; one reported being in the present position 28 to 29 years. Fifty per cent of the elementary school principals have been in their present positions less than one year to 9 years; the other 50 per cent from ten to 29 years.

TABLE XII. NUMBER OF YEARS PRINCIPALS HAVE BEEN IN THEIR PRESENT POSITIONS

Years	Classification of Principals				Total Number of Prin- cipals
	Elementary	Junior High School	High School	Rural Super- intendents	
0- 1	2	3	1		6
2- 3	4	3	2		9
4- 5	4		2		6
6- 7	5		1		6
8- 9	2	2	3		17
10-11	1	2	8		11
12-13	4		5		9
14-15	5	1	7	1	14
16-17	1		2		3
18-19				1	1
20-21	3	1	1		5
22-23					
24-25	2		2		4
26-27					
28-29	1				1
30-31			2		2
32-33			1		1
34-35					
36-37			1		1
Total	34	12	38	2	86

The range for junior high school principals is from less than one year to 21 years. Three junior high school principals have been on their present jobs for one year or less. One junior high school principal reported working in his present position 20 to 21 years. Fifty per cent of the junior high school principals had been employed in the same position from less than one year to three years; the other 50 per cent had been employed from eight to 21 years.

The high school principals had the greatest range of years from less than one year to 37 years in the same position; one principal was at each extreme. The median for the high school principal is 12.8 years.

The two rural superintendents had served from 14 to 19 years in their positions.

Of the 86 principals, six had served one year or less and two had served more than 31 years in the same positions. Approximately 48 per cent of the principals had been employed in their present position for more than 11 years.

Cubberley comments on the tenure of teachers:

It was customary to engage teachers for only a single term, the school year being divided into two or three terms. In a few scattered localities this plan is followed, but in most communities the yearly election is the plan most commonly in use. Not only has election for a full year been authorized, but, so thoroughly has the annual conception

as to schools been established, our state laws have commonly forbidden contracts extending beyond the close of the official school year.¹

Cubberley further critically says:

Compared with employees in line of work, the school teacher, under the annual election plan, is not accorded the tenure of position given to street or steam-railway employees, general business employees, policemen, fireman or government clerks. None have to apply over and over for positions which they have been filling acceptably, nor run the chance of annual election with its attendant accidents and surprises. So long as the persons render efficient service, they retain their places, and when they cease to do so, they are warned, and then perhaps transferred to a less important position, and finally dropped.²

The conditions which Cubberley mentioned more than two decades ago are not as prevalent now. The principals in this study seem to have relatively stable tenure.

Means by Which Principals Obtained Their Positions

Jacobson and Reavis comment on the practices used in hiring teachers:

The use of the application blanks in securing information about prospective teachers is virtually universal, as is also the policy of

¹Cubberley, Ellwood P. Public School Administration. p. 210.

²Ibid., p. 212.

securing references from persons who are conversant with the success or who are competent to judge the promise of the individual under consideration. In a few cities, particularly the large ones, the practice of requiring written examinations is likely, though not certain, to prevent the selection of persons who attempt to gain appointment because of personal influence in the community. The difficulty of preparing adequate tests and administering them may, however, prevent their wide use in public school systems outside larger cities for some time. The practice of requiring health examinations before appointment is increasing. Certainly it is a practice which deserves wider application than it has at present. Interviews are usually held with candidates before appointment. The person who normally interviews prospective teachers is the superintendent. The practice of having the principals interview teachers is followed more frequently in the secondary schools than in the elementary, but it deserves to be followed more widely at both levels.¹

TABLE XIII. THE NUMBER OF PRINCIPALS AND THE REPORTED MEANS BY WHICH THEY OBTAINED THEIR APPOINTMENTS

Means	Number of Principals	Per cent of Those Reporting
Promotion in the system from teacher	28	33
Brought in because of success in other places	22	26
Popularity in the community	19	23
Applied because a change was wanted	11	13
Training in administration	3	4
Politics	1	1
Not reported	2	--
Total	86	100

¹Jacobson and Reavis, op. cit., p. 10.

Table XIII reveals that 28 or 33 per cent of the 84 principals who gave the means by which they obtained their positions were promoted to the principalship from teaching positions within the system. Twenty-six per cent were invited in from other systems. Twenty-three per cent of the principals attributed their elevation to principalships to popularity in the community; however, this factor is likely to be too closely tied in with other factors to be considered very important. Thirteen per cent of the principals reported that they were seeking a chance. Three considered their training as the chief factor in their getting the principalship. Only one admitted getting his position through politics. The writer is aware that several means may be employed to obtain a position; however, here, are given ways which the principals considered primary.

CHAPTER V

DUTIES AND RESPONSIBILITIES OF PRINCIPALS

It is intended, in this section of the study, to present the practices followed by the principals in their positions and to list significant duties which deserve special mention. Some of the examples of the distribution of the principals' available time will be presented.

Time Devoted to Administration

The principals were asked to state the amount of time spent each day on administration. Table XIV shows that of principals reporting 26 or 30.22 per cent spent one period daily; 12 or 13.95 per cent gave two periods; 13 or 15.10 per cent gave three periods. Thirty-five did not report any time given to this duty. These data show that more than 50 per cent of the principals devoted only one period each day to administration, with those giving two and three periods following. The high school leads in number, 27 reporting time given administrative duties; 13 elementary principals and 9 junior high school principals reported. Each rural superintendent devoted more than a period per day to administration.

TABLE XIV. NUMBER OF PRINCIPALS AND THE TIME PER DAY
GIVEN TO ADMINISTRATION

Classification of Principals	Periods per day			Total Number of Principals
	One	Two	Three	
Elementary	11	1	1	13
Junior High School	5	1	3	9
High School	10	9	8	27
Rural Superintendents		1	1	2
Total	26	12	13	51

Time Devoted to Supervision

Table XV shows the time that the principals reported given to supervision. More principals reported giving time to supervision than administration. Sixteen elementary principals devoted one period to supervision; two principals gave two periods; and one gave three periods. Supervision seems to have been considered more important as more principals gave more time to this function. Nineteen elementary principals gave time to supervision, while 13 gave time to administration. Ten junior high school principals gave time to supervision, while nine gave time to administration. It appears that high school principals felt that administration was more important, while elementary and junior high school principals felt that supervision was more important.

TABLE XV. NUMBER OF PRINCIPALS AND THE TIME PER DAY
GIVEN TO SUPERVISION

Classification	Periods per day			Total Number of Principals
	One	Two	Three	
Elementary	16	2	1	19
Junior High School	8	2		10
High School	9	10	5	24
Rural Superin- tendents		1	1	2
Total	33	15	7	55

Time Devoted to Social Affairs

In Table XVI it is shown that 32 or 37 per cent of the principals reported the time given each day to social affairs. The questionnaire made clear that by "social" the writer meant time given to community services and to clubs. None of the elementary or junior high school principals reported more than two hours. Four high school principals reported three hours. A comparison of Tables XIV, XV, and XVI, shows that for every classification the number of principals reporting time devoted to social affairs was smallest. The rural superintendents seemed to have distributed their time evenly in the three activities.

TABLE XVI. NUMBER OF PRINCIPALS AND THE TIME PER DAY
GIVEN TO SOCIAL AFFAIRS

Classification of Principals	Hours per day			Total Number of Principals
	One	Two	Three	
Elementary Junior High School	6	2	0	8
High School	2	2	0	4
Rural Superin- tendents	9	5	4	18
	0	1	1	2
Total	17	10	5	32

Jacobson and Reavis state:

Authorities in school administration for years have stressed the importance of the principal's devoting much time to the supervision of instruction. An ideal time allotment for the various phases of work of elementary school principals representing the composite views of a number of authorities in elementary school administration, was distributed through the Seventh Year Book of the Department of Elementary School Principals in 1928. This allotment advises that principals spend from 31 to 51 per cent of their time in supervision, 20 to 33 per cent in administration, 2 to 10 per cent in clerical activities, 0 to 21 per cent in class room teaching, and 10 to 30 per cent in miscellaneous or unspecified duties.¹

¹Ibid., p. 10.

Too little time is often allotted to supervision. Deffenbaugh¹ found that high school principals considered the supervision their most important function; however, the median time devoted to it was 36 minutes per day. Caliver² found that the Negro high school principals' median time given to supervision was 7.1 hours per week. Considering the time reported by the principals of East Texas, they are above average. Of course, only 65 per cent of the principals reported; of these 33 or 60 per cent reported only one period per day for supervision.

Administrative and Supervisory Duties

Table XVII shows a list of duties, both administrative and supervisory, presented to East Texas principals. The principals were asked to check each duty on which they spent some time. The list was made by selecting certain duties from more than three hundred, found in the seventh Yearbook of Elementary Principals.³ The writer selected those that seem to be most important and typical of the schools included in this study. Thirty duties were arranged as administrative, and twenty as supervisory for

¹Deffenbaugh, op. cit., pp. 53-55.

²Caliver, op. cit., p. 83.

³Department of Elementary School Principals, The Seventh Yearbook, p. 300.

convenience and listed under administrative and supervisory.

TABLE XVII. PRINCIPALS REPORTING SPECIFIC ADMINISTRATIVE AND SUPERVISORY DUTIES

Administrative Duties	Total Number of Principals	Supervisory Duties	Total Number of Principals
Arrange schedule	83	Make special studies of curriculum	53
Discipline	82	Hold conference with teachers	
Faculty meeting	70	after each visit	49
Absentees	65	Do you make use of visual aid	44
Inspect building	65	Demonstrate teaching methods	36
Conference with parent	65	Supervise playgrounds	33
Schedule making	64	Direct Picnics	32
School equipment	61	Supervise athletics	32
Tardiness	55	Supervise teachers yearly	31
Direct Janitor	54	Supervise clubs	30
Approve excuses	53	Supervise guidance	27
Holding meetings of P.T.A.	52	Direct surveys	27
Commencement program	51	Supervise library	25
Course of study	51	Direct field trips	25
Issue textbooks	51	Sponsor clubs	22
School inventories	49	Supervise teachers weekly	21
Select teachers	46	Supervise teachers monthly	21
Issue supplies	44	Act as coach of sports	20
Do you do your own clerical work	41	Supervise study	11
Supervise lunch room	39	Supervise teachers once a semester	8
Control school funds	37		
Rate teachers	36		
Assign teachers	36		
Make budget	32		
Exhibit	31		
Determine school policy	29		
Chief guidance sponsor	27		
Publications	22		
Director of placement bureau	8		

The purpose of the list presented to the East Texas principals was to ascertain what their conceptions were about the duties of school principals and to what extent they performed them.

It was interesting to note the frequency with which some duties were checked. Too, all the principals did not check the entire list. The greater number of duties checked under each group appears in descending order, to show what duties were regarded as most important.

From Table XVII, it is observed that the first 18 duties, listed as administrative, were each reported by more than 50 per cent of the principals; while the first 3 under supervision, were each reported by more than 50 per cent. A comparison of Tables XV and XVII shows that the questionnaire was probably confusing on the item dealing with supervision, or the principals do not give much time for the specific duties of supervision of instruction.

The Number of Periods Per Day Taught by Principals

A school day is generally understood to mean about seven hours. The Seventh Yearbook lists a range of from 7 to 9 hours with a median of 8.76 hours.¹ The school day is divided into periods in order to take care of the

¹Ibid., pp. 301, 448-50.

daily schedule depending, of course, upon the number of classes. In a well regulated school where a sufficient teaching staff is provided, the class periods are 45 minutes to one hour in length. In schools that are less fortunate, class periods must be short; hence, many teachers teach more than a normal number of periods daily.

TABLE XVIII. TYPES OF PRINCIPALS AND NUMBER OF PERIODS TAUGHT PER DAY

Classification of Principals	Number of periods taught								All day	Total
	0	1	2	3	4	5	6	7		
Elementary	0	3	0	0	1	4	8		18	34
Junior High School		1	2	3		2	2		2	12
High School	5	5	9	8	3	5	3			38
Rural Superintendent	1		1							2
Total	6	9	12	11	4	11	13		20	86

From Table XVIII it is observed that six or about seven per cent of the principals do no teaching; nine or 10.47 per cent teach one period daily; twelve or 13.95 per cent teach two periods daily; eleven or 12.79 per cent teach three periods; four or 4.53 per cent teach four periods; eleven or 12.79 per cent teach five periods; thirteen or 15.11 per cent teach six periods and 23.26 per cent teach all day.

Thirty-four, about 53 per cent of the elementary principals teach all day. None of the high school principals reported teaching all day. One rural superintendent did no teaching and the other taught two periods per day. Fifty per cent of the high school principals teach two hours or less per day; while 50 per cent of the junior high school principals teach three periods or less per day.

Jacobson and Reavis state:

For the principal who is required to spend part of his time in teaching, the problem of finding time to perform supervisory duties and at the same time meet the daily demands specified by law, state regulations, and local rules, as well as the routine administrative and clerical duties essential to the operation of the school, becomes a very perplexing task. Since 57.5 per cent of the elementary school principals and 26.6 per cent of the high school principals must teach at least part of the time, it is apparent that these principals are confronted with a greater task of preparing a time budget for the demands made upon them than are those principals who are not required to teach.¹

Caliver's² survey showed that the smaller the school the heavier the teaching load of the principal. He found the median number of teaching hours for Negro high school principals to be 17.5 hours per week.³ Over fifty per cent of all the principals who reported in this study teach from five periods per day to all day.

¹Jacobson and Reavis, op. cit., p. 20.

²Caliver, op. cit., p. 82.

³Ibid., p. 83.

Subjects Taught by Principals

For all classes of principals mathematics was taught most frequently; 29 or 85 per cent of the elementary principals reported that they taught mathematics. Eighty-three per cent, 10, of the junior high school principals reported that they taught mathematics. Twenty-eight, about 74 per cent, of the high school principals reported that they taught mathematics. History was next most frequently taught by all classes of principals. English ranked third in frequency for the junior high school and elementary school principals; while for the high school principals history and natural science showed the same number. Elementary school principals do more teaching, generally, than do the high school principals. The rural superintendents who taught, handled the bookkeeping and economics. The writer would surmise that principals probably prefer to teach mathematics because it requires less reading than other subjects.

TABLE XIX. NUMBER OF PRINCIPALS TEACHING VARIOUS SUBJECTS⁺

Subjects	Number of Elementary Principals	Number of Junior High School Principals	Number of High School Principals
Mathematics	29	10	28
History	21	7	14
English	18	6	7
Spelling	16	1	0
Geography	15	1	
Civics	11	1	8
Health	8	3	1
Reading	7	1	
Writing	1	1	

TABLE XIX. NUMBER OF PRINCIPALS TEACHING VARIOUS SUBJECTS⁺

Subjects	Number of Elementa- ry Prin- cipals	Number of Junior High School Principals	Number of High School Principals
Art	1	1	
Natural Science		5	14
Economics		1	5
Spanish		1	2
Vocational Agricul- ture	1	2	3
Bookkeeping			
Typewriting			1
Home Economics			1
Music			1

⁺ In some cases one principal taught several subjects.

This chapter has shown that the principals have a number of responsibilities. Principals may consider supervision to be the most important function, but it is doubtful that much time is allotted for it. For many principals, teaching consumes a large share of the school day.

CHAPTER VI

SUMMARY, CONCLUSIONS, AND RECOMMENDATION

Summary and Conclusions

This study has attempted to present a variety of significant data pertaining to the training, experience, duties and responsibilities of the Negro principals of East Texas. The cases used are representative of the schools of all sizes and kinds in the Eastern part of the state. It is hoped that the data given and the interpretation made will be of value to men and women now training for such positions as administrators and to the colleges engaged in training the future principals. The State Department of Education may choose to urge improvements in methods now used in securing and training principals. Perhaps this study will be used by principals now employed, as a means of comparing their status with that of other principals of similar schools.

The results are based on the work of 86 administrators now employed in East Texas. Replies were received directly from the principals and should picture a true situation in the field.

The comparison of a few selected items of this study will present the results. Table II shows that East Texas

elementary principals are slightly below the standard for degree training, with less than 50 per cent holding degrees. While the elementary principals meet the state requirement, 23 holding certificates; it is less than what should be required. It is true that Texas does not stress degrees in its laws, only certificates; this factor may be responsible for a low percentage of degrees in the elementary principalships. National studies and school authorities point out that elementary principals should have four years of college work plus a year of graduate work with a minor in education.

The junior high school principal falls below the standard set by the State Department of Education. This is probably a factor accounting for none of the junior high schools being accredited. Only four or 33 per cent of the East Texas junior high school principals who reported had degrees. In the entire State only two Negro junior high schools appeared on the State approved list.

The high school principals are to some extent in a better position as far as degrees are concerned. Thirty-two or 84 per cent hold degrees and only 16 per cent hold only certificates. Caliver¹ found that the percentage of Negro school principals having less than four years of

¹Caliver, op. cit., p. 78.

college training was 22.2 as compared with 3.6 for whites.

The principals of East Texas were mostly trained in Texas either in publicly or privately supported institutions. It is obvious that East Texas principals depend upon the state for most of their training. The East Texas principals are relatively young in experience, or they attended school well, for most of them who have degrees have received them since 1933.

The major field of the principals under study is in education. This does not present a very ugly picture. It can hardly be said that these administrators have been well trained for administrative positions, for they seem not to be familiar with recent books and authors in the field of administration. Many administrators have not kept up with the professional literature and seem to be unfamiliar with the periodicals. Few read the Texas Standard; indeed, more reported as reading the Texas Outlook.

Another sad commentary is revealed in Table VII in which only 58 principals out of 86 had had courses in administration. The principals do not support well their professional organizations.

The writer regards the experience of the East Texas principalships as being adequate.

The tenure of the principals from the data submitted

appears to be satisfactory, as well as, the means by which they obtained their positions. One principal admitted that politics was responsible; two failed to report the method.

The East Texas principal does not seem to devote a sufficient amount of time to social affairs as the writer would believe to be for the best interest of the school.

Recommendations

After a general summary of the facts revealed in this study, the writer wishes to make the following recommendations:

1. That a higher standard for the administrative positions be established by the State Department of Education.
2. That no administrative position be filled by individuals holding only a certificate.
3. That all principals be required to study in the field of administration and read administrative literature, in the form of professional magazines that are closely related to his field.
4. That principals spend less time teaching and more time in the interest of his community and its general welfare.
5. That the institutions of higher learning offer special courses to all aspiring principals.

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1218 N. Moore
Tyler, Texas
April 1, 1944

To The Principals of East Texas:

The enclosed questionnaire is for making a study, of the training, experience, duties and responsibilities of the principals of East Texas.

I have been encouraged to make this study by many of you through conversation, from time to time.

I am asking you to complete this questionnaire as soon as possible and return it to me in the stamped, self addressed envelope.

Yours very truly,

R. S. Austin

2 yr. Elementary4 yr. Elementary8 yr. ElementaryElementary Permanent2 yr. High School4 yr. High School6 yr. High School.

5. Give the name of the institution from which you obtained your degree:

1. _____ 2. _____ 3. _____

4. _____

Certificate:

1. _____ 2. _____ 3. _____

4. _____

a. In what year did you get your degree? 19 ____

Certificate 19 ____

b. In what field is your degree?

Liberal Art

Mechanical Art

Vocational Agriculture

Home Economics

Sociology

Any Other

6. What was your major field?

1. Education 2. English 3. Sociology 4. Foreign Language

5. Mathematics 6. Natural Science 7. Mechanical 8. Social Science

9. Agriculture 10. Any others

A. List the name of four books that you have read in the field of administration and the author of each.

a. _____ b. _____

c. _____ d. _____

B. List all professional publications that you either subscribe to or read often:

1. _____ 2. _____ 3. _____
 4. _____ 5. _____ 6. _____
 7. _____.

C. How many courses have you had in administration? List each below.

1. _____ 2. _____ 3. _____
 4. _____ 5. _____ 6. _____
 None _____ 2. _____ 7. _____

D. Have you had courses in tests and measurements? Yes _____

No _____. And are you making use of it in your school?

Check which () Yes or No.

E. List the local, state and professional organizations in which you have membership: a. _____ b. _____ c. _____

d. _____ e. _____ f. _____.

F. Below is a list of ways and means by which many principals obtained their positions as principals. Kindly check () after the way in which you obtained your position. More than one way may be checked.

1. Popularity in the community _____.
 2. By having taught in the school and was promoted _____.
 3. Because of advanced age _____.
 4. Promotion of senior teacher according to seniority of tenure _____.

5. Politics _____.
6. To normal replacement of general shifts in change of position_____.
7. Because of success in other places _____.
8. Because of your training as an administrator _____.
9. Because of preference between sex (men over women and vice versa).
_____.
10. Friends _____.

EXPERIENCE

11. How long have you taught in an Elementary School? _____
12. How long have you taught in a Junior High School? _____
13. How long have you taught in a High School? _____
14. How long have you taught in a mixed elementary and high school

15. Encircle the distribution which best represents the enrollment of
the first school over which you were principal.
1-49, 50-99, 100-149, 150-199, 200-249, 250-299, 300-349,
350-399, 400-449, 450-499, 500-549, 550-600, 600-649,
650-699, 700-749, 750-799, 800-849, 850-899, 950-999.
16. In how many different schools have you been principal?
_____ 2 _____ 3 _____ 4 _____ 5 _____

Length of time in present position _____
length of years.

23. Make budget

24. Publication

25. Publicity

26. Supervise all subjects taught

27. Supervise clubs

28. Supervise guidance work

29. Supervise athletics

30. Supervise each teacher's class

DUTIES AND RESPONSIBILITIES OF THE PRINCIPAL

17. Distribution of working time of the principal

- a. Please write approximately what amount of your time during the day you spend at performing the following duties:

1. Teaching _____ Supervising _____
 2. Administration _____ Social _____
 3. Such as community service and clubs for various purposes

18. Kindly place a check () mark after each item which you regard as your responsibility and upon which you spend some time:

1. Arrange for school schedule _____
 2. Schedule for pupils _____
 3. Discipline _____
 4. Tardiness _____
 5. Director of placement bureau _____
 6. Commencement program _____
 7. Approve excuses _____
 8. Controlling School Funds _____
 9. Determine school policies _____
 10. School equipment _____
 11. Select Teachers _____
 12. Exhibits _____
 13. Course of Study _____
 14. Conference with parents _____
 15. Inspect building _____
 16. Absentees _____
 17. Faculty meetings _____
 18. School Inventories _____
 19. Rate teachers _____
 20. Assign teachers _____
 21. Direct janitor work _____
 22. Supervise lunch room _____
 23. Make budget _____
 24. Publication _____
 25. Publicity _____
 26. Supervise all subjects taught _____
 27. Supervise clubs _____
 28. Supervise guidance work _____
 29. Supervise athletics _____
 30. Supervise each teacher daily _____

31. Supervise each teacher every day _____ once per week _____ month _____ semester _____ year _____.
32. Demonstrate methods of teaching _____
33. Hold conference with teacher after visit to his room _____
34. Have meeting P.T.A. _____
35. Act as coach of sports _____
36. Sponsor _____
37. Chief guidance supervisor _____
38. Do your own clerical office work _____
39. Issue supplies _____
40. Supervise playground _____
41. Supervise study hall _____
42. Supervise library _____
43. Issue books _____
44. Make special studies of curriculum improvement _____
45. Direct field trips _____, picnics _____, Surveys _____.
46. Do you make use of visual aids in your school, if so, list them
1. _____ 2. _____ 3. _____
4. _____

19. Amount of Teaching Done By Principal

a. Place two checks () opposite the number of periods you teach:

- | | |
|------------------------------|------------------------------|
| 1. One period a day _____ | 2. Two periods per day _____ |
| 3. Three periods a day _____ | 4. Four periods a day _____ |
| 5. Five periods a day _____ | 6. Six periods a day _____ |
| 7. All day _____. | |

Kindly place the complete questionnaire in the stamped and self addressed envelope and return at your earliest convenience. I want to thank you for your generous help, and I shall try to make available to you a summarized finding of this data.

R. S. Austin
1218 N. Moore
Tyler, Texas

STATE
DEPARTMENT OF EDUCATION
Austin

"The administrative certificate requires, along with college graduation, the completion of twelve semester hours in the field of advanced administration and supervision, and six semester hours in the field of advanced methods." If you will let me have an official transcript of your advanced courses in education, I shall be glad to give you a definite rating as a public school administrator in Texas. No fee is charged for the professional certificate.

Very truly yours,

C. L. Kuykendall
Chairman
Board of Examiners

CLK:EG

BIOGRAPHY

The writer, Roger Samuel Austin, is the only child of Samuel and Minnie Austin. He was born in Waller County, December 25, 1896. His parents died when he was very young, his age being two years and six months. The writer's childhood days were spent in Waller County. He received his elementary school training in the Pointer Community rural school. His high school training was started in the Hempstead Colored school, now known as the Sam Schwarz high school. He completed his high school work in the Academic Department at Prairie View State Normal and Industrial College. He received the Bachelor of Science degree in August, 1929 from Prairie View State College.

Before graduation the writer taught in the public schools of Louisiana and Texas. After graduation he taught at the State College in Louisiana, from which he was granted a scholarship by the Rosenwald Foundation, and studied at Ames, Iowa for one year. He later returned to Texas and began teaching in the public schools, during which time he spent a summer studying at the University of Southern California.

He was married to Effie Bowles in 1934.

His present position is supervising principal of the Colored schools of Tyler, Texas.