REASONS WHY MEN ENTER ELEMENTARY SCHOOL ADMINISTRATION
OR SUPERVISION IN IOWA PUBLIC SCHOOLS

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Vernon L. Hall
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REASONS WHY MEN ENTER ELEMENTARY SCHOOL ADMINISTRATION
OR SUPERVISION IN IOWA PUBLIC SCHOOLS

by

Vernon L. Hall

Approved by Committee:

[Signature]
Chairman

Dean of the Graduate Division
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CHAPTER I

INTRODUCTION

During most years of public education in Iowa, women have dominated the elementary education area. Only recently have men entered the fields of elementary teaching or administration in any large numbers. Men have especially entered the areas of elementary school administration and supervision in rapidly increasing numbers. Little research has been conducted in an attempt to explain why men are rapidly entering the field of elementary administration and supervision.

I. THE PROBLEM

Statement of the problem. It was the purpose of this study (1) to seek the qualifications that male elementary principals and supervisors possess; (2) to determine the reasons why men become elementary school administrators or supervisors; (3) to discover the reasons why some male elementary administrators did not prepare for the elementary teaching area during undergraduate training; and (4) to explore the attitudes of these administrators toward their present position.

Importance of the study. In the past, women have traditionally dominated elementary administration and
supervision in Iowa public schools. However, men have become increasingly interested in elementary administration during recent years. According to statistics recorded in the 1962-63 Iowa Educational Directory, 472 men held positions of elementary principal or supervisor as compared to only 227 women in these same positions.\(^1\) Thus, only 32.4 per cent of the elementary principals and supervisors were women in that year.

Several changes have taken place in the profession of elementary administration and supervision. Elementary schools with small enrollments have been disappearing rapidly. Teaching principals, once constituting about the only kind of elementary principal, have become less numerous with increased enrollments of attendance centers. The principal of an elementary building with a large enrollment will likely not be assigned any teaching duties. Neither will the elementary supervisor of two or more attendance centers be likely to teach. More emphasis has now been placed on the smooth and efficient functioning of the entire elementary building. This does not mean that the elementary teacher has stopped trying to improve individual classroom instruction. Now the building administrator has the role

\(^1\)Iowa Educational Directory (Published by the State of Iowa, July, 1962), p. 254.
of helping all teachers with personal, instructional, school-home, and all other problems which affect the education of children. With larger schools, perhaps the building administrator no longer has the time to tackle the responsibility of "running the building" and also teach. Many educators feel that the elementary school plays the most important part in our educational pattern, since it is here that most learning fundamentals are formed. Today's building administrator does have more responsibility and challenge than at any time to date.

Several questions, pertaining to the elementary education program of Iowa, have not been answered by factual answers. Do men elementary school administrators have sufficient training and experience since many of these men have not taught in the elementary school? What percentage of these men obtained their undergraduate degree in fields other than elementary teaching? Why have so many men suddenly entered the elementary administration area? Have these men found satisfaction in elementary administration, and do they plan to stay in this area? An attempt was made in this study to seek some factual answers to the previous questions.

II. DEFINITIONS OF TERMS USED

Elementary administrator. An elementary administrator
refers to an elementary principal or elementary supervisor who has the responsibility of administrative duties over an elementary building or buildings.

**Elementary principal.** An elementary principal is the man who has the responsibility of administrative duties over a building. These administrative duties include supervision over teachers, responsibility for improvement of instruction, handling all problems within the building, in charge of non-teaching personnel, and any other task which promotes the smooth function of educating children. Elementary principals have been so classified according to records of the Iowa State Department of Public Instruction. However, some men who have been classified as elementary principals consider their positions as including some supervisory tasks.

**Elementary supervisor.** The term elementary supervisor refers to a person classified as such in the records of the Iowa State Department of Public Instruction. No other distinction between an elementary principal or supervisor will be made.

**Elementary school.** An elementary school is any Iowa public school including grades kindergarten through six.
III. DESIGN OF THE STUDY

All men who have been serving in positions of elementary principal or supervisor within all Iowa public schools were included in this study. The list of names was taken from a "supplement" which was secured from the Iowa State Department of Public Instruction for the 1963-64 school year. This "supplement" was an addition to the 1962-63 Iowa Educational Directory as no 1963-64 edition was printed. The "supplement" classified the men into two categories; an elementary principal or elementary supervisor.

After reviewing literature pertaining to characteristics and qualifications of elementary school administrators, a questionnaire was composed and mailed to ten elementary principals to find out if the items were understood by the respondents. These ten elementary principals were selected at random from all elementary principals in the state. All ten questionnaires were returned and studied for validation. As a result of reviewing the ten returned questionnaires from the elementary principals with Dr. Louis Heger of Drake University, the questionnaire was validated and the same questionnaire was sent to all male elementary principals and supervisors in the state. The questionnaire consisted of the "closed form" for the most part, but where necessary, blanks were provided for
the respondents to add their own personal reasons. A sample of the letter of introduction and questionnaire is in Appendix A and B.

Questionnaires were then mailed to four hundred elementary principals and twenty-five elementary supervisors as classified according to the Iowa State Department of Public Instruction. Three hundred sixty-two elementary principals returned the questionnaires for a return percentage of 90.5, while twenty-four elementary supervisors returned the questionnaires for a return percentage of 96.0. Three hundred eighty-six questionnaires were returned from the 425 that were sent out for a total return percentage of 90.8.

The returned questionnaires were tabulated and the results placed into six tables which were used for much of the data presented in Chapter III.

Chapter II consists of a review of the literature to better understand the elementary school administrator's role in education. The presentation and discussion of data will be discussed in Chapter III. The fourth and final chapter will contain the summary and conclusions that have been related from this study.
CHAPTER II

REVIEW OF THE LITERATURE

The characteristics of administration and supervision were similar in many respects while also being quite different in other respects. No information could be found in books or periodicals to indicate reasons why men do or do not become elementary school administrators or supervisors. Much history and background of administration and supervision was found. Significant information regarding the relationship between principal and supervisor was found. Several types of qualifications have been established for successful principals and supervisors. Various duties and responsibilities of principals and supervisors have been determined for their role in education. The following summary will be presented in order to more clearly understand the administrator's role in education.

I. HISTORY AND BACKGROUND OF ADMINISTRATION AND SUPERVISION

The common purpose of serving the community was one historic goal of the early elementary school. Other common purposes of education have been listed for elementary schools by Reavis:

1. Provide for religious training.
2. Promote the general literacy of all pupils.

3. Improve social mobility by allowing the common man to rise above his original status.

4. Improve citizenship and character development.¹

Shane has stated that by 1860, over twenty-five major American cities had appointed men to positions involving duties comparable to those now performed by a superintendent.² "Supervision, if it is defined broadly, has a longer history in American education than has administration."³ In 1709, a citizens committee examined pupils and inspected school equipment in Boston.⁴

Gwynn has presented a contrasting viewpoint about supervision.

Supervision actually developed from the school superintendency and the principalship of the secondary school; however successful application took place in the elementary school, where it did not start originally.⁵

Some superintendents started supervising instruction with help from the principals. The growth and development


³Ibid.

⁴Ibid.

of the supervising elementary principal, according to Cramer, were as follows:

1. One teacher stage: chief duty teaching.
2. Head teacher stage: chief duty teaching.
3. Teaching principal: chief duty teaching.
5. Supervising principal: chief duty supervision and educational leadership.¹

The meaning of supervision in 1920 originated as inspection of schools.² Much overlapping of responsibilities and duties had occurred between administrators and general supervisors. This overlapping caused confusion among teachers since they did not know which to follow. Educational theorists and practicing school men were not in complete agreement regarding the functions of supervisors. Teachers and administrators did agree that supervision should be more than inspection with the improvement of instruction as one major task.³ Also by the 1920's, supervisors often became course of study writers to reorganize the curriculum.⁴


³Ibid.

Present day concepts have changed the role of the supervisor. New ideas have advanced as to how children learn. Several advances in the methods of teaching have been brought forth. A tremendous growth in the amount and variety of textbooks and teaching materials have appeared on the educational scene.

Spain has related how the position of principal developed.

The elementary school principalship as a significant educational position is a relatively recent development. The high school principalship was apparently the first American leadership position, followed by the superintendency and the principalship in the elementary school. These early "principals" represented an administrative convenience rather than positions of recognized leadership.

The trend toward releasing a principal from some teaching duties had been established by 1900. The Department of Elementary School Principals was organized in 1921, which helped develop a feeling of professional respect and pride among principals. State departments and regional accrediting associations have been stressing higher certification requirements for principals. Communities have also begun to expect better educational leadership from the principal.


Factors which hastened the development of the elementary principal were a larger number of pupils, more difficulty in classifying pupils, advent of the graded school system, and the moving toward a single salary schedule. The status of the elementary teacher has improved since he is now becoming as important as any other teacher. This factor has also improved the elementary principal's status.

A 1948 survey by the Department of Elementary School Principals disclosed that sixty-four per cent of elementary principals possessed the Master's Degree, in contrast to fifteen per cent in 1928.

Recent concerns of elementary principals have dealt with such problems as the testing movement, refinement of the graded system or eliminating part of it, more satisfactory methods of grouping students, experimentations with new types of school organization, curriculum experimentation, greater emphasis on understanding children, and the trend toward curriculum and instructional improvement.

II. RELATIONSHIP BETWEEN PRINCIPALS AND SUPERVISORS

To differentiate between an administrative principal

1Ibid.

2Ibid., p. 38.

and a supervisor has not always been an easy task. The two fields have a certain overlapping. A supervisor might visit a teacher's classroom for observation to improve the teaching-learning situation. A principal might visit the same classroom to rate the teacher for a merit salary program. Thus, one example could be a supervisory function, one could be an administrative function. Any leadership function concerned with improvement of classroom instruction or curriculum development is supervision, according to Neagley.\(^1\) Administration refers to phases of school organization and operation not mainly concerned with classroom instruction.\(^2\)

Less than half (46.2 per cent) of all elementary teachers had two years of college training in 1931. A supervisor's main duty was to teach the teachers how to teach.\(^3\)

Today's supervisors have placed more emphasis upon improving effective utilization of teaching power and in facilities for teaching. Improvement of instruction has also been a basic task of modern day supervisors.


\(^2\)Ibid., p. 18.

Supervisors have sought ways to improve teachers in a group and to improve teachers individually. Effective supervision has required constant human relations in the following areas, as suggested by Hagman:

1. Differences among individual teachers even though the teaching team is working together.
2. A gradual changing of teacher's behavior with regard to new practices, procedures, and philosophy.
3. Give proper recognition for good work.
4. Daily contacts while working with individual teachers.
5. Reporting on evaluation of teaching.
7. Supervisory conferences with teachers.¹

Neagley has listed the following reasons for modern supervision:

1. To prevent waste of human resources in overlapping courses.
2. To eliminate duplication of teaching effort.
3. To establish continuity from one school level to the next.²

In a large school district, a supervisor has often

¹Ibid.

been attached to the central staff. Campbell pointed out a supervisor's relationship to the central staff. He is probably more a 'staff' administrator than a 'line' administrator, but he has certain functional responsibilities and he must be provided with sufficient authority to meet these responsibilities.\(^1\)

It has been argued that supervisors should not be considered as administrators since the administrative title might reduce the efficiency of the supervisor.

The number of teaching principals has been reduced more than one-third, while the number of supervising principals has doubled from 1933 to 1953.\(^2\) The trend to free elementary principals from teaching, even schools with six or eight teachers, has continued.

Jordan has pointed out one of the main tasks of an elementary principal.

It is the principal's task, as an educational leader, to develop with the faculty the ability for self-evaluation, self-criticism, and self-imposed goals, which lead to constant upgrading in teaching techniques.\(^3\)

In assuming his leadership role, according to


Neagley, the principal must accept responsibility for the following major tasks: (1) instructional leadership and curriculum development, (2) personal administration, (3) business management, (4) plant management, (5) school-community relations, (6) administration of routine duties, and (7) professional, personal, and cultural growth.¹ The principal should spend at least sixty per cent of his time in the area of improving the instructional program and the curriculum.²

The growth and complexity of elementary schools has posed a new problem in administration and supervision. Should each school have both an administrative principal and a supervising principal? In an attempt to answer the above question, Cramer has stated the following:

Establishing two independent positions and separating the administrative and supervising duties in any elementary school would be a tragic mistake. Administration and supervision cannot be isolated.³

The elementary school principal who performs some tasks of a supervisory nature might be regarded as a

²Ibid.
modern administrator. Both elementary principals and supervisors could have the same goal of contributing toward the better education of all children.

III. QUALIFICATIONS FOR PRINCIPALS AND SUPERVISORS

The amount of material available on the subject of qualifications for elementary principals and supervisors was limited. Several sources were repetitious in the listing of qualifications. Much speculation has been brought forth but only a small sampling of proven qualities listed.

A national study revealed that seventy-six per cent of all supervising principals possessed the Master's Degree in 1958.¹ Principals and supervisors have generally taken the same kind of planned collegiate programs. Courses pertaining to the various instructional areas and general curriculum planning were offered. Courses involving school-community relations, human growth and development, and leadership competencies were also stressed. Organization and administration courses were usually included within the total program.

To identify certain traits and attributes pertaining to administrative and supervision qualifications, Campbell has suggested that the following assumptions be assumed:

¹Ibid., p. 370.
1. Assume specific elements of behavior can be isolated and examined.

2. Assume that the personal elements or factors of behavior act with a degree of independence on each other and that their impact can be measured and the effect predicted.

3. Assume that the nature of influence on the behavior of a particular trait is relatively constant and is predictable within limitations.¹

Certain personal qualities have some effect upon administrative behavior. Above average intelligence for the leader has seemed helpful. More knowledge about a topic than a co-worker has definite advantages. Desirable physical characteristics of good health and a minimum level of energy have seemed necessary.²

Several sociopsychological factors may have certain advantages for an educational leader such as the ability of judgment and decision, ambition, initiative, persistence, insight, originality, dominance, self-confidence, popularity and prestige, cooperation, fluency of speech, communicate effectively, and working well with others.³


²Ibid., pp. 325-30.

³Ibid.
Burr has listed the following personal proficiencies for the principalship:

1. Above average mental ability.
2. Ability to see the whole educational picture.
3. Skill in communication.
4. A tolerance for frustration.
5. Personal stamina and task commitment.
6. Creativity ability.¹

No proof has been established for rash statements such as "the higher the intelligence, the better the principal."²

Morphet has summarized a doctoral dissertation about the competencies needed by school administrators and supervisors in Virginia by Pierce B. Woodard.

Woodard made an extensive study of competencies needed by superintendents, principals, and supervisors. He reviewed the professional literature and identified 203 competencies as essential for either superintendents, principals, or supervisors. Of these 203 competencies, 188 were listed as essential for the superintendent, 171 as essential for the principal, and 163 as essential for the supervisor. But he found that 70 per cent of these competencies were common to all three types of positions. Furthermore, he found that 84 per cent of the competencies listed as essential for the principal were also listed as essential for the superintendent, and 92 per cent of the competencies


²Ibid., p. 364.
listed as essential for the principal were also listed as essential for the supervisor.¹

Morphet also advanced the following recent trends:

"The trend in progressive school systems is to assign primary responsibility for the educational program in a school center to the principal and his staff."²

"Supervisors need to know more about curriculum and supervising teachers than the superintendent."³

IV. DUTIES AND RESPONSIBILITIES OF PRINCIPALS AND SUPERVISORS FOR THEIR ROLE IN EDUCATION

The duties and responsibilities of elementary principals and supervisors seemed to be both varied and similar. When working together, the principal and supervisor must have an understanding. The supervisor must have the backing of the principal.

Cramer has indicated a number of relationships for a school principal.

A principal has a relationship to the central office staff, to his building staff, to the parents and pupils, to the citizens and agencies of the community, and to the state department of education.⁴

²Ibid.
³Ibid., p. 284.
A principal has responsibilities toward improving human relations in the following areas, according to Yauch:

1. The principal knows the general characteristics of groups and how they function.
2. The principal has the task as leader of the faculty group as it attempts to arrive at common agreements concerning its work.
3. The principal, after faculty determined policy, has a role in the multitude of activities involved in putting the policy into action.
4. The principal acts as a mediator and referee for many human relation problems that arise during course of group action.¹

Principals have a responsibility to help develop cooperative planning. Principals have a responsibility to help teachers eliminate feelings of guilt about taking pupils out of their class for speech and reading help. Principals also have a need to keep a balance of the curriculum. Teaching children how to think and how to attack a problem in a logical and creative way has been a common task of specialists, teachers, and principals.²


²Panel Discussion at National Education Association Headquarters, "Role of the Specialist--A Discussion," The National Elementary Principal, XLII (January, 1963), 56.
Traditional duties of principals have centered around the following areas, as related by Spain:

1. Maintenance of discipline.
2. Administration of the plant.
3. Regulation of classes.
4. Classification of pupils.
5. Establishment of rules and regulations.\(^1\)

Recent trends in the duties of principals have changed to some of the following areas:

1. Supervisory responsibility for instruction.
2. Leadership of the teaching staff.
3. Professional stimulation and coordination.\(^2\)

A supervisor has to build his role in education by working with people. The supervisor who has been linked with evaluation and administration will have difficulty easing a teacher's conception of thinking of their supervisor as one who grades their work. A supervisor, like a teacher, needs to focus his attention on children.

Gwynn has listed a supervisor's major responsibilities to be in the following areas:

1. Giving individual help to teachers.


\(^2\)Ibid.
2. Co-ordinating and making available to all personnel the instructional services of the school.

3. Being a resource person for administrative personnel.

4. Helping to train teachers in-service.

5. Acting as an interpreter of the school and its program to both the school personnel and the public.\(^1\)

The results of a study by the Research Committee of the Indiana Association for Supervision and Curriculum Development listed the following main functions of supervision:

1. Developing the curriculum to meet the needs of the community.

2. Helping teachers to achieve the most effective learning environment.

3. Improving instruction.

4. Inspiring teachers to do their best.

5. Rendering expert advice concerning methods and materials.

6. Serving as a consultant and coordinator.\(^2\)


In actual practice, the duties that were being performed by supervisors were as follows:

1. Compiling library materials.
2. Giving professional advice to teachers.
3. Improving the curriculum.
4. Taking care of paper work.
5. Taking an active part in testing and evaluating.¹

Other personnel could attend to minor duties and tasks now being performed by principals and supervisors.

¹Ibid., p. 101.
CHAPTER III

THE PRESENTATION AND DISCUSSION OF DATA

The records of the State Department of Public Instruction were checked to determine the names of all male elementary principals and supervisors serving Iowa public schools. Validated questionnaires were sent to the entire list of male elementary principals and supervisors. Ninety per cent of the 425 respondents returned the questionnaires.

Elementary men principals and supervisors were represented from public school systems of various sizes. The size of the school system ranged from a small school system consisting of a single elementary building to a school system containing an administrator over a number of attendance centers. Many city systems contained several elementary buildings where an administrator had charge of each separate building.

These administrators held various types and degrees of qualifications pertaining to their positions. These qualifications consisted of different types of certificates and endorsements which were approved by the Iowa State Department of Public Instruction. Highest degrees awarded by various colleges and universities plus areas of specialization and training that were now held by these men were also listed as qualifications.
I. QUALIFICATIONS OF THE ADMINISTRATORS

The Iowa State Department of Public Instruction has established the following classes of certificates: (1) permanent professional certificate, (2) professional certificate, and (3) pre-professional certificate. The permanent professional certificate is valid throughout the lifetime of the holder except if revoked for cause. The professional certificate is valid for a ten year term and may be renewed each ten year period by taking six hours of approved college or university courses. The pre-professional certificate is valid for a six year term.

As to the type of Iowa certificate presently held, the respondents replied as follows:

<table>
<thead>
<tr>
<th>Type of certificate</th>
<th>Elementary principals</th>
<th>Elementary supervisors</th>
<th>Totals</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Per Number cent</td>
<td>Per Number cent</td>
<td>Per Number</td>
</tr>
<tr>
<td>Permanent professional</td>
<td>315 92.1</td>
<td>22 91.7</td>
<td>337 92.1</td>
</tr>
<tr>
<td>Professional</td>
<td>25 7.3</td>
<td>2 8.3</td>
<td>27 7.4</td>
</tr>
<tr>
<td>Pre-professional</td>
<td>2 0.6</td>
<td>--</td>
<td>2 0.5</td>
</tr>
<tr>
<td>Totals</td>
<td>342 100.0</td>
<td>24 100.0</td>
<td>366 100.0</td>
</tr>
</tbody>
</table>

Most elementary principals held the "Permanent professional" certificate (92.1 per cent), and most elementary supervisors held this certificate (91.7 per cent). Only two elementary principals (0.6 per cent) and no elementary supervisors held the "Pre-professional" certificate.
Table I shows the endorsements for which the respondents have been approved by the Iowa State Department of Public Instruction.

The largest number of both elementary principals and supervisors were "Authorized to serve as a principal, supervisor, or teacher in grades one through nine" (56.5 per cent). The second largest number of both elementary principals and supervisors were "Authorized to serve as county superintendent, superintendent, principal, supervisor, or teacher in any elementary or secondary school through grade fourteen" (40.9 per cent). The third largest number of both elementary principals and supervisors were "Authorized to serve as a principal, supervisor, or teacher in any secondary school through grade fourteen" (19.4 per cent). Many of the respondents held endorsements in more than one category.

As to the highest academic degree presently held, the respondents replied as follows:

| Highest degree held | Elementary principals | | | Elementary supervisors | | | Totals |
|---------------------|-----------------------|----------------------|-----------------------|----------------------|----------------------|----------------------|
|                     | Number                | cent                 | Number                | cent                 | Number                | cent                 |
| B. A. or B. S.      | 40                    | 11.0                 | --                    | --                   | 40                    | 10.4                 |
| M. A.               | 105                   | 29.0                 | 7                     | 29.2                 | 112                   | 29.0                 |
| M. A. plus          | 213                   | 58.9                 | 17                    | 70.8                 | 230                   | 59.6                 |
| Doctorate           | 4                     | 1.1                  | --                    | --                   | 4                     | 1.0                  |
| Totals              | 362                   | 100.0                | 24                    | 100.0                | 386                   | 100.0                |
TABLE I
ENDORSEMENTS APPROVED BY THE IOWA STATE DEPARTMENT OF PUBLIC INSTRUCTION

<table>
<thead>
<tr>
<th>Type of Endorsement</th>
<th>Elementary principals Per Number</th>
<th>Elementary supervisors Per Number</th>
<th>Totals Per Number</th>
</tr>
</thead>
<tbody>
<tr>
<td>Authorized to teach in any secondary school through grade fourteen</td>
<td>8 2.2</td>
<td>--</td>
<td>8 2.1</td>
</tr>
<tr>
<td>Authorized to serve as a principal, supervisor, or teacher in grades one through nine</td>
<td>205 56.6</td>
<td>13 54.2</td>
<td>218 56.5</td>
</tr>
<tr>
<td>Authorized to serve as supervisor or teacher in grades one through nine</td>
<td>63 17.4</td>
<td>5 20.8</td>
<td>68 17.6</td>
</tr>
<tr>
<td>Authorized to serve as a principal, supervisor, or teacher in any secondary school through grade fourteen</td>
<td>69 19.1</td>
<td>6 25.0</td>
<td>75 19.4</td>
</tr>
<tr>
<td>Authorized to serve as county superintendent, superintendent, principal, supervisor, or teacher in any elementary or secondary school through grade fourteen</td>
<td>148 40.9</td>
<td>10 41.7</td>
<td>158 40.9</td>
</tr>
<tr>
<td>Same as the previous statement but with at least one year of approved graduate preparation beyond the Master's Degree</td>
<td>16 4.4</td>
<td>2 8.3</td>
<td>18 4.7</td>
</tr>
<tr>
<td>Totals</td>
<td>509</td>
<td>36</td>
<td>545</td>
</tr>
</tbody>
</table>

NOTE: The per cent columns will not total 100 per cent because some respondents held more than one type of endorsement.
More elementary principals held the "M. A. plus" degree (58.9 per cent), and more elementary supervisors held this degree (70.8 per cent), indicating that these administrators were doing advanced study beyond the Master's Degree. The second largest number of both elementary principals and supervisors held the "M. A." degree (29.0 per cent). Few elementary principals and supervisors held the "Doctorate" degree (01.0 per cent). Some elementary principals held the "B. A. or B. S." degree (11.0 per cent).

Various areas of specialization and training have been related by the respondents as shown in Table II.

**TABLE II**

**AREAS OF SPECIALIZATION AND TRAINING NOW HELD BY THE RESPONDENTS, MAY 1964**

<table>
<thead>
<tr>
<th>Areas of Specialization and Training</th>
<th>Elementary principals</th>
<th>Elementary supervisors</th>
<th>Totals</th>
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<tr>
<td></td>
<td>Per</td>
<td>Per</td>
<td>Per</td>
</tr>
<tr>
<td></td>
<td>Number</td>
<td>cent</td>
<td>Number</td>
</tr>
<tr>
<td>Elementary teacher</td>
<td>126</td>
<td>34.8</td>
<td>7</td>
</tr>
<tr>
<td>Elementary supervisor</td>
<td>118</td>
<td>32.6</td>
<td>17</td>
</tr>
<tr>
<td>Elementary administration</td>
<td>319</td>
<td>88.1</td>
<td>20</td>
</tr>
<tr>
<td>Secondary teacher</td>
<td>129</td>
<td>35.6</td>
<td>8</td>
</tr>
<tr>
<td>Secondary supervisor</td>
<td>20</td>
<td>5.5</td>
<td>5</td>
</tr>
<tr>
<td>Secondary administration</td>
<td>129</td>
<td>35.6</td>
<td>8</td>
</tr>
<tr>
<td>Superintendency</td>
<td>30</td>
<td>8.3</td>
<td>2</td>
</tr>
<tr>
<td><strong>Totals</strong></td>
<td>871</td>
<td></td>
<td>67</td>
</tr>
</tbody>
</table>

**NOTE:** The per cent columns will not total 100 per cent because some respondents were qualified in more than one area of specialization and training.
Most respondents indicated on the questionnaire that they had specific training in more than one area of specialization and training. The Iowa State Department of Public Instruction has allowed overlapping of certification between elementary and secondary administration. Elementary administrators have been approved to work in the areas between kindergarten and grade nine. Secondary administrators have been approved to work in the areas between grade seven through grade twelve. More elementary principals held special training in the area of "Elementary administration" (88.1 per cent), and more elementary supervisors held special training in this area (83.3 per cent). The second largest number of elementary principals possessed the area of specialization and training in both "Secondary teaching" and "Secondary administration" (35.6 per cent), whereas elementary supervisors held the second largest number in the area of "Elementary supervision" (70.8 per cent). Slightly more than one-third of the elementary principals (34.8 per cent) had been an "Elementary teacher" before becoming a principal, while a smaller number of elementary supervisors (29.2 per cent) had been an "Elementary teacher" before becoming a supervisor.

Many respondents had held other previous educational positions since receiving their Bachelor's Degree. Table III relates educational positions held by the respondents
previous to their present positions of elementary principal or supervisor.

TABLE III
PREVIOUS EDUCATIONAL POSITIONS HELD AFTER RECEIVING THE BACHELOR'S DEGREE

<table>
<thead>
<tr>
<th>Positions</th>
<th>Elementary principals Per cent</th>
<th>Elementary supervisors Per cent</th>
<th>Totals Per cent</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Number</td>
<td>Number</td>
<td>Number</td>
</tr>
<tr>
<td>Elementary teacher</td>
<td>177 48.9</td>
<td>10 41.7</td>
<td>187 48.4</td>
</tr>
<tr>
<td>Elementary principal</td>
<td>246 68.0</td>
<td>10 41.7</td>
<td>256 66.3</td>
</tr>
<tr>
<td>Elementary supervisor</td>
<td>21 5.8</td>
<td>11 45.8</td>
<td>32 8.3</td>
</tr>
<tr>
<td>Junior high teacher</td>
<td>160 44.2</td>
<td>12 50.0</td>
<td>172 44.6</td>
</tr>
<tr>
<td>Junior high principal</td>
<td>58 16.0</td>
<td>10 41.7</td>
<td>68 17.6</td>
</tr>
<tr>
<td>High school teacher</td>
<td>192 53.0</td>
<td>11 45.8</td>
<td>203 52.6</td>
</tr>
<tr>
<td>High school principal</td>
<td>83 22.9</td>
<td>6 25.0</td>
<td>89 23.1</td>
</tr>
<tr>
<td>High school supervisor</td>
<td>4 1.1</td>
<td>1 4.2</td>
<td>5 1.3</td>
</tr>
<tr>
<td>Superintendent</td>
<td>109 30.1</td>
<td>6 25.0</td>
<td>115 29.8</td>
</tr>
<tr>
<td>County superintendent</td>
<td>4 1.1</td>
<td>--</td>
<td>4 1.0</td>
</tr>
<tr>
<td>College instructor</td>
<td>7 1.9</td>
<td>--</td>
<td>7 1.8</td>
</tr>
<tr>
<td>Totals</td>
<td>1061</td>
<td>77</td>
<td>1138</td>
</tr>
</tbody>
</table>

NOTE: The per cent columns will not total 100 per cent because many of the respondents had held more than one different previous position.

More elementary principals had held the previous position of "Elementary principal" (68.0 per cent), whereas more elementary supervisors had held the previous position of "Junior high teacher" (50.0 per cent). Ranking second, elementary principals had held the previous position of "High school teacher" (53.0 per cent), whereas elementary supervisors had held this position and that of "Elementary
principal" (45.8 per cent). Ranking third, elementary principals had held the previous position of "Elementary teacher" (48.9 per cent), whereas elementary supervisors had held this position plus the positions of "Elementary principal" and "Junior high principal" (41.7 per cent). Ranking fourth, elementary principals had held the previous position of "Junior high teacher" (44.2 per cent). Both elementary principals and supervisors had previously held the position of "Elementary principal" the most times (66.3 per cent), followed second by holding the position of "High school teacher" (52.6 per cent), followed third by holding the position of "Elementary teacher" (48.4 per cent), and followed fourth by holding the position of "Junior high teacher" (44.6 per cent). Of the present elementary principals and supervisors, slightly more than one-fourth (29.8 per cent) had been former "Superintendents," while a smaller number (23.1 per cent) had been former "High school principals."

II. PERSONAL REASONS FOR BECOMING AN ELEMENTARY PRINCIPAL OR SUPERVISOR

The elementary principals and supervisors serving Iowa public schools expressed various reasons why they entered the areas of elementary administration or supervision. These reasons, ranked in the order of their frequency, are tabulated in Table IV.
## TABLE IV

**REASONS FOR ENTERING ELEMENTARY ADMINISTRATION OR SUPERVISION AREAS IN ORDER OF THEIR FREQUENCY**

<table>
<thead>
<tr>
<th>Reasons</th>
<th>Elementary principals</th>
<th></th>
<th>Elementary supervisors</th>
<th></th>
<th>Totals</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Per Number cent</td>
<td></td>
<td>Per Number cent</td>
<td></td>
<td>Number</td>
<td>Per cent</td>
</tr>
<tr>
<td>Felt a sense of satisfaction working in this area</td>
<td>204 56.4</td>
<td>12</td>
<td>50.0</td>
<td>216</td>
<td>56.0</td>
<td></td>
</tr>
<tr>
<td>Like the work</td>
<td>195 53.9</td>
<td>9</td>
<td>37.5</td>
<td>204</td>
<td>52.8</td>
<td></td>
</tr>
<tr>
<td>Like younger school age children</td>
<td>142 39.2</td>
<td>11</td>
<td>45.8</td>
<td>153</td>
<td>39.6</td>
<td></td>
</tr>
<tr>
<td>Seemed to be good chance for advancement</td>
<td>128 35.4</td>
<td>5</td>
<td>20.8</td>
<td>133</td>
<td>34.5</td>
<td></td>
</tr>
<tr>
<td>Area toward which you were always preparing</td>
<td>115 31.8</td>
<td>8</td>
<td>33.3</td>
<td>123</td>
<td>31.9</td>
<td></td>
</tr>
<tr>
<td>Salary</td>
<td>112 30.9</td>
<td>3</td>
<td>12.5</td>
<td>115</td>
<td>29.8</td>
<td></td>
</tr>
<tr>
<td>Had a chance to try this position</td>
<td>71 19.6</td>
<td>6</td>
<td>25.0</td>
<td>77</td>
<td>19.9</td>
<td></td>
</tr>
<tr>
<td>Vacant position just happened to occur</td>
<td>43 11.9</td>
<td>1</td>
<td>4.2</td>
<td>44</td>
<td>11.4</td>
<td></td>
</tr>
<tr>
<td>Disliked previous job</td>
<td>15 4.1</td>
<td>1</td>
<td>4.2</td>
<td>16</td>
<td>4.1</td>
<td></td>
</tr>
<tr>
<td>Either take this position or move</td>
<td>11 3.0</td>
<td>2</td>
<td>8.3</td>
<td>13</td>
<td>3.4</td>
<td></td>
</tr>
<tr>
<td>Work seems easy</td>
<td>11 3.0</td>
<td></td>
<td></td>
<td>11</td>
<td>2.8</td>
<td></td>
</tr>
<tr>
<td>Like working with women teachers better than men teachers</td>
<td>1 0.3</td>
<td>1</td>
<td>4.2</td>
<td>2</td>
<td>0.5</td>
<td></td>
</tr>
<tr>
<td>Totals</td>
<td>1048</td>
<td>59</td>
<td></td>
<td>1107</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**NOTE:** The per cent columns will not total 100 per cent because many respondents indicated more than one reason for entering elementary administration or supervision.
The combined totals of elementary principals and supervisors showed that more respondents rated the reason "Felt a sense of satisfaction working in this area" first (56.0 per cent). More respondents rated the reason "Like the work" second (52.8 per cent). More respondents rated the reason "Like younger school age children" third (39.6 per cent). More respondents rated the reason "Seemed to be good chance for advancement" fourth (34.5 per cent). More respondents rated the reason "Area toward which you were always preparing" fifth (31.9 per cent), and more respondents rated the reason "Salary" sixth (29.8 per cent).

Four reasons of a similar nature, "Had a chance to try this position" (19.9 per cent), "Vacant position just happened to occur" (11.4 per cent), "School system reorganization" (3.6 per cent), and "Either take this position or move" (3.4 per cent), accounted for a sizeable total (38.3 per cent) of all elementary principals and supervisors.

A few other reasons for becoming an elementary principal or supervisor, not included in the prepared questionnaire, were suggested by the respondents. Since these reasons were listed rather infrequently, they should probably be assigned a minor role in this part of the study. Nevertheless, these findings should be included in the study, and these reasons were reported as follows:
<table>
<thead>
<tr>
<th>Reasons</th>
<th>Elementary principals</th>
<th></th>
<th>Elementary supervisors</th>
<th></th>
<th>Totals</th>
<th>Per cent</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Number</td>
<td>cent</td>
<td>Number</td>
<td>cent</td>
<td>Number</td>
<td>cent</td>
</tr>
<tr>
<td>School system reorganization</td>
<td>13</td>
<td>3.6</td>
<td>1</td>
<td>4.2</td>
<td>14</td>
<td>3.6</td>
</tr>
<tr>
<td>Fewer discipline problems than secondary school</td>
<td>9</td>
<td>2.5</td>
<td>--</td>
<td>--</td>
<td>9</td>
<td>2.3</td>
</tr>
<tr>
<td>Greater need in elementary area</td>
<td>6</td>
<td>1.7</td>
<td>--</td>
<td>--</td>
<td>6</td>
<td>1.6</td>
</tr>
<tr>
<td>Less pressure than being superintendent</td>
<td>5</td>
<td>1.4</td>
<td>--</td>
<td>--</td>
<td>5</td>
<td>1.3</td>
</tr>
<tr>
<td>Less time demand for extra-curricular activities</td>
<td>3</td>
<td>0.8</td>
<td>--</td>
<td>--</td>
<td>3</td>
<td>0.8</td>
</tr>
<tr>
<td>Believe necessary before becoming superintendent</td>
<td>1</td>
<td>0.3</td>
<td>--</td>
<td>--</td>
<td>1</td>
<td>0.3</td>
</tr>
<tr>
<td>Totals</td>
<td>37</td>
<td></td>
<td>1</td>
<td></td>
<td>38</td>
<td></td>
</tr>
</tbody>
</table>

III. PERSONAL REASONS FOR NOT BECOMING AN ELEMENTARY TEACHER DURING UNDERGRADUATE TRAINING

Item five of this questionnaire was so constructed for respondents who were not seeking an elementary teaching position during their undergraduate training. Of the 386 total respondents, 246 replied to this part of the questionnaire (63.7 per cent). The reasons for not seeking a position in elementary teaching during undergraduate training can be found in Table V.
### TABLE V

**REASONS FOR NOT SEEKING A POSITION IN ELEMENTARY TEACHING DURING UNDERGRADUATE TRAINING IN ORDER OF THEIR FREQUENCY**

<table>
<thead>
<tr>
<th>Reasons</th>
<th>Elementary principals Number</th>
<th>Per cent</th>
<th>Elementary supervisors Number</th>
<th>Per cent</th>
<th>Totals Number</th>
<th>Per cent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Did not even consider this area</td>
<td>117</td>
<td>50.6</td>
<td>6</td>
<td>40.0</td>
<td>123</td>
<td>50.0</td>
</tr>
<tr>
<td>Wanted to concentrate in a special area rather than teach many subjects</td>
<td>111</td>
<td>48.1</td>
<td>3</td>
<td>20.0</td>
<td>114</td>
<td>46.3</td>
</tr>
<tr>
<td>Salary was too small</td>
<td>83</td>
<td>35.9</td>
<td>2</td>
<td>13.3</td>
<td>85</td>
<td>34.6</td>
</tr>
<tr>
<td>Wanted to work with older children</td>
<td>61</td>
<td>26.4</td>
<td>4</td>
<td>26.7</td>
<td>65</td>
<td>26.4</td>
</tr>
<tr>
<td>Advancement opportunities seemed lacking in this area</td>
<td>58</td>
<td>25.1</td>
<td>5</td>
<td>33.3</td>
<td>63</td>
<td>25.6</td>
</tr>
<tr>
<td>More of a field for women than men</td>
<td>41</td>
<td>17.7</td>
<td>2</td>
<td>13.3</td>
<td>43</td>
<td>17.5</td>
</tr>
<tr>
<td>Lack of prestige in this area</td>
<td>30</td>
<td>13.0</td>
<td>--</td>
<td>--</td>
<td>30</td>
<td>12.2</td>
</tr>
<tr>
<td>Felt inadequate about this area</td>
<td>24</td>
<td>10.4</td>
<td>2</td>
<td>13.3</td>
<td>26</td>
<td>10.6</td>
</tr>
<tr>
<td>Seemed to be no challenge</td>
<td>12</td>
<td>5.2</td>
<td>--</td>
<td>--</td>
<td>12</td>
<td>4.9</td>
</tr>
<tr>
<td>Would not have felt at ease</td>
<td>8</td>
<td>3.5</td>
<td>--</td>
<td>--</td>
<td>8</td>
<td>3.3</td>
</tr>
<tr>
<td>No elementary degree offered at college</td>
<td>5</td>
<td>2.2</td>
<td>--</td>
<td>--</td>
<td>5</td>
<td>2.0</td>
</tr>
<tr>
<td>Totals</td>
<td>231</td>
<td></td>
<td>15</td>
<td></td>
<td>246</td>
<td></td>
</tr>
</tbody>
</table>

**NOTE:** The per cent columns will not total 100 per cent because some respondents indicated more than one reason for not seeking an elementary teaching position.
The combined totals of elementary principals and supervisors showed that more respondents rated the reason "Did not even consider this area" first (50.0 per cent). More respondents rated the reason "Wanted to concentrate in a special area rather than teach many subjects" second (46.3 per cent). More respondents rated the reason "Salary was too small" third (34.6 per cent). More respondents rated the reason "Wanted to work with older children" fourth (26.4 per cent), and more respondents rated the reason "Advancement opportunities seemed lacking in this area" fifth (25.6 per cent). Many respondents gave more than one reason for not becoming an elementary teacher during undergraduate training.

Five elementary principals added the reason "No elementary degree offered at college" (2.2 per cent) in addition to the prepared questionnaire list.

IV. ATTITUDES OF ADMINISTRATORS TOWARD THEIR PRESENT POSITION

Table VI reveals some attitudes of the men elementary principals and supervisors toward their present positions.

In response to question 1, "Are you happy with your present position?" most respondents replied with a "Yes" (94.6 per cent). In response to question 2, "Do
### TABLE VI

**ATTITUDES OF MEN ELEMENTARY PRINCIPALS AND SUPERVISORS TOWARD THEIR PRESENT POSITION**

| Questions                                                                 | Elementary principals Per | Elementary supervisors Per | Totals Per |
|                                                                           | Number cent                | Number cent                | Number cent |
| 1. Are you happy with your present position?                              | 312                        | 21                        | 333          | 94.8          | 91.3          | 94.6          |
| YES                                                                        |                            |                           |              | 5.2           | 8.7           | 5.4           |
| NO                                                                         | 17                         | 2                         | 19           |              |              |              |
| TOTALS                                                                     | 329                        | 23                        | 352          | 100.0         | 100.0         | 100.0         |
| 2. Do you have any plans to leave the area of elementary administration or supervision? | 22                         | 2                         | 24           | 6.3           | 8.7           | 6.4           |
| YES                                                                        |                            |                           |              |              |              |              |
| NO                                                                         | 270                        | 18                        | 288          | 76.9          | 78.3          | 77.0          |
| MAYBE                                                                      | 59                         | 3                         | 62           | 16.8          | 13.0          | 16.6          |
| TOTALS                                                                     | 351                        | 23                        | 374          | 100.0         | 100.0         | 100.0         |
| 3. Would you return to the area of your initial preparation if all factors were equal to your present position? | 101                        | 6                         | 107          | 28.8          | 26.1          | 28.6          |
| YES                                                                        |                            |                           |              |              |              |              |
| NO                                                                         | 158                        | 11                        | 169          | 45.0          | 47.8          | 45.2          |
| MAYBE                                                                      | 92                         | 6                         | 98           | 26.2          | 26.1          | 26.2          |
| TOTALS                                                                     | 351                        | 23                        | 374          | 100.0         | 100.0         | 100.0         |
you have any plans to leave the area of elementary administration or supervision?," more of the respondents replied with a "No" (77.0 per cent), some replied with a "Maybe" (16.6 per cent), and a few replied with a "Yes" (06.4 per cent). In response to question 3, "Would you return to the area of your initial preparation if all factors were equal to your present position?" more of the respondents replied with a "No" (45.2 per cent), some replied with a "Yes" (28.6 per cent), and about one-fourth replied with a "Maybe" (26.2 per cent). This means that almost half of the present respondents would not now return to their initial area of preparation during undergraduate training.
CHAPTER IV

SUMMARY AND CONCLUSIONS

The purpose of this study was to seek the qualifications that male elementary principals and supervisors possess. Reasons why men become elementary school administrators or supervisors were determined, and reasons why some male elementary administrators did not prepare for the elementary teaching area during undergraduate training were sought. An attempt was made to explore the attitudes of these administrators toward their present position.

Validated questionnaires were sent to all 425 male elementary principals and supervisors according to records from the Iowa State Department of Public Instruction. Ninety per cent returned the questionnaires, and the results were tabulated and placed into tables.

The questionnaire was composed of several items designed to seek answers to the four main purposes of this study. While the questionnaire was generally constructed of the "closed form" type, places were provided for the respondents' personal opinions.

The greatest percentage of the elementary principals and supervisors held the "Permanent professional" type of certificate. Various endorsements from the Iowa State Department of Public Instruction were held by many elementary...
principals and supervisors. Eighty-nine per cent of the respondents possessed the "Master's Degree." A large number of elementary principals and supervisors had some special training in "Elementary administration." Previous educational positions held by the respondents showed that most experience had existed in the positions of elementary teaching and administration, high school teaching, and junior high teaching. Slightly more than one-third of the respondents had been an "Elementary teacher" before holding their present position.

Most respondents indicated several different reasons for entering elementary administration or supervision areas with the largest number of men indicating the same six reasons: sense of satisfaction, liking the work and younger children, chance for advancement, area for which prepared, and salary. From the reasons given for not preparing toward elementary teaching during undergraduate training, there was a strong indication that many respondents' reasons and goals changed after actual educational experience.

Most male elementary principals and supervisors were happy with their present position. The largest per cent of all respondents had no plans to leave the area of elementary administration or supervision. There was little agreement among respondents as to whether they would return to the area of initial preparation if all factors were
equal to their present position.

I. CONCLUSIONS

The greatest number of elementary principals and supervisors had been receiving special elementary training, even though slightly more than half of the elementary principals and supervisors had formerly held positions in the junior and senior high school. Experience in all areas of education may be beneficial to the total educational picture. Since slightly less than two-thirds of the present elementary principals and supervisors were not seeking an elementary teaching position during undergraduate training, special training and knowledge of the elementary area may be lacking in some of the administrators. If previous elementary teaching is a necessary requirement before becoming an elementary principal or supervisor, this qualification has been lacking in many instances. Once the men obtained experience in the elementary area, their attitudes toward positions in this area changed.

Since the area of elementary administration and supervision has shown recent importance with several new positions being created, further study in this area would be very important and necessary to continued improvement and evaluation of elementary school administration and supervision.
BIBLIOGRAPHY

[Entries follow, listing various sources in a readable format.]
BIBLIOGRAPHY

A. BOOKS


B. PERIODICALS


Panel Discussion at National Education Association Headquarters, "Role of the Specialist--A Discussion," The National Elementary Principal, XLII (January, 1963), 50-56.

C. UNPUBLISHED MATERIALS


Dear Principal or Supervisor,

I know how extremely busy you are each day. However, I hope you will take a couple of minutes to fill out the enclosed questionnaire and return it to me in the stamped-addressed envelope which is provided.

All male elementary principals and supervisors in Iowa have been mailed a copy of this questionnaire. This information will be used in connection with my graduate project at Drake University. Of course, your names will not be used.

Why not fill it out now while it is still fresh in your mind. Thank you in advance for your time.

Sincerely yours,

Vernon L. Hall
East Union Community School
Thayer Center
APPENDIX B

QUESTIONNAIRE FOR MEN ELEMENTARY PRINCIPALS
AND SUPERVISORS

1. Personal facts related to present position:
   Name of school system ____________________________
   Position: ___ Principal
   ___ Supervisor
   Are you happy with your present position? Yes__ No__
   Do you have any plans to leave the area of elementary
   administration or supervision? Yes__ Maybe__ No__
   Would you return to the area of your initial prepara-
   tion if all factors were equal to your present
   position? Yes__ Maybe__ No__

2. Academic preparation:
   Highest degree held: (please check)
   ___ B.A. or B.S.
   ___ M.A.
   ___ M.A. Plus
   ___ Doctorate
   ___ Other (please list below)

   Areas of specialization: (please check blank or blanks
   which apply)
   ___ Elementary teacher
   ___ Elementary supervisor
   ___ Elementary administration
   ___ Secondary teacher
   ___ Secondary supervisor
   ___ Secondary administration
   ___ Other (please list below)

   Name of the certificate you now hold: (please check)
   ___ Permanent professional certificate
   ___ Professional Certificate
   ___ Pre-professional certificate
   ___ Endorsements for which you are approved by the State
   Department of Public Instruction: (please check
   blank or blanks which apply)
Authorized to serve as a principal, supervisor, or teacher in grades one through nine.

Authorized to serve as supervisor or teacher in grades one through nine.

Authorized to serve as a principal, supervisor, or teacher in any secondary school through grade fourteen.

Authorized to serve as county superintendent, superintendent, principal, supervisor, or teacher in any elementary or secondary school through grade fourteen.

Same as the previous statement but with at least one year of approved graduate preparation beyond the master's degree.

3. Previous positions held after receiving college degree: (in blanks provided, please place the number of years you held that position)
   - Elementary teacher
   - Elementary principal
   - Elementary supervisor
   - Junior high teacher
   - Junior high principal
   - High School teacher
   - High school principal
   - High School supervisor
   - Superintendent
   - Other (including non-educational positions) (please list below)

4. Reasons for entering elementary administration or supervision areas: (please check the determining factors)
   - Salary
   - Area toward which you were always preparing
   - Seemed to be good chance for advancement
   - Disliked previous job
   - Vacant position just happened to occur
   - Had a chance to try this position
   - Either take this position or move
   - Like younger school age children
   - Like working with women teachers better than men teachers
   - Felt a sense of satisfaction working in this area
   - Like the work
   - Work seems easy
   - Other personal reasons (please list below)
Please answer the following question if your undergraduate training was not toward an elementary teaching position.

5. Reasons for not seeking a position in elementary teaching: (please check the determining factors)
   - Salary was too small
   - Did not even consider this area
   - More of a field for women than men
   - Felt inadequate about this area
   - Lack of prestige in this field
   - Would not have felt at ease
   - Seemed to be no challenge
   - Wanted to work with older children
   - Wanted to concentrate in a special area rather than teach many subjects
   - Advancement opportunities seemed lacking in this area

Other personal reasons (please list below)