GRADUATE TRAINING AND EXPERIENCES ENCOUNTERED BY FIRST-YEAR SECONDARY SCHOOL PRINCIPALS IN IOWA SCHOOLS, 1963-64

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GRADUATE TRAINING AND EXPERIENCES ENCOUNTERED BY FIRST-YEAR SECONDARY SCHOOL PRINCIPALS IN IOWA SCHOOLS, 1963-64

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CHAPTER I

INTRODUCTION

As greater demands are placed on the secondary principal of today, the continuous improvement for sound professional training at the graduate level becomes more imperative than ever before. Education is a constantly changing process, and those who are primarily responsible for leadership in education should be seeking improvement in their training to meet this challenge. The graduate training program must be complex enough so as to meet the needs of the principal in all areas of his job, yet it should be realistic enough so that he can readily put to use his background of training. There is the possibility that principals, now in the field, could give some valuable aid in helping to determine an improved graduate training program, if need be.

I. THE PROBLEM

Statement of the problem. The purpose of this study was (1) to determine if graduate training paralleled the actual experiences of the first-year secondary principals, and those serving in the same capacity for the second time in different school districts; (2) to compare the writings of the educators with actual experiences of the first-year
secondary school principals and those serving in the same capacity for the second time in different school districts.

**Importance of the study.** The secondary school principals represent one of the stronger bonds that holds us together as a nation.

The thousands of principals who live and work with boys and girls and with their communities represent a powerful force to stabilize and seek improvements. Our society is undergoing some terrific changes. Since the principal has this important leadership role, he is riding the crest of change; he is hard-pressed sometimes to keep his feet on the ground.¹

To keep his balance, the principal must review his experiences from time to time to look for self-improvement. He should then be able to compare these experiences with his own graduate training.

It was the purpose of this study to determine the actual experiences of the principals in comparison with graduate training programs, which may be helpful in planning programs to better prepare the secondary principal for his job.

**II. SCOPE AND LIMITATIONS OF THE STUDY**

Since it was assumed that their graduate training program was that most recently completed, principals who

are serving in this capacity for the first time, and those serving in the same capacity for the second time in a different school district during the 1963-64 school year were contacted, regardless of the size of the school. The analysis of their experiences was obtained by the use of a questionnaire, which was limited to the following six areas: (1) curriculum, (2) supervision, (3) guidance, (4) extra-curricular, (5) building and equipment, (6) general administrative duties.

III. DEFINITION OF TERMS

The following definitions will apply throughout this study:

Secondary school. As used herein, the secondary school includes grades seven through twelve.

Principal. Principal is the title attached to those individuals who were designated as principals on annual reports submitted to the Iowa State Department of Public Instruction by each public junior and senior high school district in the state for the year 1963-64.

Graduate training program. The term, graduate training program in this study refers to the following specific program area: Secondary School Principalship.
**Internship program.** Internship program is a period of resident study as a contributing member of a team of instructors.

**Comprehensive Secondary School.** A school whose programs correspond to the educational needs of all the youth of the community is properly called a comprehensive secondary school.

**IV. ORGANIZATION**

This study consists of three main parts. In Chapter I is presented the problem, the scope and limitations of the study, definitions of terms used, the history and status, sources of data, and method of procedure. In Chapter II is reported the principal's responsibility in six selected areas. The chapter was constructed into three sections, namely, (1) the job of the principal from a review of the literature, (2) the job as reported by principals in selected Iowa high schools, and (3) a comparison of the job of the principal as described in the literature with the actual job of the reporting principals. The summarization, conclusions, and recommendations are in Chapter III.

**History and status of the problem.** An investigation was made concerning the history and status of the problem.
The research divisions of the National Education Association and the Iowa State Department of Public Instruction were contacted.

Ingle's comments were:

The Research Division of the State Department of Public Instruction has not made a study of the type you are planning. It should be of great interest to graduate schools training principals.¹

Lambert made a similar statement:

The N.E.A. Research Division has not made any studies relating specifically to the graduate training and actual experiences encountered by the secondary principals. As you suggested, we discussed your letter with a staff member of the National Association of Secondary-School Principals. He also was not familiar with a study of the type you are planning.²

Thus, the current status of the problem is such that a study of the problem could possibly aid graduate schools in their continuous effort to provide a training program for secondary principals which will enable them to meet their responsibilities.

Sources of data for this study. Sources of data for this study include periodicals, journals, pamphlets, and books pertaining to the duties and responsibilities of secondary

¹Marvin W. Ingle, Director, Data Processing, Research Division, The Iowa State Department of Public Instruction, Des Moines, Iowa.

²Excerpt from a letter dated March 25, 1964, from Sam M. Lambert, Director, Research Division, National Education Association, Washington, D. C.
principals, and the replies to a questionnaire sent to principals of sixty public high schools in the State of Iowa.

Method of procedure. In this study, six selected areas of activities for which the principal was held responsible were investigated. The study of the duties and responsibilities of principals included a review of books, periodicals, and education bulletins relative to administration of secondary schools.

A questionnaire was then prepared and validated by submission to four principals and three superintendents. Some revisions were made before the questionnaire was submitted to the selected public junior and senior high school principals in Iowa. Annual reports submitted to the Iowa State Department of Public Instruction by every public high school district in the State for the 1963-64 school year showed that sixty school districts were employing secondary principals who were serving in this capacity in their school districts for the first time. A list of the principals, length of service, and location of each, was found in the Secondary Principals File. The questionnaire was sent to each of these individuals. Replies were received from fifty-three

1 Department of Public Instruction, Secondary Principals File (Des Moines, Iowa: Research Division, 1964).
principals, a return of eighty-eight per cent. Many principals made additional comments on their questionnaire indicating their interest in the study.

The responses to the questionnaire were grouped, summarized, and analyzed according to each of the six areas. From this, necessary information for the conclusions and recommendations were made.
CHAPTER II

ACTUAL JOB OF REPORTING SECONDARY PRINCIPALS
AS COMPARED TO RELATED LITERATURE

I. INTRODUCTION

Trump has pointed out that the role of the principal is not a passive one. The principal of the future is truly an educational leader. He is not on the fringes of education; he is in the heart of it. What he does is important. He knows this and so do the staff and the community at large. He is a man of stature in the business of education. He must be able to relate the various functions of his job in the proper perspective. His decisions can and will influence the future of our nation. Any individual who holds this position today must realize the importance of this statement. ¹

This chapter is divided into three sections concerning the job of the secondary principal, namely, (1) the job of the principal from a review of the literature, (2) the job as reported by principals in selected Iowa high schools, (3) a comparison of the job of the principal as described in the literature with the actual job of the reporting principals.

Each of the three sections is subdivided into six selected areas.

II. REVIEW OF THE LITERATURE

Curriculum

A wealth of material has been written by many exponents of education concerning the principal's role in curriculum and curriculum development. They leave the general impression that this area should be one of the principal's main responsibilities in fulfilling his role.

Boyan. Boyan expressed deep concern for the principal's role in developing greater flexibility in the secondary school curriculum which must be considered one of his greater leadership responsibilities. When he wishes to insure change, he should "load the dice" in every way possible. The principal as change-agent, once he convinces himself that greater flexibility is necessary and desirable, "loads his dice" by equipping himself with the possibilities and alternatives; by thoughtfully and imaginatively distributing the knowledge as broadly as possible throughout his staff; by setting up curriculum committees; by broadening the base of participation in decision-making as widely as possible; by selecting securely restive faculty members to plan with him initial changes;
by choosing a "first experiment first," a modest pilot project for example, by undertaking a development in an area of flexibility that is most likely to work. There is no blueprint for sure-fire success, but there are two conditions that cannot be missing: a deep-seated conviction on the principal's part that increased flexibility will improve instruction, and, the equally deep-seated conviction in the desirability of staff participation in the policy process and decision-making.  

Boutwell. Progress in curriculum, according to Boutwell, hinges greatly upon the leadership possessed by the principal. If new proposals are worth trying, what can the principal do, within his powers?

1. Survey the school's existing program to determine what changes are necessary to improve upon the curricular offerings.

2. Study, with the assistance of guidance personnel, the range of abilities, backgrounds, and post-high school goals among the student body. Learn, for example, what proportion of the students are college bound or capable of college training. Consider special factors in the local situation that influence the future educational goals of students.

3. Study the new program or programs that are available, with the picture of the school's current situation clearly in mind. Consider balance in the total curriculum and sequential continuity in the particular field of study.

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4. Prepare the ground for the new program through workshops or study groups. Include consultant help from both academic and educational specialists.

5. Explain to parents and other interested citizens the proposed changes in the curriculum and the reasons for them. They are the taxpayers, and they have a right to know what is going on in the way of offerings.

6. Evaluate the new program at the end of the first semester, the first year, and at periodic intervals thereafter. This is important, and inform the parents of the results of this continuing evaluation.¹

Conant. In developing the curriculum of today, Conant believed that the aim should be directed toward a comprehensive secondary school. This type of school will best fit the needs of the majority of the student population.² Realistically speaking, principals should be concerned with the majority, rather than the minority of their student body.

Cronin. Cronin strongly hinted that everyone expects the principal, the man at the helm, to keep the ship on a straight course. However, everyone expects the principal to keep up with the times in the changing role of the curriculum, and this he should. After all, this is one of the reasons for his being in the system. Teachers look to the principal to provide the stimulation, the time, and the access to


materials. Teachers expect the principal to invite and encourage them to reach out to find better ways to help pupils learn. Principals must watch to see that the elementary and secondary scope and sequence of courses mesh, that a rational and orderly curriculum design provides for a higher harmony and continuity. There should be a constant pressure on the principal to be alert to inadequacies of the present curriculum offerings and any initial improvements.1

Edmonson, Roemer, and Bacon. Edmonson, Roemer, and Bacon all realized that the superintendent has the final authority in final revision of the curriculum, however, he should act on the recommendations of the principal. The principal must be given greater responsibility and larger opportunity to work out especially significant problems dealing with the curriculum.2

Fischer. Fischer indicated that the principals are the driving force in offering the most effective curricula

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possible to meet the needs of our students, now and in the ensuing years. For one thing, the best schools will reveal in their formal teaching, and in the other ways they deal with students, an intelligent awareness of the influences and forces which they are subjected to. A second common quality of the best schools is that they will reflect the values our people hold important and will serve the higher purposes to which we are committed. A third similarity is that school will employ with efficiency and economy every appropriate means of education that is available to them.

Filling the role as administrator, the principal must realize that our curricula take the facts of modern life creatively into account. A responsible school must do more than merely acquaint its pupils with the world; it also must prepare them to live in it, with some prospect of satisfaction for themselves and benefit for their fellows. The ultimate test and the strongest promise of success in the school's effort to strengthen what we call American values are the honesty and industry with which we undertake to reach every pupil and the sincerity with which we accept him and teach him as the very important person he is. The principal must know his business about technical skill in curriculum development and about broad knowledge and sound policy. Equally important is the ability to develop the schedule of
classes so as to meet the individual needs of as many students as possible.¹

Jones. The principal, as emphasized by Jones, can and will acquire great status if he will recognize that innovations in the curriculum can originate from a number of sources such as supervisor, teacher, citizens' committee, but he has to be the leader in willing to try new ideas. Innovations are most effective when the classroom teachers become excited. New programs succeed only if the participating teachers enthusiastically support the change. If teachers who have the professional spirit to undertake innovations are given continual support, encouragement, and assistance from the principal, the "growing edge" of the curriculum can be cultivated and brought to harvest.²

Keller. Keller clearly stated that the principal occupies a particularly sensitive spot in curriculum development. His most important responsibility is that of providing leadership in planning and implementing curriculum development within his school. He, above all, has to have


knowledge of subject areas, teaching machines, programmed learning, televised courses, individual programs, instructional laboratories, team teaching, flexible schedules, and large and small-group instruction. The principal is legally and administratively responsible for the total program of his school, thus, it is important that he be highly trained to fulfill his obligations to the school.

Morphet, Johns, and Reller. Essentially, the principal's part in curriculum and curriculum improvement is taking on greater importance than ever before, according to Morphet, Johns, and Reller. More and more, the superintendents are assigning the primary responsibility for the educational program to the principal and his staff. The challenge to be met in curriculum development is immense, and the one who must display the necessary leadership for the continued improvement of the curriculum is the principal. It is important that he not be satisfied with his present training, but that he continue his own improvement through attendance of workshops, refresher courses, seminars, and summer school.²


In summary, the writers of the related literature expressed similar ideas concerning the role of the principal in curriculum and curriculum development. It was their feeling that the curriculum area should be one of the principal's biggest responsibilities to the total school program. He must be active in filling the leadership role, if he is to succeed in his job. He must be competently trained, and possess foresight to look to the future in curriculum development.

**Supervision and Instruction**

The area of supervision and instruction is considered equally as important as curriculum in the principal's role, according to the sources used in this area of related literature.

**Burnham and King.** Burnham and King both felt that the principal's role in supervision is to provide leadership service that will result in the improvement of instruction and will foster learning. Since competing duties occupy so much of the principal's time, his primary goal in supervision should be to foster leadership in others. In today's schools, supervision is a cooperative service designed to aid teachers rather than to report about them.¹

Corey. The principal's success in supervision, according to Corey, comes in large measure at least, from his ability to see what it is that others are not doing well, or getting others to see this, and using his skill in bringing about change, presumably improvement, in others professional behavior.¹

Edmonson, Roemer, and Bacon. The function of supervision is the improvement of instruction through recognition of effective content and methods, and through improvement of material and practice, according to Edmonson and his associates. Superintendents in some schools are placing upon their high school principals, more definite responsibility for a balanced program of supervision in the secondary school.

However well such a program is planned, the chief load will fall on the principal. School of 150-400 students will not be able to support trained and capable department leaders.

Leadership in supervision, as well as in other things, must be the definite obligation of the principal. The principal who is to supervise must know the characteristics of good teaching. He must apply the technique of supervision in a variety of forms. Instructional efficiency on the part of the

principal will make great strides if he will (1) supervise in such a way as to eliminate fear, (2) seek the hearty cooperation of all the teachers in carrying out some definite plan of training students in right habits of study, and (3) carefully select teachers for assigned responsibilities in right habits of study, and (3) carefully select teachers for assigned responsibilities in terms of their preparation and experience.¹

The sensible principal will be democratic rather than autocratic, in carrying out the responsibility of supervision. Supervision and instructional improvement should be a two-way proposition, in which both the teaching staff and principal can improve their status quo. The principal as an educational leader must help teachers understand that his position exists to facilitate their task of helping students learn. He cannot place himself apart from the staff, but must emphasize his work as a member of the team.

Estes. Estes indicated that today's principal must stimulate in the teacher an attitude of self-improvement. He must know the educational program and the sequential development of each instructional area if he is to make appropriate suggestions of learning activities and experiences. Principals

should be planning with their teachers, for their involvement is at least a fair guarantee that they will participate in the activities designed to improve the teaching-learning situation. However, the principal cannot afford to be reluctant to accept his responsibility for leadership. He may frequently find it necessary to make decisions without consulting the staff, but when faculty members perceive their principal as an instruc-leader they will accept his decisions in good faith.1

Keller. One source, Keller, felt very strongly about one technique in particular; this being the use of classroom visitation. Principals must get closer to what goes on in the classroom than they do now. If they don't know what is going on in the classroom, they will not know what other method to use, to correct the problem. In conjunction with classroom visitation, the principal must have adequate knowledge of the goals of a particular area. This is a noticeable weakness of many principals, and it could be the reason why many do not carry out effective classroom visitation.2

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Manlove. The importance of the principal in the vital area of supervision and instruction can hardly be over-emphasized, stated Manlove. The effective school principal is one whose teachers accept and use the principles of learning and development in their teaching. He can accomplish this task by a number of methods and techniques. There is no attempt to list these in the order of importance, but all have proven to be helpful to the principal: (1) in-service training through the use of workshops, (2) use of outside consultants or specialists, (3) use of demonstrations, (4) helping teachers to evaluate their own work, (5) use of classroom visitation, using a checklist, and follow this with a skillfully conducted conference, (6) use of intervisitation between teachers, (7) making available a professional library for the teachers, and recommending some articles of special significance to individual teachers, and, (8) a long-range program for the improvement of instruction. Making skillful use of the methods just listed will help give the principal the impetus needed to carry out his responsibility in supervision and improvement of instruction.¹

¹Donald C. Manlove, "The Principal's Role in Improving Instruction," The Bulletin of the National Association of Secondary-School Principals, XXXVI (December, 1952), 1-5.
To briefly summarize the related literature in this area, there was a consensus that the principal must act as the stimulus in improving the quality of instruction. It is essential that he be familiar with all the methods available to fulfill his supervision role. Above all, he must employ democratic measures in this area of responsibility. This area is becoming the principal's responsibility more than ever before. Thus, it is highly essential that he be a good teacher himself, and be proficient in the various subject areas.

Guidance

The principal's role in the area of guidance cannot be taken too lightly, for the leadership needed to make maximum use of the guidance service will invariably fall upon the principal. The following related literature supports this statement.

Bunting and Sagmoen. Bunting and Sagmoen both felt that the high school counselor, like any other teacher, is directly responsible to the principal. Thus, it is imperative that guidance programs like any other integral part of the educational program be the responsibility of the school administrator. The principal should be responsible for any directives given teachers regarding their functions in the guidance program, and to see that teachers are given time and
encouragement for necessary activities in the program.¹

Erickson. The attitude of the high school principal, as indicated by Erickson, is basically responsible for the effectiveness or ineffectiveness of high school guidance programs. In those schools which employ guidance counselors, the principal must realize just what the role of the counselor is to be. While it is important that the principal not lose his personal contact with the student body, it is also important that the counselor be permitted to do the job that he was hired to do. He must be given the flexibility to initiate a guidance program that will be of benefit to the students and the staff. The counselor and principal should agree on what the counselor must do to meet student needs in these changing times. Principals have a responsibility to help counselors function on the highest level possible.²

Jacobson, Fevis, and Logsdon. Jacobson, Fevis, and Logsdon made some very definite statement regarding the role


of the secondary principal in the guidance area. It would be difficult to enumerate the specific functions assumed by secondary principals. Since the size of high schools varies from locality to locality, there is wide variation in the kinds of guidance activities which principals perform. There are some obligations, however, which no principal may delegate. By virtue of his position as head of the school, he must see that they are carried out in the interest of establishing and maintaining a guidance program, whether the school be large or small. These include: (1) organizing the guidance program, (2) selection of staff personnel for counseling and guidance, (3) establishing techniques for obtaining information concerning pupils, (4) developing an in-service training program, and (5) evaluating the program.\footnote{Paul H. Jacobson, William C. Beavis, and James D. Logsdon, \textit{The Effective School Principal}, Second Edition. (Englewood Cliffs, N.J.: Prentice-Hall, Inc., 1963) pp. 235-236}

Kindig. From his appraisal on the principal's role, Kindig reported that the principal can and will do more in the area of guidance if he will plan his total school program with the helpful aid of the guidance personnel. Those engaged in guidance have their field of specialization. They are not curriculum trained people. However, they face daily
the problems of matching the offerings of the school with
the need, interest, and abilities, and realistic goals of
boys and girls. These counselors are at the crossroads where
curriculum and students meet. The principal, if he is doing
his job in guidance, will be at the crossroads ready to meet
the challenge. Obviously, a curriculum is only justified
and meaningful if it meets the immediate need, interest, and
abilities of the student and advances the student toward
realistic goals. The principal and guidance personnel must
know their students if they are to prepare their curriculum
intelligently.

What are some of the more specific contributions that
the guidance department can make to curriculum development?
Perhaps the most obvious is in the organization and inter-
pretation of test data. This valuable information is iden-
tified in the tabulated results of achievement, differential,
aptitudes, and qualifying tests, as well as by mental measure-
ment and performance grades. At this point, the principal
can determine his effectiveness in guidance by suggesting
ways in which the information can be organized for inter-
pretation, and thus improve upon the present curriculum.1

1Waldo J. Kindig, "The Principal Looks at the Counselor's
Role in Curriculum," The Bulletin of the National Association
Miller. Miller had the following to say about the principal's role in the guidance program: The administrator's role in the guidance is primarily one of democratic leadership during the initial developmental stages of the guidance program and one of consistent support to the program once it has become adequately organized. It is more often lack of leadership than authoritarian direction that handicaps the budding guidance program.¹

Mortensen and Schmuller. Mortensen and Schmuller strongly supported the leadership role as played by the principal. They feel there cannot be a substitute for intelligent and courageous leadership. Such leadership will be, by its very nature, imaginative, tactful, and will have the vision of the worth of the individual always before it. Such leadership, again, will coordinate, integrate, and re-inforce the program through the strengths of all combined rather than through any domination of the program. The principal must employ all factions of the school organization in order to have a successful guidance program.²

Olson. Olson agreed that the actual leadership for the organization and administration of an effective guidance program must come from the administrative staff, and the person who will most likely fill this role is the principal. He must provide active and informed leadership if the guidance is to succeed. One of his first responsibilities is the delegation of guidance duties to the man properly trained for the job, the guidance counselor. The two must work together for the benefit of all within the school.

The principal must assume leadership in providing space and facilities, time for guidance, an adequate budget, and a program of in-service training for members of the staff, as well. The members of the staff, in particular, must be made to believe that their part in the guidance program is of utmost importance. He should help the staff understand the concept of mutual and shared responsibility since the success of any program depends on the readiness of the teaching staff to accept, contribute to, participate in, and utilize the services. He must be instrumental in developing a guidance philosophy and objectives for the program, and developing these in harmony with the policies of the board of education and with the total educational program.

An effective guidance program will be an additional expense in the school budget, and for this reason, the
guidance program and its services must be evaluated carefully and continuously. The principal must keep this in mind, and one approach he can use in the evaluating guidance program is in terms of services to the students, to the instructional staff, to the administration, and to the board of education. He will be effective in his job, in this area, when he realizes that the guidance program can and should be one of the major integrating forces in the entire educational program.

Wylie. Wylie emphatically stated that the principal, as administrator, must believe in the value of guidance. He must hold as his own the tenet that each student is unique and individual, that each is worthy of all the help possible for learning about himself. He must believe that no stone can be left unturned in the development of the whole student, the citizen of tomorrow. This is imperative if the guidance program is to be effective. In setting up the goals of a guidance program, the principal and the guidance personnel must make the objectives realistic and realizable. The objectives must be understood and accepted by the staff and

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community. Here, the principal is the key person. He is the individual who has the responsibility for leadership and support. His application of the goals, coupled with understanding, will go far toward insuring an effective guidance program in his school.\(^1\)

In summation, the related literature made it clear that the principal's role in guidance should be one of leadership and continued support to the guidance program. He must be well informed of the purposes of the program. This leadership will help to inspire the teaching staff, student body, and the community to make better use of the guidance services. The principal and the guidance personnel must work together to interweave the guidance program into the total educational program.

**Extra-Curricular**

The principal cannot overlook the importance of the extra-curricular program, as it is essential to the total success of the school. Extra-curricular activities have their place in the curriculum, and the current literature brought out the active role to be taken by the principal in this area.

Elicker. As brought out by Elicker, all activities must be considered as school activities, if the school is responsible for their organization, their administration, or their supervision. The principal must accept the overall responsibility for the entire program. He has the final responsibility for determining the work load and the degree of responsibility the supervision of the particular activity requires. He should be careful in his selection of sponsors or advisors, for sponsors can determine the success of an activity. 1

Jacobson, Reavis, and Logsdon. Jacobson, Reavis, and Logsdon indicated that the responsibility for the management of the extra-curricular program rests with the principal. If extra-curricular activities are to be properly supervised, someone must be responsible for their operation. His main function is to initiate, correlate, and supervise activities. The position should be professional and administrative in every sense of the word. We should have qualities of leadership, personality, and sympathy, as well as sound technical knowledge of activities and their place in the scheme of education. Since the time involved in extra-

curricular activities is so great, the principal must justify the activity being in the total school program.²

McEnnerney. McEnnerney realized there is a continuously changing conception of education but there is still a great emphasis upon "teaching the whole child." If the principal is seeking to help students, he will immediately appreciate that activities are a "must" for his school. Certainly, a principal would have a difficult time trying to defend the position that his school should not have these activities.

The principal is legally responsible for the total school program, and, because extra-curricular activities represent an integral part of this total picture, he must understand that they are one of his major responsibilities.

The principal's big job is to develop the ability to select good sponsors for the various activities. It would be much better to leave an activity out of the program rather than have an ineffective one. Continuous evaluation by the principal of the individual activities in the total school program should be carried forward on a systematic basis.

Activities help to promote good public relations for the

Morphet, Johns, and Feller. In discussing the principal's role in extra-curricular activities, Morphet and his colleagues agreed that if the principal and his staff accept modern theories of democratic administration and organization, that commitment must also include pupils. One definite area by which the principal can include the pupils are the extra-curricular activities. The experiences in this area can develop the leadership competencies of pupils and maximize the conditions for effective learning. They also minimize discipline problems. As pupils grow in their ability to solve problems and make decisions, they develop competency to participate in many phases of classroom management. There are so many school activities that affect pupils so directly that they should share in the development of those programs and policies. Principals who fail to provide these opportunities for pupils fall far short of providing "education for what is real."

Scott. As chief administrator of the extra-curricular

program, the principal must have a definite set of objectives in mind before such a program will succeed. Scott listed the following objectives that the principal must include: (1) to capitalize for educational profit fundamental "drives" or urges, (2) to prepare the student for democratic living, (3) to make the student increasingly self-directive, (4) to teach social cooperation, (5) to motivate school life and work, and (6) to develop school spirit.

The principal must use discretion in selecting sponsors from the staff in helping the students to accomplish the objectives of a well organized extra-curricular program. He must be able to give professional advice when it is needed. The program will succeed only if it is given the proper leadership by the administration.

The extra-curricular program is a perfect setting for developing these important facets of life. Because the school is considered the prime educational institution in the community, this is where these objectives should be established in theory and made functional in practice. Any principal who looks upon the program lightly is not fulfilling his responsibility as an administrator.¹

The related literature indicated that the principal must first realize the necessity for having extra-curricular activities in the total school program. The principal is responsible for the organization, administration, and supervision of the activities. It is important that he be selective in seeking the help of staff personnel in sponsoring these activities. It is imperative that the principal continually evaluate the activities program, weeding out those activities which are of little value to the total school program. Since the extra-curricular activities take up so much time, the principal has to justify each activity that exists.

Building and Equipment

The area of building and equipment must certainly be considered as another of the principal's responsibilities. He holds an important role in the functioning of the school plant and use of equipment. The related literature gave added impetus to this statement.

Edmonson, Roemer, and Bacon. Edmonson, Roemer and Bacon indicated that it is the principal who is ultimately responsible for the physical condition of the school, and the janitor to whom the duties are delegated, the relationship existing between them is important. It is one of the duties of the principal to furnish leadership to the janitor. The report
between the two must be well established.

The principal must get in the habit of inspecting the building and equipment periodically. Certain standards of attainment are necessary. It is the constant duty of the principal to see that the whole program of caring for the building is dispatched with regularity. The task is one that will necessitate his obtaining the interest and intelligent cooperation of the individuals working with him.¹

Elicker. Elicker considered the management of the school plant as one of the principal's major responsibilities, and he must enlist the cooperation of his staff and all school personnel. He may be handicapped in efficient management owing to outmoded plant and equipment but inscrutability and resourcefulness and acquisition of new facilities may overcome some apparent difficulties in time.

The maximum use of the school plant and its equipment is paramount. It must be understood by all that the principal is the managerial agent of the school plant. The custodian, in many schools, is responsible to the principal, who, with his assistants, organizes and coordinates the work of the

custodial staff for the care and maintenance of the school plant. The principal must establish good working relations with the custodial staff; he must supervise and inspect any renovations and repairs of the school plant; he must give instructions to the custodians so they can use their time more economically and improve their care of the school plant; he must so instill in the students a spirit of pride in the school plant that they will cooperate in its proper use and maintenance, free from objectionable markings and defacements. A proper coordination of the participation of the school student council in proper care and use of the school plant is of utmost importance. The principal must ever be mindful of the safety conditions in the school plant.

The principal must give consideration to the following recommendations if he is to further carry out his responsibility in this area:

1. Become acquainted with guiding principles for the planning and construction of a school plant.
2. Determine the kind of instructional program of education one plans to have so the school plant can be maximally functional.
3. Estimate the immediate future needs in planning the school plant.
4. Set up some clear cut yet flexible policies on the management of the school plant.
5. Allocate the specific responsibilities among the school personnel for the care and maintenance of the school plant.1

Jacobson, Reavis, and Logsdon. Analysis of the authority conferred on the principal with respect to building and grounds reveals a large number of specific duties, according to Jacobson and his associates. In addition to supervising the janitors and custodians, he must see that the school plant provides adequate educational service. The utilization of plant facilities presents the principal with a technical problem in administration that can be solved satisfactorily only when the factors conditioning utilization are fully known.

Linn. Linn, in discussing the organization of the building service staff, realized that one point is somewhat hazy: Where does the individual school principal fit into the picture so far as the direction and management of the building service staff in his building are concerned? Educators generally feel that the principal should be held responsible for all functions and activities carried on in that plant, including the building service functions. On the other hand, the principals rarely know much about custodial or maintenance services, so how can they possibly

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accept such responsibility? This is not such an enigma if
one stops to consider that the principal, as a responsible
cooridnator, is not expected to be an expert himself in all
areas represented by his staff members and associates, but
is expected to know where and how the various services and
knowledge fit and mesh together to form a complete pattern of
operation, and to have the ability to encourage this.

The building service employees are not profession-
ally trained and they require direction and supervision. In
all but the smaller school districts these employees usually
are placed under the supervision of some person in the
system who knows much more about the details of the work than
the average principal. Along with the employees, this person
should very definitely cooperate with the school principals
in promoting the basic purpose of the schools--educating and
training the children.

The principals are justified in expecting prompt,
efficient, and courteous service from all service employees.
The principal is fully within his right when he inspects his
plant and notes standards of service and makes suggestions
(within the appropriate line of authority) for improvements.
If he objects strongly to the assignment of some particular
individual to his building, serious consideration should be
given to a transfer of that person. In other words, the
principal should be recognized as the key administrator of that building. ¹

In summary of the related literature on building and equipment, the writers expressed agreement on many factors concerning the role of the principal.

The principal must fit the instructional program into the existing school plant and equipment made available. "His policies on the management of the school plant must include establishing a definite rapport among service personnel, teaching staff, student body, and the community. He must set up specific responsibilities among the various factions for the care and maintenance of the school plant.

The principal should inspect the plant and equipment with regularity and make suggested improvements to carry out his total responsibility in this area, leadership must be the principal's strongest asset.

General Administration

In the total operation of the school, the principal plays a leading role in general administration. Interwoven within this area are all the areas mentioned previously. The writers of the related literature possessed similar, but

definite feelings about the role of the principal in this area.

Jacobson, Reavis, and Logsdon. The role of the secondary principal in general administration is a strategic one, as suggested by Jacobson and fellow writers. On the one hand, the principal is the representative of the superintendent of school; on the other, he is the professional leader of the teachers, pupils, and patrons of his school. The one filling this role should be a superior organizer and a skilled administrator. He should also be a wise and discreet executive who handles parents with tact, firmness, and skill. Many problems confronting the principal require instant decisions. If he is to be efficient, he must be able to make decisions promptly and correctly. The principal must also be a good business manager. This includes supervising the extra-curricular activities, the requisitioning of supplies and their proper and prompt delivery throughout the building. This points to the fact that his responsibilities in this area require more concentrated effort on his behalf than even the superintendent.¹

Newcomer. Newcomer stated that in general administration, the principal must be a manager, organizer, and implementer. He lists the following criteria by which a principal can be evaluated in this area.

1. Produces a school organization with energies, skills, and talents geared to achieving the goals and purposes of the enterprise.
2. Results in the principal's ability to clearly define and describe the organization of his enterprise in terms of plans, directions, control points, and analysis of results.
3. Results in attractive, neat, professional and businesslike atmosphere.
4. Results in high level of competence in carrying out tasks and meeting deadlines.
5. Results in a clear understanding on the part of all personnel as to whom they are responsible and for what they are responsible and what is expected of them.
6. Results in the effective implementation of school programs.
7. Results in efficient and effective utilization of available resources, both human and material, in the solution of school problems.
8. Results in a clear understanding and utilization of school organization, policies, procedures, and channels of communication.\(^1\)

Salmon. Salmon realized that in performance of his functions in general administration, each principal is directly responsible to the superintendent for educational services. This includes responsibility for assigned personnel, for the program of the school, for democratic and cooperative

\(^1\) Lee Newcomer, "How to Supervise your Principals," School Management, V (May, 1961), 60-70.
planning of functions and policies with his staff. He is responsible for maintaining channels of communication, for interpreting district policy to his staff, for informing the superintendent about matters which are pertinent to the administration of the district, for the interpretation of the educational program to parents and other citizens.

The principal is responsible for all pupil personnel assigned to his school. In discharging this responsibility, he shall establish and maintain acceptable standards of pupil behavior. He shall be aware of the needs of the students and accommodate those needs insofar as it is possible to do so. The principal will be responsible for the efficient organization of his staff, his buildings, and the materials with which he must work.\(^1\)

Tompkins. Tompkins indicates that the responsibilities of the secondary principal varies so widely in different school systems, but that regardless of the school the principal should be expected to carry out the following general administrative responsibilities:

1. To have general supervision of all areas in the school.
2. To make final decisions regarding matters of school policy and practice.

3. To make or confirm all teaching and activity assignments.
4. To interpret policies set up by the school board to building personnel and to students.
5. To serve on committees as requested by the superintendent.
6. To represent the high school level in district, county, state athletic associations and in principals associations.
7. To serve on state and local professional committees.
8. To develop a working philosophy for the high school.
9. To exercise leadership in developing and evaluating the curriculum program of the school.
10. To establish and promote a research program to assist in evaluation of the entire school program.
11. To keep the school board informed, through the superintendent's office, of the total school program, including co-curricular activities.
12. To assume the responsibility in promoting good relations among staff personnel, service personnel, students, and the lay citizens.

Trump. Trump believed that the exercising of leadership by the principal in the general administrative area should include three personal responsibilities: (1) to conceptualize an educational system that will serve individual students better; (2) to develop a public relations program based on experimental approaches to the solution of educational problems; and (3) to produce administrative arrangements that actually reflect the concepts and public relations thus evolved.

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To summarize the related literature in this area, principals must be creative, efficient and competent. They must be well educated in secondary administration with definite goals and policies set up. These people must be leaders with plans for the future, not just managers to operate a school on a day to day basis. The secondary school principal must be a person who can work with parents and people of the community. A school progresses just as long as the community understands the goals and plans for the future. It is the responsibility of the principal, then, to interpret the school to the community. The principal is the overseer of the total school program, being involved in all the areas mentioned in this study.

III. THE JOB AS REPORTED BY HIGH SCHOOL PRINCIPALS

Experience and Training

From the sixty questionnaires sent to the selected principals of Iowa public high schools, a total of 53, or eighty-eight per cent, were completed and returned. Table I shows that twenty-four of the 53 principals, or forty-five per cent, are serving in this capacity for the first time, while 29, or fifty-five per cent, are serving as principal for the second time in a different school district. The average number of years experience for those serving
previously, was three and one-half years. Forty-two of the principals held at least a Master’s Degree. The average number of graduate hours taken in secondary school administration was 27.

TABLE I

THE AMOUNT OF EXPERIENCE AND EDUCATIONAL TRAINING OF IOWA HIGH SCHOOL PRINCIPALS CONTACTED, 1961-64

<table>
<thead>
<tr>
<th>Experience and Training</th>
<th>First Experience As Principal</th>
<th>Second Experience As Principal</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Graduate Hours Taken (Average)</td>
<td>27</td>
<td>27</td>
<td></td>
</tr>
<tr>
<td>Number Serving</td>
<td>24</td>
<td>20</td>
<td>53</td>
</tr>
<tr>
<td>Per cent of Returns</td>
<td>45</td>
<td>55</td>
<td>100</td>
</tr>
<tr>
<td>Average Years of Experience</td>
<td>0</td>
<td>3 1/2</td>
<td></td>
</tr>
<tr>
<td>Highest Degree Held:</td>
<td>B.A. 1</td>
<td>M.A. 19</td>
<td>Other 4</td>
</tr>
<tr>
<td></td>
<td></td>
<td>23</td>
<td>3</td>
</tr>
</tbody>
</table>

Curriculum

Forty-one of the 53 principals, or seventy-seven per cent, held a responsibility in curriculum and curriculum development, as shown in Table II. An average of three courses
were taken by the principals in this area.

### TABLE II

**RESPONSIBILITY AND TRAINING OF IOWA HIGH SCHOOL PRINCIPALS IN CURRICULUM AND CURRICULUM DEVELOPMENT, 1963-64**

<table>
<thead>
<tr>
<th>Responsibility and Training</th>
<th>Number of Principals Reporting</th>
<th>Per cent Holding Responsibility</th>
</tr>
</thead>
<tbody>
<tr>
<td>Responsibility in Curriculum</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Yes</td>
<td>41</td>
<td>77</td>
</tr>
<tr>
<td>No</td>
<td>12</td>
<td>23</td>
</tr>
<tr>
<td>Average Number of Graduate Courses Taken</td>
<td>3</td>
<td></td>
</tr>
</tbody>
</table>

From the questionnaire item, "What further preparation do you need to meet your responsibility in this area?", several principals gave similar responses. Some of the responses were:

1. Of the forty-one principals indicating a responsibility in this area, twenty-six principals mentioned that their teachers were coming to them, rather than the superintendents, when they had questions concerning the curriculum. They realized a need for more preparation to meet the needs of their staffs and community.

2. Attendance of seminars in curriculum development, either on a local basis or state-wide basis.
The seminars should be conducted in a more realistic fashion, rather than using too much theory.

3. Panel discussions with on the job principals composing the panel, and having a curriculum expert, in the individual subject areas, as moderator.

4. The reading of current information found in journals, periodicals, and textbooks is essential to help give one a better insight to the total program. Many of the principals agreed that current information acts as a stimulus for them to be alert and aware of the happenings in curriculum. A workshop for evaluating current professional literature could prove to be a valuable asset for on the job principals.

5. A need for supervision courses in each of the subject areas being offered would help give the principal the vision needed to develop the curriculum. Only then, will he be able to determine whether a particular subject area is inadequate or not.

6. Serving an internship-program, to meet the needs of all areas.

7. Although additional experience may overcome it, there was the general feeling expressed by many that they had problems in setting up the class schedule to best fit the needs of certain subject areas.

8. More on grade placement, and more on courses for non-college bound students.

Supervision and Improvement of Instruction

The responsibility of supervision and the improvement of instruction rested with forty-five of the 53, or eighty-four per cent, of the group, as shown by Table III. In this area, an average of 3 courses were taken by the principals.
TABLE III

RESPONSIBILITY AND TRAINING OF IOWA HIGH SCHOOL PRINCIPALS IN SUPERVISION AND IMPROVEMENT OF INSTRUCTION

<table>
<thead>
<tr>
<th>Responsibility and Training</th>
<th>Number of Principals Reporting</th>
<th>Per cent Holding Responsibility</th>
</tr>
</thead>
<tbody>
<tr>
<td>Responsibility in Supervision and Instruction</td>
<td>Yes 45</td>
<td>64</td>
</tr>
<tr>
<td></td>
<td>No 8</td>
<td>16</td>
</tr>
<tr>
<td>Average Number of Graduate Courses Taken</td>
<td>3</td>
<td></td>
</tr>
</tbody>
</table>

From the questionnaire item, "What further preparation do you need to meet your responsibility in this area?", the following lists some of the responses made by the group:

1. One-half of the reporting principals indicated a personal weakness in providing the proper supervision needed to improve the instructional program of their schools. This was due, in part, to their not having a broader knowledge of individual subject areas.

2. Supervision courses in each of the subject areas.

3. Workshops in supervision.

4. A course set up whereby one would observe a controlled teaching situation. After observation, confer with the teacher and make actual positive suggestions. These suggestions could then be scrutinized.

5. Father and inspect teacher evaluation sheets used by other schools, and compare.

6. A thorough desire to follow through and evaluate the supervision program being used against the most desirable programs available.
7. A course where student and instructor could observe teacher at work, and then compare suggestions, etc.
8. The need for more experience would result in somewhat better instructional programs.
9. A course with greater depth in getting along with fellow teachers, board of education, and patrons of the community.
10. More on methods of classroom visitation, and how to evaluate teachers better.
11. It was interesting to note that principals are becoming more alert to their responsibility in the area of supervision and improvement of instruction. The bulk of the principals admitted that this area was often lacking, for they are the ones who must not only provide the necessary leadership, but must take an active part in it.

Guidance

Twenty-two of the 53 principals, or forty-one per cent, held a responsibility in guidance, as is shown in Table IV. An average of five courses were taken by the principals in this area.

<table>
<thead>
<tr>
<th>Responsibility and Training</th>
<th>Number</th>
<th>per cent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Responsibility in Guidance</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Yes</td>
<td>22</td>
<td>41</td>
</tr>
<tr>
<td>No</td>
<td>31</td>
<td>59</td>
</tr>
<tr>
<td>Average Number of Graduate Courses Taken</td>
<td>5</td>
<td></td>
</tr>
</tbody>
</table>
From the questionnaire item, "what further preparation do you need to meet your responsibility in this area?," there were nineteen principals who gave a response. Thirty-nine of the principals indicated that their schools were employing either a full-time or part-time guidance counselor. As a result, they felt little need for any further preparation in the area of guidance. However, some did make the following comments:

1. The need for some knowledge on tests and measurements is essential for the proper placement of pupils into the total school curriculum. At the same time, it would aid the principal in curriculum development.

2. Sixteen principals showed a desire in taking a course in the administration of individual tests.

3. Workshops involving both principals and the guidance personnel may tend to bring about a more mutual understanding concerning the role that each faction must assume to make the guidance program operate successfully.

4. Twelve principals mentioned that they would like to take a course in evaluating guidance programs.

Extra-Curricular

In the area of extra-curious activities, the responsibility was held by forty-five of the 53, or eighty-four per cent of the principals, as shown by Table V. An average of two courses were taken by the principals in this area.
TABLE V

RESPONSIBILITY AND TRAINING OF IOWA HIGH SCHOOL PRINCIPALS IN EXTRA-CURRICULAR ACTIVITIES

<table>
<thead>
<tr>
<th>Responsibility and Training</th>
<th>Number of Principals Reporting</th>
<th>Per cent Holding Responsibility</th>
</tr>
</thead>
<tbody>
<tr>
<td>Responsibility in Extra-Curricular</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Yes</td>
<td>45</td>
<td>84</td>
</tr>
<tr>
<td>No</td>
<td>8</td>
<td>16</td>
</tr>
<tr>
<td>Average Number of Graduate Courses Taken</td>
<td>2</td>
<td></td>
</tr>
</tbody>
</table>

From the questionnaire item, "What further preparation do you need to meet your responsibility in this area?" the following lists some of the responses made by the principals contacted:

1. A course or workshop dealing with setting better participation in the extra-curricular activities, and how to tie in the extra-curricular program. The course could include discussing practical approach toward evaluating extra-curricular programs.

2. An in-service program for principals whereby they might discuss the proper selection of staff personnel in sponsoring the extra-curricular program, the involvement of student personnel in developing the activities program, and, by setting up criteria to justify the extra-curricular activities that take place in the school.
3. Eleven principals indicated that they had covered this area in the courses in secondary school administration, however, they felt that more time should be spent in this area, since the principal spends a lot of time in supervising extra-curricular activities, and more emphasis should be placed on this particular area.

**Building and Equipment**

The responsibility of building and equipment was placed upon eighteen of the 53, or thirty-four per cent of the reporting principals, as is shown in Table VI. An average of two courses were taken by the principals in this area.

**TABLE VI**

<table>
<thead>
<tr>
<th>Responsibility and Training in Building and Equipment</th>
<th>Number of Principals Reporting</th>
<th>Per cent Holding Responsibility</th>
</tr>
</thead>
<tbody>
<tr>
<td>Responsibility in Building and Equipment</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Yes</td>
<td>18</td>
<td>34</td>
</tr>
<tr>
<td>No</td>
<td>35</td>
<td>66</td>
</tr>
<tr>
<td>Average Number of Graduate Courses Taken</td>
<td>2</td>
<td></td>
</tr>
</tbody>
</table>

From the questionnaire item, "What further preparation do you need to meet your responsibility in this area?" sixteen
principals made similar responses:

1. A seminar or workshop concentrating more on size of various rooms and equipment needed in each subject area, and determining cost of equipping the areas taught.

2. There is a need for a workshop for principals and custodians, whereby both factions may better understand the relationship between each other in carrying out the total responsibilities of this area. It could include formulating a work schedule for custodians, improvising a checklist of the building and equipment for both factions to use.

3. A course is needed for principals in the area of planning and constructing of new schools. Twelve principals indicated that their school districts were planning to build new schools, and that they felt inadequate in offering suggestions in the development of the new plant.

**General Administration**

Forty-eight of the 53 principals, or ninety per cent, held a responsibility in general administration, as shown by Table VII. An average of four courses were taken by the principals in this area.

**TABLE VII**

<table>
<thead>
<tr>
<th>Responsibility and Training</th>
<th>Number of Principals Reporting</th>
<th>Per cent Holding Responsibility</th>
</tr>
</thead>
<tbody>
<tr>
<td>Responsibility in General Administration</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Yes</td>
<td>48</td>
<td>90</td>
</tr>
<tr>
<td>No</td>
<td>5</td>
<td>10</td>
</tr>
<tr>
<td>Average Number of Graduate Courses Taken</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>4</td>
<td></td>
</tr>
</tbody>
</table>
From the questionnaire item, "What further preparation do you need to meet your responsibility in this area?" thirty-four principals made responses, and some of them were similar in nature. The following responses are listed:

1. A course in general business management which would cover all the school activities underlined as the principal's sole responsibility.
2. A course in general school law and finance to meet the needs of the State Department of Public Instruction and local school district.
3. Periodic workshops dealing with general administrative duties of principals, such as evaluating present school programs, and working with the community.
5. A course covering methods of filing of all activities under the jurisdiction of the principal.
6. More time should be spent in general administration courses in developing class schedules and making better use of staff personnel in developing the curriculum.

IV. A COMPARISON OF THE JOB OF THE SECONDARY SCHOOL PRINCIPAL AS DESCRIBED IN LITERATURE WITH ACTUAL JOB OF THE REPORTING PRINCIPALS

Curriculum

The literature and the reporting principals compared very favorably in many respects. The principal's role as leader in curriculum and curriculum development is becoming his greatest responsibility to the total educative process. He must be bold enough to bring new innovations into the curriculum, and yet, respect the views of teachers, lay
people and curriculum experts in the development of the curriculum. A comprehensive secondary school is the goal of most schools, introducing vocational courses for the non-college bound student, and individualized programs for the college bound student. There is a constant pressure being put on principals to continually evaluate the curriculum.

On the other hand, there were few dislikes between the two sources. The most prominent was that curriculum changes are taking place much slower than the related literature would lead one to believe. In many instances, this was not the fault of the principal. There was an awareness of the "dreamer" attitude of some of the literature in proposing new ideas in curriculum development, forgetting the realistic approach that principals must employ.

**Supervision and Instruction**

The principals contacted in this study were in full accordance with the literature in regard to the principal's responsibility in supervision and instructional improvement. Many of the principals are employing the use of certain techniques and methods as suggested should be used by the literature. The principals agreed too, that supervision should be a cooperative effort by both the principal and staff. It is only logical that this area employ democratic means, that of
using a give and take policy. Only then, will both principal and staff "grow" on the job.

In both theory and practice the relationships of the secondary school principal with his teaching staff were not clear, at times. The two factions must work together more closely to reach the attainment of the best education possible for the students.

Guidance

The views of the literature and the reporting principals closely paralleled each other concerning the principal's role in guidance. With thirty-nine principals reporting the employment of guidance people, their task was primarily one of supervising the guidance program. In other words, leadership was their main role, and all the literature certainly brought out the importance of the leadership qualities that the principal has to possess if the guidance program is to be worthwhile. As one principal indicated, the success of the school curriculum depends partially upon the success of the guidance program. Some of the reporting principals expressed a desire to partake in workshops involving both principals and guidance personnel, which was indicative of the principals desire to further enhance the opportunity for having a successful guidance program.
**Extra-Curricular**

Judging from the responses made by the principals in reply to the question concerning further preparation needed by them in this area, the consensus was that the principals were trying to fulfill their role in extra-curricular activities as was suggested by the literature. The principals were conscious in trying to find ways to get as many students in the activities as possible, to find better ways of evaluating the program, and to make a proper selection of staff personnel to further assure the school of having a justifiable extra-curricular program.

It was interesting to note that about one-third of the reporting principals, or seventeen, felt that they were spending too much time with the extra-curricular program, and this was contrary to some of the literature which stated that the principal must spend a great deal of time working with the extra-curricular program if it was to succeed.

**Building and Equipment**

Although only thirty-four per cent of the reporting principals held a responsibility in this area, they expressed a concern for taking on a greater role. If the principal was to be responsible for the instructional program, then he must have complete knowledge of the plant and available equipment. The response made by some of the principals in regard to their
relationship with the service personnel concerning workshops illustrates the need for greater rapport between the two groups. The related literature strongly supports this theory.

General Administration

There was an agreement concerning the principal's role in general administration. The principals felt a need for workshops involving the specific areas for which they are responsible. It is imperative that principals keep up to date on all educational developments, thus the need for continued education of the principals if they are to fully accept their responsibilities in secondary education.
CHAPTER III

SUMMARY, CONCLUSIONS, AND RECOMMENDATIONS

I. SUMMARY

The purpose of this study was (1) to determine if the graduate training paralleled the actual experiences of the first-year secondary principals, and those serving in the same capacity for the second time in different school districts, and (2) to compare the writings of the educators with the actual experiences of the first-year secondary principals, and those serving in the same capacity for the second time in different school districts.

A study of six selected areas of activities for which the principal was held responsible were investigated. The areas selected were curriculum, supervision and instruction, guidance, extra-curricular, building and equipment, and general administration. The study of the duties and responsibilities of principals included a review of books, periodicals, and education bulletins relative to administration of secondary schools.

A questionnaire was then prepared and validated by submission to four principals and three superintendents. Some revisions were made before the questionnaire was
submitted to the selected public junior and senior high school principals in Iowa. Annual reports submitted to the Iowa State Department of Public Instruction by every public high school district in the State for the 1963-64 school year showed that sixty school districts were employing secondary principals who were serving in the capacity in their school districts for the first time. A list of the principals, length of service, and location of each, was found in the Secondary Principals File. The questionnaire was sent to each of these individuals. Replies were received from fifty-three of the sixty principals, a return of eight-eight per cent.

The responses to the questionnaire were grouped, summarized, and analyzed according to each of the six areas. These responses were compared with the information as described in the literature concerning the job of the secondary principal.

Curriculum. Forty-one of the 53 principals responding to the questionnaire, or seventy-seven per cent, reported that they held a responsibility in curriculum and curriculum development. There was indicated a need toward further preparation in this area. The literature and the reporting principals agreed in many respects. The principal's role as leader in curriculum was becoming his greatest responsibility
to the educational program. He was willing to bring new
innovations into the curriculum, and respect the views of
teachers, lay people and curriculum experts in the develop-
ment of the curriculum. A comprehensive secondary school is
the goal of most schools. There was a constant pressure being
put on principals to continually evaluate the curriculum.
Curriculum changes are taking place much slower than the
literature would lead one to believe. Some of the literature
held a "dreamer" attitude in proposing new ideas in cur-
riculum development, and principals must use a realistic
approach in making any innovations in the curriculum.

Supervision and Instruction. In the area of supervision
and instruction, forty-five of the 53 principals, or eighty-
four per cent, indicated holding a responsibility. One-half
of the reporting principals desired further knowledge of the
individual subject areas. Many of the reporting principals
were using certain techniques and methods as suggested should
be used by the literature. Supervision should be a cooperative
effort by both the principal and staff. The principal must
act as the stimulus in improving the quality of education.
He must be a good teacher himself, and be proficient in the
various subject areas. The principal must employ democratic
means in fulfilling his supervision role.
Guidance. Only twenty-two of the 53 principals, or forty-one per cent, held a responsibility in guidance. Thirty-nine of the principals mentioned that their schools were employing a full or part-time guidance counselor, thus, they felt little need for further preparation in this area. Both the literature and the reporting principals agreed that the principal's main role was that of providing leadership and supervising the guidance program. The success of the total school curriculum depends partially upon the success of the guidance program.

Extra-Curricular. In this area, forty-five of the 53 principals, or eighty-four per cent, held a responsibility. The main problems confronting the principals were in trying to find ways to get as many students in the activities as possible, to find better ways of evaluating the program, and to make a proper selection of staff personnel to further assure the school of having a stable extra-curricular program. The literature brought out the need for leadership on the part of the principals. Seventeen of the principals felt that they were spending too much time with the program, however, the literature stated that the principal must spend a great deal of time if the program was to succeed. Eleven principals felt that more time should be spent on this area in secondary administration courses at the graduate level.
**Building and Equipment.** The responsibility of building and equipment was placed upon eighteen of the 53 principals, or thirty-four per cent. Sixteen principals indicated a need for a workshop, concentrating more on size of various rooms and equipment needed in individual subject areas. The literature brought out the fact that if the principal was to be responsible for the instructional program, then he must have complete knowledge of the plant and available equipment. There was also indicated a need for workshops engaging both principals and custodians, illustrating a need for greater rapport. In total, leadership must be the principals strongest asset in this area.

**General Administration.** Forty-eight of the 53 principals responding to the questionnaire, or ninety per cent, reported that they held a responsibility in general administration. Thirty-four principals felt a need for workshops involving the specific areas for which they were responsible. The literature emphatically stated that principals should keep up to date on all educational developments, and that there should be a continued need on part of the principals for further education to meet their responsibilities.
II. CONCLUSIONS

On the basis of the findings of this study, the following conclusions were drawn:

1. The lay people and school personnel were increasingly looking to the principals for the necessary leadership needed for the assurance of better schools. Therefore, principals dare not become complacent, but must constantly seek to improve their schools.

2. Principals were assuming the greater responsibility in curriculum, supervision and instruction, extracurricular, and general administration.

3. With thirty-nine of the 53 principals reporting the employment of either a full or half-time guidance counselor in their schools, the principals were apparently content to let the guidance personnel carry out the responsibility in that area.

4. The literature strongly supports the theory that the principal must possess the democratic leadership in all the selected areas if he is to fulfill his obligation to the school. The principals were assuming leadership in all areas.

5. Principals were becoming more sensitive as to what
their role should be in the secondary schools.

6. The majority of the principals realized a need for additional training, especially in curriculum and supervision, giving further evidence that the principals were working closely with the teaching staffs within their schools. There was felt an added need for workshops in the extra-curricular, building and equipment, and general administrative areas.

7. Principals were making use of current literature as a stimulus for them to be alert and aware of happenings in education.

8. Principals felt the need for a curriculum which would best fit the needs of the majority of the students within their schools.

9. After careful review of the literature and responses made by the principals, the study indicated that secondary principals could not be content with being proficient in just two or three areas, but they must be well trained in all six areas covered in the study.
III. RECOMMENDATIONS

On the basis of the findings and conclusions of this study, the following recommendations were presented:

1. That graduate schools might instigate the use of workshops or seminars, either on a state-wide or local level, in the selected areas covered in the study, giving special consideration to curriculum and supervision. On the job principals could compose the panels, having graduate professors, who are exponents in the selected areas, act as moderators.

2. That workshops for evaluating current professional literature in each of the selected areas would prove to be a valuable asset for on the job principals, as well as those going into the field.

3. That an internship-program for the potential principal, whereby he would work closely with experienced administrators, and be a contributing member during the training program, could prove to be very beneficial.

4. That graduate schools give careful consideration to the responses made by the reporting principals in each of the selected areas covered in the study.
when contemplating any possible changes in their graduate programs for the training of secondary principals.
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APPENDICES
APPENDIX A

LETTER MAILED TO PRINCIPALS

Gilmore City, Iowa
March 19, 1964

Dear Principal:

As partial fulfillment for candidacy of the Master's Degree in Education, I am making a study of the graduate training and actual experiences encountered by first-year secondary school principals in Iowa during the 1963-64 school year.

The purpose of this study is to determine if the graduate training paralleled the actual experiences of the principals contacted, and to compare the writings of the educators with the actual experiences of these same principals.

It is realized that you are extremely busy with duties, but the questionnaire is so arranged that it will only take a few minutes of your time. I assure you that persons participating in this study will not be identified.

An addressed stamped envelope is enclosed for your convenience. Thank you very much for your cooperation.

Sincerely yours,

Ell Fredin
APENDIX B

QUESTIONNAIRE

1. Is this your first experience as a secondary principal? Yes ___ No ___

2. If answer to question 1 is no, how many previous years of experience have you had as a secondary principal?

3. What is the highest degree held? B.A. ___ M.A. ___ Other ___

4. How many graduate hours do you have in the field of secondary school administration?

The following questions pertain to the area of Curriculum and the Curriculum Development

5. Does your responsibility include the building and improving of the curriculum? Yes ___ No ___
   If answer to 5 is no, proceed with question 9
   If answer to 5 is yes, answer questions 6, 7, and 8

6. How many graduate courses did you take in this area?

7. What further preparation do you need to meet your responsibility in curriculum and curriculum development?

8. What professional literature do you read which helps you in curriculum and curriculum development?

The following questions pertain to the area of Supervision and the Improvement of Instruction

9. Does your responsibility include the area of supervision and the improvement of instruction? Yes ___ No ___
   If answer to 9 is no, proceed with question 13
   If answer to 9 is yes, answer questions 10, 11, and 12

10. How many graduate courses did you take in this area?

11. What further preparation do you need to meet your responsibility in supervision and the improvement of instruction?
12. What professional literature do you read which helps you in supervision and the improvement of instruction?

The following questions pertain to the area of Guidance

13. Does your responsibility include the area of guidance?  
   Yes  No
   If answer to 13 is no, proceed with question 17
   If answer to 13 is yes, answer questions 14, 15 and 16

14. How many graduate courses did you take in this area?

15. What further preparation do you need to meet your responsibility in guidance?

16. What professional literature do you read which helps you in guidance?

The following questions pertain to the area of Extra-curricular Activities

17. Does your responsibility include the area of extra-curricular activities?  
   Yes  No
   If answer to 17 is no, proceed with question 21
   If answer to 17 is yes, answer questions 18, 19 and 20

18. How many graduate courses did you take in this area?

19. What further preparation do you need to meet your responsibility in extra-curricular activities?

20. What professional literature do you read which helps you in extra-curricular activities?
The following questions pertain to the area of Building and Equipment

21. Does your responsibility include the area of building and equipment? Yes ☒ No ☐
    If answer to 21 is no, proceed with question 25
    If answer to 21 is yes, answer questions 22, 23 and 24

22. How many graduate courses did you take in this area?

23. What further preparation do you need to meet your responsibility in building and equipment?

24. What professional literature do you read which helps you in building and equipment?

The following questions pertain to the area of General Administrative Duties

25. Does your responsibility include the area of general administrative duties? Yes ☒ No ☐
    If answer to 25 is no, proceed with question 26
    If answer to 25 is yes, answer questions 27, 28 and 29

26. How many graduate courses did you take in this area? __________

27. What further preparation do you need to meet your responsibility in general administrative duties?

28. What professional literature do you read which helps you in general administrative duties?

29. Comments: